



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



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| BEDS Code/DBN | 19-04-01-06-0003 |
| School | Catskill High School |
| School Address | 341 West Main St., Catskill, NY 12414 |
| District | Catskill Central School District |
| School Leader | Selma Friedman |
| Dates of Review | May 23-24, 2013 |
| School Accountability | Focus |
| Type of Review | SED Integrated Intervention Team (IIT) |

| School Information Sheet | | | | | | | | | | | |
|--|-----|--|---------------------------------|--------------------------|--|--|----------------------------------|----------------------------------|--------------------------|----------------|----|
| Grade Configuration | | 9-12 | Total Enrollment | | 472 | % Title 1 Population | 53% | % Attendance Rate | | 73% | |
| % Free Lunch | 34% | % Reduced Lunch | 9% | % Student Sustainability | 93% | % Limited English Proficient | 1% | % Students with Disabilities | | 19.06% | |
| Types and Number of English Language Learner Classes | | | | | | | | | | | |
| # Transitional Bilingual | | 0 | # Dual Language | | 0 | # Self-Contained English as a Second Language | | | 0 | | |
| Types and Number of Special Education Classes | | | | | | | | | | | |
| # Special Classes | | 5 | # Consultant Teaching | | 6 | # Integrated Collaborative Teaching | | | 0 | | |
| # Resource Room | | 6 | | | | | | | | | |
| Types and Number Special Classes | | | | | | | | | | | |
| # Visual Arts | 1 | # Music | 4 | # Drama | 0 | # Foreign Language | 11 | # Dance | 0 | # CTE | 0# |
| Racial/Ethnic Origin | | | | | | | | | | | |
| % American Indian or Alaska Native | 0% | % Black or African American | 13% | % Hispanic or Latino | 9% | % Asian or Native Hawaiian /Other Pacific Islander | 2% | % White | 75% | % Multi-racial | 1% |
| Personnel | | | | | | | | | | | |
| Years Principal Assigned to School | | 1 | # of Assistant Principals | | 0 | # of Deans | 0 | # of Counselors / Social Workers | | 4 | |
| % 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 | | 9 |
| 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) | | X | |
| | | | | | | | | (b) | | | |
| ELA Performance at levels 3 & 4 | 72% | Mathematics Performance at levels 3 & 4 | | 76% | Science Performance at levels 3 & 4 | | 4 Year Graduation Rate (HS Only) | | 69% | | |
| Credit Accumulation (High School Only) | | | | | | | | | | | |
| % of 1 st yr. students who earned 10+ credits | 0 | % of 2 nd yr. students who earned 10+ credits | | 0 | % of 3 rd yr. students who earned 10+ credits | | 0 | 6 Year Graduation Rate | | 80% | |

| 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 |
| X | White | | Multi-racial |
| | 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 |
| X | White | | Multi-racial |
| | 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. Improve instruction PK-12 by creating/supporting/sustaining a collegial atmosphere for continuous improvement utilizing Danielson's Framework for Teaching 2011.**
- 2. Provide targeted and essential PD in areas of need determined by buildings, district, APPR results, and pre-testing/progress monitoring results.**
- 3. Increase student achievement over all content areas.**
- 4. Increase students' College and Career Ready (CCR) skills; offering more opportunities for students to exit high school with college credits and CCR.**

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 | | | X | |

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| | knowledge around specific content. | | | | |
| 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 |
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| 5.2 | The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health. | | X | | |

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|---|--|----------|----------|----------|----------|
| 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' strengths 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:

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| 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 has a personal vision that focuses on student achievement and improving the school’s graduation rate and members of the school community articulated a variety of visions for the school. However, there is no one, unifying, and shared vision to drive the direction of school improvement. The school leader has set an expectation for the use of standards-based instruction, but has not communicated that lessons be data-driven, nor ensured that instructional strategies address the differentiated needs of all learners. The lack of a common vision and comprehensive, explicit expectations hinder the establishment and implementation of systems that support continuous, measurable student 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.

