



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

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



<b>BEDS Code/DBN</b>	261600010073
<b>School</b>	Northeast College Prep High School
<b>School Address</b>	940 Fernwood Park, Rochester, New York 14609
<b>District</b>	Rochester City School District
<b>School Leader</b>	Mary Aronson
<b>Dates of Review</b>	February 26-28, 2013
<b>School Accountability</b>	Priority
<b>Type of Review</b>	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	7-12	Total Enrollment	543	% Title 1 Population	100%	% Attendance Rate					
% Free Lunch	75%	% Reduced Lunch	13%	% Student Sustainability		% Limited English Proficient	9%	% Students with Disabilities		21%	
Types and Number of English Language Learner Classes											
# Transitional Bilingual	3	# Dual Language		# Self-Contained English as a Second Language							
Types and Number of Special Education Classes											
# Special Classes	57	# Consultant Teaching		# Integrated Collaborative Teaching							
# Resource Room											
Types and Number Special Classes											
# Visual Arts		# Music		# Drama		# Foreign Language		# Dance		# CTE	
Racial/Ethnic Origin											
% American Indian or Alaska Native		% Black or African American	65%	% Hispanic or Latino	25%	% Asian or Native Hawaiian /Other Pacific Islander		% White	9%	% Multi-racial	
Personnel											
Years Principal Assigned to School	3	# of Assistant Principals	2	# of Deans		# of Counselors / Social Workers				3	
% of Teachers with No Valid Teaching Certificate		% Teaching Out of Certification		% Teaching with Fewer Than 3 Yrs. of Exp.		9%	Average Teacher Absences			6 days	
Overall State Accountability Status (Mark applicable box with an X)											
School in Good Standing		Priority School		Focus District		Focus School Identified by a Focus District		SIG Recipient (a)		(g)	
ELA Performance at levels 3 & 4	20	Mathematics Performance at levels 3 & 4	26	Science Performance at levels 3 & 4	32	4 Year Graduation Rate (HS Only)		60- 2007 Cohort			
Credit Accumulation (High School Only)											
% of 1 <sup>st</sup> yr. students who earned 10+ credits	1%	% of 2 <sup>nd</sup> yr. students who earned 10+ credits	40%	% of 3 <sup>rd</sup> yr. students who earned 10+ credits	63%	6 Year Graduation Rate					

<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
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 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. Longer learning day
2. APPR/CCLS with feedback and Professional Development
3. RTI and SWPBIS
4. Target student support
5. Student performance with targets

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

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

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

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

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

**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>D</b>	

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

and social-emotional growth and well-being.

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

School Review Narrative:

<b>Tenet 2 - School Leader Practices and Decisions:</b> Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.	<b>Tenet Rating</b>	<b>D</b>
<p><b><u>Debriefing Statement:</u></b> The school community has created a core vision that provides support to students; however, school wide goals are not set as specific measurable targets to increase student achievement.</p> <p><b><u>Strengths:</u></b></p> <p>All ratings for this Tenet were <i>Developing or Ineffective</i> therefore the comments are listed under <b>Areas for Improvement</b>.</p> <p><b><u>Areas for Improvement:</u></b></p> <p><b>2.2 <u>The school has received a rating of <i>Developing</i> for this Statement of Practice:</u></b> Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving schoolwide goals aligned with the vision as outlined in the School Comprehensive Education Plan (SCEP).</p> <ul style="list-style-type: none"><li>The school leader reported the staff worked collaboratively with the College Board to develop the school’s vision. The Integrated Intervention Team (IIT) observed the vision posted in classrooms throughout the school and heard it reinforced during the morning announcements. The vision focuses on preparing students with the skills to graduate from high school and be college and career ready. However, the vision statement does not include measurable goals. For example, the self-assessment listed school priorities that do not have measurable targets, and it was unclear how school leaders and teachers measure student growth for either academics or behavior. The school leadership demonstrated an understanding of the data needed to achieve the vision. School leaders stated they review academic, attendance, and incident data to determine interventions for students. However, staff members indicated that they do not consider the vision as they plan instruction and support student achievement. In interviews, parents and students did not articulate the vision of the school. The lack of ownership by all stakeholders and the failure to state measurable goals limit the ability of the school community to identify, implement, and adapt strategies necessary for the vision to support student achievement.</li></ul> <p><b>2.3 <u>The school has received a rating of <i>Developing</i> for this Statement of Practice:</u></b> 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.</p> <ul style="list-style-type: none"><li>There are systems in place to support individual and school-wide practices; however, the school leaders have not yet coordinated and connected these systems in a manner that has resulted in</li></ul>		

