



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

DIAGNOSTIC TOOL FOR DISTRICT AND SCHOOL EFFECTIVENESS (DTDSE)



BEDS Code/DBN	151102040001
School	Lake Placid Junior-Senior High School
School Address	34 School Street, Lake Placid, NY 12946
District	Lake Placid Central School District
School Leader	Richard Retrosi, Interim Principal
Dates of Review	June 4 – 6, 2013
School Accountability	Focused
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	6-12	Total Enrollment	404	% Title 1 Population		% Attendance Rate	99%				
% Free Lunch	17%	% Reduced Lunch	8%	% Student Sustainability	100%	% Limited English Proficient	0%	% Students with Disabilities	13%		
Types and Number of English Language Learner Classes											
# Transitional Bilingual	0	# Dual Language	0	# Self-Contained English as a Second Language		0					
Types and Number of Special Education Classes											
# Special Classes	4	# Consultant Teaching	15	# Integrated Collaborative Teaching		1					
# Resource Room	6										
Types and Number Special Classes											
# Visual Arts		# Music		# Drama		# Foreign Language		# Dance		# CTE	
Racial/Ethnic Origin											
% American Indian or Alaska Native	0%	% Black or African American	0%	% Hispanic or Latino	0%	% Asian or Native Hawaiian /Other Pacific Islander	3%	% White	93%	% Multi-racial	2%
Personnel											
Years Principal Assigned to School	1yr (interim)	# of Assistant Principals	1 (interim)	# of Deans	1 (interim)	# of Counselors / Social Workers					
% of Teachers with No Valid Teaching Certificate	0%	% Teaching Out of Certification	6%	% Teaching with Fewer Than 3 Yrs. of Exp.		8%	Average Teacher Absences				
Overall State Accountability Status (Mark applicable box with an X)											
School in Good Standing	NA	Priority School	NA	Focus District	X	Focus School Identified by a Focus District	X	SIG Recipient (a) (g)	X		
ELA Performance at levels 3 & 4		Mathematics Performance at levels 3 & 4		Science Performance at levels 3 & 4		4 Year Graduation Rate (HS Only)	92%				
Credit Accumulation (High School Only)											
% of 1 st yr. students who earned 10+ credits		% of 2 nd yr. students who earned 10+ credits		% of 3 rd yr. students who earned 10+ credits		6 Year Graduation Rate					

Did Not Meet Adequate Yearly Progress (AYP) in ELA (Mark an "X" in the field(s) where school is identified for not meeting AYP.)			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
X	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
X	Students with Disabilities		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			
	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. Professional development for cross-curricular instruction.
2. Student engagement and identifying the why of what students are learning
3. Maximize student learning and teacher instructional practices centered around the CCLS
4. Data analysis and utilizing data to drive instruction
5. Explicit differentiated instruction

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.

Mark an "X" in the box below the appropriate designation for each tenet, and mark in the 'OVERALL RATING' row the final designation for the overall tenet.

#	Statement of Practice	H	E	D	I
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).				X
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.				X
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.			X	
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.			X	
OVERALL RATING FOR TENET 2:				D	

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

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

	achievement outcomes.				
	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:			D	

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

#	Statement of Practice	H	E	D	I
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.			X	
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' 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	
OVERALL RATING FOR TENET 6:				D	

School Review Narrative:

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.	Tenet Rating	D
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Debriefing Statement: The school has undergone a number of changes in school and district leadership and does not have an articulated vision with corresponding school goals. The interim school leader is focusing on implementing the Annual Professional Performance Review (APPR) and improving the school environment. Because there is not an articulated school vision with aligned goals, the school community is not able to work together to ensure 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 does not have an articulated vision with corresponding school-wide goals. The interim school leader, who recently assumed his position, indicated in interviews with the Integrated Intervention Team (IIT) that both the school and the district had gone through multiple changes in leadership. He stated in light of these issues, his priorities were to “heal” the school, ensure that staff understands they are “valued,” and make the Annual Professional Performance Review process “palatable.” Teachers reported that they were not aware of a school vision statement and that they have not had the opportunity to craft a vision or establish goals. They indicated they understood there was a district mission statement on the district website but that school and district plans, including the SCEP have not been shared with staff. When the IIT asked parents about the school’s vision, they indicated they were not aware of a school vision. The lack of a school-wide vision with clearly defined goals has resulted in the school community’s limited understanding of and collaboration toward the achievement of school-wide goals.