- In partnership with the District, the school leader makes personnel, student and teacher programming, and budgeting decisions. In an interview with school staff, participants reported to the Integrated Intervention Team (IIT) that the school leader plays a major role in the interview process for hiring school personnel and communicates choices for final candidates to the Superintendent. Staff also indicated that teacher assignment is aligned with areas of expertise. A participant in an interview stated, “Teachers are scheduled by their strengths and certification areas.” The IIT learned from an interview with staff that the school provides more college credit-bearing courses than advanced placement (AP) courses to support students in preparation for post-secondary education. The IIT was told by various constituents that when the school leader obtains resources for the school, the funds are targeted toward the improvement of the school’s graduation rate. Because the school leader has prioritized the achievement of school improvement and student goals, available resources are directed to support the accomplishment of these goals.

2.5 **The school has received a rating of *Effective* 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, in conjunction with District staff, uses the Annual Professional Performance Review (APPR) to conduct observations. The school leader also conducts classroom walkthroughs regularly, tracks student data connected to instruction, and routinely communicates with District

administrators regarding teacher practices. The IIT reviewed documents that showed that the school and the District have an APPR plan and that the plan is based on the Danielson Model. Staff reported to the IIT that the school leader gives verbal feedback to teachers on teacher practices. During a staff interview, the IIT was told that teachers receive formal feedback from school leadership in accordance with the District's APPR process and informal feedback based on walkthroughs. A staff member reported to the IIT that the school leader analyzes student data and uses it to change student and teacher schedules as appropriate. The school leader stated that she analyzes the APPR data and walkthrough observations and makes suggestions to staff regarding Professional Development. The IIT reviewed documents that showed that the school offers Professional Development (PD) on Superintendent Conference days and offers workshops on teacher practice throughout the school year. It was reported to the IIT that there are also external opportunities for PD that staff may participate in. From interviews with staff, the IIT heard that the school leader communicates with other District administrators during monthly administrative council meetings. The school leader indicated speaking with the Superintendent on a daily basis and the new Director of Instructional Improvement regularly. As a result of the implementation of the school leader's system of observation and feedback, information learned through this process is used to inform the provision of PD opportunities. A system of monthly meetings and daily contact with the Superintendent ensures administrators and staff are held accountable for achieving school-wide goals and continuous improvement of teaching and learning.

Areas for Improvement:

2.2 **The school has received a rating of *Ineffective* 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 staff and school leaders were able to articulate their personal visions for the school to the IIT. The school leader had a motto of, "whatever it takes," and shared with the IIT the personal goal of improving the graduation rate. However, the school did not have a common, formalized vision that had been written and clearly communicated by the school leader to all school constituents. In interviews, the IIT heard the school leader's motto and goal reflected by some constituents. Not all stakeholder groups interviewed by the IIT were able to articulate a school vision and one stakeholder indicated that there was no school vision. Some individuals interviewed by the IIT discussed District goals created by the Board of Education and the IIT noted that the goals were posted on the District website. The lack of a shared school vision connected to commonly understood, measurable school goals hinders the development and maintenance of a community-wide sense of urgency in the achievement of school-wide 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 uses some evidence-based systems to examine and improve individual and school-wide practices; however, these systems are not formally linked to identified school goals or a shared vision for school improvement. As learned from interviews with the school leader and staff and from documents reviewed by the IIT, evidence-based systems generate information regarding attendance, behavior, suspension, failure rates, graduation rates, teacher performance, meetings with District administrators, and Department meetings. School leadership reported to the IIT that this information is used to monitor progress toward increased student achievement. The IIT heard during a staff interview and saw documents that confirmed that the school leader conducts APPR observations. Staff members reported that the school leader visits the classrooms, is visible in the hallways, and provides verbal feedback to teachers in a positive, non-judgmental manner. The IIT heard, during an interview with staff, that the school leader meets formally with District administrators twice a month to exchange information regarding APPR observations. Although data is collected and feedback is provided to some constituents, parents, students, and student support staff interviewed by the IIT were unable to articulate how data was related to pertinent goals for the school. There was no evidence provided to the IIT to indicate communication of school-wide goals to the school community. During an interview with staff, the IIT learned that teachers have common time on Friday afternoons to meet and discuss progress and achievement. However, the IIT observed that not all subject area teams convene meetings during this time on a consistent basis. The student support staff indicated the school leader does not attend their weekly meetings. The lack of connections of evidence-based systems to a shared vision and mission-critical goals and the inconsistent use of systems to examine, analyze, and inform school practices, limit the school’s capacity to make progress toward improving school achievement and meeting the needs of the school community.

