



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code/DBN	342500011460
School	Flushing High School - 460
School Address	35-01 Union Street, Flushing, NY 11354
District	New York City Community School District 25
School Leader	Magdalen Radovich
Dates of Review	January 16-18, 2013
School Accountability	Priority
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	9-12	Total Enrollment	2982	Title 1 Population	66.7%	Attendance Rate	83.4%				
% Free Lunch	66.7%	% Reduced Lunch	6%	% Student Sustainability	86.7%	% Limited English Proficient	19.5%	% Students with Disabilities	13.7%		
Types and Number of English Language Learner Classes											
#Transitional Bilingual	54	#Dual Language	N/A	0	#Self-Contained English as a Second Language			0			
Types and Number of Special Education Classes											
#Special Classes	39	#Consultant Teaching	0	#Integrated Collaborative Teaching			30				
# Resource Room	17										
Types and Number Special Classes											
#Visual Arts	19	#Music	17	#Drama	4	# Foreign Language	82	# Dance	0	CTE	#61
Racial/Ethnic Origin											
% American Indian or Alaska Native	.77%	Black or African American	27%	Hispanic or Latino	49%	Asian or Native Hawaiian/Other Pacific Islander	20%	White	2.8%	Multi-racial	0%
Personnel											
Years Principal Assigned to School	5 Months	# of Assistant Principals	11	# of Deans	12	# of Counselors/ Social Workers		13/1			
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	0	% Teaching with Fewer Than 3 Yrs. of Exp.		7%	Average Teacher Absences		2.9 days		
Overall State Accountability Status (Mark applicable box with an X)											
School in Good Standing	N/A	Priority School	X	Focus District	N/A	Focus School Identified by a Focus District		N/A	SIG Recipient (a) (g)		Yes
ELA Performance at levels 3 & 4	54%	Mathematics Performance at levels 3 & 4	50%	Science Performance at levels 3 & 4	48%	4 Year Graduation Rate (HS Only)		59.2%			
Credit Accumulation (High School Only)											
% of 1 st yr. students who earned 10+ credits	70%	% of 2 nd yr. students who earned 10+ credits	39.2%	% of 3 rd yr. students who earned 10+ credits	45.2%	6 Year Graduation Rate		68.5%			

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
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
X	Students with Disabilities	X	Limited English Proficient
X	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native		Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
X	Students with Disabilities	X	Limited English Proficient
	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Science			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective			
X	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. To improve student achievement for designated low-achieving subgroups including Limited English Proficient (LEP) students and students with disabilities on Regents Exams and in credit accumulation.
2. To increase overall graduation rate to meet and exceed basic NYS Standards.
3. To create rigorous Common Core Learning Standards (CCLS)-based curriculum across core areas.
4. To demonstrate progress by June 2013 toward achieving state standards as measured by the Safe Harbor target on the NYS Comprehensive English Regents by LEP students.
5. To demonstrate progress by June 2013 toward achieving state standards as measured by the Safe Harbor target on the Integrated Algebra Regents by students with disabilities.
6. To demonstrate by August 2013 overall graduation rate improvement of five percent over that of the overall 2012 graduation rate.

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 Education Plan (SCEP).			X	
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.			X	
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.		X		
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.			X	
	OVERALL RATING FOR TENET 2:			D	

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

#	Statement of Practice	H	E	D	I
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.		X		
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum, introduce complex materials that stimulate higher-order thinking, and build deep conceptual understanding and knowledge around specific content.			X	
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.			X	
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.			X	
	OVERALL RATING FOR TENET 3:			D	

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

#	Statement of Practice	H	E	D	I
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.			X	
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.			X	
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.			X	
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.			X	
	OVERALL RATING FOR TENET 4:			D	

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

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

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

#	Statement of Practice	H	E	D	I
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.			X	
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' 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	

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

Debriefing Statement: The new, interim acting school leader has identified the absence of the structures needed to ensure student academic success and well-being. Because the school leader has just begun to implement sustainable systems and strategies to address many of the school’s deficits, the impact of this work on student outcomes has not yet been realized.

