



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

**DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)**



<b>BEDS Code/DBN</b>	580513030006
<b>School</b>	Central Islip Senior High School
<b>School Address</b>	85 Wheeler Road, Central Islip, New York 11722
<b>District</b>	Central Islip
<b>School Leader</b>	Dr. Franklin N. Caesar
<b>Dates of Review</b>	May 21-22, 2013
<b>School Accountability</b>	Focus
<b>Type of Review</b>	SED Integrated Intervention Team (IIT)

<b>School Information Sheet</b>											
Grade Configuration	9-12	Total Enrollment	1796	Title 1 Population	21.4%	Attendance Rate	92%				
Free Lunch	59%	Reduced Lunch	12%	Student Sustainability	89%	Limited English Proficient	15%	Students with Disabilities	10%		
<b>Types and Number of English Language Learner Classes</b>											
#Transitional Bilingual	13	#Dual Language	0	#Self-Contained English as a Second Language				13			
<b>Types and Number of Special Education Classes</b>											
#Special Classes	NP	#Consultant Teaching	1	#Integrated Collaborative Teaching				56			
# Resource Room	3										
<b>Types and Number Special Classes</b>											
#Visual Arts	5	#Music	8	#Drama	2	# Foreign Language	2	# Dance	0	#CTE	3
<b>Racial/Ethnic Origin</b>											
American Indian or Alaska Native	0%	Black or African American	29%	Hispanic or Latino	61%	Asian or Native Hawaiian/Other Pacific Islander	3%	White	6%	Multi-racial	1%
<b>Personnel</b>											
Years Principal Assigned to School	5	# of Assistant Principals	5	# of Deans	0	# of Counselors / Social Workers	8				
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	0	% Teaching with Fewer Than 3 Yrs. of Exp.	0	Average Teacher Absences	17%				
<b>Overall State Accountability Status (Mark applicable box with an X)</b>											
School in Good Standing		Priority School		Focus District	X	Focus School Identified by a Focus District	X	SIG Recipient (a)		SIG Recipient (g)	
ELA Performance at levels 3 & 4	73%	Mathematics Performance at levels 3 & 4	64%	Science Performance at levels 3 & 4		Geo. – 72% Liv. Env 60% Ea. Sc. – 39%	4 Year Graduation Rate (HS Only)	70%			
<b>Credit Accumulation (High School Only)</b>											
% of 1 <sup>st</sup> yr. students who earned 10+ credits	0%	% of 2 <sup>nd</sup> yr. students who earned 10+ credits	60%	% of 3 <sup>rd</sup> yr. students who earned 10+ credits	89%	6 Year Graduation Rate	75%				

<b>Did Not Meet Adequate Yearly Progress (AYP) in ELA</b>			
	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		
<b>Did Not Meet Adequate Yearly Progress (AYP) in Mathematics</b>			
	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		
<b>Did Not Meet Adequate Yearly Progress (AYP) in Science</b>			
	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		
<b>Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective</b>			
	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. Ensure students are identified by cohort and given all the necessary support to achieve graduation in four years.
2. Increase the APM for the graduating cohort by putting systems in place for taking Regents and being successful prior to their cohort's graduation year.
3. Establish the implementation of CCLS in classrooms, so students are engaged in rigorous work.
4. Hold faculty, staff and administrators accountable for the use of data to increase success in the classroom, e.g., formative assessments, parent/guardian partnerships, review of faculty passing rates on a quarterly basis, etc.

**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
<b>OVERALL RATING FOR TENET 2:</b>					<b>I</b>

**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			X	

	achievement outcomes.				
	<b>OVERALL RATING FOR TENET 3:</b>				<b>I</b>
<b>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.</b>					
<b>#</b>	<b>Statement of Practice</b>	<b>H</b>	<b>E</b>	<b>D</b>	<b>I</b>
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
	<b>OVERALL RATING FOR TENET 4:</b>				<b>I</b>
<b>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.</b>					
<b>#</b>	<b>Statement of Practice</b>	<b>H</b>	<b>E</b>	<b>D</b>	<b>I</b>
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
	<b>OVERALL RATING FOR TENET 5:</b>				<b>I</b>

**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	
<b>OVERALL RATING FOR TENET 6:</b>				<b>D</b>	

School Review Narrative:

<b>Tenet 2 - School Leader Practices and Decisions:</b> 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.	<b>Tenet Rating</b>	<b>I</b>
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**Debriefing Statement:** The school leader has articulated a vision that reflects minimum expectations for students and does not encourage all students to achieve at high levels. In addition, the school leader has not widely communicated the vision and it is not known by all stakeholders. The school also lacks systems that lead to continuous and sustainable school improvement. As a result, this limits student outcomes.