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 uses curricula that was designed to support the New York State Learning Standards required for graduation. However, the development and use of lesson and unit plans designed to meet the rigor required for college and career readiness and the instructional shifts of the Common Core Learning Standards (CCLS) is inconsistent. Although instruction includes some accommodations to provide access to curricula for all students, evidence of differentiation and the effective use of formative assessments are limited. Regularly scheduled opportunities for collaboration are not consistently used to address the implementation of CCLS or used for instructional planning. As a result, not all curricula are aligned to the CCLS and students do not consistently receive a rigorous level of instruction that is aligned to the CCLS or that is designed to accommodate the individual needs of all learners.

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 school leader and staff have participated in PD on how to support and provide classroom instruction that is rigorous and is designed to align with the CCLS. In an interview with the IIT, staff indicated that they had been provided with PD on CCLS; time on the Superintendent's Conference Day to review the Engage NY website; and time to go online to research and make changes in instruction. English language arts (ELA) teachers articulated that they had begun to align classwork and curricula to CCLS, while some staff from other departments indicated that they are waiting for changes in Regents exams before they introduce revised curricula. Through an interview with staff, the IIT learned that although teachers are provided with time to meet weekly to address curriculum development and implementation, these meetings do not always occur and some meetings are used for global discussions. Staff indicated to the IIT that the effectiveness of discussions involving the CCLS shifts is impeded by the lack of department chairs. Because the school does not ensure the consistent development and implementation of CCLS-aligned curricula, students are not consistently provided with rigorous and coherent CCLS curricula across the subject areas.

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 District requires unit and lesson plans be posted on the District's network drive; however, the IIT was not provided with any of these plans. Hence, the IIT did not review any individual teacher lesson plans. Although the IIT observed limited use of higher-order thinking during most classroom visitations, in some classroom visits, the IIT observed the presentation of lessons that included increasing complexity of ideas and levels of questioning. During a staff interview, the IIT noted that teachers reported using pacing calendars aligned to current standards; however, the IIT did not see any direct evidence of this during classroom visitations. During classroom visits, the IIT noted instructional inconsistencies in the implementation of CCLS-based instruction. From one classroom to the next, there were variations in content, in the use of higher-order thinking activities and in the use of instructional strategies. The lack of consistent use of curricula aligned with the CCLS and with CCLS-based instruction limit students' development of higher-order thinking and their ability to build deep, conceptual understanding and knowledge around specific content.

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 school leader has provided time for grade level and department meetings; however, there were no protocols for how these meetings were to be structured and the school leader and teachers kept limited records of agendas and meeting notes. Through an interview, the IIT learned that the school leader has provided time for teachers to collaborate by grade level or department on Friday afternoons. However, there was no direct evidence seen by the IIT that teachers are collaborating regularly; no protocols were documented for how these meetings should be conducted; no one is directed to facilitate the meetings; and no records are maintained of meeting agendas or meeting minutes. The technology observed by the IIT in classrooms visited and available for instruction throughout the school included mounted cameras attached to digital projectors, interactive white boards, laptops, a distance learning room, a radio show set up, a television studio, a virtual field trip room, a computer lab, and a photography studio. The IIT also noted that there were many courses offered in the arts including Digital Photography, Computer Graphics, Gaming Design, and Design Production. Teachers were observed projecting images and showing videos during classes; however, the incorporation of technology, the arts or other areas of enrichment into daily classroom instruction was limited. Limited teacher collaboration within and across grades and departments and limited project-based learning incorporating the arts and technology in classrooms hamper student access to robust curricula that enables students to discover, create and communicate information using the arts, technology and other areas of enrichment.