Strengths:

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

- The interim school leader has made strategic decisions to organize human, programmatic, and fiscal resources to enable the school to work toward achieving school improvement and student goals. Examples include the hiring of five lead teachers to help improve instruction; an English as a Second Language (ESL) Assistant Principal (AP) who is also responsible for programming, data analysis, and placement of English language learners (ELLs); five foreign language teachers to address student deficits in foreign language credits; and an AP of Physical Education (PE) who implemented a PE “boot camp” to enable students to recover missing PE credits. The school leader hired an Instructional Support Coordinator who has reviewed all students’ Individualized Education Programs (IEPs) and helped move students to least restrictive environments. The school also provides professional development (PD) to staff on how to improve IEPs. As a result of strategic organization of resources by school leaders, the school is better able to support school efforts to achieve the stated goals of improving the graduation rate, improving the Regents passing rate, and improving instruction.

Areas for Improvement:

2.2 The school has received a rating of *Developing* for this Statement of Practice: Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Education Plan (SCEP).

- The school leader has articulated a school vision encapsulated in the phrase, “Success is the Only Option.” Through interviews and documents reviewed, the IIT found that some stakeholders do not understand how the school will achieve this vision, or how the vision will support the needs of identified subgroups. Parents interviewed by the IIT stated that they were not aware of the school vision, and they did not play a role in its development. The school leader has indicated that she plans to create more specific goals to support this vision and to define clearly the steps necessary to

achieve the vision and goals. The IIT determined that the school's work is currently not guided by specific, measurable, ambitious, results-oriented, and timely (SMART) goals. The school leader reported that she also plans to establish professional goals for her cabinet on an individual level and create individual plans for each member. In turn, those in her cabinet would assist each teacher they supervise to develop individual goals and plans, and teachers would do the same with their students. The lack of a vision that is understood across the community and the lack of comprehensive goals that the school leadership monitors and revises to support the school's vision limits the school's ability to improve.

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.

- Based on interviews and documents reviewed, the IIT found that school leaders have initiated a number of systems, including the newly implemented common planning time, to examine and improve individual and school-wide practices. However, school leaders do not yet use data-based practices to monitor these systems in order to determine their effectiveness or ways in which they can be improved. As a result, the school leaders do not have a thorough understanding of the extent of the effectiveness of these systems, which inhibits the school's progress toward mission-critical goals.

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

- The school leader has indicated that the school is creating systems for formal and informal observations with appropriate feedback. The APs are working on developing individual improvement plans and PD plans for teachers, but these plans have not yet been implemented. The school leader reported to the IIT that she is working with her cabinet to standardize expectations for observations and feedback. Different APs engage in different practices, and the quality of the observation feedback is inconsistent. For example, one department developed a feedback form based on the Danielson Framework, which enables school leaders to capture strengths, challenges, and next steps during observations. Other departments use different approaches, including one school leader who uses an observation log where she tracks on what teachers are working. As a result of an inconsistent system for school-wide instructional evaluation and improvement and the lack of a school culture that uniformly holds school leaders and staff accountable for continuous improvement, systematic improvement of instruction across grades and content areas is impeded.

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
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Debriefing Statement: The school leader and staff are beginning to develop rigorous and coherent curricula and assessments that are designed to support the implementation of the Common Core Learning Standards (CCLS), meet the needs of all students, improve instructional practices and increase student achievement. Because curriculum development is still in the beginning stages, the school’s ability to maximize teacher instructional practices and student learning outcomes is limited.

Strengths:

3.2 **The school has received a rating of *Effective* 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 interim school leader informed the IIT that when she joined the school, she recognized that CCLS units, lesson plans, and curriculum maps were inconsistently developed and implemented school-wide. To standardize development and implementation, she initiated daily common planning time school-wide. Teachers now work collaboratively to develop unit and lesson plans, curriculum maps, and pacing calendars. The IIT also found that lead teachers, school leaders, and consultants provide CCLS-focused support, including through observation feedback and PD. The newly initiated systems and practices put in place by the school leader and staff to support and facilitate the quality implementation of curricula allow the school to provide elements of a rigorous and coherent curriculum.

Areas for Improvement:

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.

- At the time of the IIT review, the school leader and staff had newly instituted daily common planning time school-wide as a mechanism for facilitating implementation of CCLS-aligned curricula. In grade nine, planning is interdisciplinary. In grades ten to twelve, it is by department. Lead teachers, school leaders, and consultants provide CCLS-focused support. However, after visiting classrooms, reviewing lesson plans, and speaking with school leaders, the IIT noted that not all teachers are effectively implementing CCLS-aligned curriculum in their classrooms. Not all teachers are using CCLS-aligned curriculum maps and pacing calendars. While some teachers incorporate into their lessons the CCLS instructional shifts, these practices are not consistent school-wide. Additionally, not all teachers are making instructional modifications to meet the needs of students

from identified subgroups. Because common planning time does not allow for school-wide horizontal and vertical curricula planning and because not all teachers effectively implement CCLS-aligned curricula that are rigorous and coherent, students are not being introduced to complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content. Therefore, the school is not maximizing teacher instructional practices and student learning outcomes.

