



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	16-15-01-06-0014
School	Franklin Academy High School
School Address	42 Huskie Lane, Malone, NY 12953
District	Malone Central School District
School Leader	Brandon Pelkey
Dates of Review	April 23-25, 2013
School Accountability	Focus
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet													
Grade Configuration	9 – 12		Total Enrollment	779		% Title 1 Population		% Attendance Rate	96%				
% Free Lunch	30%	% Reduced Lunch	18%	% Student Sustainability	81%	% Limited English Proficient	1%	% Students with Disabilities	30%				
Types and Number of English Language Learner Classes													
# Transitional Bilingual		# Dual Language	1		# Self-Contained English as a Second Language								
Types and Number of Special Education Classes													
# Special Classes	32		# Consultant Teaching	16		# Integrated Collaborative Teaching			3				
# Resource Room	8												
Types and Number Special Classes													
# Visual Arts	8	# Music	8	# Drama	0		# Foreign Language	16		# Dance		# CTE	28
Racial/Ethnic Origin													
% American Indian or Alaska Native	1%	% Black or African American	1%	% Hispanic or Latino	1%	% Asian or Native Hawaiian /Other Pacific Islander	1%	% White	95%		% Multi-racial	1%	
Personnel													
Years Principal Assigned to School	<1		# of Assistant Principals	1		# of Deans		# of Counselors / Social Workers		3			
% of Teachers with No Valid Teaching Certificate	0		% Teaching Out of Certification	0		% Teaching with Fewer Than 3 Yrs. of Exp.	1%	Average Teacher Absences		6			
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 (a) (g)			
ELA Performance at levels 3 & 4		Mathematics Performance at levels 3 & 4		Science Performance at levels 3 & 4		4 Year Graduation Rate (HS Only)		78%					
Credit Accumulation (High School Only)													
% of 1 st yr. students who earned 10+ credits	0		% of 2 nd yr. students who earned 10+ credits	80%		% of 3 rd yr. students who earned 10+ credits	90%		6 Year Graduation Rate		79%		

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
	Students with Disabilities		Limited English Proficient
X	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
	Students with Disabilities		Limited English Proficient
X	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. Improvement of the 4-year graduation rate for economically disadvantaged students and students with disabilities.
2. Increased number of students who pass the Algebra Regents examination on the first try.
3. Increased number of students who pass the Regents Comprehensive Examination in English on the first try.
4. Increased number of students who pass the Regents Examination in Global History and Geography on the first try.

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 achievement outcomes.			X	

	OVERALL RATING FOR TENET 3:			D	
Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students and pertinent subgroups experience consistent high levels of engagement, thinking and achievement.					
#	Statement of Practice	H	E	D	I
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.				X
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.			X	
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.			X	
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.			X	
	OVERALL RATING FOR TENET 4:			D	
Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.					
#	Statement of Practice	H	E	D	I
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.			X	
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.				X
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.			X	
5.5	The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.				X
	OVERALL RATING FOR TENET 5:				I

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

#	Statement of Practice	H	E	D	I
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.			X	
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' 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: Currently, there is no articulated school vision with corresponding school-wide goals. Individual departments have established their own priorities and related goals. However, because individual department goals are not deliberately interconnected or aligned with a school-wide vision and goals, the school community does not work together as a cohesive team to effect 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 outlined in the School Comprehensive Educational Plan (SCEP).

- The school does not have an articulated vision with corresponding school-wide goals. Individual department priorities and goals are not deliberately interconnected or aligned with other department priorities and goals nor linked to a school-wide vision and goals. The school leader had been principal for only a few weeks at the time of the Integrated Intervention Team (IIT) visit, and was the assistant principal of the school prior to that only since the beginning of the school year. He stated that the previous principal did not have a vision that was shared with him in his role as assistant principal or that was commonly known by the school community as a whole. The new school leader reported that his vision is to implement the Common Core Learning Standards (CCLS), increase the graduation rate, and for students to be college and career ready. Neither students nor parents were able to articulate the school’s vision when they were asked about the school vision by the IIT. Although teachers interviewed by the IIT stated that each department has drafted department priorities and related goals, which are reflected in the *Malone Strategic Planning Document*, they reported that they were not aware of a school-wide vision or related goals. A review of the SCEP indicated that there are some goals related to teacher development of CCLS aligned unit and lesson plans and implementation, the establishment of a formalized strategic action planning system, and the promotion of high levels of student engagement and inquiry. However, constituents were not able to articulate the relationship between department goals and a school-wide vision with aligned goals. Consequently, the lack of an overarching school-wide vision that is shared with all constituents, hinders a shared sense of urgency about achieving school-wide goals.