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

- There is no formalized school-wide system in place to analyze outcomes associated with mission-

critical areas. The interim school leader indicated that staff received an article relating to best practices and use of data to improve instructional practices and student achievement. He reported that he looks for evidence of best practices based on the article, "Increasing Rigor throughout the Lesson: Data-Driven Classroom Best Practices." However, staff indicated that the identification and use of instructional best practices is not a formal process, and they receive little guidance from the school leader regarding implementation. As of January 2013, staff began using STAR Reading and STAR Math assessments for benchmarking and progress monitoring. Teachers reported that they are just becoming familiar with the assessments and that the school has not yet provided guidance in using the results to improve school-wide practices. Because the school has not developed a school-wide system for using multiple measures of data and best practices that are connected to established, specific, and measurable goals, departments are unable to develop and focus their priorities to benefit all students.

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.

- As the interim school leader was recently appointed to his position, he has not had the opportunity to participate in the hiring of new staff. Although the district and Board of Education have the final authority over hiring, the interim school leader indicated that there are formal structures in place for hiring that include the input of the school leader and a committee of stakeholders. The school leader reported that he requests department chairs to submit budget proposals and that he makes fiscal allocations based on these proposals. He reported the school leader generally submits the department proposals to the district, which has the final authority over appropriations. The IIT found no evidence that the school leader made any modifications of the proposals based on overall school needs. The school has structures in place for programming that include extended learning time. Document review indicated that the school schedules Academic Intervention Services (AIS) in core content areas throughout the school day. In addition, the school has designated period ten as an extended learning time for students requiring assistance. Staff reported that supports for students with disabilities are not as formalized and that school leaders have not included schedules for special education teachers in the master schedule. Special education teachers indicated that they independently develop their own schedules based on the students on their caseload after the start of the school year. Document review and classroom observations indicated that school leaders have not addressed these issues. Consequently, the school's process for human, programmatic, and fiscal resource allocation limits its ability to support optimally school improvement and student achievement for all students.

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 interim school leader is implementing the APPR process, which includes targeted and frequent

teacher observations. However, the school is not providing feedback concerning improvement of teacher practices based on student data or specific professional development (PD) to foster continuous improvement. The school leader reported to the IIT that he conducts both formal observations and classroom walkthroughs, visiting multiple classrooms daily. He stated that he provides feedback to staff in a variety of ways, including formal post-observation feedback, notes in staff mailboxes, and hallway conversations. He added that the formal post-observation feedback process includes teacher self-assessment and the opportunity for teachers to self-identify lesson strengths and areas for improvement. While the current system includes an observation and feedback process, the on-site review by the IIT yielded no evidence to suggest that student data has a role in assisting in the identification of teacher practices requiring support, or driving PD to bolster continuous improvement. Special education teachers reported there is little communication between special education staff and the school leader regarding scheduling, staffing or service delivery. In addition, the school leader's process for teacher observations does not consider the degree of alignment between special education service delivery and stipulations articulated in students' Individualized Education Programs (IEPs), which limits the school leader's ability to track teacher progress. The IIT noted through document review and classroom observations that some services provided were not in alignment with IEPs. Because the system for holding staff accountable is not yet fully developed, teachers, particularly special education staff, are unclear about expectations, which is limiting continuous improvement efforts.