**Strengths:**

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

**Areas for Improvement:**

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).

- Interviews with the school leaders, teachers, parents, students, and student support staff indicate that the school leader has not clearly articulated a vision that is shared across the community with a sense of urgency. In interviews, the school leader, the students and parents were not able to articulate a school vision. Additionally, the goals provided to the review team by the school leader are not specific, measurable, ambitious, results-oriented and timely. This lack of a shared vision and goals limits the school’s ability to improve with urgency.

2.3 The **school has received a rating of *Ineffective* 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 is not effectively using evidence-based systems to examine and improve individual and school-wide practices in critical areas. For example, the school is using student-passing rates as evidence of student progress. However, the school has not correlated the passing rates to the expectations of end-of-year summative assessments, including the Regents, and therefore does not know if passing rates are predictors of student success on these assessments. Additionally, the school leader indicated that he expects staff to use best practices; however, the majority of instruction observed by the review team was teacher-directed, lacked rigor, used surface-level questions that did not challenge student thinking, included low-level expectations, and lacked the

use of formative assessments to check for understanding. The school leader does not conduct formal or structured informal observations in the school and has relinquished the responsibility for implementation of best practices to the assistant principals (APs), coordinators for English as a second language (ESL) and special education, and to the academic coaches. Also, the school leader reported that a large percentage of students are reading below grade level; however, the school has not implemented a system to identify and track the reading levels of students, or provided professional development (PD) to teachers on how to help this population of students improve. This lack of evidence-based systems impacts the school's ability to make progress.

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

- Interviews with the school leader indicate that the district makes the majority of the decisions related to the school's use of capital. For example, the district makes all decisions related to the hiring of staff and the placement of teachers in the school. Nonetheless, the school leader was able to appoint an AP of Guidance. He also has communicated his staffing needs to the district, including the need for administrators, deans, department chairs, and full-time academic coaches. The school leader has programmed students for double periods of mathematics and English to support those who need Academic Intervention Services (AIS); however, he has not developed specific strategies to ensure that teachers of AIS receive necessary PD to adequately support students in subgroups. The school also has not tracked the progress of individual students in AIS to ensure that they are being prepared for end-of-year summative assessments. These inconsistencies limit the school's ability to improve and to ensure that student achievement is increased.

**2.5 The school has received a rating of *Ineffective* 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 does not play an active role in instructional leadership. Interviews with school leaders, teachers, and academic coaches indicate that the school leader does not conduct formal or structured informal observations. The school leader has assigned this responsibility to the APs and the district-provided coordinators of ESL and special education. Additionally, when the review team looked at the observation reports provided, all of the teachers received either an "effective" or "highly effective" on all performance indicators, with only a few exceptions where a teacher received "developing" or "ineffective" ratings on one or two performance indicators. Classroom observations by the review team, however, did not support these "effective" or "highly effective" ratings. In addition, most teachers received "effective" or "highly effective" ratings on planning; however, the majority of lesson plans provided to the review team consisted of a few words written in a single square in a plan book, and there was limited evidence of effective planning in classroom instruction. This lack of a fully functional system to monitor and improve instruction prevents staff members from being held accountable for their improvement and significantly limits the school's

ability to increase student achievement.

**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**

**I**

**Debriefing Statement:** The school does not have a formal, written curriculum in any content area. Teachers intermittently reference Common Core Learning Standards (CCLS) in their individual lesson plans. As a result, students (including those in identified subgroups) do not have access to a rigorous and coherent curricula and corresponding assessments. This prevents the school from maximizing teacher instructional practices and increasing student outcomes.

**Strengths:**

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

**Areas for Improvement:**

**3.2 The school has received a rating of *Ineffective* 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 does not have rigorous and coherent curricula appropriately aligned to the CCLS; this was evident through a review of documents and interviews with the school leader and staff. While teachers have participated in PD related to the CCLS, the school does not have CCLS-aligned curriculum in any content area. Because of this lack of CCLS-aligned curricula, the school is not systematically exposing students to what they need to know across all grades, and this limits their ability to improve.

