



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

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



<b>BEDS Code/DBN</b>	580403030013
<b>School</b>	Huntington High School
<b>School Address</b>	188 McKay and Oakwood Roads
<b>District</b>	Huntington Union Free School District (UFSD)
<b>School Leader</b>	Dr. Carmela Leonardi
<b>Dates of Review</b>	April 23 and 24, 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	1317	Title 1 Population	NA%	Attendance Rate	93.1%				
Free Lunch	29%	Reduced Lunch	4%	Student Sustainability	%	Limited English Proficient	7%	Students with Disabilities	15%		
Types and Number of English Language Learner Classes											
#Transitional Bilingual	0	#Dual Language	0	#Self-Contained English as a Second Language		7					
Types and Number of Special Education Classes											
#Special Classes	45	#Consultant Teaching	1	#Integrated Collaborative Teaching		33					
# Resource Room	7										
Types and Number Special Classes											
#Visual Arts	34	#Music	9	#Drama	1	# Foreign Language	38	# Dance	0	#CTE	½ day tech. 64 sts.
Racial/Ethnic Origin											
American Indian or Alaska Native	2.1%	Black or African American	10.9%	Hispanic or Latino	31%	Asian or Native Hawaiian/Other Pacific Islander	0%	White	54.3%	Multi-racial	1.7%
Personnel											
Years Principal Assigned to School	13	# of Assistant Principals	1	# of Deans	3	# of Counselors / Social Workers	6				
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	0	% Teaching with Fewer Than 3 Yrs. of Exp.	2	Average Teacher Absences (123 total teachers)	7				
Overall State Accountability Status (Mark applicable box with an X)											
School in Good Standing		Priority School		Focus District	X	Focus School Identified by a Focus District	X	SIG Recipient			
ELA Performance at levels 3 & 4 (75% prof.)	197/252	Mathematics Performance at levels 3 & 4 (80% prof.)	138/252	Science Performance at levels 3 & 4	N.A.	4 Year Graduation Rate (HS Only) 2007 cohort	85.26%				
Credit Accumulation (High School Only)											
% of 1 <sup>st</sup> yr. students who earned 10+ credits	Not available	% of 2 <sup>nd</sup> yr. students who earned 10+ credits	Not available	% of 3 <sup>rd</sup> yr. students who earned 10+ credits	Not available	6 Year Graduation Rate (5 year data for 2007 cohort)	86.84%				

<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	X	Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		
<b>Did Not Meet Adequate Yearly Progress (AYP) in Mathematics</b>			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		
<b>Did Not Meet Adequate Yearly Progress (AYP) in Science</b>			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		
<b>Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective</b>			
	Limited English Proficiency		

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

**SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:**

1. Increase the graduation rate for the total student population and all subgroups.
2. Increase the percentage of students in the Hispanic, Economically Disadvantaged, and Special Education subgroups that pass the Algebra course and the associated Regents Examination.
3. Increase the percentage of students in the Hispanic, Economically Disadvantaged, and Special Education subgroups that pass English courses and the ELA Regents Examination.
4. Increase the percentage of students in the Hispanic, Economically Disadvantaged and Special Education subgroups that pass the required Social Studies and Science courses and associated Regents Examinations.
5. Collect and analyze quarterly data to improve student performance.

**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>E</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>E</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>E</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>E</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>E</b>
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**Debriefing Statement:**

The school community has created a mission statement reflective of a culture of high academic expectations. In addition, systems and structures to support teachers’ use of resources and data promote student growth.

**Strengths:**

2.2 **The school has received a rating of *Effective* 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 Educational Plan (SCEP).

- The school leader promotes a shared vision and goals across the school community that repeatedly echo the tenets of responsibility and respect. Based on information gathered during the principal interview and document review, the Integrated Intervention Team (IIT) found that a group of school leaders and staff created the mission statement and shared it with the school community at a faculty conference. The mission statement, as outlined in the School Comprehensive Education Plan (SCEP), states that the school intends to, “create an environment based on responsibility, respect, and safety.” This vision was articulated and uniformly shared across groups. During the large and small student group meetings, students expressed that teachers make it clear that they should practice respect and responsibility in their daily activities. Similar sentiments were cited during the parent meeting and school leader interview. The staff has prioritized the use of data and professional development (PD) to target and improve individual students’ academic progress. The school community understands and embraces this shared vision fostering a safe environment; consequently, stakeholders share a sense of urgency about achieving school-wide goals.