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: There are some established structures for staff to align curricula to the Common Core Learning Standards (CCLS), but staff is sharing their time doing this with other Regent's Reform Agenda (RRA) related activities. Instructional leadership that ensures that curriculum and unit alignment have the necessary components to demonstrate the CCLS shifts has been limited. Inconsistencies within curriculum mapping, unit development, and CCLS implementation limit students from achieving the level of academic success required to become college and career ready.

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 and staff are in the early stages of working to support the development and implementation of curricula that support the CCLS. An examination of the school's curricula maps

by the IIT indicated that curricula that support the expectations of the CCLS were inconsistent. The school leader reported to the IIT that CCLS has been a focus this year, and teachers have worked together to support implementation. Although staff participate in PD days and scheduled grade level meetings related to CCLS, teachers reported in interviews with the IIT that the school provides limited guidance for curriculum alignment to the CCLS. Teachers also stated they have been told to “fit it in” to their regular work load with no formal structures in place to provide guidance and support to ensure the alignment is actually completed and meets quality indicators. During interviews with the IIT teachers reported that they are not being given enough time to meet together to collaborate on the mapping and alignment process. The school leader reported that the mathematics department was provided with two days of release time to review the CCLS modules on EngageNY and to work on revising and aligning the mathematics curricula. However, document review by the IIT indicated that not all of the middle school mathematics unit plans were reflective of CCLS expectations. Special education teachers reported that they have not been included in the curriculum mapping process or in aligning the curricula to the CCLS. The school leader stated to the IIT that this is a “groundbreaking year” regarding the CCLS and that staff has not incorporated the standards into every map and unit of study. The lack of a systematic school-wide process for creating coherent curricula that support the CCLS perpetuates the implementation of less rigorous curricula and, as a result, students, especially students with disabilities, are not consistently learning the concepts or strategies necessary for their academic success.

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

- The school has provided limited formal time for teachers to discuss and create lesson and unit plans in their subject areas that support the CCLS. Teachers are implementing unit and lesson plans that only partially support the CCLS. These plans inconsistently promote higher-order thinking and the development of analytical, evaluative, and reflective skills within and across content areas. Although teachers participate in two superintendent’s conference days and four half-day PD days, teachers reported that they have devoted limited time to addressing the alignment of unit and lesson plans to the CCLS due to other more immediate Regents Reform Agenda demands.. Document review indicated that unit plans and lesson plans were aligned to grade level and subject standards but alignment with expectations that support the CCLS were inconsistent for both the junior and senior high school levels. Lesson plans reviewed by the IIT indicated that 11 out of 26 classroom plans included opportunities for students to engage in activities that encouraged higher-order thinking skills. For example, in some English classes that the IIT observed, students were challenged through questioning techniques to explore deeper levels of understanding and meaning. The lack of fully aligned CCLS curricula and related unit and lesson plans is limiting students’ access to learning that stimulates higher order thinking and deep conceptual understanding and knowledge.

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.

- There are limited structures within grade levels and departments for teachers to collaborate. Opportunities for collaboration are mostly informal and left to the teachers to schedule. A review of the master schedule indicates that teachers in grades six through nine have grade level planning time built into their schedules. In addition, teachers reported in interviews that they take the initiative to collaborate in order to provide students with a quality educational experience. Teachers indicated that it was difficult, however, to find the necessary time to collaborate throughout the year. The IIT noted during classroom visitations that there are project-based activities at each grade level, whereby art and/or music are integrated. However, teachers reported there is no established common planning time between core classroom teachers and teachers of the arts, and teachers meet on their own time. The IIT noted that technology is more often integrated into classroom research projects and instruction, such as Noodle Tools, digital video recordings, PowerPoint presentations, the “flipped classroom” model, and TI Inspire devices. Because students are not consistently benefiting from formal integration of the arts, technology, and other enrichment areas, they are missing additional learning opportunities to support their success.

