



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

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



<b>BEDS Code/DBN</b>	101300010001
<b>School</b>	Hudson High School
<b>School Address</b>	215 Henry Howard Avenue, Hudson NY 12534
<b>District</b>	Hudson City School District
<b>School Leader</b>	Mr. Antonio Abitabile
<b>Dates of Review</b>	March 20-21, 2013
<b>School Accountability</b>	Focus
<b>Type of Review</b>	SED Integrated Intervention Team (IIT)

School Information Sheet													
Grade Configuration	9-12	Total Enrollment	1720	% Title 1 Population	%	% Attendance Rate	77%						2011-2012
% Free Lunch	74%	% Reduced Lunch	2%	% Student Sustainability		% Limited English Proficient	15%	% Students with Disabilities					20%
Types and Number of English Language Learner Classes													
# Transitional Bilingual	12	# Dual Language		# Self-Contained English as a Second Language									
Types and Number of Special Education Classes													
# Special Classes	185	# Consultant Teaching		# Integrated Collaborative Teaching							119		
# Resource Room	3												
Types and Number Special Classes													
# Visual Arts	25	# Music	25	# Drama		# Foreign Language	27	# Dance		# CTE	37		
Racial/Ethnic Origin													
% American Indian or Alaska Native	Less than 1%	% Black or African American	58%	% Hispanic or Latino	30%	% Asian or Native Hawaiian /Other Pacific Islander	4%	% White		% Multi-racial	Less than 1%		
Personnel													
Years Principal Assigned to School	3	# of Assistant Principals	3	# of Deans		# of Counselors / Social Workers				12			
% of Teachers with No Valid Teaching Certificate	2%	% Teaching Out of Certification	6%	% Teaching with Fewer Than 3 Yrs. of Exp.	5%	Average Teacher Absences		4 days					
Overall State Accountability Status (Mark applicable box with an X)													
School in Good Standing		Priority School	X	Focus District		Focus School Identified by a Focus District			SIG Recipient (a) (g)				
ELA Performance at levels 3 & 4	11%	Mathematics Performance at levels 3 & 4	18%	Science Performance at levels 3 & 4	26%	4 Year Graduation Rate (HS Only)			43% 2007 Cohort				
Credit Accumulation (High School Only)													
% of 1 <sup>st</sup> yr. students who earned 10+ credits	1% 2007 Cohoer	% of 2 <sup>nd</sup> yr. students who earned 10+ credits	43% 2007 Cohort	% of 3 <sup>rd</sup> yr. students who earned 10+ credits	62% 2007	6 Year Graduation Rate			49% 2005 Cohort				

<b>Did Not Meet Adequate Yearly Progress (AYP) in ELA</b> <b>(Mark an "X" in the field(s) where school is identified for not meeting AYP.)</b>			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-racial
	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		
<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
X	White		Multi-racial
	Students with Disabilities		Limited English Proficient
X	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
X	White		Multi-racial
	Students with Disabilities		Limited English Proficient
X	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. Increase the graduation rate of the 2010 cohort to 68 percent or higher.
2. Increase number of Freshman and Sophomores attaining no less than 6 credits by 5 percent.
3. Increase Regents proficiency results by 5 percent.

**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>D</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 achievement outcomes.			X	

	<b>OVERALL RATING FOR TENET 3:</b>			<b>D</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>D</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>D</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' strength and needs are identified and used to augment learning.			X	
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.				X
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.			X	
<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>D</b>
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**Debriefing Statement:** There is not a school adopted vision. The school has goals that are not readily known by the school community. Therefore there is not a fully developed system to sustain school improvement.

**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).

- The school leader reported there is no district vision. He also indicated that, as his position is temporary, he has not led the school in a visioning process and therefore there is no mission or vision statement that is shared across the community. The Integrated Intervention Team’s (IIT) review of the school self-assessment confirms this. Teachers interviewed expressed that there are Board of Education goals, however the school does not have a separate vision statement designed to support the district level goals. Teachers indicated the school has established targets, for the next three years, to improve graduation rates. A lack of an articulated vision shared across the community limits the school’s ability to achieve continuous and sustained improvement.

