



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

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



<b>BEDS Code</b>	441600010017
<b>School</b>	Newburgh Free Academy
<b>School Address</b>	201 Fullerton Ave., Newburgh , NY 12553
<b>District</b>	Newburgh Enlarged City School District
<b>School Leader</b>	Ms. Melissa Siegel
<b>Dates of Review</b>	February 5-7, 2013
<b>School Accountability</b>	Focused
<b>Type of Review</b>	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	9-12	Total Enrollment	3,386	% Title 1 Population	100%	% Attendance Rate	88%				
% Free Lunch	49%	% Reduced Lunch	11%	% Student Sustainability	94.6%	% Limited English Proficient	5%	% Students with Disabilities	12%		
Types and Number of English Language Learner Classes											
# Transitional Bilingual	16	# Dual Language	N/A	# Self-Contained English as a Second Language			N/A				
Types and Number of Special Education Classes											
# Special Classes	89	# Consultant Teaching	7	# Integrated Collaborative Teaching			85				
# Resource Room	21										
Types and Number Special Classes											
# Visual Arts	79	# Music	37	# Drama	6	# Foreign Language	106	# Dance	8	# CTE	144
Racial/Ethnic Origin											
% American Indian or Alaska Native	0.17%	% Black or African American	28%	% Hispanic or Latino	42%	% Asian or Native Hawaiian /Other Pacific Islander	2%	% White	27%	% Multi-racial	0.38%
Personnel											
Years Principal Assigned to School	2 months	# of Assistant Principals	7	# of Deans	0	# of Counselors / Social Workers			12		
% of Teachers with No Valid Teaching Certificate	0%	% Teaching Out of Certification	0%	% Teaching with Fewer Than 3 Yrs. of Exp.	4%	Average Teacher Absences		95%			
Overall State Accountability Status (Mark applicable box with an X)											
School in Good Standing	N/A	Priority School	N/A	Focus District	X	Focus School Identified by a Focus District	X	SIG Recipient (a) (g)			
ELA Performance at levels 3 & 4	451	Mathematics Performance at levels 3 & 4	160	Science Performance at levels 3 & 4	N/A	4 Year Graduation Rate (HS Only)		70.72%			
Credit Accumulation (High School Only)											
% of 1 <sup>st</sup> yr. students who earned 10+ credits	12.88%	% of 2 <sup>nd</sup> yr. students who earned 10+ credits	84.62%	% of 3 <sup>rd</sup> yr. students who earned 10+ credits	97.74%	6 Year Graduation Rate			70.31%		

<b>Did Not Meet Adequate Yearly Progress (AYP) in ELA</b> <b>(Mark an "X" in the field(s) where school is identified for not meeting AYP.)</b>			
	American Indian or Alaska Native	X	Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
X	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		
<b>Did Not Meet Adequate Yearly Progress (AYP) in Mathematics</b>			
	American Indian or Alaska Native	X	Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
X	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		
<b>Did Not Meet Adequate Yearly Progress (AYP) in Science</b>			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		
<b>Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective</b>			
	Limited English Proficiency		

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

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

1. Develop data-based training models to ensure data-based decision making and instructional improvement.
2. Align all curricula to Common Core Learning Standards.
3. Support teachers with the implementation of the Danielson model for teaching.
4. Develop learning-focused supervision model for classroom and teacher evaluations.
5. Develop unified vision for Newburgh Free Academy.

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

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

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

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

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

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

#	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
<b>OVERALL RATING FOR TENET 4:</b>					<b>I</b>

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

#	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
<b>OVERALL RATING FOR TENET 5:</b>					<b>I</b>

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

#	Statement of Practice	H	E	D	I
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.			X	
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.			X	
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.				X
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.				X
<b>OVERALL RATING FOR TENET 6:</b>					<b>I</b>

School Review Narrative:

<b>Tenet 2 - School Leader Practices and Decisions:</b> Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.	<b>Tenet Rating</b>	<span style="color: red; font-size: 2em;">I</span>
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**Debriefing Statement:** The school does not have a shared and widely understood vision. The lack of procedures, protocols, and systematic approaches to address student well-being and academic achievement impedes progress towards continuous and sustainable school improvement.