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 introduced daily common planning time as an opportunity for teachers to collaborate. However, through interviews and observations, the IIT found that teachers in grades ten through twelve meet only departmentally, with little opportunity to collaborate across content areas. Teachers in the Grade Nine Academy meet across content areas, but not vertically. Bilingual teachers only attend their subject area planning time, and there is no formal structure for bilingual and ESL teachers to meet together for collaboration in planning instruction for ELLs. This meeting structure limits opportunities to ensure vertical and horizontal instructional alignment to meet the needs of all students. Based on interviews and classroom observations, the IIT noted that some teachers are incorporating the arts, technology, and other enrichment opportunities into their instruction. Examples include the use of Geometer's Sketchpad lessons and the use of laptops to conduct WebQuest inquiry-oriented lessons in the social studies department. However, these examples are not part of a robust, school-wide curricular plan. School leaders indicated to the IIT that the school is going to implement a pilot on how arts and music can be infused into the English curriculum. The lack of opportunities for teachers to collaborate across content areas and the lack of plans to ensure that students are exposed to standards-based aligned curricula limit opportunities for students to discover, create, and communicate information using the arts, technology, and other enrichment areas.

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

- During an interview with the school leader, discussions with teachers in classrooms and in interviews, and an observation of common planning time, the IIT found that the school leader expects all teachers to use data to inform instruction and increase student achievement, but not all teachers know how to use data for these purposes. The school leader acknowledged this shortfall and recognized the need for staff to learn how to analyze and use data. She reported to the IIT that she plans, during phase two of her improvement plan, to provide staff with intensive workshops on using various sources of data to inform instruction in a meaningful, individualized way for all students, as well as for specific student subgroups. The school leader stated that she plans to implement protocols for how teachers should use data, and she will use these protocols to hold teachers accountable for their student progress. Teachers interviewed by the IIT stated that the school does not currently schedule specific times for teachers to look at student data and analyze

trends. In classes visited, the IIT determined that some teachers are using rubrics to help students self-assess, but this is not a consistent practice schoolwide. The IIT also found that the school has not established data-based processes to help school leaders and staff understand the impact of instructional decisions on student achievement and to monitor the needs of various subgroups. The limited ability of teachers to engage in data-driven strategic action-planning impedes the tailoring of instruction to meet student needs and increase 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

D

Debriefing Statement: Teachers do not consistently engage in school-wide strategic practices and decision-making to address the gap between what students know and need to learn; consequently, not all students experience high levels of engagement, thinking 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 *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.

- Based on interviews, the IIT found that some teachers are beginning to set goals for themselves and their students; however, this is not a consistent practice school-wide, and many unit and lesson plans reviewed and classrooms visited by the IIT did not reflect this practice. There is little evidence that teachers in general education classes are making accommodations in instruction for ELLs and students with disabilities. During classroom visits, the IIT observed that instruction was mostly teacher-directed. The lack of consistent goal setting and curriculum planning to address the specific needs of subgroups, coupled with the continued use of teacher-directed instruction, limit student engagement and inquiry.

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

- The IIT observed that not all teachers are providing appropriately aligned CCLS-based instruction with targeted student goals that offers multiple points of access for all students. During visits to classrooms, the IIT found that some teachers have begun to incorporate CCLS-supported strategies into their lessons, such as using text-dependent questions in an English class, but this is not

pervasive. The school leader acknowledged to the IIT that teachers are at different levels of mastery of the CCLS. She stated that while some teachers are effectively implementing units of study that support the CCLS, others are not. Additionally, most lesson plans reviewed by the IIT do not include accommodations for ELLs or students with Individual Education Programs (IEPs). The IIT also observed that many general education teachers do not incorporate instructional strategies to meet the needs of ELLs and students with disabilities and many teachers are not providing scaffolding for struggling students or extensions for high achievers. The IIT also observed that a number of teachers of ELLs and students with disabilities lacked content knowledge. The inconsistent use of CCLS-aligned instruction that provides multiple points of entry and accommodations for all students and the lack of specific student goals in many classrooms limit the school's ability to provide students with clearly defined paths for success and achievement.