3.5 The school has received a rating of *Ineffective* 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 IIT was presented with little evidence that the school leader and teachers use formative and summative data to inform instruction and drive instructional decision-making at the classroom level (beyond program scheduling). The IIT was not provided with evidence that the school analyzes unit tests or midterm exam items to drive instruction or develop action plans. During class visits, the IIT observed little collection of daily data on student understanding of lessons and curricula presented. The lack of monitoring of individual student progress as a regular classroom process limits the availability of formative data. This lack of data hampers data-based instructional decision-making to develop and adjust strategic action plans and daily instruction to address differentiated needs of students, establish and achieve individual and school-wide goals and ensure successful student achievement outcomes.

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| 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 |
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Debriefing Statement: The majority of instruction observed by the IIT during classroom visits did not entail interactive student engagement with learning or the implementation of CCLS-based instruction. During classroom visits, the IIT noted inconsistencies in regards to student engagement, instructional differentiation, and academic rigor. Teacher use of pedagogical techniques that increase active participation and elicit responses from all students was limited. The school did not consistently use data-driven instruction to identify or meet student instructional needs. Teachers used some data sources, although instructional planning did not always demonstrate how teachers link data to instruction or individual student achievement goals. There was limited evidence of the use of instructional strategies, to promote higher-level thinking skills and student involvement in their own learning. A lack of consistency in the implementation of differentiated instruction and CCLS-based instructional strategies limits student access to learning at the increased levels of rigor that lead to student achievement and higher order thinking. A lack of instructional strategies that promote student involvement limits student engagement.

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.

- Instructional planning did not consistently include the development or coordination of unit and lesson plan implementation by department or grade level nor did it consistently include best practices and strategies for student goal setting, student engagement, differentiation, or academic rigor. The school did not provide any individual teacher lesson plans to the IIT. Evidence that teachers used goal setting or differentiated instruction to address identified student needs was neither observed in classrooms nor noted from documents reviewed by the IIT. During classroom visits, the IIT observed limited use of strategies to promote the acquisition of higher-level thinking skills, including limited use of rigorous questioning techniques. The IIT also observed that although students exhibited compliant behavior, they demonstrated minimal involvement in their own learning. During classroom visits, the IIT noted that instruction was appropriately scaffolded in one English as a second language (ESL) class and that in some classrooms, throughout the school, instruction included accommodations for students with disabilities. There was limited evidence seen by the IIT in document reviews or in most classrooms visited of the implementation of

strategies to use progressively higher-order questions. An IIT member noted that in one of the six classes visited, teachers asked higher-order questions. The IIT did not find that teachers were setting goals with students to involve them in their own learning. The lack of unit and lesson planning organized to target student goals and provide differentiation to meet individual student needs limits opportunities to promote student engagement, inquiry and success and hampers the engagement of students as active participants in their own learning.

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.

- Classroom instruction was largely generic and not aligned to support CCLS-based instruction or address individual student goals. During class visits, the IIT did not see staff providing students with a wide variety of ways to engage in learning. The IIT did not see any evidence of the development or implementation of comprehensive unit plans, lesson plans, or curriculum maps. During class visits, the IIT observed that teachers did not use project-based learning, strategies for accessing higher-level thinking skills or strategies to increase active participation such as students working in pairs or groups, nor did instruction encourage multiple modes of student response. One member of the IIT noted that students were working in groups in only two out of six classes visited. Differentiation of activities based on student needs and the incorporation of other appropriately aligned CCLS-based instruction was rarely observed. Because instructional planning and implementation do not align with CCLS-based instruction, students are limited in the ways they are able to access learning and 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.

- Classroom environments were safe and students exhibited compliant behavior. However, some staff interviewed by the IIT mentioned that some discipline issues existed in the school. During interviews, students indicated to the IIT that although there were bullies in the school, students felt safe in class and in school. Students also indicated to the IIT that they felt safe in answering questions in class and that there were people in the school that they could talk to if there was a problem. The IIT observed little differentiation of instruction designed to meet student needs and promote high levels of student engagement. During classroom visits, the IIT found little evidence of instructional activities that indicated differentiation based on student strengths or needs and the IIT observed little active student participation in their own learning. Although the school environment is safe, classroom instruction that is generally not responsive to student experience or tailored to the strengths and needs of all students limits student engagement, inquiry and student ownership in their own learning.