2.3 **The school has received a rating of *Effective* 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 & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.

- The school leader encourages staff to use evidence-based systems to support school goals. Interviews with the school leader, staff, and an IIT document review, established that teachers create and use curriculum maps to guide instruction and track student progress by setting and monitoring teacher and student created goals. In addition, the school’s PD calendar and faculty meeting folder provided evidence that the school leader regularly shares best practices connected to student achievement. The School Comprehensive Education Plan (SCEP) timeline, Annual Measurable Achievement Objective (AMAO) Improvement Plan, and Shared Decision Making Committee timelines also revealed school practices informed by data. The informed use of data to improve school-wide practices supports progress toward all students attaining proficiency.

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

- The school leader has recruited, hired and retained appropriate personnel and used programmatic and fiscal capital in an effective manner, enabling the school to meet the academic and social needs of the students. The school profile, which corroborated information from IIT interviews, showed appropriate staff hiring practices, which included two part-time social workers, three deans, six guidance counselors and one full-time psychologist provided by the Pederson-Krag Center, a behavioral health care partner. In addition, during the student support and small student focus group meetings, students offered examples of academic and social-emotional supports provided through the annual school budget which included summer school, Advanced Placement (AP) courses, Saturday Academy, tutoring club, peer tutoring, and community service programming. Consequently, the school leader’s decisions concerning resource allocation promote progress toward school improvement goals.

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

- The school leader has systems in place to ensure teachers continuously improve their teaching practice. The school’s implementation of the Danielson Framework for teacher evaluation, and observation reports with detailed teacher feedback analyzed by the IIT during the document review, confirm that the school leader has systems to evaluate and track teacher progress. Other systems include use of the Rubicon Atlas curriculum-mapping tool, the development of a school-wide PD plan supporting academic improvement, and the creation of class proficiency item analysis reports. In addition, the school leader participates in weekly vertical teacher and student support meetings. These fully functional systems provide supports for staff that promote growth toward intended targets and hold staff accountable for continuous improvement.

**Areas for Improvement:**

All ratings for this Tenet are **Effective** and therefore, comments are listed under **Strengths**.

<p><b>Tenet 3 – Curriculum Development and Support:</b> 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.</p>	<p><b>Tenet Rating</b></p>	<p><b>E</b></p>
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**Debriefing Statement:**

The school leader and staff work together to ensure teachers have the support needed to develop curriculum to

facilitate the implementation of the Common Core Learning Standards (CCLS), and to introduce complex materials that stimulate higher-order thinking skills into the instructional planning process.

**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 school has nearly full implementation of the CCLS, and classroom lessons incorporate CCLS-aligned curricula. The school leader reported, and a document review confirmed, that PD focused on the CCLS was provided in support of teachers putting the CCLS into practice in their classrooms. My Learning Plan, a web-based PD management system, also provides and tracks teacher-training opportunities. The IIT reviewed CCLS-aligned curriculum binders and visited classrooms where teachers were using CCLS-aligned lesson plans. The school leader discussed the implementation of rubrics for increasing instructional rigor, which students and parents reiterated during the small student group and parent meetings. The school leader and staff support the implementation of rigorous and coherent curricula that readies students for careers and/or college.

3.3 **The school has received a rating of *Effective* for this Statement of Practice:** Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.

- Teachers thoroughly develop materials used to provide instruction aligned to the CCLS. The school uses Rubicon Atlas curriculum mapping software to develop English language arts (ELA) and social studies unit and lesson plans for each grade level at the school. A crosswalk and scope-and-sequence for ELA, as well as several CCLS-aligned units and lesson plans in algebra and history, was provided to the IIT for review; these lesson plans were aligned to CCLS and incorporated higher level thinking skills. The school leader interview also revealed detailed pacing calendars for math, ELA and history that corresponded with the reviewed documents. IIT reviewers observed a grade-level team meeting, during which time teachers worked together to understand and discuss topics across content areas and help each other improve lesson plan quality. School-wide systems reinforce CCLS coherence in curriculum and planning that promotes higher-order thinking, and analysis, which increases the likelihood of improved student achievement.