2.3 **The school has received a rating of *Developing* for this Statement of Practice:** Leaders effectively use evidence--based systems to examine and improve individual and school-wide practices in the critical areas

(student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.

- The new school leader has begun to identify individual and school-wide practices that require systems for progress monitoring. In the area of teacher practices, the school leader reported that he has already identified teachers who do not have the management or instruction skills suitable for today's learners. He stated that their practices do not promote student engagement and do not incorporate the use of technology. The school leader reported that he has planned classroom management training for this summer for teachers in need of improvement and that teachers will be identified to receive this training based on data. Staff reported that the identification and use of instructional best practices is not a formal practice in the school and that teachers identify practices individually or through conversations with their peers. The school leader has identified some areas of critical need, such as teacher practices; however, the identification and use of instructional best practices is not a formal practice in the school, and progress in this and other critical areas is limited. The examination of data occurs at the individual department level, and it is aligned to department level goals. As reported by the school leader and staff, each department chairperson facilitates the analysis of department Regents examination outcomes and shares the results with department staff. The school leader and teachers also reported that the school has assigned the drafting of goals to individual department chairpersons. Although the goals are relevant to individual departments, there is no interconnected evidence-based system for monitoring school-wide goals. Because the school leader is in the early stages of using evidence-based systems to identify and improve areas of need in some critical areas, progress toward mission-critical goals is limited.

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

- The new school leader has not yet had the opportunity to hire new staff as he assumed his position a few weeks before the IIT visit. In addition, his hiring authority is limited because the negotiated teacher contract allows teachers to transfer to open positions provided the teacher meets minimum requirements. These transfers are not based on the teacher's ability to meet student needs. The school leader reported that former practice regarding resource allocation has been based on the previous years' allocation trends and has not been driven by school goals. The school leader has discretion over lump sum building allocation for materials and supplies for instruction, and makes allocations based on department leader requests and past allocation amounts. The school leader reported that the school has implemented programmatic initiatives to improve student achievement. For example, there is a Freshman Academy, which provides additional academic support and tracks student progress for grade nine students. The school has also implemented the co-teaching of English/social studies classes with special education support classes to promote higher levels of course completion and passing rates on the Regents examinations in order to improve the graduation rate. However, the school leader reported that no data regarding the effectiveness of that initiative has been collected or reviewed. A review of the self-assessment document indicates that the high school leader is working with the middle school leader to better coordinate their schedules to allow for

additional staff sharing. The self-assessment also indicates that the school leader is working with the district business administrator to ensure that a study hall monitor would be assigned to the high school for the 2013-2014 school year, which will allow teacher availability for the provision of more Academic Intervention Services (AIS) classes throughout the day. The school has co-curricular activities, such as robotics, Model UN, the FA Players, and speech and debate clubs. Students reported that teachers are available during period nine to provide assistance for students who need academic support. While the school initiated programming to improve student achievement and is in the process of planning additional supports for students, the school's current human, programmatic, and fiscal resource allocation process lacks systematic planning and monitoring, which limits its ability to optimally support school improvement and student achievement.