increased student achievement. The school leader articulated that the leadership team makes data, such as College Board tests and Regents scores, accessible for staff. The school leader stated she is also using the Northwest Evaluation Association (NWEA) data to measure student achievement and growth. Specialists meet weekly to share student information and the Positive Behavioral Intervention Services (PBIS) coach collects student referral information. However, information on individual students collected and analyzed by the behavioral specialists and the coach is not shared with staff. The school leadership does not hold staff accountable for modifying instruction based on the available data, since there are limited opportunities for feedback loops to discuss how data can be used inform instructional practice. The lack of communication and coordination of information limits the ability of staff to improve individual and school-wide practices.

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

- The school leader stated she has adequate resources to support school initiatives. The school collaborates with community partners who provide community resources to support students. The school leader reported she advocates for the hiring of staff and the district has allowed the school to hire 6<sup>th</sup> grade teachers. The school leader articulated that she considers human, programmatic and fiscal capital when she reviews school goals. The school leaders instituted an extended-day program that engages sixty-five percent of the students and 50 percent of those identified attend regularly. However, while resources are available to meet the needs of students, the lack of coordination between these efforts limits the impact these resources can have on school improvement and the achievement of student goals. As a result, the school is still developing its ability to align resources to goals in a way that will improve student outcomes.

**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 leadership established an observation schedule for both formal and informal observations. During interviews, the school leaders and staff stated some observations are complete and the remaining observations will be completed by April 30, 2013. The schedule includes time for the leaders to meet with staff to provide feedback; however, some staff indicated that formal and informal observations did not occur regularly. While the school leaders stated that professional development (PD) is planned based on these observations, staff interviewed did not acknowledge a connection between the recommendations and the PD activities. A lack of a comprehensive system that involves the monitoring of instructional practices through regular formal and informal observations and providing strategic supports and interventions based on these observations inhibits the school's ability to improve instruction and increase student achievement.

**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

**Tenet Rating**

**D**

**Debriefing Statement:** Some lessons plans reflect Common Core Learning Standards (CCLS); however, lessons observed by the review team lacked rigor and instructional differentiation to meet the needs of all students. Staff members have access to data sources; however, there is no evidence that they analyze and use the data to inform instruction, which limits improved student outcomes.

**Strengths:**

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

**Areas for Improvement:**

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

- The school leader reported that the professional development plan has a focus on the CCLS instructional shifts, with an emphasis on text-based answers, close reading in ELA, and grade-level progressions in math. Teachers stated they discuss CCLS during vertical team meetings and use Engage NY and district resources. School leaders reported they are working collaboratively with teachers to support CCLS and professional development is being provided by math and ELA specialists to support teachers in their classrooms. The school leader and staff reported they have knowledge of the CCLS and staff is integrating CCLS into their lesson plans. The IIT review of lesson plans indicated some alignment with the CCLS; however, the implementation of these lesson plans did not support CCLS. The lessons observed lacked rigor and were devoid of higher-level questioning. Although individual student instructional targets were established, the lesson plans examined do not include accommodations for students to receive instruction to achieve these targets. As a result, the school has not yet been able to provide students with the supports and the instruction they need to access a curriculum that will prepare them to be 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 members participate in grade level meetings to discuss unit plans. While staff examine and develop material to expose students to grade level and rigorous instruction, these materials are inconsistently used. The IIT noted that of the classes observed, most did not offer higher-order thinking activities. In addition, student engagement was limited in the classrooms visited by reviewers. Without a curriculum that incorporates higher-order thinking and a progression of complex materials, students will struggle to achieve at the levels necessary to ensure that they will be ready for college and careers upon graduation.