3.4 **The school has received a rating of *Effective* 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 develop challenging material that is appropriate for diverse groups of students. The IIT observed grade level teamwork and planning take place as staff at the grade-level team meeting shared student math work samples, which teachers analyzed to improve teaching practices. Teachers discussed strategies to increase student knowledge, and seemed accustomed to working

together and sharing ideas. In addition, the document review yielded course guides developed for use across grades and during classroom visits, the IIT observed lessons created using these guides. The large and small student group meeting, master schedule, and school leader interview confirmed that the school has made efforts to provide students with a curriculum that incorporates arts, technology and enrichment opportunities, with many opportunities provided for students to participate in a multitude of activities in the arts. During the parent meeting, participants discussed the alignment of coursework, and parents were able to compare the work and note the similarities of work given to siblings and students with special needs. The availability of a rich curriculum that incorporates arts, technology, and enrichment opportunities allows the school to meet the multifaceted needs of students while increasing their ability to be academically successful.

**3.5 The school has received a rating of *Effective* 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 and teachers use data from a variety of sources to adapt instruction based on student needs. Teachers at the vertical teacher meeting described using class proficiency item analysis reports across the grades to examine student data, and data use of this nature was confirmed during IIT document review. These reports generated an itemization of students’ areas of strength and weakness, which teachers then use to plan instruction. The school leader also described use of the New York State English as a Second Language Achievement (NYSELAT) examination results and class proficiency item analysis reports to drive instruction. Based on student specific data, additional areas of instruction were provided in native Language Arts classes, Students with Interrupted Formal Education (SIFE) classes, reading support classes, tutorials, and the freshman program. A sustained use of student data leads to strategic action-planning that informs instruction, and produces improved student achievement.

**Areas for Improvement:**

All ratings for this Tenet are **Effective** and therefore, comments are listed under **Strengths**.

**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.

<b>Tenet Rating</b>	<b>E</b>
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**Debriefing Statement:**

Instructional practices are organized around annual, unit and daily lesson plans designed to meet student goals, purposefully promote high levels of student engagement, and address the needs of diverse groups of students.

**Strengths:**

**4.2 The school has received a rating of *Effective* 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 school has created a culture that values the use of data to inform grouping and instruction. The IIT's document review showed that class proficiency item analysis reports provided teachers with information for grouping students. Discussions in the student support staff meeting and grade-level team meeting provided additional information regarding the use of data to inform daily lesson and unit plans. Classroom and academic intervention services (AIS) observations revealed teacher use of student data in designing strategies for small group instruction. Determination of class composition for native Language Arts, English as a second language (ESL) and content area ESL classes was also based on data. Student participants in the large and small student group meetings felt that the teachers used instructional practices to move them toward specific, well-defined goals; parents reported similarly in discussing the school's ability to meet the needs of special needs students. The school has established the use of data to drive instruction and use it prescriptively to address student needs, and teachers use strategic practices to establish goals and differentiate instruction, which promotes student involvement in their own learning.

**4.3 The school has received a rating of *Effective* 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 are in the process of implementing CCLS-based instructional strategies to engage all students. The school leader discussed the implementation of the CCLS, and provided unit plans and teacher observation forms for the IIT document review. Through the document review the IIT learned that the school utilizes the Rubicon Atlas curriculum-mapping tool for ELA and social studies units, and various lesson planning throughout the grades. In addition, math teachers have developed their own curriculum maps to guide instruction. During several classroom observations, the IIT observed the use of technology and teacher modeling during CCLS-based instruction; these elements were especially evident in AIS and math lessons. Large and small student group meetings revealed that teachers hold conferences with students to discuss assessment outcomes and goals. The instructional practices across the school support the CCLS, increasing the likelihood of improved student outcomes.

**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.

- Teachers create an inviting and comfortable classroom environment where students feel respected and are willing to actively participate during instruction. A consistent description of the code of conduct and mission statement was provided by participants in the large and small student group meetings, parent meeting, school leader interview, and student support staff meeting. Both parents and students were aware of the code of conduct and were able to cite the outcomes of infractions against the rules. During document review, the IIT noted that the code of conduct and mission statement echoed discussions held in the aforementioned meetings. Observations showed that classrooms provided for a safe and respectful environment, as students were focused and engaged in the lessons. In most classrooms, observations revealed teacher use of instructional strategies

sensitive to diverse groups of students and their needs. For example, one bilingual math class provided appropriate instruction for English language learners (ELLs) through use of the Spanish language. Furthermore, teacher use of higher-order questioning was well received, and students were observed actively participating in instruction. Teachers engage students in the learning process from beginning to end, which leads to higher rates of material retention and academic understanding.