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

- The school's Annual Professional Performance Review (APPR) process has been initiated and provides a system for formal evaluations. Teachers reported that feedback resulting from formal observations has been helpful. They also reported that they anticipate the relevance of the feedback to increase over time since this is the first year of the new APPR process. The new school leader reported that he walks into three to five classes daily but has not yet had time to follow-up with teachers to provide them with feedback. He indicated that the new assistant principal, on the job for just one week, has informally visited classrooms but has not yet provided feedback to teachers. Teachers reported that they have had to rely on turnkey training and or single-session workshops without follow-up support for their professional development (PD), which they have found to be ineffective. The school leader reported that he is planning classroom management training during the summer for teachers in need of improvement. He indicated that teachers would be identified for this training based on data. The school leader and assistant principal are new to their positions and informally visit classrooms, but they have not yet established a process for providing feedback from the informal observations or consistently tracking teacher progress to identify and provide targeted supports for teachers. Because the system for holding staff accountable is not yet fully developed and functional, teachers 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: The school is in the initial stages of mapping and aligning curricula to the CCLS. The curricula are reflective of the New York State (NYS) Learning Standards and Regent's assessments, but not currently reflective of the CCLS. The curricula are adapted to the school's tracking system; however, differentiation relating to identified student subgroups is not a formal practice.

Strengths:

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

Areas for Improvement:

3.2 **The school has received a rating of *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 has begun the process of revising the curricula to support the CCLS, but implementation is not perceived as urgent, because Regents examinations are not currently aligned with the CCLS. During the IIT visit a teacher in the vertical teacher group indicated that teachers are frustrated by the shift to the CCLS, because students still have to take the Regents examinations. As a result, the curricula are strongly reflective of the NYS Learning Standards with elements of the CCLS inconsistently represented. The IIT observed during classroom visitations that the curriculum is driven by the content to be assessed on the Regents examinations. A review of lesson plans indicated that six out of twelve plans did not reference the CCLS. Through review of documents, the IIT found that upcoming PD programs are scheduled for Common Core training within and across departments. The school leader reported that the curriculum coordinators would present PD to their departments on Common Core alignment at the next staff development day. The school leader indicated that the summer Extended Work-Year program provides opportunities for teachers to collaborate and align curriculum to CCLS. He added, however, that the Extended Work-Year summer projects are voluntary. Teachers have attended and are scheduled for PD offered by BOCES Race to the Top (RTTT) Network Team and the school's network partner, QZAB Partner A+ Educators. Teachers reported that they needed more support and more time to work together in order for the CCLS implementation to be successful. While the strategic planning document includes goals of departments/grade levels and a clear intent to focus on the CCLS, implementation was not evident in classroom observations. The lack of a systematic school-wide process for creating coherent curricula that support the CCLS perpetuates the implementation of less rigorous curricula. As a result, students are not consistently provided with the concepts or strategies necessary for their academic success.

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

- The development of unit plans that support the CCLS is in its initial stages. Although written lesson plans examined by the IIT during the document review include reference to the CCLS, lesson plan implementation, as noted during classroom visitations, focus primarily on the NYS Learning Standards. Teachers reported that pacing calendars based on the NYS Standards are in place and alignment with the CCLS is in progress but that unit plans aligned to the CCLS have not yet been developed. Lesson plan review by the IIT yielded many lesson plans with little explicit lesson procedure detail, thereby not enabling the reviewer to determine the extent to which lessons are aligned to the CCLS and the

promotion of higher-order thinking skills. Based on classroom visitations, the IIT concluded that the transition to instruction that stimulates higher order thinking is inconsistent, with most instruction focusing on low-level questioning techniques. In only a few classes were students challenged through open-ended questions or encouraged to find answers for themselves. In the majority of classes visited by the IIT, teachers asked students closed-response questions and did not introduce complex material. The lack of CCLS aligned curricula and development of related unit and lesson plans hinders students' access to rigorous coherent curricula that stimulates the higher-order thinking skills and conceptual understanding necessary for academic success.

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 pockets of established structures that provide teachers with the opportunity to collaborate, including the Freshman Academy, content area classes where consultant teachers participate, and monthly department meetings. The school leader reported that he is committed to providing the grade ten team with common planning time for the 2013-14 school year. Content area teachers reported working in partnership with art, music teachers, and special education teachers; however, there is no established common planning time and teachers must meet in-between classes in the hall or on their own time after school hours. Students and parents reported that the school emphasizes music and that musicales and concerts are well attended. The IIT observed instances of students using laptops for research and graphic display projects. However, there was little integration of the arts, music, or technology evidenced during most classroom visitations. Because students are not fully benefiting from 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.