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

**Areas for Improvement:**

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

- The school leader stated that the school does not have a shared vision and that goals for the school have not been well defined, prioritized, or communicated throughout the entire school community. Reviewers noted that School Comprehensive Educational Plan (SCEP) does not include a vision with specific, measurable, attainable, relevant and time-bound (SMART) goals. The interim school leader, appointed less than two months prior to the visit, stated that she has not had the opportunity to develop a mission or vision statement. The lack of a defined, shared vision limits the school’s ability to work with a sense of urgency toward specific, measurable, results-oriented goals aimed at improving student achievement.

**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 are few evidence-based systems in place at the school. Documents reviewed by the Integrated Intervention Team (IIT or "the review team") showed that the district does not provide timely data to improve staff practices or influence student achievement. The SCEP states that a gap analysis was to be completed for the school and that a graduation tracker and data-based systems are in use at the school. However, the review team found no evidence that a gap analysis was done, a graduation tracker ordered, or a school data team formed. The data systems that are in place and functioning are those used to track attendance and tardiness. The lack of systems to review current practices is restricting the school’s ability to make progress toward goals.

**2.4. The school has received a rating of *Ineffective* 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.

- Many decisions on how to organize human and programatic resources are made at the district level. The school leader stated that she has access to supply and furniture funds, but has limitations on school improvement funds. The school experienced budget cuts this past school year and, as a result, class sizes grew. The school leader stated that the only after-school activities for the students are funded through a 21<sup>st</sup> Century Grant, and she has not developed a long-range plan for the program, which minimizes the program’s effectiveness. The school master schedule contains no common preparation periods for staff for either specific grade or subject areas, limiting staff’s ability to establish common instructional practices and review student work. There is no functioning Building Leadership Team. The current school structure limits the ability of the school to meet the academic needs of the students.

2.5. **The school has received a rating of *Ineffective* 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.

- School leaders stated there is no system in place to conduct observations of staff, track staff progress, and provide feedback to them, something which the school leader has not been able to develop in the two months she had been in her position at the time of the review visit. The Danielson Model for observations was selected by the district, but not all the school leaders are trained in the model, limiting the number of staff who can be observed. While the district provided professional development (PD), the PD offered to teachers did not specifically address ways to improve student achievement. School leaders indicated that they do not receive the same PD as the staff, which limits the school leaders’ ability to ensure that the PD is implemented in the classrooms. The availability of student data, including standardized assessment data is limited, and classroom teachers rely on unit test scores to understand student progress. The lack of a fully functional system to hold school leaders and staff accountable hinders continuous school improvement.

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

**Tenet Rating**

**I**

**Debriefing Statement:** The school does not have rigorous curricula that support the CCLS. Lesson plans are not visible in classrooms, and staff collaboration is limited. Teachers do not use data in the classrooms to modify instruction to meet the diverse needs of identified subgroups. This limits overall student achievement.

**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 *Ineffective* 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.

- Although the staff is trained in use of the Rubicon Atlas, a web-based curricula management tool, documents that IIT reviewed indicate that curricula maps are incomplete. Staff reported to the IIT that they have not received training on the CCLS. The lack of a plan to support and facilitate the

implementation of the CCLS limits staff's ability to provide students with the optimal level of instruction to prepare them to become college- and career-ready.

**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.

- Staff does not have common planning time. Teachers' unit and lesson plans were not visible in the classrooms visited by the team. School leaders informed the IIT that they do not collect or review unit and lesson plans. The IIT found that few units were fully developed with sequencing and scaffolds in the curriculum maps. In classes visited by the review team, teachers were not generally engaging in higher-order questioning. The absence of instruction to promote students' higher-order thinking and the lack of fully developed lessons result in students not being exposed to materials that promote 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.