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

- The school leader reported that pre-assessments were administered in all subjects and these assessments were developed to support the state standards and the Common Core Learning Standards (CCLS). The school leader indicated that there is an on-line data portal, which enables students and families to access grades, attendance and course requests. The school leader stated he has acquired a test scanner for grading Regents and that this system has the capacity to allow for an item analysis of assessment results, which can be used to identify instructional needs and inform teacher practice. The team review of documents provided limited evidence that steps have been taken to create systems that will reduce the number of behavioral incidents. At the parent meeting,

parents stated that family involvement is low. Although the school leader has begun to develop some systems to allow access to data, these systems are not fully developed to support progress toward mission critical goals.

**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.

- The school leader reported that the school has not been able to replace staff for the last several years due to budget cuts; however, he indicated that there is a system that offers teachers the opportunity to teach a sixth period for a stipend, which has helped preserve elective courses. The school leader also stated that he analyzes fiscal capital available to the school to make decisions to address established targets to improve graduation rates; however, reviewers found that the lack of a clearly defined mission and vision hinders the prioritization of resources. In addition, the school leader reported that he does not have direct control over human and fiscal resources. The school leader is unable to consistently align the allocation of resources to the priorities of the school, which impedes continuous school improvement.

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

- The school leader reported the district Annual Professional Performance Review (APPR) plan was approved in January, and that there are structures and processes in place to conduct teacher observations. The school leader indicated that he is the sole reviewer for approximately 47 teachers and stated he has completed one-third of the required observations. He also noted that the services of an outside reviewer have been secured to provide additional help to complete observations. School leaders indicated that they use student data, feedback from formal and informal observations, professional development and conversations to provide support to teachers and staff; however, reviewers did not see evidence of clearly organized feedback loops or evidence that struggling teachers had been placed on improvement plans. Without a system to ensure that all teachers are reviewed in a timely manner and provided with targeted recommendations and feedback regarding teacher practice and student data, the school is limited in its ability to hold staff accountable for continuous improvement.

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

**Tenet Rating**

**D**

**Debriefing Statement:** The school has a curriculum aligned to the Common Core Learning Standards (CCLS); however, CCLS is at the initial stages of implementation in the classroom. As a result, students are not

receiving instruction that is fully aligned with CCLS.

**Strengths:**

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

**Areas for Improvement:**

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

- The school leader reported that he meets with department heads, and teachers stated they attend conferences to learn how to implement the Common Core Learning Standards (CCLS). He also reported that the Questar English language arts (ELA) specialist has begun to meet with some teachers to align current practice with CCLS and that these teachers return to share CCLS information with their colleagues. While the Questar math specialists have started discussions with teachers, no meetings have been set up yet between staff and the math specialists. The limited implementation of curriculum supporting the CCLS and professional development for staff hinders the school's ability to offer high-level instruction to improve student performance.

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 outcomes.

- While there are units of study, developed collaboratively with staff and connected to the CCLS and state standards, is no formal structure for staff to collaborate on an ongoing basis and to examine instructional materials and their use within the implementation of a coherent, CCLS aligned curriculum across grades and content areas. IIT members did observe several classrooms where some lesson components supported the CCLS; however, the team observed an inconsistent presence of materials requiring students to analyze information and use higher-order thinking skills. A consequence of the inconsistent use of instructional resources and the few ongoing structures for teacher collaboration to support the implementation of the CCLS is instruction that infrequently stimulates higher-order thinking, and provides few ongoing opportunities to build students' conceptual knowledge and to deepen understanding.

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.

- Teachers interviewed stated they collaborate informally to implement CCLS, and that they have developed departmental rubrics and reviewed lessons on the Rubicon Atlas curriculum mapping system. The school leader reported that all classrooms are equipped with Smart Boards; however,

the IIT observed inconsistent use of this equipment. Also, during classroom visits, the team observed few instances where the infusion of the arts and other enrichment opportunities occurred. The limited opportunities for staff to work consistently across grades and subjects, along with the inconsistent use of the arts and technology, result in students not having access to a robust, enriched curriculum.