- Department chairs analyze Regents examination results, create reports that articulate strengths and areas for improvement, and share the reports with department staff and the Board of Education. Some individual teachers use the results to determine curricular and instructional adjustments for the following year. The school leader reported that teachers look at summative data, such as Regents data and do item analysis, but do not analyze the outcomes for Advanced Placement (AP) examinations. Parents stated that their children receive high grades in AP classes but do not pass the AP examinations. In addition, the school uses STAR Reading and Math to gather student related data. Teachers reported they are in their first year of using STAR data to inform teachers in all departments regarding students' reading levels. A few teachers, because of their own skill with data and personal interest, use multiple measures of data, including summative, formative assessments built into daily lessons, and progress monitoring data, to inform instruction and increase student outcomes. Without a comprehensive school-wide data-driven system, teachers are unable to adequately plan for identified student subgroups, which is limiting 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: Teachers' lessons and instruction do not consistently reflect the instructional rigor, critical thinking, higher order thinking, and active participation that engage students in their learning at all levels. Teachers review limited student-specific data, such as summative assessments and STAR Reading, but are not using the data to differentiate instruction for students from all subgroups within individual classrooms. As a result, these students have inconsistent opportunities for high-level engagement and achievement.

Strengths:

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

Areas for Improvement:

4.2 **The school has received a rating of *Ineffective* for this Statement of Practice:** Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.

- Individual departments have recently drafted department priorities and related goals; however, the priorities and goals are not reflective of student subgroups. Unit plans have not been fully developed and written lesson plans are not reflective of high levels of student engagement and inquiry as most contain little detail about instructional practices. Classroom observations by the IIT indicate fewer than 50 percent of instructional strategies promote high levels of inquiry. Student engagement is primarily in the form of responding to teacher questions. For example, most teachers call on students who raise their hands, thereby enabling other students the opportunity to drift; few teachers have structures designed to ensure all students are engaged at all times. Parents expressed their concern about teachers who were teaching AP courses. Their concerns were based on their knowledge of students' experiences receiving high grades in the class but receiving a 1 on the AP examination. The lack of a systematic school process for establishing inter-department student goals, as well as the development of annual, unit, and daily lesson plans linked to these goals, prevents students from 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 provide instruction primarily aligned to the NYS Learning Standards with only some aspects of instruction that support the CCLS. Teachers stated that alignment of instruction to the CCLS will increase once NYS aligns the Regents assessments to the CCLS. The ITT noted during classroom visitations that the delivery of instruction is identical for all students in most classrooms. There are limited instances of instructional differentiation noted in lesson plans and lesson delivery. Teachers reported that the school tracks students throughout their high school years. The school leader and staff reported that students are scheduled into either honors level, college preparation level, smaller

classes for struggling learners, co-taught classes, and classes with consultant teacher services based on the student's academic achievement and behavioral profile. Based on document reviews and classroom visitations, the IIT found that differentiation is accomplished through this tracking of students into one of these class levels as opposed to differentiating for students' needs within the classroom. One student who was interviewed by the IIT reported that she is tracked in a lower level mathematics class with a consultant teacher who provides supports to students with special needs, for all her courses. She added that even though her performance in mathematics is very high, she is unable to take a more rigorous mathematics class due to scheduling issues. Department goals were recently drafted, but have not yet been implemented. Limited alignment of instruction to the CCLS and limited instructional differentiation results in few 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.

- The IIT noted during classroom visitations that classrooms have posters displayed, which contain the list of expected behaviors. Students also expressed that they are aware of behavior expectations. The IIT noted that students were attentive, on-task, and compliant with teacher directions in most classrooms visited. However, students reported that bullying is a problem. They also indicated that many students do not report bullying because they would be too humiliated to do so. One upper class student reported feeling much safer now than in her freshman year. She cited the school's decision to decrease the passing time between classes as part of the reason, which has cut down on the number of fights and incidents in the hallways. Students are grouped through a leveling (tracking) system to assist in meeting groups of students' instructional needs. However, further grouping to meet the diverse needs of students within classrooms was observed in only 10 of 37 classrooms visited by the IIT. In addition, differentiation of instruction within most classrooms is limited or not present. High levels of inquiry were not evident in more than 50 percent of classrooms visited by the IIT. In reference to higher order thinking, teachers reported that they are trying to "fit it in." One teacher indicated that implementing inquiry-based lessons, which encourage student discovery, was a larger struggle in the B and C classes, meaning in the middle and lower levels as opposed to honors classes. Because teachers are not consistently creating a safe and respectful learning environment or challenging students in ways that are tailored to the strengths and needs of all students, high levels of student engagement and inquiry are not the norm.