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 reviews limited data to inform staff of patterns of student learning. However, there are no formalized structures in place for the school or departments to analyze data. The school leader reported that teachers typically analyze their own classroom data. Staff at the high school analyzes Regents examination results, which assists with fine-tuning the curriculum for the next school year, but does little to inform instruction during the current school year. Teachers stated in interviews that they had previously spent time during grade level meetings looking at data, but since they no longer meet daily, they have less time to analyze data. The school has initiated the use of STAR assessments this school year, and staff reported that they need more time to understand fully the STAR system and what it can provide. Currently, staff reported that they use the STAR assessment results to develop their class profiles for lesson plans submitted for APPR and to drive lesson adaptations. However, the IIT examined lesson plans for the on-site review and found the inclusion of instructional adaptations based on the data was inconsistent. Teachers are not consistently developing instructional plans that map out a clear and timely path for progress and growth for all students. The limited use of a comprehensive data-driven planning process impedes teachers’ ability to identify student needs, which is negatively impacting student achievement.

Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students and pertinent sub-groups experience consistent high levels of engagement, thinking and achievement.	Tenet Rating	D
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Debriefing Statement: The school environment enables students to be behaviorally prepared and ready for learning. Strategies for differentiation and active participation are infrequent, thereby resulting in inconsistent levels of student engagement. Limited use of data sources and action plans for adjusting instruction, and inconsistent use of strategies that provide all types of learners with ways to engage in active learning are negatively influencing outcomes for pertinent student subgroups.

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.

- General education teachers use Student Learning Objectives (SLOs) as their annual student goals and collect interim data to determine student progress towards meeting those goals. However, teachers reported there have been no formal conversations regarding the development of school-wide and grade-level goals for groups of students to inform their lesson planning. Special education teachers and general education teachers do not consistently have access to students' IEPs to identify student-specific goals and current levels of performance-related strengths and needs to drive instructional planning. During classroom visitations reviewers noted limited instructional practices and strategies chosen to address the needs of groups of students. While there are classes where teachers purposefully group students to address students' instructional needs, staff expressed concerns about providing adequate supports for students with disabilities, particularly in larger high school classes with direct consultant teacher services (CT). During classroom visitations, the IIT noted that in 16 out of 26 classrooms, teachers incorporated student engagement activities. In addition, in 16 classrooms visited by the IIT teachers differentiated instruction in some manner. While students reported in interviews that their teachers have not communicated with them about individual goals for growth, they indicated they receive feedback from teachers through the editing of their writing, homework, test grades, and report cards. Because teachers are not consistently developing plans and instructional practices linked to grade level and student goals, students are not accessing instruction that includes high levels of 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.

- Teachers are in the beginning stages of aligning their instructional practices to the CCLS and are not consistently adapting instruction to meet the needs of all students. Knowledge and implementation of CCLS and related evidence-based strategies is inconsistent across grade levels and subjects. Slightly less than 50 percent of classrooms visited by the IIT provided evidence of differentiated instruction, activities that required grouping students, and included multiple points of access. The mathematics department is in the initial stages of implementing a “flipped classroom” model of recording the lecture portion of instruction for students to watch as homework to allow for more guided practice and application time while the teacher is present in class to facilitate points of access. Additional access points for learning are available for students assigned to AIS during the school day or during period 10 at the end of the school day. However, students with disabilities do not have access to resource room services, but the school uses a guided study hall structure during the school day to support students with disabilities and general education students needing additional assistance. Inconsistent alignment of instruction to the CCLS and instructional differentiation result in limited opportunities for multiple points of access for students to achieve instructional outcomes and related targeted goals.