**3.4: The school 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.

- Staff stated that they meet daily on an informal basis. Staff reported that the vertical team meetings allow time to examine student work and plan instructionally differentiated lessons. The IIT witnessed a vertical team meeting where teachers focused on helping students increase their skills and understanding of concepts, in addition to discussions on the texts that teachers found to be successful. The IIT did not observe an examination of student work at the vertical team meetings. Students do not have access to a robust curriculum that incorporates the arts, technology and enrichment. During classrooms visits, the IIT reviewers did not observe high levels of student engagement or examples of interdisciplinary curricula that incorporated the arts, technology and enrichment opportunities. Without curricula that connects across classrooms and provides opportunities for students to learn through different modalities, the school is missing an opportunity to promote a deep understanding of concepts learned across classrooms.

**3.5: The school 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.

- Students and teachers worked collaboratively to develop individual achievement targets. In interviews, the school leader and staff indicated they have data driven systems in place. The school leader indicated and staff articulated using the Northwest Evaluation Association (NWEA) and Scholastic Reading Inventory (SRI), and the Rochester SPA data reporting systems to assess student progress. Teachers reported the information and data were shared with administrators and teachers to determine actions needed to provide support to students. During visits to classrooms, the IIT found that all middle school classes had a teacher-led instruction with no differentiation. School leaders did not explain how the available data is used to devise strategies to map out clear and timely pathways for progress and growth for all students. As a result, the school is not strategically using data to inform instruction and increase 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**

**I**

**Debriefing Statement:** There was evidence that instructional practices had been planned in order to meet student goals, however they fell short in execution. Classrooms observed showed little evidence of student engagement, differentiation and academic rigor. Lessons were teacher directed and therefore there were few opportunities for students to be engaged in deep conceptual levels.

**Strengths:**

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

## **Areas for Improvement:**

**4.2: The school 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.

- With the help of staff, students have set individual achievement targets. The Math and ELA specialist share student data and provide daily push-in to support instruction. Of the 31 classes visited by reviewers, only a few classes included opportunities for students to respond to higher-order questions. Two classes observed included students working in small groups engaged in positive interaction with their peers, while 27 of the 31 classrooms did not provide activities or lessons that allowed students to be active participants in their own learning. Accommodations for groups of students with disabilities, informed by an Individual Education Plan (IEPs), were not evident. As a result, the instructional practices and strategies resulted in a limited engagement and did not prepare students to make adequate progress toward targeted goals.

**4.3: The school has received a rating of *Ineffective* 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 reported they are working with the CCLS implementation specialist, and subject area directors to design instruction that allows for differentiation that leads to students having access to instruction that meets their individual needs. However, in nearly all 31 classes visited by reviewers, teacher-directed whole group instruction was being offered as the primary instructional method. None of the 31 lessons observed included differentiated activities. Students were not provided with multiple ways to engage in learning and most students were not actively involved in the lesson. An IIT member observed a grade eight English class doing a close reading activity but the questions all required recall answers. While teachers have begun to introduce a curriculum aligned with the CCLS end of the year expectations, the instructional practices across the school limit the ability of students to engage with the curriculum and deepen their understanding of material, which hinders student achievement.