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.

- A student leveling (tracking) system, which is informed by student achievement, is in place to group students with similar instructional needs in high school courses. The school leader reported that students are initially tracked into courses based on achievement data. However, he indicated that students who have varying abilities, for example, with high levels of achievement in mathematics but low levels in ELA, are unable to be placed in the more rigorous mathematics courses because of scheduling issues. Departments and individual teachers examine assessment results, such as Regents

examinations from the previous year and current STAR Reading results, to assist in determining instructional priorities. When teachers were asked if STAR Reading results were shared with non-English teachers, one teacher stated, “We’re so tracked here. You get into general science and you’ve got your TA’s [teaching assistants] and Consultant Teachers. There’s not going to be too much you’re going to do differently.” Some teachers indicated that they use the Smart Response System to inform instructional decisions, such as the need for re-teaching. Teachers reported that they do several formative and summative assessments. Based on the assessments, they might divide the class and allow those students who “got it” to do more project-based work on their own while they provide re-teaching to the group who did not perform as well. However, teachers do not have formal action plans. Lesson plans and lesson delivery for most teachers were not reflective of intentional student groupings or differentiated instruction. Classroom visitations by the IIT indicated that in 10 of 37 classes, students were grouped during instruction. Most grouping that was observed, however, was random as evidenced by the teacher asking students to “choose your own partner” or “pair with the person next to you.” There were two examples of purposeful grouping. The majority of classes were set-up for lecture style learning. One student interviewed indicated that assignment and report card grades are the only feedback she receives. She reported that teachers do not provide her with feedback for next steps. Two other students indicated that some of their teachers conference with them individually about their performance, give them feedback and direction about how to improve their performance, as well as set performance targets. They reported teachers meet with them periodically to provide feedback about their growth towards the target. While some teachers are actively fostering student participation in their learning process, this practice is not consistent among all teachers. Consequently, the inconsistent use of data to inform lesson planning impedes teachers’ ability to foster student participation in their own learning.

<p>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.</p>	<p>Tenet Rating</p>	<p>I</p>
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Debriefing Statement: The school community does not have a vision or a coordinated system for addressing the social and emotional developmental needs of students. While parents and students expressed that the school is physically safe, students do not consistently feel emotionally safe due to inconsistent understanding and enforcement of acceptable behavioral expectations. Without a vision and systems in place to address student social emotional needs, not all students have the opportunity to be academically and socially successful.

Strengths:

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

Areas for Improvement:

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

developmental health.

- While there are some programs and/or supports for students, the school does not have overarching systems or coordination of efforts for addressing the social and emotional developmental health needs of students. The supports the school has include: a prevention education counselor who conducts an eight-week program with all grade nine students; a Northstar counselor who is available two partial days per week; the SADD program (Students Against Disruptive Decisions); and the Yellow Ribbon Program (suicide prevention). There are Instructional Support Teams (IST) at each grade level. The grade nine team meets weekly, while the other grade level teams meet monthly. Student support staff reported that these teams consider students' social and emotional needs and make referrals when necessary. While these programs have the potential to mitigate destructive behaviors, they are not reaching all students and their effectiveness is not being monitored. Student support staff reported they are not able to meet the social emotional needs of students. One counselor stated it was not the guidance counselor's job to address the social emotional needs of students; the primary purpose was students' education. Student support staff reported there is no formal student support staff meeting time or formal structure in place for problem solving regarding the social, emotional needs of students. The school leader reported that he and the assistant school leader plan to begin examining attendance and discipline referral data and use the data to assist in determining which students need support. While parents and students expressed that the school is physically safe, students reported they do not consistently feel emotionally safe. For example, when students were asked if there was someone in the school that they would go to with a problem, about half were not able to identify any adult in the building. Students stated that they do not feel that the guidance counselors are readily available to them for counseling. They reported that the guidance counselors only help them with their schedules and other tasks related to the structure of their day. Lack of expectations and formal structures for identifying needs and coordinating and monitoring services negatively impacts students' sense of emotional safety.