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 IIT observed that the school has established a safe environment with expectations for student behavior. Staff and students indicated that at the start of the school year, all students attended an assembly where the school leader outlined the school's behavioral expectations. However, reviews of unit and lesson plans and classroom instruction observed by the IIT indicated that the school is not consistently responsive to the varied strengths and needs of all students. As noted, not all teachers are effectively using data to identify and address individual student needs, and many students do not have targeted goals. Additionally, based on classroom observations, the IIT found that teachers do not consistently use higher-order questioning techniques to stimulate student thinking, even though the school has identified the Danielson Framework component of "Questioning and Discussion Techniques" as a professional development priority. As a result, not all students experience high levels of student engagement and inquiry. These factors limit the school's ability to identify and meet the varied needs of students and thus ensure success for all students.

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.

- While the school leader indicated that she expects teachers to use data to inform instruction, she also acknowledged that teachers need further PD on how to use data to address the needs of all students. Based on teacher interviews and classroom visits, the IIT found that most teachers do not use data that drills down to the strengths and weaknesses of individual students. For example, the IIT observed some teachers grouping students based on their performance levels of 1-4 on State assessments, but these teachers were not aware of the specific skills within those performance levels that the students were lacking. The IIT also determined that many teachers are not clear on how to use data particular to subgroups, such as New York State English as a Second Language Achievement Test (NYSESLAT) data. This lack of a data-driven culture limits the school's ability to tailor instructional planning to meet the needs of all students and 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
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Debriefing Statement: The school has yet to design and implement comprehensive systems, experiences, and an environment to support student social and emotional development health. Therefore, the learning environment is not optimally conducive for all members of its diverse community.

Strengths:

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

Areas for Improvement:

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

- Based on documents reviewed and interviews conducted, the IIT found that the school leader and staff have implemented a number of initiatives to address the social and emotional developmental health of students. These include the use of a school management system so teachers, guidance counselors, deans, parents, and students can access anecdotal information about students. Another initiative involves teachers in the Grade Nine Academy going into the cafeteria once a week to have social conversations with grade nine students. However, the school has not yet developed a comprehensive, strategic plan with corresponding systems designed to meet the social and emotional developmental health needs of all students in the school. The lack of overarching systems to support and sustain social and emotional developmental health limits the school’s ability to fully identify and address barriers to student personal growth and increased academic achievement.

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.

- Interviews and observations by the IIT indicated that school leaders do not yet clearly articulate and communicate to all school stakeholders a vision for social and emotional health and the skills and behaviors that demonstrate social and emotional developmental health and lead to academic success. The school also does not currently have a comprehensive strategic plan with corresponding programs to identify and meet the social and emotional developmental health needs of every student in the school. These limitations inhibit the school’s ability to provide learning experiences to build the skills and behaviors that demonstrate social and emotional developmental health and promote the establishment and maintenance of a safe and healthy environment for

families, teachers, and students.

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.

- School leaders have not yet clearly articulated to all school stakeholders a vision for social and emotional health, nor have they articulated the skills and behaviors that demonstrate social and emotional developmental health and lead to academic success. The school leader communicated explicit behavioral expectations for students in an assembly for all students in the beginning of the school year; however, students are not consistently following these expectations and school staff is not consistently enforcing them. Students and parents indicated, during interviews with the IIT, that while students generally feel safe at the school, students are not sure where to turn for social and emotional supports. Additionally, based on a discussion with school leadership, the IIT noted that the school has not clearly defined the roles of individual stakeholders, including teachers and families, in supporting student social and emotional developmental health. The lack of both a widely understood school vision and a clear articulation of how it is linked to student social and emotional developmental health limit the school's ability to develop a school community with a sense of shared ownership for achieving greater student outcomes.

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

- The school leader indicated that teachers need PD to use data effectively to improve student achievement, and the IIT validated this through conversations with teachers and through classroom observations. The school does not have a systematic method of gathering and evaluating data to determine the social and emotional developmental health needs of each student. The lack of data use to identify and address student social and emotional needs limits student academic and social success.

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: A culture that values partnerships is emerging where families, community-based organizations and school staff work together to share responsibility for student academic progress and social-emotional growth and well-being. Because the culture is newly emerging, the school community's ability to impact student outcomes has not yet been maximized.