**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.

- Interviews with the school leaders and staff, documents reviewed, and classroom observations all indicate that the school does not have teacher teams that create and examine CCLS-aligned unit plans or pacing calendars across their grade/subject. Although the school holds monthly department meetings, agendas provided to the review team indicate that there is no formal system for working on unit plans or pacing calendars. The school has not communicated formal expectations for lesson plans to teachers, and the majority of lesson plans provided to the review team during classroom observations consisted of a few words written in a single square in a plan book. As a result of these factors, the school is not exposing students to a CCLS-coherent curriculum

introducing complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.

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

- Teachers do not consistently collaborate in such a way that produces cross-curricular enrichment opportunities for students. Interviews with the school leaders and staff indicate that the school has implemented a Professional Learning Center in an effort to enable teachers to work in partnerships; however, use of this center is not mandatory. Additionally, based on the school’s scheduling, not all teachers from a particular grade or content area have access to the center during the same period. Additionally, there is no evidence of the staff working in partnerships to ensure that students are exposed to a standards-based aligned curriculum that enables students to discover, create and communicate information using the arts, technology and other enrichment areas. This lack of a formalized structure for teacher collaboration within and across grades and subjects impacts students’ ability to be college- and career-ready.

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

- The school is attempting to implement formative assessments school-wide, as indicated through a review of documents and interviews with the school leaders and staff. However, different stakeholders expressed different ideas of the meaning and purpose of formative assessments. In a number of cases, staff members confused formative assessments with interim assessments. There are also inconsistencies across departments in terms of the format and structure of these assessments, and there was no evidence provided to the review team to indicate how the school is using these assessments to target specifically the individual needs of students. The school is also tracking student-passing rates, but as noted earlier, passing rates have not been correlated with the expectations of end-of-year summative assessments and do not identify specific skills that individual students are lacking. This lack of a data-driven culture limits the school’s ability to engage in strategic action-planning based on data that informs instruction and results in greater student achievement outcomes.

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

**Tenet Rating**

**I**

**Debriefing Statement:** Teachers are not currently using data-based strategies to make decisions and create action plans that address the gap between what students know and need to learn. This leads to low levels of student engagement and achievement.

### **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.

- Current lesson planning practices at the school are not sufficient, consistent, or rigorous. As noted earlier, the majority of lesson plans provided to the review team during classroom observations consisted of a few words written in a single square in a plan book, and, based on interviews with the school leader and teachers, the school does not have formal expectations for teacher lesson plans. Plans did not include instructional strategies based on data or multiple points of entry for all groups of students. Additionally, the school did not provide evidence that all students have created both short- and long-term goals based on data that are monitored and adjusted as progress is made. This lack of instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals significantly limits the school's ability to promote high levels of student engagement and inquiry and to increase student achievement.

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

- The school has not taken the necessary steps to ensure that teachers provide rigorous and accessible CCLS-aligned curricula. Interviews with the school leaders, academic coaches and teachers and classroom observations by the review team indicate that teachers have received PD on the CCLS, and there was some minimal evidence of some CCLS strategies infused in instruction. However, the majority of instruction observed by the review team was teacher-directed, lacked rigor, did not include questioning to promote higher-order thinking, included low-level expectations, and lacked the use of formative assessments to check for understanding. As a result of these instructional deficiencies and lack of CCLS-aligned curriculum, most students do not have access to coherent, appropriately aligned, CCLS-based instruction that includes multiple points of access for all students and enables students to reach 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.

- The learning environment is safe, but not responsive to students' varied experiences and learning needs. Interviews with the school leaders, academic coaches and students, and a review of documents, indicate that the school leader prioritized establishing an environment of calm, order

and safety to the school when he first came to the building. There is evidence of improvement in these and other areas. For example, in hallways, classrooms and non-instructional environments, students demonstrated a common understanding and recognition of acceptable and safe behavior. Conversely, the school has recognized that teachers are not yet providing multiple points of entry for all students, and this is something that the academic coaches plan to address in the upcoming school year. For example, in most classrooms observed by the reviewers, all students were engaged in the same task, and there was limited evidence of scaffolds for struggling students or extensions for high achievers. Because the school is not currently tailoring instruction to the strengths and needs of all students, student engagement and inquiry is limited.

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

- The school does not have a data-driven culture that informs planning and improvement. Interviews with the school leaders, staff, and students indicate that teachers are using assessment data from previous years’ assessments to determine current academic needs of students. However, the school did not clarify how it is using this data to specifically plan for and target the individualized needs of students in their current courses, or how teachers are using this data to inform instruction. Most teachers are using some form of formative assessments, as noted earlier; however, it is not clear how these assessments are being used to target specific skills of individual students. In addition, students interviewed were not aware of their own assessment data, or how teachers were using data to help students improve. Most teachers do not use data to provide feedback to students on a regular basis. The school’s lack of a systematized plan to use data to identify and support individual student needs limits both its ability to target instruction based on student strengths and weaknesses and its ability to foster students’ participation in their own learning process.