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

- The school community does not have a vision or a coordinated system for addressing the social and emotional developmental needs of students. The school leader reported he is in the process of considering how and what to implement for a character education program. He also indicated he would like the school to get back to the Positive Behavioral Interventions and Supports (PBIS) system. He stated he would like to reward students who do the right thing. The school leader indicated that their community partner, Northstar, delivers an eight-week prevention education program for students to increase their awareness of relevant teen topics. Students can also participate in Students Against Disruptive Decisions (SADD) program, which sponsors such events as Walk for a Cause, Relay for Life and a talent show. However, students do not believe their social and emotional needs are being met since a former guidance counselor left. Students reported that the school does not place much value on the relationships people have with each other. They added that some specific teachers do value relationships but the school as a whole does not. The student support staff reported that they no longer have PBIS. Asked if students know the code of conduct, the student support staff indicated that the athletes are much more familiar with it than other students are as it affects their eligibility to

compete in school sports. A guidance counselor reported they have had a long-standing practice of using a “No Contact Contract,” which is similar to an informal restraining order requiring students to stay away from other students with whom they have had a conflict. The IIT found no evidence that the student support staff provides PD to staff to help them meet the social and emotional needs of students. The school leader reported that staff needs PD on how to work with all parents, especially parents from economically disadvantaged backgrounds. Without a vision for student social and emotional well-being, appropriate staff PD and a school community that understands and communicates to students that their emotional well-being is important, the school is not always a safe and healthy environment for students, teachers, and families.

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.

- Students feel physically safe. The front door is locked, and all visitors are required to check in at the office upon entering the building. Students reported feeling safer now than in the past. One student attributed the change to the decrease in the passing time between classes. The student indicated that the decrease in time between periods has cut down on the number of fights in the hallways. However, students do not feel emotionally safe. Because there is no articulated vision, school constituents are unsure of their role in supporting student social and emotional health. Students reported that bullying is a major issue in the school. Students also reported that students are afraid to report bullying. They added that when bullying happens in front of a teacher and that teacher does not react or respond, it discourages students from reporting it. While students expressed that their teachers are available to give them extra help with their schoolwork, they do not feel as though they have someone to go to for social and emotional support. One student stated and other students agreed with the statement, “We barely know guidance, they just do our schedule.” The school leader reported that not all teachers enforce behavior expectations consistently. He added that not all teachers are regularly contacting parents and that he believes that some teachers may be intimidated by some parents. He suggested that staff need PD on how to work with parents. While the concern over physical safety has lessened, the lack of understanding of constituents roles regarding student social emotional health has resulted in inconsistent behavior expectations and enforcement of rules and policies, which limits more positive student outcomes.

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

- The student support staff is not currently working with the school leader to develop teachers' ability to use data to support student social and emotional health needs. The school leader reported that he would like to provide training in this area. The school has instructional support teams (IST) for each grade level; however, there is no system to document what interventions have been tried. Student support staff reported they do not have time to meet as a group. They indicated they are more reactive than proactive. The school leader reported he would like to reinstate PBIS and to start looking at attendance and office discipline referral (ODR) data in order to better identify students at risk before they are failing or develop bigger issues. When the IIT asked student support staff about the most

common issues that are barriers to student success, they reported cutting class, unhealthy relationships, and teen pregnancies. As a follow-up question, they were asked how many of the pregnant teens do not graduate. They reported they had no data on that issue. Lack of expectations and training regarding teacher and other staff use of data to respond to students' needs is negatively impacting student success.