**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 leader reported collecting and sharing data regarding student progress and noted that the data is formatted so teachers can easily understand how to analyze the information. He also reported initiating conversations with teachers about data focusing attention on student performance and teachers confirmed this has occurred, however, reviewers found that current practices for data collection and analysis are limited and have not led to strategic planning to improve student outcomes. As a result, the school has not fully taken advantage of the data available to inform curriculum and instructional practices, which limits the school’s ability to ensure that student needs are being addressed.

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

**Tenet Rating**

**D**

**Debriefing Statement:** There was evidence that instructional practices were planned in order to meet student goals; however, lesson plans were not available for review. Classrooms observed showed little evidence of high levels of student engagement, differentiation, and academic rigor. Lessons were teacher directed and there were few opportunities for students to be engaged at deep conceptual levels.

**Strengths:**

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

- The school self-assessment indicates Positive Behavioral Intervention Supports (PBIS) have been implemented, and the school has focused on reducing class tardiness in an effort to create a safe environment in hallways of the school. The school leader indicated that the school has a Dignity Act Coordinator to facilitate and comply with anti-bullying legislation and to support classroom teachers and staff. The students reported that school has a multicultural festival to celebrate student diversity. In addition, reviewers observed PBIS signs around the school. The school’s ability to provide a safe environment increases the likelihood that students will be engaged and take

ownership of their work.

**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.

- The teachers reported to reviewers that the Castle Learning program is used to determine student gaps in achievement and determine content that needs to be retaught. The team observed that in one-half of the general education classrooms visited, teachers included specific plans to reteach based on class performance. Reviewers examined 13 lessons plans during the review and found that the lesson plans did not include accommodations or instructional interventions to support individual instructional needs of the students with disabilities. Additionally, the plans did not include instructional interventions to meet the linguistic needs of English language learners. Although some lesson plans addressed specific student goals, current instructional practices did not provide adequate planning and instruction that addresses individual goals for all students, limiting high levels of student engagement and inquiry for all students.

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.

- Teachers stated they have received Promethean Board training to assist in the implementation of differentiated instruction in most classrooms, however, the school leader reported that due to class size, there are a few classes that provide differentiation. During class visits, the team minimal strategic grouping of students, and most classrooms did not provide multiple points of access to students. As a result, the school is limited in its ability to ensure that individual students receiving the targeted instruction needed to improve student performance.

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.

- The school leader indicated that the school has not yet developed a data team to support a data driven culture to inform and change instructional practice. The school leader did indicate that structures and processes are in place to conduct teacher observations and track progress. However, limited evidence was provided to demonstrate that these structures and processes have led to tracked student progress. The school leader reported that the use of student data by teachers has increased in the past year due to the purchase of a Scantron machine to measure student achievement and conduct item analysis. However, the team did not observe the use of this data to adjust instructional practices during class visits. In addition, the team members observed that students did not receive explicit feedback to help them identify what they don't know and to provide next steps in the learning process. Although sources of some data are available, limited

evidence of the use of data to monitor student learning and adjust teaching consistently, hinders the ability of teachers to make targeted academic interventions, provide individualized feedback and support the academic progress of students.

<p><b>Tenet 5 - Student Social and Emotional Developmental Health:</b> 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.</p>	<p><b>Tenet Rating</b></p>	<p><b>D</b></p>
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**Debriefing Statement:** There are several programs and partnerships in place to provide support to students. The school is working to address challenges regarding student lateness to class, behavioral incidents and discipline referrals. These factors impact the quality of the learning environment for students.