**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**

**I**

**Debriefing Statement:** While the school has implemented a number of crisis intervention strategies, it does not have an overarching strategic plan with corresponding systems to address the social and emotional developmental health needs of all students in the school. This focus limits the school’s ability to support the needs of all 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 *Ineffective* 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 does not have an overarching strategic plan to address the social and emotional development health needs of all students, as confirmed by interviews with the school leaders and the student support staff. In addition, the school does not have a structured student support team with specific objectives and protocols for identifying and addressing the social and emotional developmental health needs of all students. These deficits limit the school's ability to support student well-being and academic success.

5.3 **The school has received a rating of *Ineffective* 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 articulated a vision related to student social and emotional developmental health. This was evident from documents reviewed and interviews with the student support staff. The school also has not identified, communicated, and helped students to develop the skills and behaviors that demonstrate social and emotional developmental health and lead to academic success. This lack of a shared vision regarding student social and emotional developmental health limits the school's ability to support student well-being and academic success.

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

- The school is generally safe, but the school has no system to proactively reach out to and support students who may have issues. Based on interviews with parents, students and school staff, the review team concluded that students and staff generally feel safe in school; however, students indicated that if they need support, they have to seek it out because there is not a designated adult to support their social and emotional developmental health needs. Parents were unaware of the school's vision, and they expressed concerns about school safety. For example, they indicated that students leave the school building during the day and are able to return later through electronic communication with friends who let truant students into the school through side entrances. These issues impact on the school's ability to achieve 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.

- As mentioned above, the school lacks a structured student support team with specific objectives

and protocols for identifying and addressing the social and emotional developmental health needs of all students. Interviews with the school leader, teachers, and the student support staff indicate that the school does not have a specific strategy to develop teachers' ability to use data to respond to students' social and emotional developmental health needs. Staff members indicate that the school operates by crisis management, addressing only the most overt needs of students and families. The school's lack of a data-based plan to address the social and emotional developmental needs of all students limits the school's ability to help students 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 developed some partnerships with families, community members and school staff based on immediate student needs. As a result, the school is sharing some of the responsibility for student academic progress and social and emotional growth and well-being with parents and the community.

**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 does not consistently provide a welcoming atmosphere that fosters a feeling of belonging and trust. For example, in interviews, some parents indicated that when they call the school office directly with specific questions, either their questions are not answered or their calls are transferred multiple times with no resolution to their questions. Parents expressed that communication between the school and home is inconsistent and varies among teachers. Parents also indicated that the school should do a better job in facilitating supports to parents who speak languages other than English. The school leader reported that, other than the work the PTSA is doing, there are no additional opportunities for families to volunteer in the school. On the other hand, the school leader indicated that he has increased teacher/parent communication this year, and some parents agreed. However, because some families do not feel that the school is welcoming and fosters a feeling of belonging and trust, they don't feel encouraged to engage freely and frequently with the school, which impacts 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'

strengths and needs are identified and used to augment learning.

- The school uses a number of tools to engage parents, but not all staff members communicate effectively through these channels. Interviews with the school leader and the parents indicate that school communication with parents includes monthly calendars, newsletters, a phone messaging system and a parent portal. However, as noted earlier, not all parents feel that the school is responsive to their questions, needs and concerns. In addition, parents expressed that although the school has a parent portal, teachers are not required to use it, and many teachers do not. Additionally, while the school communicates with families in English and Spanish, it does not have a specific plan to provide translations for the school's Haitian Creole population. Because the school is not engaging in effective planning and reciprocal communication with all family and community stakeholders, this limits the school's ability to identify students' strengths and needs in order to augment learning.

**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.

- Interviews with parents, students, the student support staff, and teachers indicate that the entire school community is not partnering with families and community agencies to promote and provide PD across all areas (academic and social and emotional developmental health). The school also does not provide PD for staff concerning developing partnerships with families and the community. Additionally, while the school's Peace Center connects those students and families with the most overt needs to outside resources, the school does not have a strategic plan to create partnerships that link all families with the community. This lack of PD and a strategic plan to connect families to resources in the community limits the school's ability to support success for all students in the school.