4.5 The school has received a rating of *Developing* 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.

- There was little evidence of the use of formative or summative data or progress monitoring to drive instruction and guide instructional decisions at the classroom level. In an interview with staff, participants reported to the IIT that teachers have access to student writing levels, Terranova results, and previous State testing scores through Catskill Connect (the District’s data repository). However, there was little documented or observed evidence that teachers use these data sources to inform planning or instruction. During class visits, the IIT did not observe the collection or use of formative or informal data to plan for or inform instruction. The IIT did not see evidence that the school analyzed unit test and midterm exam items to drive planning or instruction. The IIT observed that teachers of self-contained classes grouped students for instruction; however, few other classrooms used student grouping. Observations made by the IIT during class visits and reviews of student class work indicated that although students receive positive feedback on their work, the feedback was generally non-specific and did not include next steps to achieve successful outcomes. The IIT observed that students could track their progress using assignment and attendance bar charts posted in some classrooms and some of these students demonstrated an understanding of how to improve their achievement in these classes. However, the posting of this information was not a school-wide practice. Because data is not used consistently to regularly monitor student progress and drive instruction, the development of differentiated unit and lesson plans to target instruction to individual needs, maximize student learning and promote student involvement in their own learning 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 developed positive relationships with students and a welcoming atmosphere in classrooms. There are many programs and partnerships in place to provide support to students. While there is no written plan for social-emotional development, there is a process in place to meet these needs. The provision of PD and strategic use of data to link students’ social-emotional needs with academic improvement is inconsistent. The inconsistent use of data and the limited provision of PD offerings have hampered the school community’s creation of an environment conducive to academic success for all students.

Strengths:

5.2 **The school has received a rating of *Effective* 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 school has a system, administered by the Student Support Team (SST) that provides social and

emotional support to students and ensures that adults throughout the school know students on a one-to-one basis. In an IIT interview, staff stated that the school climate encourages all teachers to be familiar with all students' social and emotional needs on an individual basis. They also reported that there is an informal mentoring program in place for at-risk students where mentors meet with students individually to discuss social, emotional and/or academic needs. Students reported they felt comfortable going to any of the teachers in the school if they needed support with social and emotional needs. The IIT was informed, during an interview with the SST that the SST and teachers collaborate on behalf of students to address barriers to social and emotional developmental health and academic needs as concerns arise with individual students. Teachers indicated to the IIT that the school uses the Response to Intervention (RtI) process to identify areas of need that impact student social and emotional developmental health and academic success and has an after-school tutoring program for academic areas of need. They also reported that some students would eat lunch with teachers, social workers, guidance counselors or the nurse in order to further develop the one-to-one relationships. The SST uses multiple sources of data, including attendance, grade reports, discipline reports, graduation rate, and Dignity for All Schools Act (DASA) data to identify at-risk students and the SST discusses students' areas of need and concerns weekly. The SST indicated that student support is offered through afterschool clubs and by community partners, including Greene County Mental Health, Greene County Department of Health, Rotary Club, and Berkshire Farms. Because the school has established systems and partnerships to identify and address student social and emotional developmental health needs, the school is able to promote student social and emotional developmental health.

Areas for Improvement:

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.

- When interviewed by the IIT, staff and school leaders were able to state personal social-emotional visions, but the school did not have a formalized, common school vision for student social and emotional developmental health connected to learning. The school community did not have a shared understanding of the skills and behaviors that are connected to academic success. Students interviewed by the IIT stated that the vision was "make it to college, make it in life," while other school stakeholders stated, "whatever it takes." Constituents were not clear on the school's social-emotional developmental health relates to academic success. The IIT observed positive-thinking posters in classrooms and anti-bullying displays in the halls. During interviews with staff, the IIT was informed that there is an anti-bullying program in place and that some staff received a PD session on social-emotional developmental health and active engagement last summer. Some school constituents mentioned to the IIT that bullying is still a concern in the school. Because the school does not systematically promote a school-wide vision for social and emotional developmental health or a common understanding of the behaviors and skills necessary to promote academic success, school community members' capacity to foster an optimal learning environment is limited.