- Students that the IIT interviewed indicated that there are numerous opportunities for academic enrichment, including an arts program and a technology program. However the review team found that minimal efforts have been made to allow for teachers of these content areas to collaborate with teachers of other content areas. Formal opportunities for staff to collaborate are not provided in the school schedule, and department meetings and Building Management Team meetings lack targeted goals and outcomes. Staff expressed their desire to meet regularly across grade levels, but the current school schedule does not allow for this. The lack of staff collaboration limits the possibilities for providing a more robust curriculum.

**3.5. The school has received a rating of *Ineffective* 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.

- Staff that the IIT interviewed indicated that the school does not have a data-driven culture. According to staff, the school discontinued benchmark assessments and mid-terms. As result, staff primarily use teacher-created tests to monitor student progress. The lack of a data system that allows for common assessments, analysis of results, and lesson adjustment diminishes opportunities for staff to monitor and support student growth and progress.

**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**

**I**

**Debriefing Statement:** Staff works primarily in isolation without supervisory systems in place. Staff inconsistently employs explicit instructional practices that promote high-level thinking and academic rigor, which reduces opportunities for students to be exposed to a robust curriculum and engage in their own learning. For students with disabilities, specially designed instruction, higher order questioning techniques and instruction with academic rigor is limited, resulting in reduced student engagement and attainment.

**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.

- There is little evidence that teachers create annual, unit, and lesson plans that are informed by data. The school leadership neither collects nor reviews teacher lesson plans. Lesson plans were not provided to the IIT team members during their visits to classrooms. Instruction was primarily whole group in classrooms that the IIT visited, with most teachers asking questions that required limited thinking by students. In addition, teachers provided limited feedback and little to no opportunity for students to engage in inquiry. In the classrooms that the IIT visited, including those for students with disabilities and English language learners (ELLs), teachers did not address short and long-term goals, and instruction was primarily teacher-directed, with minimal differentiation. This limits teachers' ability to develop plans that address the varying needs of students, which affects the level of students' engagement and involvement in their own learning.

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.

- Staff have yet to implement fully the CCLS; however, Some instructional practices are aligned to standards. The review team noted that in many of the classroom visited teachers did not differentiate lessons to accommodate ELLs and student with disabilities. In addition, the review did not see evidence of the use of rubrics as a grading tool or the use of exemplars. The lack of coherent instruction that allows for multiple points of access limits the ability of students to make gains on student achievement.

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

- Students that the IIT interviewed indicated that most students at the high school are aware of the behavioral requirements and generally feel safe at school, although a few students acknowledged that fights occur sometimes. Teachers that the IIT interviewed stated that they receive the full support of the school leaders when referring students for discipline. The teachers interviewed also stated that parent response is positive when they make phone calls home for disciplinary reasons. Although students' behavior was satisfactory, some students arrived late to class, were inattentive, and were unprepared for class. This resulted in a significant loss of instructional time. The lack of an environment conducive to rigorous and purposeful learning limits the opportunities for students to be engaged in learning at high levels.

4.5 **The school has received a rating of *Ineffective* 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.

- Staff rely on informal, ongoing classroom assessment and teacher-created quizzes as data sources to inform instructional decision making, although this does not occur in a systemized manner. The IIT

found limited evidence of specific corrective feedback provided to students on the administered tests that would allow for increased student understanding. The limited use of data to inform instruction does not allow staff to identify student needs and encourage active participation of all students in the learning process.

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

**Tenet Rating**

**I**

**Debriefing Statement:** The students and staff state that the school is a safe environment for learning. There are informal systems and partnerships in place to sustain and support student social and emotional developmental health. However, the lack of overarching systems to communicate and implement resources limits the school's ability to effectively address the student social and emotional development health needs.