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 new interim acting school leader is working on developing a welcoming atmosphere that fosters a feeling of belonging and trust and encourages families to engage with the school. When the School Improvement Grant model designated for Flushing High School was not implemented last year, which would have resulted in an aggressive 50 percent turnover of staff in 2012-13, many of these teachers remained in the school. The current atmosphere, which the school leader is working to improve, has somewhat hindered staff involvement in engaging with families and the school community in order to increase student success. To build community, the school leader plans to implement monthly Town Hall meetings in the Spring Semester as a way of involving parents and the community. She is also developing a distributive leadership model to garner a deeper sense of involvement and ownership among the staff.

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.

- Interviews by the IIT indicated that the school engages in some planning and reciprocal communication with family and community stakeholders; however, this is not consistently the case. According to the school leader, the school's website translates into multiple languages; however, the IIT noted that an important communicate from the school to parents was not translated. Some organizations engage as partners with the school to represent and advocate on behalf of the needs of their constituents; however, other major student cultural subgroups do not have similar partners that advocate on their behalf. This leads to inconsistent reciprocal communications across the school community. The lack of community-wide reciprocal communication with families and other community members limits the identification of the strengths and needs of the school's diverse population and hampers the community's capacity to use this knowledge to augment student 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 and documents reviewed by the IIT indicated that the school does not have an overall strategic plan designed to partner the entire school community with families and community agencies to promote and provide PD across all areas to support student success. The IIT found, during interviews with staff, that the school does not provide PD for staff concerning developing partnerships with families and the community, nor does the school leader have a plan to do so. As a result, the school is not capitalizing on opportunities to work with families and community partners to support student success.

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

- During interviews and from documents review the IIT found that the school has made some efforts to share data through mechanisms such as the school management system. This particular system provides teachers, guidance counselors, deans, parents, and students with access to information about students. However, the IIT determined that data available to the school community include attendance records or dean's reports for at-risk students, but staff do not receive information regarding the individual needs of all students in the school. Based on interviews with parents, students, and teachers, the IIT found that that the school does not yet have a culture where the entire school community shares data in a way that empowers and encourages families to use and understand data to promote dialogue among parents, students, and school constituents centered on student learning and success. Parents interviewed by the IIT indicated that they do receive some information from the school about their child's progress, particularly during parent/teacher conferences; however, parents reported that they wish there were more opportunities for dialogue. In interviews with the IIT, some teachers of ELLs indicated that they were not familiar with specific data that could help them inform instruction or provide specific supports, and they therefore could not encourage and empower families to use or understand data for student success. Because the school is not comprehensively sharing data in a systematic way, this limits the role of critical stakeholders, including parents, in helping students achieve.

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: Ensure that the school community shares a vision concerning student achievement and well-being and for how its members want to work as a community to realize this vision for all students. Ensure that the school's vision and corresponding goals are identified, included in its School Comprehensive Improvement Plan (SCEP), and shared with the school community.
- 2.3: Establish mechanisms to monitor and evaluate pertinent systems to ensure that these systems are leading to improved instruction and increased student achievement. For example, establish and communicate clear expectations for outcomes of common planning time and systematically monitor the effectiveness of its implementation on improving instruction and increasing student achievement.
- 2.5: Ensure that instructional leaders provide consistent, accurate, and effective feedback to all teachers that include next steps for improvement. Additionally, develop a mechanism to track feedback so that school leaders can monitor teacher progress and provide relevant, differentiated opportunities to support staff members in their growth. Provide PD to staff that is tailored to provide opportunities for teachers to acquire skills needed to improve teacher practice based on evaluation of formal and informal observations. Establish goals for all school leaders and staff and identify the next steps necessary to reach a positive year-end evaluation rating. Conduct periodic check-ins among school leaders and staff to evaluate progress toward these goals.

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:

- 3.3: Develop descriptive units of study to allow teachers to fully understand the CCLS shifts and the best ways to address needs of students in subgroups. Ensure that teacher unit and lesson plans provide accommodations and best instructional practice for targeted subgroups. Establish pacing calendars across grades and content areas that clearly outline the specifics of each unit. Ensure that teachers receive PD on promoting student higher-order thinking and discussion techniques and the use of complex materials that foster active student engagement. Include critical thinking questions and other strategies, in alignment with the CCLS, for achieving this goal in lesson plans. Strengthen vertical and horizontal alignment of instruction by providing opportunities for teachers in grades ten through twelve to collaborate with other teachers across content areas and provide teachers in the Grade Nine Academy with greater opportunities to collaborate with other teachers in grades ten through twelve.
- 3.4: Expand common planning time to enable teachers to collaborate within and across grades and subjects to produce robust curricula that incorporate the arts, technology, and other enrichment opportunities. Include a formal structure for bilingual teachers to collaborate among themselves and with the ESL teachers.