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.

- Although most constituents interviewed by the IIT agreed that they felt safe, not everyone in the school feels it is completely safe for all students at all times. Some students indicated that the school environment is not always conducive to learning. Most students reported to the IIT that they generally feel safe and are comfortable reaching out to a staff person for needed support. Others interviewed by the IIT indicated that there is some bullying, as well as frequent drug use during school hours. Parents reported to the IIT that the school guidance counselor is helpful to their children, however they did not indicate an understanding of the social-emotional vision of the school nor how it is connected to academic achievement. According to students, parents and teachers interviewed by the IIT, there is a sufficient comfort level for some students to articulate their concerns and fears. The lack of a shared vision and understanding of how social and emotional developmental health support connects to student success hampers the development of a shared understanding of the school community's role in supporting students and the development of a shared sense of responsibility for promoting student success. Although students feel supported in school, the perception that the school is not always safe impedes the establishment and maintenance of an environment that is conducive to learning.

5.5 **The school has received a rating of *Developing* 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.

- At the time of the IIT review, the school leader and student support staff were developing a process to work together and to train teachers on the use of student data as it relates to student social and emotional developmental health. The SST indicated, in an interview with the IIT, that they track attendance, suspension, progress reports, quarterly reports and class failure data. They also stated that they track community service data to ensure students complete this component of their course of studies in order to meet graduation requirements. The SST meets weekly with teachers to discuss students and review these data. Through interviews, the IIT learned that the school leader looks at attendance, discipline, progress reports, failure statistics, and community service data. Although the SST attends weekly cabinet meetings with the school leader, there was limited evidence to show consistency among teachers, the SST and the school leader in their use of data to respond to students' social and emotional developmental health needs. Furthermore, there was little evidence of the provision of PD to staff about the use of data in instructional decision-making or the provision of PD on student social-emotional health as it related to academic success. The IIT was informed that the SST does not have coverage provided to them so they can participate in PD. Although some social and emotional data was being collected, not all staff was working in tandem to analyze data and use this information to address student social and emotional developmental health needs. The lack of cultivation of a school-wide system whereby teachers are able to use data to respond to students' social and emotional developmental health needs hampers the school's ability to maximize students' academic and social success.

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| 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 |
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Debriefing Statement: Parents who are highly visible and involved feel there is a welcoming and accessible atmosphere at the school. When there are family-initiated requests for communications, the school leaders and teachers work to ensure and honor parental concerns and requests in a timely manner. There is a level of concern and discussion by multiple stakeholders focused on increasing parental involvement, but there is no school-developed action plan to address this concern. Providing information in languages that make communications accessible to all families and providing family support to understand data is limited. These factors result in the reduced ability of families to become full partners in the educational process.

Strengths:

6.2 **The school has received a rating of *Effective* 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 atmosphere is friendly; the school building is a welcoming space; and school leaders and staff are responsive to families and encourage families to engage with the school. Through interviews, the IIT learned that there are opportunities for families to engage with the school through Back to School Night, parent/teacher conferences, direct teacher contact, contact with guidance counselors, walk-ins (unscheduled visits to the school), the Parent Teacher Support Organization (PTSO), a fall community event, homecoming, and dinners held once a month. The SST reported that the school building is open until 6:00 p.m. and parents and guardians can use the gym and fitness center. Parents reported to the IIT that they think the school is friendly and willing to help and that they feel that families have a trusting and respectful relationship with the school. Parents indicated to the IIT that there are opportunities for them to volunteer. Because the school has established a trusting relationship with families, is responsive to family communications, is accessible to the community and has offered opportunities for parental involvement, families are encouraged to engage with the school and support student learning and development.