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

- During classroom visits, the IIT noted that staff had posted behavior rules and the Positive Behavioral Intervention and Supports (PBIS) matrix in each room. Students reported that the staff explicitly teaches behavior expectations and that they were aware of these expectations for behavior in the classrooms and hallways. Students stated they feel safe in class. The IIT noted that the hallways and classrooms were orderly. During classroom visits, the IIT found that that classroom behavior was generally compliant. However, instruction was not tailored to the needs and strengths of all students. Differentiated instruction was observed in less than 50 percent of classes visited by the IIT. In addition, most focused on the use of verbal skills and recall and did not incorporate other instruction to address different learning styles. While teachers are providing a safe and respectful learning environment, they are not consistently providing instruction tailored to the needs of all students, which limits high levels of student engagement and inquiry.

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.

- Teachers are beginning to review and analyze data. Teachers reported, however, that the use of data is not a clearly understood process. Teachers are just learning about the uses of STAR assessment results. Staff uses data to determine student eligibility for AIS. Staff reported that at the junior high school level, students requiring reading decoding support receive instruction from the reading specialist, while students requiring support in comprehension receive instruction from their English language arts (ELA) classroom teacher. Staff indicated that they use TI Inspire devices

within some classrooms to determine students' level of understanding of the homework. One mathematics teacher, who reported using the device, bases the need for re-teaching on the percentage of students incorrectly answering questions. However, teachers do not consistently analyze data to inform lesson planning or instructional decision-making. Classroom visitations conducted by the IIT indicated that classroom instruction is largely whole group and teacher-directed. Document review, classroom visits, and student reports indicated that some teachers provide students with rubrics that both students and teachers use to evaluate students' own work. However, students reported that in many instances, teachers provide them with feedback only if asked. Staff is inconsistently using data to involve students in goal setting and progress monitoring. Because teacher instruction is not consistently responsive to individual student needs and does not foster self-reflection or goal setting, students are not consistently engaged 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

D

Debriefing Statement: School-based student support teams, in conjunction with the Connecting Youth and Community (CYC) program, bring programs into the school that support student social and emotional health. There is a referral process available to parents and teachers to refer at-risk students for concerns regarding behavior, academic performance, and/or attendance. Parents, students, teachers and school leaders consider student wellbeing and safety as an area of strength for the school. However, the lack of an articulated school-wide vision for social and emotional developmental health and limited targeted PD for staff minimizes the school's ability to improve the learning environment for all constituents.

Strengths:

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

- The school has systems and structures in place to support student social and emotional health. Student Intervention Teams (SIT) meet weekly for grade six, bi-weekly for grades seven and eight, and weekly by referral for grades nine to twelve. Parents, teachers, staff, and administrators can refer students to the SIT for concerns with behavior, attendance, grades, or other similar issues. Staff reported that the PBIS team meets weekly to examine data, such as office disciplinary referrals (ODRs). Staff makes student referrals to both in-house and community-based supports based on data analysis. The student support staff reported there is also a school crisis team that meets when necessary, composed of counselors, teachers, the school psychologist, and the school nurse. The school leader reported that the school collaborates with CYC, which uses specific student assessments to gauge social/emotional health and alcohol/drug use. The school has a student support counselor who works in the school through a partnership with Essex County. The counselor

provides Safe Driving, Arrive Alive, alcohol free After-Prom party, bullying prevention, drug and alcohol prevention and suicide prevention programs to students in the school. Students stated that they have someone in the building that they feel they can talk to about their concerns. Each student is assigned to a guidance counselor who coordinates services. In addition, staff reported that students in grade six have a “Home Base” teacher. This teacher is the students’ last teacher of the day, and acts as the point of contact between parents and the grade six team. This program helps students in grade six transition between having a single teacher in elementary school to having departmental teachers in middle/high school. Because the school has developed a number of systems and a key partnership, it is providing supports to students that promote student social and emotional developmental health.