- 3.5: Develop a data-driven culture based on student needs, assessments, and analysis that includes school-wide strategic action-planning, informs instruction, and results in greater 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: Ensure that all teachers help students to establish CCLS-aligned goals that promote student engagement and inquiry. Ensure that teachers use CCLS-aligned instructional practices and strategies to meet these goals. Implement interim measures to monitor progress toward these goals. Develop a comprehensive plan to increase the achievement of targeted subgroups, including ELLs and students with disabilities. Ensure effective use of NYSESLAT data to improve instruction and target student needs. Develop a comprehensive plan to identify and address the needs of students who enter the school reading significantly below grade level.
- 4.3: Ensure that teachers offer students multiple entry points and a wide variety of ways to engage in learning to reach targeted goals. Provide scaffolding for struggling students and extensions for high achievers. Provide PD to assist teachers in moving away from teacher-directed instruction in order to stimulate student thinking and engagement. Provide PD to improve the content knowledge of teachers of ELLs and students with disabilities. Provide PD to general education teachers on the use of instructional strategies to meet the needs of ELLs and students with disabilities. Monitor classroom instruction to ensure that PD results in improved instruction for these subgroups.
- 4.4: Ensure that unit and lesson plans and classroom instruction are consistently responsive to the varied strengths and needs of all students. Effectively use data to identify and address individual student needs and establish targeted goals for students. Ensure that teachers stimulate student thinking by asking questions that relate to instructional materials that contain high levels of text and content complexity and are tailored to promote individual student engagement.
- 4.5: Develop a data-based culture, inclusive of teacher support, where all teachers and school leaders are skilled at reviewing data, identifying trends, and planning and modifying instruction based on data analysis. Develop a data-based plan for flexible groupings of students that is widely communicated and understood by all teachers and school leaders. Monitor to ensure that teachers are effectively grouping students. Ensure that teachers consistently use and share with students task-specific rubrics that clearly designate how a student can progress from one level to the next and introduce additional strategies to foster students' participation in their own learning process.

Tenet 5: Student Social and Emotional Developmental Health

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

- 5.2: Develop a comprehensive strategic plan for identifying and addressing the social and emotional developmental health needs of all students in the school, including those students who are not identified as at-risk. Analyze data to identify student needs and provide supports to students based on data analysis.
- 5.3: Clearly identify and communicate to all stakeholders the skills and behaviors that demonstrate social and emotional developmental health and lead to resiliency and academic success. Create and implement strategies for developing these skills in all students. Widely communicate these strategies to all stakeholders and hold staff and school leadership accountable for student social and emotional developmental health. Develop an overall strategic PD plan and corresponding calendar for addressing the social and emotional developmental health needs of all students and monitor its implementation.
- 5.4: Develop and implement strategies to communicate to all students and parents their roles in the promotion of social and emotional development and its effect on positive student outcomes. Communicate to all stakeholders where they can turn to address social and emotional developmental health issues.
- 5.5: Ensure that the school leader, student support staff, and teachers develop a shared understanding of how to use data to address students' social and emotional developmental health needs that align to academic and social success. Ensure that teachers develop and use data to respond to student social and emotional developmental health needs.

Tenet 6: Family and Community Engagement

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

- 6.2: Develop strategies to ensure that the school has a welcoming atmosphere that fosters a feeling of belonging and trust and encourages families to freely and frequently engage with the school.
- 6.3: Develop a system to ensure reciprocal communication with all parents. Ensure that communication and outreach to parents is proactive and consistently available in all pertinent languages. Ensure all parents are informed about how to help their children be more successful.
- 6.4: Partner with families and community agencies to promote and provide PD and services across all areas (academic, and social and emotional developmental health) to support student success. Create a plan and provide PD and support for staff concerning the development and maintenance of partnerships with families and/or the community.
- 6.5: Share data with families in a way that empowers and encourages them to use and understand data. Promote dialogue among parents, students, and school constituents centered on student learning and success.