6.4 **The school has received a rating of *Effective* 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 shares information with families regarding community resources to support student growth. Some of the community resources available to students and families mentioned to the IIT during interviews with the school leader and the SST include Greene County Mental Health, Greene County Department of Health, Katterskill Care, Berkshire Farms, Probation Department, Catskill Police, Bard College, Young Men Christian Association (YMCA), Wal-Mart Vision Screening, Dental Van, Rotary Club and Catskill Education Program. The SST, who makes connections between the

families and resources, told the IIT that they sometimes accompany parents or students to initial intake interviews with community agencies. Because the school has identified community resources and cultivated relationships with community organizations, families can access support and learning opportunities to better promote student academic and social and emotional developmental health and academic success.

Areas for Improvement:

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

- Although the school had established strategies for communicating with family and community stakeholders, engagement with families whose primary language is not English was limited. The IIT learned through interviews that the school communicates with parents through mailings, emails, Alert Now calls, parent/teacher conferences, report cards, progress reports, home visits and the Parent Portal. However, information derived from the IIT review of documentation and from an interview with the school leader indicated that these communications were primarily conveyed in English with translations provided informally as requested. The IIT was informed that parents do not receive training on the use of the school's web-based portal. Through interviews, the IIT learned that there was inconsistency among stakeholders regarding the respect of diversity exhibited by the school. Although the IIT was informed of a Martin Luther King, Jr. Dinner in the school and a multicultural night for French and Spanish language students, there was some concern expressed by constituents that the school leader does not generally allow holiday celebrations in the school. Because the school lacks a formal plan to include all families in reciprocal communications, and because not all families receive communications in pertinent languages or receive training in how to access and use the school portal, full participation by all stakeholders in school activities is impeded. This hampers the ability of some members of the school community to support student learning and use information about students' strengths and needs to augment student achievement.

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 opportunities for the sharing of data with families in multiple modalities; however, the school has not developed a mechanism for educating families on how to understand the data fully or how to use it to help their children. The IIT was informed through interviews that the school shares data and other information in "traditional ways," such as during Open Houses and parent/teacher conferences. The school also mails progress reports, report cards, State test data and curricula to students' homes and communicates with families via phone calls. Information is also shared through some "non-traditional ways," such as through a web-based Parent Portal. Although the District Parent Accountability Letter posted on the school website contains some ideas

on how the community can help the school improve student achievement; the IIT found limited evidence that the school was reaching out to educate parents on how to advance student success. Parents reported to the IIT that they access information at Open School Night, but not all parents were sure about how to use the Parent Portal. Limited resources and opportunities for families to dialogue with staff regarding student-specific data and how to use it inhibit families' access to and understanding of student data and limits families' abilities to maximize their support of learning and success for their children.

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 and articulate a written vision with accompanying measurable and ambitious goals that are explicitly embedded in the School Comprehensive Educational Plan (SCEP). Distribute the vision statement to all school constituents through multiple forms of communication and feedback loops so that the entire school community uniformly sees, hears, knows and understands the school vision and goals. Develop and maintain a community-wide sense of urgency in the achievement of school-wide goals.
- 2.3: Identify school-wide goals in alignment with the school vision and ensure implementation of best practices in the achievement of these goals. Encourage the use of interconnected systems for the on-going collection and analysis of school practice. Provide PD and on-going support to ensure the use of best practices connected to student achievement and the development and achievement of school goals. Include steps for the on-going measurement and monitoring of progress toward goals and 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: Ensure that curricula are appropriately aligned to the CCLS, incorporated into unit and lesson plans and are implemented across all grades and subjects. Consistently monitor the implementation of CCLS curricula and CCLS-based instruction and provide relevant feedback and systematic support to all teachers on the development and implementation of CCLS curricula.
- 3.3: Ensure that teachers align unit and lesson plans with CCLS-aligned curricula across all grades and content areas. Provide embedded PD, ongoing support and opportunities for staff to collaboratively examine and design CCLS-aligned curriculum maps, pacing guides, and unit and lesson plans that expose all students to complex materials and higher-order thinking across all grades and subject areas. Encourage the practice of making unit and lesson plans available throughout the school community.
- 3.4: Ensure that grade and department meetings are used regularly by teachers, across all grades and subjects, vertically and horizontally, to collaboratively examine and consider what students need to know and why it is taught. Provide a structured protocol, with required outcomes, for teachers to use when collaborating on designing CCLS-aligned units and lessons. Ensure that instruction based on CCLS-aligned curricula includes the arts, technology and other areas of enrichment across all grades and content areas.
- 3.5: Ensure that the collection, analysis and distribution of timely data are used to assess school effectiveness, identify student needs, patterns of student learning and that these data are used to inform strategic action planning and to adapt instruction to promote student learning and success. Ensure timely formative and summative data are used in the development of instructional planning and that plans provide a clear pathway to progress and growth for individual students and groups of students. Ensure that PD and