**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 Ineffective 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 systems at the school to support social and emotional health are not functional. The guidance professionals stated that there is an informal system for student referrals and support. However, a system to integrate the efforts of counselors, social workers, and psychologists is absent. Therefore, student social and emotional health needs are not effectively addressed, reducing students' opportunities for positive learning experiences.

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.

- Based on document reviews and interviews conducted, the IIT found no evidence that the school has a vision for social and emotional developmental health connected to learning experiences. Staff stated that the school reacts to, rather than plans for, specific student social or emotional issues, and the student support staff does not collaborate or communicate in a systematic manner. The lack of a vision for social and emotional developmental health results limits the school's ability to meet the needs of its students.

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

- The majority of students that the IIT interviewed said they feel safe in the school. Students stated that they are comfortable raising their hands in class and asking for extra help. According to the school leader, teachers are available to provide extra help before, after, or during school. According to the students, fights occur primarily outside the classroom, and the security force and school leaders address these issues. Parents indicated to the IIT that they felt the school is safe and that the school

leadership is responsive to issues involving discipline. Students stated that most students are aware of the school rules and expectations. However, the lack of student adherence to the school rules leads to disruption of the learning environment and limits student academic and social success.

**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.

- In response to a question about the school's ability to train staff to use data to respond to student social and emotional health needs, the School Self-Assessment states that, "We are deficient in this area." The only data-based systems in place and functioning are used to collect attendance and tardiness information. According to the school leader, the current SCEP was developed without input from staff, parents, or the community and does not address the critical issues at the school. Without a system to use data to respond to students' social and emotional developmental health needs, the school is limited in its ability to ensure that the students are receiving the services to meet their needs.

**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**

**I**

**Debriefing Statement:** The school provides a welcoming environment to students and visitors. The school has an electronic system that allows for reciprocal communication between the school and families. However, outreach to community-based organization is limited, which decreases opportunities available to students and families to share in promoting academic and social well-being.

**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 IIT found the school to be welcoming. However, communication to families is limited. According to the school leader, the school is available to the community for both academic and activity-based programs. Parents interviewed said that they felt welcomed at the school by staff. Some parents indicated that letters to the parents or guardians are written in English and Spanish, which limits the ability of some families who speak neither language to be fully involved in their student's education. The school leaders indicated that parents were welcome to participate in school-sponsored activities, but the IIT found very little documentation that the school offers opportunities for parents to volunteer or engage with the school 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.

- School leaders indicated to the IIT that the school communicates with parents through a Parent Portal that is supplemented by information sent home with students. However, the parents interviewed by

the review team were unaware of the existence of a Parent Portal. The IIT reviewed documents that the school sent communication home in Spanish and English, but these are not the primary language of many parents. Both parents and teachers interviewed said that communication via the telephone is an effective means of communication about student concerns. However, the level of communication between home and school does not provide for an understanding of the diversity of the population. This failure to communicate in all languages reduces the opportunities for identifying student strengths and needs to augment academic learning.

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

- Documents that the IIT reviewed contained no evidence that the school offers professional development (PD) to staff on family and community engagement to support student success. This PD was also not included in the PD plan reviewed by the IIT. The school self-assessment states that, “We have a Compact Committee (parent group). However, it is very poorly attended by parents and is viewed as a non-factor in the (school’s) decision-making process. This feeling provides a negative attitude toward parental involvement.” The disengagement of the parent community from the school reduces the occasions where both groups can support 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 encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on learning and success.