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

Tenet Rating

D

Debriefing Statement: The school environment is welcoming to families, and there are a cadre of involved parents who actively support the education of their children through such organizations as the Parent Teacher Student Organization (PTSO) and Music Booster Club. There have been some school-wide efforts to engage parents, but there is no formal parent engagement plan. While those parents who actively seek information are able to access it, a significant number of parents are not engaged and therefore are unable 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.

- There are opportunities for parents to learn about the school so that they feel welcome. "One Call Now," a cell phone connection, provides important information to families via a text message, regarding news and upcoming events. There are opportunities for parents to volunteer through the PTSO and the Music Booster Club. Parents and the student support staff reported that while some parents are very involved in the school, there are a large number of parents who are disengaged. The school leader reported that there is a home-school coordinator who works to facilitate communication between the school and the home. Parents interviewed indicated that teachers are available after school to help students. They reported that communication from teachers varies, depending on the teacher. But most parents agreed that teachers are quick to respond to emails or phone calls initiated by parents. The school leader reported that teachers are not consistently contacting parents and that some teachers are intimidated by some of the parents. He indicated that he feels some staff members do not feel comfortable relating to some of the parents with different backgrounds than their own. He stated that staff needs PD on how to work with parents, especially parents who are economically disadvantaged. The student support staff reported that parent conferences are arranged as needed. They also indicated that there are workshops at night for families to help them fill out the Free

Application for Federal Aid (FAFSA) forms, which draw approximately 40 families into the school for this assistance. While the school is responsive and welcoming to families who are more visible and take the initiative to be involved, there are subgroups of families who are not engaging with the school, which limits their ability to support student success.

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

- There are a number of vehicles for the school to communicate with families. The "One Call Now" system informs parents about upcoming events and notices through text messages to cell phones. The school posts daily announcements on the school website. Parents reported that the school used the "One Call Now" system to contact parents of seniors before the year began to welcome their children as seniors. Open House is planned each year five-weeks into the school year to introduce parents to the school. There is also a Freshman Orientation each year to introduce parents to the high school and the structures in place. Parents reported that not many parents come to the Open House. The school distributes report cards each marking period and provides interim reports every five weeks. As a majority of the communication that takes place with families is not reciprocal in nature, parents are not consistently able to engage with the school in identifying their children's strengths and needs in order to support their learning and success.

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.

- There are some systems in place to connect the school with families and the community. There is a home-school coordinator who works to provide communication between the school and the home. Parents reported that the PSTO performs a variety of activities and services in conjunction with the home school coordinator. For example, they organize Holiday Helpers and Project Warmth, which provide holiday gifts and warm clothing for families in need. Parents also were aware of the latchkey service option for students of working parents who are not able to be at home when students get home from school. There is a charge for the service, but the school leader reported that accommodations can be made for those who cannot afford it. A review of documents by the IIT indicated that there are bi-weekly meetings between the school leaders and Department of Social Services (DSS), Foster Care, and the Office of Probation. The IIT found no evidence that the school provides PD for staff on developing partnerships with families and/or the community. Parents reported that communication from teachers is inconsistent and could be better. The school leader reported that teachers need PD on how to work with parents from diverse economic backgrounds. With no PD plan in place for staff on the development of partnerships, families and the greater community remain untapped resources, limiting support for student success.

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

- The school does not provide learning opportunities for families to help them understand student data. Parents reported that staff is available to help parents understand data only if a parent requests assistance. They also reported that the newsletter is no longer sent to the home and that they miss communication from staff. Only parents who are able to access the web are able to find out about student progress. Parents indicated that there were no formal workshops for parents to better enable them to understand data. Because there are no formal attempts to empower families to use and understand data, there are limited opportunities for dialogue between parents, and staff, which restricts families' ability to advocate on behalf of 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 that is shared with the entire school community. Ensure that goals are specific, measurable, ambitious, and results oriented and are aligned to the vision. Communicate these goals to the entire school community to create a focused sense of urgency regarding student achievement and ensure they are reflected in the 2013-14 SCEP.
- 2.3: Ensure departments align their priorities and goals with the school's vision and goals. Collect multiple measures of data, examine the data at a school level to determine the efficacy of all programs and practices and include student achievement data and classroom walk-through data that assesses fidelity of implementation of evidence-based teaching practices
- 2.4: Reexamine past practices regarding resource allocation and establish a process that is aligned with meeting school-wide goals more effectively.
- 2.5: Develop a protocol for conducting frequent informal classroom visitations and the provision of related feedback and supports for teacher improvement. Develop a continuous cycle of improvement that involves sharing needs with district leadership to impact allocation of resources, PD decisions, instructional support services planning, and other systemic decisions.