Areas for Improvement:

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

- There is no widely understood school-wide vision for social and emotional developmental health. Staff reported that the school’s vision has not been updated and clearly articulated because there has been so much turn-over in school leadership. They reported that the lack of a vision has been the school’s “biggest challenge.” Staff indicated that the guidance mental health team developed the vision for social emotional developmental health during weekly meetings, where they assessed the needs of the school and developed their action plan. But their vision and plan was not shared school-wide. Recent efforts of the student support staff have focused on increased suicide risk awareness/prevention. Student support staff reported that they provided voluntary PD to a large body of staff on “Safe Talk,” a training program that prepares anyone over the age of 15 to identify persons with thoughts of suicide and connect them to suicide first aid resources. Staff reported the school has identified other priorities and initiated programs, such as Safe Driving, Arrive Alive, alcohol-free after-prom party, bullying prevention, and drug and alcohol prevention. Student support staff cited the lack of consistent leadership as limiting their efforts for more programming. They reported, “We do not have anyone to take our ideas to. New programs don’t have the support or direction to move forward, and pockets of people are working on their own without cohesive and coordinated efforts.” While there is a PBIS program in place, students reported in interviews that they do not feel that there is much of an emphasis on PBIS this year. However, the log of PD activities for this school year shows multiple dates for PBIS training. Staff reported that the PBIS team meets and reviews School Wide Information System (SWIS) data weekly, but indicated that the school leader is not on the PBIS team. Staff stated that the data shows one third less discipline referrals this year as compared to last year and a decrease in the daily referral rate. While selected staff has articulated and promoted a vision for student social and emotional developmental health, the lack of a school-wide vision that is understood across the school, community limits the school’s ability to continually improve the safety and health of the school environment for all constituents.

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.

- All school constituents are feeling more positive about the school environment this year as compared to the previous year. Parents reported that the changes in school leadership and lack of continuity have been very stressful, and these changes have negatively affected students. However, parents indicated they were aware of some of the school's efforts to support student social and emotional needs. They reported that while there was fighting in the hallways last year, there is a calmer atmosphere this year. Parents and students indicated that they feel safer in school this year than last year. Students stated in interviews, "The school is much better than it was last year, when there were lots of fights, break-ins, and vandalism." Students added, "Bullying is not a big issue - if teachers find out, they stop it immediately." Parents acknowledged that the school enforces anti-bullying policies but reported that they are unsure that the victims of bullying are getting the support they need. Students indicated that teachers really care about the students, not only academically but socially as well. When asked by the IIT about the school's vision, teachers and parents were unable to articulate a school vision for student social and emotional developmental health and its connection to academic success. While students and parents believe the school is safe, the lack of a shared vision limits staff's ability to foster a sense of ownership, negatively affecting student outcomes.

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.

- While the student support staff regularly meets with teachers to review data concerning students' social and emotional needs, they provide limited training about the use of data to support these needs. The school is in its third year of PBIS, and the PBIS team meets weekly to examine SWIS data. Staff reported in interviews that they analyze SWIS data to help them address struggling students' behavioral needs. Staff stated that school leaders are not part of the PBIS team. Staff indicated that the SIT meets weekly for grade six, bi-weekly for grades seven and eight, and weekly by referral for grades nine to twelve. Student support staff indicated that the SIT reviews data related to attendance, academic performance, and ODRs. Parents, teachers, staff, and administrators can refer students to the SIT. Staff reported a lack of timeliness in receiving student data, stating, "We are reactive rather than proactive." Staff indicated that they do not consistently have opportunities to meet to share training they have received regarding data use because this has not been a priority of past school leadership. While select staff is using data to address student social and emotional needs, limited training for other teachers in data use, minimizes the school's ability to foster 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
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Debriefing Statement: The school has a welcoming environment and partnerships with community organizations, which provide connections between families and the community. While the school provides a wide range of information to families, those without internet access are not always able to receive this information. For families who seek the information, the school provides student data. Because not all families are receiving pertinent information, some families are not able to support the progress and well-being of their children.