on-going support for the school leader and staff to be provided to promote a school-wide understanding of data-driven instruction. Monitor the use of and quality of data-based decision-making and its effect on teacher practice and student outcomes.

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 the development and implementation of instructional plans that include strategies and practices that align with CCLS-based instruction, grade level and student goals and are tailored to address the needs of all students as identified by timely formative and summative data. Ensure instruction is differentiated to promote high levels of student engagement and inquiry for all students. Ensure that instructional planning and implementation include short- and long-term goals based on grade level benchmarks and include instructional strategies to promote student involvement in their own learning.
- 4.3: Ensure that instructional plans include CCLS-based strategies and differentiation that ensure students are provided with multiple ways to access CCLS-aligned curricula and that plans enable students to achieve targeted goals.
- 4.4: Require, support, and monitor teacher use of instructional strategies and practices that are sensitive to the diverse strengths and needs of all learners and promote high levels of active student engagement, inquiry based learning, interactive learning and promote positive behavior. Ensure that instruction involves the use of materials that include high levels of text and content complexity and stimulate student thinking and inquiry.
- 4.5: Use a variety of data sources to monitor student progress and inform instructional planning and decision-making to maximize student learning. Provide PD and on-going support to teachers and staff on the management and use of data to enhance school-wide efficiency in the identification of student and teacher needs and on explicit action planning to address these needs. Ensure students are provided with timely, frequent, specific feedback, including next steps to accomplish success, to nurture student involvement in their own learning.

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:

- 5.3: Ensure that the school vision and goals include the importance of the connection between student social and emotional health, the learning process, and a safe and supportive school environment. Develop a school community-wide understanding of how social and emotional developmental health contribute to student academic success and how the vision for social and emotional health can be connected to learning experiences. Ensure the development and implementation of a plan, which includes targeted PD, to build the staff's capacity to measure and support social and emotional well-being and that promotes the establishment of a safe and healthy school environment for all constituents.

- 5.4: Ensure the establishment of a shared vision and community-wide understanding of how social and emotional developmental health connects to student success. Develop a shared understanding of the school community's roles and responsibilities in supporting student success and in establishing and maintaining a school environment that is conducive to learning. Establish a community-wide appreciation of how stakeholder promotion of the school vision contributes to improved student outcomes.
- 5.5: Develop and implement a comprehensive system of collecting and analyzing social, emotional, and academic data that involves the school leader, the SST, and all staff working together to monitor and support the academic success and social and emotional health of all students. Provide PD and on-going support for school staff members and ensure the provision of opportunities for staff collaboration to promote academic and social success.

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:

- 6.3: Ensure that all materials communicated to parents are in a language and format that families can access and understand. Build staff appreciation for the diversity of the school community and provide opportunities to acknowledge this diversity. Establish methods of reciprocal communications to ensure dialogue among, students, and the school. Develop an action plan to increase communication with families and encourage parental engagement. Implement strategies to increase family engagement, and family support in improving student achievement.
- 6.5: Develop strategies to regularly share information with families in ways that help them understand school-wide and individual student growth and achievement data and the implications of the data. Provide the community with information regarding the Parent Portal and provide families with information on how to access and interpret information about their students. Provide a wide range of communication modes to families to ensure their understanding of student data and empower them to use this knowledge to support student learning.