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: Establish a systematic school-wide process for creating curricula aligned to the CCLS. Provide staff with embedded support in curriculum development and strategies for aligning curricula with the CCLS.
- 3.3: Ensure the development of CCLS aligned unit and lesson plans. Provide embedded PD on higher order thinking skills to improve rigor in appropriately paced and sequenced unit and lesson plans.
- 3.4: Increase structures that provide teachers with the opportunity to collaborate. Ensure collaboration in the development of unit and lesson plans that integrate the arts, technology, and other enrichment opportunities.
- 3.5: Provide embedded PD that enables the school leader and teachers to use assessment tools and results throughout the school year to inform instruction for identified student subgroups as well as individual students.

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: Align department priorities to the school's vision/goals, using multiple measures of student data to guide the alignment process. Provide embedded PD in evidence-based instructional best practices designed to meet established student goals and promote high levels of student engagement and inquiry. Create and implement unit and lesson plans reflective of these evidence-based instructional best practices. Monitor implementation to hold staff accountable for consistent use of identified best practices.
- 4.3: Provide staff with embedded PD focused on the development of CCLS aligned unit and lesson plans, the use of multiple measures of data to establish student goals, and differentiated instructional practices designed to support students' goals. Monitor the use of strategies to hold staff accountable for effective and consistent implementation and provide targeted assistance as necessary.
- 4.4: Provide teachers with strategies through PD so that they can consistently challenge students at all ability levels. Tailor instruction for various types of learners to foster high levels of student engagement. Monitor use of strategies to hold staff accountable for consistent use of these strategies. Provide targeted assistance, as necessary, so that teachers learn to challenge and engage students.
- 4.5: Establish a culture where multiple measures of data are used systematically throughout the year to adjust student groupings and instruction. Provide frequent teacher feedback to students based on data analysis in order to support student participation in their own learning. Monitor regular school use of data.

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: Convene a committee of staff, community partners, and parents to create a vision for student social and emotional health. Re-assess all current procedures and programs that are currently in place to support and sustain that vision. Identify barriers to the realization of that vision and create goals and an action plan that coordinates overarching systems and partnerships. Provide PD for identified staff on the use of data to identify areas of need so that key partnerships can be cultivated that impact student social and emotional health
- 5.3: Develop a vision for student social and emotional developmental health and adopt a curriculum that will provide a safer and healthier environment for families, teachers, and students. Provide PD for staff so that all school constituents can articulate the skills and behaviors that demonstrate social and emotional health and lead to academic success. Provide PD for staff on how to collect and analyze data in order to assess program effectiveness and make adjustments accordingly.
- 5.4: Provide PD for staff on implementing consistent behavior expectations and consequences throughout the school. Provide additional PD for staff on how to work with parents, especially parents from economically disadvantaged backgrounds.
- 5.5: Develop a system that uses student data to identify and coordinate the supports to meet the social and emotional developmental health needs of students.

Tenet 6: Family and Community Engagement

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

- 6.2: Create a family engagement plan that includes opportunities for parents to volunteer in the school. Conduct a parent survey to learn about parents' preferred mode of communication to encourage their involvement in the education of their children.
- 6.3: Provide PD for staff members regarding how to communicate with parents in a way that is welcoming and respectful of their input and is reciprocal in nature, so that parents and teachers can effectively collaborate to meet the needs of students.
- 6.4: Provide PD for staff on how to actively seek and sustain healthy partnerships with families that are linked to student needs. Ensure PD for staff includes how to work with parents from diverse economic backgrounds.
- 6.5: Provide a wide range of opportunities for families to learn about how to understand student data so that families are able to partner with the school to promote student success.