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

- The school leader and teachers reported using a school-wide positive behavioral support program to establish a campus-wide approach to consistent expectations for student behavior. The school leader and teachers track daily student attendance and offer incentives for students who arrive to school on time. The advisory staff meets weekly to discuss providing support for students to encourage students to attend college. The school leaders also stated that the safety officers understand and support a safe environment. However, the IIT found that staff did not consistently set high behavioral expectations for students and routines and rituals were not clearly established in the classrooms visited. The school has posted behavioral expectations in classrooms; however, students were not observed to follow these expectations. The IIT observed students holding side

conversations during the class period, using profanity and being disrespectful to staff. Student misbehavior was not corrected and consequences were not apparent. In 50 percent of the classes visited, disruptive behavior interfered with the learning process. This failure to establish a clear consistent set of behavioral expectations resulted in loss of instruction time. In addition, students were not regularly engaged during lessons, which impacted their ability to stay on task. Without an environment where students are safe, engaged and active participants in their learning, improvements in student achievement will be limited.

**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.

- Staff reported that they utilize data to inform instructional planning. The IIT did not observe grouping or differentiation in nearly all of the classes visited. The majority of the classes involved teacher-led whole class instruction. The review team noted that teachers did not adjust lessons to meet students' needs. Staff stated in interviews that students set individual goals; however, in most classrooms observed, students had limited opportunities for self-assessment and reflection. Without a system to monitor progress and adapt lessons based on student data, the school will be limited in its ability to ensure that instruction meets the needs of its students, which hinders student achievement.

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

**Tenet Rating**

**D**

**Debriefing Statement:** The school community has systems and partnerships to support the social and emotional growth of students. The school community likes the small and supportive environment of the school structure. There is inconsistency in the enforcement of prescribed student expectations and there is a lack of coordination of services to meet student needs. Attendance and graduation rates remain challenges at the school. As a result, the school environment is meeting the needs for all constituents.

**Strengths:**

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

**Areas for Improvement:**

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

- The school has a number of supports in place to assist students in need; however the school lacks a formal referral process that utilizes data and ensures that the students have the correct supports in

place. Advisory sessions are scheduled weekly. A staff member leads the advisory for the school year and sometimes maintains the same advisory for multiple years. The advisory team assigns each teacher to work with 10-12 students to provide additional support and advisement. The school also has a PBIS and RTI team that tracks referrals and schedules additional supports for students. Students articulated that school staff have celebrations to recognize their achievement for attendance, reading and participation in the extended day program. Students also articulated that they believe social and emotional needs are met by the staff during the school day or during the extended learning time. In addition, there is a school social worker and counselor who provides supports to students, and community partners who work with students and staff to support the social, emotional and academic needs of students. These service providers meet regularly to share information. In spite of all of the efforts to provide supports, the school does not have a formalized referral system in place. Although the school is working with community partners to maintain the social and emotional developmental health of students, the lack of a formal referral system and communication between community partners and school staff limits the support staff in planning interventions for students.

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

- The school leader and student support staff report that there are systems in place to promote social and emotional developmental health. The school leader stated that school has a Positive Behavioral Intervention Services (PBIS) program and staff has participated in over two years of training. Students meet in Advisory once a week and believe the environment and culture of the school is “family” like and nurturing. The PBIS coach also provides support and training to teachers. However, the support staff reported that not all staff members are implementing the PBIS program. The school has not established a system of tracking behavioral referrals, and the staff is unaware of patterns of behavior. The support staff members’ efforts are not coordinated, which limits services provided to students. Without a unified, coordinated approach toward ensuring that the social and emotional developmental health needs of all students are met, the school will be limited in its ability to address student needs and remove barriers to learning.

**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 questioned are aware of services available and know where to go for assistance when they need it. There are “officers” for each class, which allow students to have a chance to advocate for their needs and interests. While students interviewed said the school is safe, reviewers noted a number of disruptive behaviors during their visits to classrooms. Reviewers also noted that students were disrespectful to teachers and not engaged in their learning. In addition, the inconsistent implementation of PBIS, the absence of clearly established routines and rituals, and the lack of a formalized referral system limited the staff’s ability to provide a consistent response to all students. While the school has aligned some resources toward supporting students’ social and emotional developmental health, the absence of unified systems inhibits the school’s ability to

ensure that the school is a safe environment conducive to learning where student needs are met.