- Although the school has Infinite Campus and a Parent Portal, which are web-based information systems for parents and students, the school self–assessment states that the practice of sharing data in a way that empowers and encourages families to use and understand data does not occur. Student report cards and interim progress reports are mailed to parents, but parents interviewed stated that they are not aware of the Parent Portal or how to access it. Although some staff indicate they do contact parents on occasion, meaningful dialogue among parents, staff, and students does not occur, minimizing the opportunities for improved student academic 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 visible vision statement with a representative group of school leaders, staff, students and parents and distribute the vision statement to all members of the school community. Articulate through multiple means that the daily work of the individuals in the school is to promote and support the vision.
- 2.3: Develop long and short-term goals based on the vision statement, prioritize them, and identify the means and systems that will be used to attain them. Create and monitor measurable benchmarks and create reasonable time lines for achievement of the benchmarks. Share this information across the school community and include it in the SCEP.
- 2.4 Involve the school leaders in recruiting, hiring, and retaining staff. Collaborate with the district to maximize the effectiveness of grant-funded programs. Reinststate a Building Leadership Team to resolve issues collaboratively and promote school improvement.
- 2.5 Conduct timely formal and informal observations of staff. Provide staff with relevant and timely feedback after all observations. Recognize and share effective instructional practices that will help staff improve. Create an improvement plan for those staff members identified as in need of improvement.

### **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 Ensure that the school leaders and all staff receive PD in the CCLS and prioritize the incorporation of CCLS into the curricula. Monitor progress through classroom visits, staff evaluations with relevant feedback, and document review.
- 3.3 Provide staff with opportunities to meet vertically and horizontally across grades and subjects to align curricula. Ensure that all lessons promote higher-order thinking skills and require students to analyze information.
- 3.4 Create formal structures in the staff schedule to provide an opportunity for staff to collaborate vertically and horizontally within their grades and departments. Schedule inter-department meetings and staff inter-visitations to lay the groundwork for developing robust curricula that incorporate technology, the arts, and other enrichment opportunities.
- 3.5 Consider creating a Data Instructional Team to assist staff in processing and analyzing data to inform their instruction, monitor students learning progress, and improve staff goal setting for all students, including 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 Have staff use data-driven instructional practices. Include accommodations for students with disabilities and English language learners to increase student inquiry and engagement.
- 4.3 Monitor classroom instruction and provide feedback to staff to ensure that teaching strategies promote higher-order thinking skills and require all students, including those with disabilities and linguistic needs, to analyze information with the goal of increasing academic rigor and active student participation in their learning experience.
- 4.4 Have school leaders develop a school-wide system to minimize loss of instructional time due to attendance issues, tardiness, student lack of engagement and behavioral distractions.
- 4.5 Use data from formative, interim, and summative assessments to inform lesson planning. Require staff to use rubrics that include next steps to provide feedback to students that will assist them in achieving their goals.

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

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

- 5.2 Develop a vision and system for referrals and support for students that include a structure to integrate the efforts of counselors, social workers, and psychologists and address barriers to social and emotional development health and academic needs.
- 5.3 Use the behavior modification program in which the school community is trained to minimize absenteeism, tardiness, inappropriate behavior, and bullying and improve the ability of students to focus on their academic achievement.
- 5.4 Cultivate partnerships that support students' social emotional developmental health through outreach to local organizations, employers, and the school community. Meet with school leaders and staff from other schools that have collaborated with local organizations, employers, and parents to identify successful strategies.
- 5.5 Train staff to use data to respond to students' social and emotional health needs and maintain a data base on services provided to students and families so that the data can be analyzed to ensure that support is targeted and effective.

#### **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 PD to staff members regarding how to communicate with parents in a way that is welcoming and respectful of their input so that parents and staff can effectively collaborate to meet the needs of students.

- 6.3 Provide school information in all languages that parents speak and develop an outreach program that encourages greater parent participation and opportunities for parents to become familiar with and comfortable in the school leading to increased student success.
- 6.4 Expand school-community outreach to involve the greater community as a resource for the school. Explore opportunities for in-school and out-of-school activities. Enlist the support of local community based organizations and colleges and universities to explore and implement new opportunities for in-school and out-of-school activities. Work with these organizations to apply for funding to bring academic enrichment, sports, arts, character-building programs and socializing opportunities into the school.
- 6.5 Develop strategies to regularly share data with parents that include helping parents to understand both school-wide data and their individual child's data and the implications of that data so that parents can become partners in improving their child's academic success.