Strengths:

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

Areas for Improvement:

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

- The school is welcoming and some parents are regularly engaged in school activities. Parents stated in interviews with the IIT that the school is welcoming. While there is no formal parent group at the middle/high school, parents reported that there are opportunities for them to volunteer and take part in school activities. One parent stated, “If you want to be involved, you can be.” Some parents stated they attended an information night about the school’s designation as a focus school. Parents also reported that they were on the interview committee for hiring the new school leader. Parents indicated that they can volunteer to help with events, such as the After Prom party or the grade eight graduation, but there are no formal structures to enable parents to volunteer in classrooms or to provide academic support. Staff reported that they have the least contact with the parents of those students with the highest needs. The interim school leader indicated that most teachers have websites and that 80 percent of teachers are proficient in the use of technology. Staff uses PowerSchool, a web-based student information system, to provide parents with specific information about their children’s’ academic progress. The school leader reported that while he asks teachers to update PowerSchool regularly, there is no school policy about how often staff is required to update it. Staff indicated that the school mails report cards home every ten weeks and sends interim reports when students are in danger of failing. While the school is welcoming and encourages relationships with families who are consistently visible and vocal, some parents remain disengaged, which limits student outcomes.

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 school communicates with families through its weekly newsletter, “Bomber News Blast,” via e-mail. Families can also request a paper copy of the newsletter. Parents indicated during interviews that the majority of communication from the school comes electronically, through electronic newsletters, the district website, and the parent portal to PowerSchool. However, not all families have computers and internet access and/or some are not interested in or informed about how to use technology. Parents reported that the school provides access to PowerSchool so that families can check students’ grades. Parents stated, “It can take two weeks to see actual grades on PowerSchool.” Parents also said that sometimes test results and other schoolwork grades do not appear until just before the marking period ends. Families without internet access need to access PowerSchool through the public library. Parents also reported that the school website is “not up-to-date” and that teachers are not required to update their class websites. The school leader indicated that there is little racial diversity in the school, but there is economic diversity. Parents reported that there have been greater efforts towards improved communication and transparency this year, as turmoil and turnover of administration have negatively affected communication in recent years. The school leader reported that if he has a difficult time reaching families who will not or cannot come to school, he has conducted home and/or work visits to reach parents. While the school engages in communication with families, its methods are not always reciprocal in nature, which limits some families’ ability to engage with the school in support of student learning.

6.4 **The school has received a rating of *Developing* 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 collaborates with CYC, which provides students with opportunities to become connected with community members. The CYC sends out a magazine to all families in the district. The locally published magazine provides information about drug, alcohol, and tobacco prevention, communicating with teens, and advocating for teens. The IIT found no evidence that the school partners with community agencies to provide PD on seeking partnerships with families. Staff reported that the school and district has targeted PD this year toward APPR and aligning curriculum maps to the CCSS. Student support staff reported that while they received introductory training on the Dignity for all Students Act (DASA), they need additional PD. While the school has strong partnerships, which provide valuable information to the school community, the school has not leveraged these partnerships to provide PD for staff on promoting partnerships with families, which limits supports for 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.

- The school provides parents with on-line access to PowerSchool, where they can monitor their children’s grades on-line. However, parents reported that data on PowerSchool is not always up to

date. Parents stated in interviews, “Often students’ scores are entered as late as two weeks before the end of the marking period, making it difficult to make up work and have an accurate picture of a child’s progress.” Parents indicated that they would like to have more timely and appropriate feedback “to know how students are doing.” One parent indicated teachers are responsive if you contact them.” There are parent conferences in the fall with teacher teams, and the district provided an information night for parents related to focus school status. Staff reported in interviews that the school sends out report cards every ten weeks and interim reports if a student is in danger of failing. The school also sends quarterly progress reports home for students receiving Response to Intervention (RtI) services, and three times a year sends data from STAR Reading and STAR Math to inform parents of student’s progress. However, the school does not provide workshops for parents to enable them to fully understand the data. The school shares data with parents but the timeliness of the data is inconsistent and not all parents may understand the data, which limits their ability to support their children’s learning and success.