**Strengths:**

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

**Areas for Improvement:**

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

- The school self-assessment indicated the school psychologist has begun to develop a plan to implement an Instructional Support Team (IST) to sustain the social and emotional development health of students. Also, school leader reported that meetings have taken place among IST members district wide to identify staff to provide support to students in need of intervention. However, the school leader did not delineate a specific system of referrals and support that is in use currently and did not indicate how the school uses data to identify areas of student need and develop systems to address these needs. One consequence of an incomplete, overarching system to support the social and emotional developmental needs of students and an IST structure that is not yet fully developed is that students are receiving inconsistent services to support and sustain their social and emotional developmental health needs.

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

- The school leader reported the school has used Positive Behavioral Intervention and Supports (PBIS) and that a Check in/Checkout program is in its second year at the high school. He also noted that he expects that the IST, once it is implemented, will enhance the PBIS process. Teachers stated that when behavioral issues arise, they contact parents, and that administrators also work with parents

to resolve behavioral issues. Parents reported that they are unclear of the school's vision, particularly as it relates to social-emotional developmental health. Parents and teachers reported that although the school community continues to focus on reducing student lateness, behavioral referrals, and behavioral incidents, challenges remain. The lack of a systematic, articulated vision and procedures to support the social and emotional developmental health needs of all students impedes academic achievement for all students.

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 primary PBIS team reported they meet once a month and that the secondary PBIS team meets weekly to discuss and plan upcoming events to foster a culture of acceptable behavior. They also indicated that they speak at faculty meetings and disseminate data from recent PBIS activities. Parents that attended the meeting with the IIT indicated that they were not aware of the school's PBIS program and how the program supports and leads to greater student outcomes. The inability of all constituents to express how the school community fosters a safe environment that is conducive to student learning, impedes the creation of a supportive school atmosphere and has a negative impact on the academic progress of students.

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

- The school leader indicated that he encourages teachers and the PBIS team to use data to address students' social and emotional health needs. The school leaders also reported that data is collected and presented to the teachers and support staff in various formats and changes in data trends are noted. The PBIS team stated they meet weekly to discuss data and recommend future interventions and activities for students. The team reviewed discipline referrals and observed that the current system does not effectively respond to the students' social and emotional health needs on a consistent basis. One result of the lack of a comprehensive structure that includes data analysis and opportunities for all staff to receive PD is a system that does not fully support the social and emotional developmental needs of all students, impeding 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:** The school is attempting to engage parents in the school; however, the school does not have a parent organization that can recruit, engage and provide support to their diverse parent organization. A significant number of parents are not participating in the school and are not currently working with the school to share responsibility for student academic success.

**Strengths:**

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

**Areas for Improvement:**

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

- At the parent meeting, several parents expressed that they felt welcome and could call or come into the school whenever they wanted. Parents stated that the same group of parents participate in all parent events or meetings and they would like to see more parents involved with the school. The parents in attendance also noted that the district has a Booster Club, but does not have a Parent Teacher Association. The parents also reported that parents participate in events hosted by individual grades. Although some parents feel welcome and participate in school events, the school has had limited success in engaging all parents as partners to develop a shared responsibility between the school and families, which hinders student success.

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

- The parents who attended the meeting reported that they have regular communication with teachers; however, the information is disseminated in English only. The school leader stated that the staff uses the English as Second Language (ESL) teacher and the Hudson Family Literacy program, which services community members from different cultural and language backgrounds, as resources. The school leader reported that robocalls are frequently used to inform parents about parent teacher meetings. The school also uses the Parent Portal to communicate grades and attendance and distributes successful parenting strategy pamphlets at report card nights. The school recognizes there is a problem improving parent involvement and translating documents in languages other than English. However, current school practices have not resulted in effective communication with all parents, which limits parental opportunities to support each child's individual strengths and needs.

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

- The school leader indicated the school works with several agencies and that the school continues to explore opportunities to expand partnerships to support students. The Art department works with the Greater Hudson Promise Neighborhood on school/community projects. Guidance personnel

indicated that referrals are made to outside agencies to meet student needs and to assist families. The school's professional development plan, which the IIT reviewed, does not provide staff with targeted training on how they can collaborate with parents to support student success. The lack of a comprehensive strategy to partner with families and the community and provide PD to staff to support open communications, impedes 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.