**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 does not share data with families in a consistent or sufficient manner, nor does it help families learn what the data means and how to use it to help students succeed. Interviews with the school leader and parents indicate that the school shares student data through progress reports and report cards, as well as through a parent portal. However, as noted earlier, teachers are not mandated to use the portal, and, according to the school leader, approximately 35 of the 165 teachers are using it. Additionally, interviews with parents indicate that the school does not provide a wide range of learning opportunities for families to elevate their understanding of student data. Because the school is not sharing data in a way that empowers and encourages families to use and understand data, this limits the school's ability to promote dialogue between parents, students and school constituents centered on 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: Develop and widely communicate, with the assistance of staff and families, a vision concerning achievement and well-being for all students, and define how to work as a community to realize this vision. Ensure that the vision includes high expectations for all students. Develop and work towards specific, measurable, ambitious, results-oriented and timely goals that reflect priorities that are aligned with the vision.
- 2.3: Develop and encourage the staff to use systems that are dynamic, adaptive, and interconnected and that lead to the collection and analysis of outcomes. Implement practices in areas that impact on the school and student progress and achievement. Include feedback loops and examples of best practices connected to student achievement. For example, ensure that passing rates (which the school is currently using to measure student progress) are directly correlated to end-of-year summative assessments, including the Regents, so that they accurately predict progress towards these summative assessments. Ensure that the school leader is playing an instrumental role in instructional leadership across all content areas, in special education, and in English as a second language so that best practices are implemented in all classrooms school-wide. Ensure that all school stakeholders are clear on the purpose and function of formative assessments and that there is consistency across departments in their use. Ensure that data (including formative, interim, summative, Individualized Education Plans (IEPs) and New York State English as a Second Language Achievement Test (NYSESLAT) data) is specifically identifying individual student needs and that there is a system in place to address these needs and to monitor progress. Develop a system to identify and track the reading levels of the many students in the school who are reading significantly below grade level. Develop strategies to improve student reading abilities, and provide teachers with PD in this area.
- 2.4: Assess and identify the school's overarching resource needs in order to improve instruction and increase student achievement. Clearly articulate these needs to the district in order to more fully support the school's vision and goals. Assess how students are programmed in AIS to make sure that specific needs are being met and that there is flexibility to modify instruction for students as they progress. Evaluate the current AIS structure for effectiveness to verify that students are improving as a result. Provide PD to all AIS teachers on how specifically to support the particular needs of individual students.
- 2.5: Ensure that the school leader communicates clear expectations for instruction to all stakeholders in the building. Develop and implement a system for frequently observing targeted teacher practices throughout the school year that results in relevant feedback and teacher improvement plans. Ensure that written observation feedback accurately reflects the level of planning and instruction that is actually evident in classrooms. Use student data, feedback from formal and informal observations, and PD opportunities connected to improvement plans and conversations to provide supports to teachers and other staff members. Develop goals for all school leaders and other staff (including district resources who support the school, such as the ESL and special education coordinators, as well as academic coaches). Establish a formal accountability system and structure with follow-up to ensure staff members are making progress towards goals. Develop a formal, structured schedule where all teachers are making use of the Professional Learning Center, and follow up to ensure that PD

results in improved instruction. Ensure that PD includes strengthening best practices for teaching ELLs, students with disabilities and delayed learners in general education classrooms.

### **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: Develop and implement a rigorous and comprehensive CCLS-aligned curriculum for all content areas. In the curricula, include clear, descriptive units of study appropriately aligned to the CCLS that consider what students need to know across all grades. Include specific explicit accommodations in the curricula to support student subgroups, including ELLs and students with disabilities, and struggling students in general education classes. Provide consistent and systematic support to all teachers across grades and subjects appropriately aligned to rigorous and coherent CCLS curricula. Ensure that all teachers are effectively implementing the CCLS curricula in all lessons.
- 3.3: Ensure that teachers in all content areas participate in formal team meetings to collaboratively create and examine coherent CCLS, appropriately aligned curriculum unit plans across grades and subject areas. Monitor the development of these unit plans. Ensure that teachers are using appropriately aligned CCLS pacing calendars and unit plans across all grades, content areas, and classes that expose students to a progression of sequenced complex materials. Implement instructional strategies that move away from teacher-directed instruction and ensure that teachers are promoting higher order thinking skills and helping students to analyze information, incorporating evidence-based discussions and assessments.
- 3.4: Provide opportunities for all teachers to work in partnerships within and across grades and subjects vertically and horizontally on a regular basis targeting what is taught and why it is taught. Expose students to a standards-based, aligned curriculum that enables them to discover, create, and communicate information using the arts, technology and other enrichment areas.
- 3.5: Ensure that school leaders and academic coaches collect and analyze timely student data and that they are held accountable for continuous improvement in student achievement. Ensure that school leaders share data with teachers and instructional staff so they can assess school effectiveness, identify student needs, and promote high levels of student learning and success. Provide supports and ensure that all teachers effectively use data to track student progress on an on-going basis, identify patterns in student performance and make necessary modifications to instruction to ensure that students achieve high levels of learning and success and are prepared for summative assessments. Analyze collected data and develop corresponding instructional plans that map out a clear and timely path for progress and growth for groups of students based on current levels of student achievement.