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

- Teachers utilize data sources to inform instructional decision-making, student grouping, and instructional strategies. The document review and vertical teacher meeting revealed the use of the class proficiency item analysis student data reports. Teachers reported that the reports provide an itemization of student areas of strength and weakness, which is used to plan instruction. Based on the student specific data, additional instruction is provided in classes including AIS, native Language Arts, SIFE, reading support, tutorials, and the freshman program. The school leader confirmed the use of the NYSELAT and class proficiency item analysis reports to drive instruction. In addition, an IIT review of student work in the small student group meeting revealed teacher comments providing student specific goals for improvement; furthermore, these students understood the reason for receiving a particular grade. Due to the sustained use of student data and continuity in the strategic action planning required to inform instruction, teachers ensure progress toward greater student achievement outcomes.

**Areas for Improvement:**

All ratings for this Tenet are **Effective** and therefore, comments are listed under **Strengths**.

**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>Tenet Rating</b>	<b>D</b>
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**Debriefing Statement:**

The school is in the process of identifying and implementing internal and external supports to address the social and emotional developmental health needs of students and families. As a result, the school has yet to establish an environment that allows students to reach academic and social success.

**Strengths:**

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

- The school community affords students with many opportunities to take ownership of their academic and social experiences. Many constituents attending meetings during the Diagnostic Tool for School and District Effectiveness (DTSDE) review expressed that measures put in place at the school foster a safe environment conducive to learning. This ownership was noted when students described the ability to choose electives (e.g., Project Adventure and Cross Fit). Students attending the large and small group meetings stated that the school was safe and there is “someone (an adult) they can talk to” if they need help. Some of the programs that support the sentiment of safety are Natural Helpers, the anti-bullying program, after school activities and various clubs. The school leader provided documents to the IIT indicating appropriate staffing to provide a safe environment. Both students and parents spoke favorably of a dean who played a major role in creating and maintaining a safe environment at the school. Participants of the student support staff and vertical teacher meeting stated that there was open communication between staff members when discussing students. Parents shared their experiences regarding positive interactions with staff in relation to student outcomes, and spoke of support structures in place to help the students, such as guidance counselors and teachers. The school has a system in place to ensure the safety of students, which fosters students’ ability to grow academically and socially.

**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 is in the initial stages of creating structures to meet student social and emotional developmental health needs. The student support staff meeting revealed that guidance counselors are assigned alphabetically, and follow students from grade to grade. This system allows for continuity, as students remain with the same guidance counselor for the duration of their attendance at the school. Participants of the parent meeting discussed that staff in place to support the social and emotional development of students; part time social workers, three deans, six guidance counselors, one Director of Special Education and one full-time Pederson-Krag psychologist were mentioned by parents. Members of the school support staff stated that the school has identified external partnerships to address student needs, which included Pederson-Krag, several religious institutions, recreation programs, and youth workers who are present during lunch periods. However, there is no system of referral in place, and the school does not systematically use data to identify student social and emotional developmental health needs or help inform the process of developing external partnerships. The systematic collection of student social and emotional developmental health data has yet to be fully used to drive the selection of the types of organizations it partners with. Consequently, the school cannot fully address student social and emotional developmental health needs, which limits academic success.

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 community is in the process of developing structures to promote and build a safer and healthier environment for students. The school’s vision for social and emotional developmental health was articulated by participants of the large and small student group meetings, parent meeting and school leader interview. The participants of the parent meeting mentioned Parent Teacher Association (PTA) workshops as part of the school effort to support the needs of students and families. Programs that involved students in caring for one another and the world around them include Natural Helpers, a program aimed at helping students through social-emotional problems, and Habitat for Humanity. Evidence of student involvement in these programs was confirmed through a review of attendance documents, and participant statements in the parent and student group meetings. The Dignity for All Students Act (DASA) and school board policy examined during the document review depicted an attempt to imbed the vision of a safer and healthier environment in the schools culture; however, there is no formal training provided to staff on how to properly attend to student social and emotional developmental health problems. The result is that the school is unable to effectively articulate and promote a vision that contributes to building a safer and healthier environment for families, teachers and 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 has yet to systematize a process to collect and use social and emotional developmental health data. During the student support interview, participants indicated to the IIT that data is used to track student social and emotional developmental health needs. These data include, but are not limited to, notes taken by counselors and the tracking of information involving student visits to the nurse. Teachers at the vertical teachers meeting described a reciprocal relationship with student support staff. However, data use is not efficient and there is no systematic method for communicating data between teachers and student support staff. Efforts to address all students’ social and emotional needs are not being met, which 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**