- Parents interviewed by the IIT reported that they have no formal meetings to assist them in understanding data. Parents indicated that they can view student data in the Parent Portal. The parents noted, however, that not all teachers are using this portal and some of the data is not posted in a timely manner. The school leader stated the school has student/parent meetings, report card nights and Board of Education meetings to disseminate student data. Current practices regarding parent access to and training around using data are insufficient, making it difficult for parents to track student progress and support the efforts of the school.

## **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 Create a school-wide vision and measurable goals that are aligned with the School Comprehensive Education Plan.
- 2.3 Create the Instructional Support and Data Inquiry teams to collect, analyze data and provide supports for student academic and social and emotional developmental health.
- 2.4 Hire and sustain personnel and allocate fiscal and programmatic resources to support the school-wide goals for the school.
- 2.5 Complete teacher evaluations and use student data, feedback from observations, and professional development opportunities to provide support to teachers and other staff members.

### **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 a year-long professional development schedule with targeted and differentiated support for implementation of the CCLS. Identify clear expectations and identify the components expected in teacher-created units that offer high levels of instruction to all students that aligned with CCLS.
- 3.3: Require lessons and units to be aligned with the CCLS and include high levels of thinking, differentiation, and appropriate use of instructional practices. Provide additional professional development on developing lessons that offer varying degrees of complexity.
- 3.4: Create a structure that affords the opportunity for collaboration that is inclusive of all staff (core and non-core subject areas), to support the development of interdisciplinary units that expand the use of technology, the arts, and other enrichment areas.
- 3.5: Establish a data team to implement the data-driven inquiry process to inform instruction and to establish school-wide and individual learning targets. Establish protocols for individual teacher data binders that include charts and graphs of student performance to inform instruction. Designate specific formative and summative assessments that are to be included during the unit to chart the student progress in meeting the skills / content being taught.

### **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 learning targets for all students based on formative and summative assessment data and then establish learning trajectories. Specific practices and strategies should be identified to help students achieve their goals and to take ownership and be more involved in their own learning.
- 4.3: Provide professional development to assist teachers to incorporate CCLS based instruction that is differentiated and leads to providing students with multiple points of access to achieve their targeted goals.
- 4.5: Provide professional development in formative and summative assessment construction, creating rubrics, and using assessments to inform and differentiate instruction. Establish expectations that staff provide rubrics and timely and explicit feedback to students, so students can begin to self-assess and participate in their own learning. Establish procedures that include opportunities for students to monitor their own progress and develop ownership of their learning.

### **Tenet 5: Student Social and Emotional Developmental Health**

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

- 5.2 Develop an Instructional Support Team with specific meeting times and procedures for referrals, two-way communication with teachers and parents and an ongoing evaluation process based on data, to provide support to students. Develop systems and monitor and evaluate the social and emotional supports provided to students and overall trends that impact school culture.
- 5.3 Regularly review and monitor trends for lateness, discipline referrals and develop measurable targets and intervention to reduce behavioral incidents.
- 5.4 Work with the community and parents to provide information on and strategies related to the behavioral plan to reduce incidents and tardiness in the school.
- 5.5 Develop a strategic plan to utilize a variety of data sources (e.g., academic and social) to evaluate and respond to students developmental academic and behavioral needs.

### **Tenet 6: Family and Community Engagement**

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

- 6.2 Work collaboratively to create a school atmosphere that is welcoming to all parents and a parent organization that responds to the needs of the families in this school community.
- 6.3 Ensure that important information is translated for parents and conduct outreach to get more parents involved.
- 6.4 Provide professional development for all staff focusing on strengthening partnerships with families.
- 6.5 Develop and implement a plan to involve more families in school events and their children's education. Ensure that the plan includes workshops offered at different times and accessible to parents that speaks languages other than English, and that include understanding student data and strategies to support student success in school.