Recommendations:

Tenet 2: School Leader Practices and Decisions

In order for the school's strategy and practices to fully align with the concepts in the Effective column of Tenet 2 the school should:

- 2.2: Develop a vision aligned with specific, measurable, ambitious, results- oriented goals. Ensure that these goals are widely communicated to create a focused sense of urgency regarding student achievement and include them in the 2013-14 SCEP.
- 2.3: Allow access to staff with guidance in collecting and analyzing multiple measures of data to determine the efficacy of individual and school-wide practices.
- 2.4: Establish a process for matching fiscal, human, and programmatic resources to mission-critical school goals. Formalize supports for students with disabilities by including the provision of special education services in the master schedule process, and ensure that scheduled services match the services in students' IEPs.
- 2.5: Develop a plan for strategic use of student data over time, in addition to feedback from formal and informal observations, in order to assess and adjust supports provided to teachers. Ensure the walkthrough process for assessing the quality of instruction of all staff includes the examination of whether special education instruction is aligned with the requirements identified in students' IEPs.

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: Provide all teachers with facilitated, consistent, systematic, and timely individualized and group PD with embedded support to ensure the curricula is revised and aligned with the CCLS.
- 3.3: Formalize collaborative department meetings to create coherent CCLS aligned curriculum maps and related units. Embed higher-order thinking strategies into CCLS aligned unit and lesson plans.
- 3.4: Formalize collaborative grade-level and department meetings to create coherent CCLS aligned unit plans that incorporate the arts, technology and other enrichment opportunities.
- 3.5: Establish a comprehensive school-wide data-driven system to assist teachers with instructional planning for all students and, in particular, identified student subgroups.

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: Create short and long term learning goals informed by data for groups of students with similar needs, including identified student subgroups. Incorporate evidence-based instructional practices and strategies

targeted to support these learning goals into unit and daily lesson plans. Ensure instructional strategies promote high levels of student engagement and inquiry.

- 4.3: Identify and provide PD on high-leverage, evidence-based instructional practices relating to lesson design/implementation, differentiation, and student engagement.
- 4.4: Provide PD on evidence-based instructional strategies, including differentiation and student engagement.
- 4.5: Provide PD on the systematic use of multiple measures of data to monitor and adjust student groupings and guide instructional strategies. Establish and implement a system for the provision of frequent teacher feedback to students based on data analysis in order to support student participation in their own learning.

Tenet 5: Student Social and Emotional Developmental Health

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

- 5.3 Develop a school-wide vision that addresses student social and emotional health and its connection student success.
- 5.4: Develop a vision, in collaboration with the wider school community, and corresponding goals for student social and emotional developmental health, and ensure that the vision is incorporated into the overall school vision and goals.
- 5.5: Provide PD to staff on the use of data to support student social and emotional development. Provide additional formal opportunities for staff who have received training on data-use outside of school to train staff.

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: Provide additional opportunities for parent involvement by encouraging such activities as volunteering in the classroom. Provide PD to staff on how to invite and encourage this participation.
- 6.3: Conduct parent surveys, which allow schools to learn about the ways that parents would prefer to be contacted to encourage their involvement in the education of their children. Increase efforts to engage families who do not proactively pursue ongoing communication with the school. Continue with electronic methods of communicating with parents but explore additional ways to communicate with parents who do not regularly use computers or other electronic media. Designate an individual to update regularly the school's website.
- 6.4: Provide PD for staff on how to develop partnerships with families.
- 6.5: Develop surveys for families regarding their preferences for being informed about student data. Establish policies for teachers regarding the types of student data they are expected to include in PowerSchool and the timeframe for which the data is to be updated. Determine what additional data should be collected, analyzed and shared with parents that would enable them to more fully support their children's academic success. Provide learning opportunities for families to understand student data so that they can be full partners with the school.