**E**

**Debriefing Statement:**

The entire school community attempts to partner with families and community agencies so that students’ strengths and needs are identified and met. Additionally, the school encourages families to freely and frequently engage with the school. However, the school has not fully been successful in its efforts to engage non-English speaking parents to ensure all students’ success.

### **Strengths:**

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

- The staff has components in place to ensure a positive and welcoming atmosphere that encourages families to engage with the school community. Many teachers are bilingual and able to communicate with parents in their native languages. Some of the activities the school provides for parents to participate in are the shared decision making committee, Parent University, open houses and the PTA. The IIT reviewed a schedule of events, which included parent activities. However, the parent meeting revealed that parents whose children are in a club or activity participate more often in school events than those who are not. IIT document review and interviews showed that the school encourages family engagement with the expectation of an increase in student success. As a result of the school's positive and welcoming environment, parents participate often in school events, which promotes academic achievement and social-emotional growth.

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

- The school is in continuous and reciprocal communication with families and community stakeholders. The vertical teacher meeting, school leader interview and parent meeting indicated that quarterly school progress reports are used by teachers to inform parents of student strengths and needs. School progress reports are made available in both Spanish and English to the community. In addition, parents are encouraged to retrieve their child's data from ConnectEd, a portal containing student achievement data. The document review revealed that the District's mission statement supports communication with families and community stakeholders, while celebrating "the diversity of our population and commitment to educational excellence." School leaders reported sharing school and student progress with parents at public meetings. Parents stated that they were aware of the ways in which the academic program has changed to meet the needs of students, and spoke to changes made to the curriculum based on the CCLS. The school communicates with parents individually, and as a group, regarding the strengths and needs of students and student achievement information using multiple tools in all pertinent languages, which leads to improved student outcomes.

### **Areas for Improvement:**

6.4 **The school has received a rating of *Developing* for this 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 is beginning to prioritize student social and emotional developmental health needs. Support staff and parent interviews gave evidence of partnerships with Pederson-Krag, and various churches, synagogues and community service centers. In addition, the school provides a Parent

University that parents can attend to participate in workshops on a wide range of subjects. Parents also attend open houses, and assist the leaders of extra-curricular clubs. A weekly meeting between the school leadership and student support staff takes place; however, no formalized PD in the area of social and emotional developmental health was evident. The school attempts to engage the entire school community, including families and community agencies. However, the IIT found little evidence of opportunities for PD offered to staff to improve their ability to develop these partnerships. The absence of training for staff, in both the area of social and emotional developmental health and in the development of community partnerships, limits the school's ability to promote and support student success across all academic and social areas, which slows student growth.

**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 student learning and success.

- The school has not developed formalized structures to ensure all parents receive pertinent communications. During the school leader interview, the IIT learned that teachers utilize McGraw Hill's ConnectEd to share data with parents. Parents can access student data via the online parent portal where they can view data showing their child's academic performance. Teachers provide quarterly progress reports and discuss student data at parent-teacher meetings. The school hosts open houses, sends information via post cards, makes phone calls, and sends emails to provide frequent communication with parents. Numerous forms of communication exist to keep parents informed. Materials are translated for parents of differing languages. However, limited face to face translation services are available; therefore, parents who are unable to understand printed information involving the school and their children are also unable to support student learning and achievement.

## **Recommendations:**

### **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: Create a written system of referral and a structure to formally use data to inform decisions regarding social and emotional developmental health.
- 5.3: Provide professional development to the school staff on how to address student social and emotional developmental health.
- 5.5: Develop explicit protocols defining how the school community communicates with one another about 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:

- 6.4: Provide professional development to student support staff on how to seek and sustain partnerships with family and community organizations.
- 6.5: Ensure that student data can be shared in all pertinent languages to families and community stakeholders in ways that can be easily understood.