### **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: Establish expectations and provide guidance and support for the design of teacher lesson plans that are based on data. In plans, include accommodations for student subgroups, including English language learners and

students with disabilities, and be sure that instruction provides multiple entry points for all students. Follow-up to ensure that teachers are using effective lesson plans on a daily basis. Ensure that teachers create short- and long-term goals for groups of students based on grade-level benchmarks and timely data that lead to student inquiry and involvement in their own learning. Ensure that teachers monitor student progress based on data and modify instruction and student goals accordingly.

- 4.3: Ensure that teachers are using instructional practices that are appropriately aligned to CCLS curriculum maps to instruct students and that lead to increased student achievement. Provide all students with a wide variety of ways to engage in learning, in alignment with the standards that enable all students to achieve their targeted goals. Implement instructional strategies to move away from teacher-directed instruction to enable students to take ownership of their own learning. Provide rigorous instruction in alignment with CCLS that challenges students and provides scaffolds for those students who need them.
- 4.4: Ensure that teachers stimulate student thinking by asking questions that relate to instructional materials that contain high levels of text and content complexity and lead to high levels of student engagement. Ensure that teachers are identifying and supporting diverse student needs.
- 4.5: Develop and implement a system to support teachers in the analysis and use of data from multiple data sources to inform instructional decision-making. Hold teachers accountable for effective implementation of this system. Provide regular feedback to students. Ensure that students are aware of their own data and that they know how to use it to improve their own achievement levels.

#### **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: Develop and implement an overarching strategic plan to address the social and emotional developmental health needs of all students. Introduce a system that allows each child to be known by a designated adult who coordinates his or her social and emotional developmental health needs. Implement a system for referral and support for all students that addresses barriers to social and emotional developmental health and academic needs. Use data school-wide to identify areas of need for all students, not only for those in crisis or at greatest risk. Cultivate partnerships that impact student social and emotional developmental health. Ensure that the student support staff functions as a team, meeting regularly with clearly defined objectives and protocols. Evaluate the staffing needs of the student support staff to make sure there is adequate support for this high-needs student population.
- 5.3: Ensure that all school constituents can articulate the skills and behaviors that demonstrate social and emotional developmental health and lead to academic success. Ensure that a significant number of students demonstrate these skills. Develop and implement programs/curricula to teach, support and measure social and emotional developmental health for all students. Implement PD to build adult capacity in supporting students' social and emotional developmental health.
- 5.4: Ensure that all teachers are able to articulate the school vision and how it is connected to student social and emotional developmental health and the role that teachers play in achieving that vision. Ensure that parents are able to express the work the school does that is linked to the social and emotional developmental health of their children and how this support is tied to the school's vision. Ensure that all students know where to turn for social and emotional support.

- 5.5: Provide supports to enable teachers to use data to identify and address students' social and emotional developmental health needs that align to academic and social success. Develop an expectation that all teachers use data to identify and address the social and emotional developmental health needs of all students.

### **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: Implement strategies and policies to ensure that all families feel welcome in the school and that their questions and concerns are addressed. Develop strategies to include parents who do not normally participate, including those where English is not their first language. Create additional opportunities, outside of the work that the PTSA is doing, for parents to volunteer and engage with the school that are focused on learning and development.
- 6.3: Identify additional opportunities to systematically acknowledge the diversity of the existing knowledge and culture held by families and community members. Develop and implement formal plans to communicate about school issues and concerns with families in all languages spoken in the school community. Develop expectations for all teachers to use the recently implemented parent portal. Track the way in which the portal is being used.
- 6.4: Ensure that the entire school community is partnering with families and community agencies to support student learning and growth and promote student well-being and academic success. Provide PD to targeted staff on how to actively seek and sustain healthy partnerships with families and community organizations that is linked to student needs.
- 6.5: Ensure that the entire school is sharing 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. Provide a range of learning opportunities for families to elevate their understanding of data.