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

- The school leader reported the on-going professional development is needed on data collection and analysis. The Response to Intervention (RTI) team meets weekly to discuss students and maintains a database on tutoring and academic services. Hillside and Encompass collects and provides additional data to staff on the social and emotional needs of the students. The data collected by different sources and housed in separate distinct databases does not always appear to reach the individual classroom teacher, limiting teachers' ability to connect academic needs with students' social and emotional developmental health concerns. While all members of the School Support Team received professional development to support struggling students, there was no formalized system to share this information with teachers. Without a systemic approach to social and emotional development that uses data to identify needs and connects the data to academic results, the school will be limited in its ability to ensure that the needs of all students are being met.

**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 has strategies, practices and a parent involvement plan in place to create a partnership where families, community members and school staff work together to support students; however, parent participation is limited, impacting the school's ability to ensure that parents share responsibility for student academic success.

**Strengths:**

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

- The school leader, students, staff and parents view the school as a positive place where adults extend themselves for students. The principal frequently gives out her cell phone number to students to call if they need help. The school leader and support staff make regular home visits to monitor attendance and provide support to students. Students, parents and staff expressed that the school is like "a family." As part of the welcoming atmosphere, the school provides a parent room for families and employs a full-time parent liaison. The school also provides opportunities for parents to volunteer at the school. Events are planned on Saturdays, such as an Arts and Crafts Fair, to accommodate parents' schedules. Parents stated that the school leaders have an open door policy, and that parents and students have access to the school leaders via e-mail. The school leader and teachers reported helping parents connect with outside agencies for housing, medical or emergency support. The efforts to encourage parents to interact with the school enable parents to

feel like active participants in their children's learning, increasing the likelihood of increased student achievement.

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

- Several community agencies work closely with the school to provide tutoring and academic advisement for students. The school uses a variety of means to communicate with parents, including robo-calls, letters, parent conferences, newsletters and a website that has had 5,000 hits this year. In addition, the school provides translation services to parents who do not speak English. In addition, the school plans multiple events to encourage family involvement. The school has reached out to parents to allow them to be engaged in their child's learning and support their child's academic achievement.

**Areas for Improvement:**

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

- Parents reported that those who choose to become involved have benefitted from quality workshops delivered by service providers. RIT and Hillside have provided workshops on the topics of discipline and finances; however, attendance at these workshops has been limited, and many did not have an academic focus. Teachers received professional development on how to guide parents through the Parent Connect Portal. While workshops and professional development to improve parents' ability to partner with the school have occurred, the limited participation among parents and the lack of academic focus impede the school's ability to fully cultivate the partnership between home and school to enable parents to support their children's academic growth.

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

- Parents stated that those who attend parent conferences or use Parent Connect are well informed of their child's performance; however, the use is very limited. The school uses Parent Connect to communicate about behavior, attendance and academic performance. The school also shares student data at parent conferences. Staff discuss student achievement and the parent portal with parents who attend conferences; however, participation is limited. The lack of parent participation results in a limited number of families taking advantage of opportunities to learn about methods to support student learning and success. Despite the efforts of the school to increase parent involvement, the school still struggles to engage parents regularly and empower them to support their children and advocate for their needs, which limits the potential for increased student 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 – Involve the entire school community in creating a vision that includes measurable goals to focus on increased student achievement and improved student behavior.
- 2.3 – Communicate a set of evidenced-based goals to be used by all stakeholders to support school-wide practices that include frequent feedback and accountability.
- 2.4 – Coordinate the resources used during the school day and the extended learning time to increase the impact of the available resources on student achievement
- 2.5 – Establish a system to monitor instructional practices through regular formal and informal observations and provide strategic supports and interventions based on these observations. Complete observations of staff in a timely fashion to provide the information necessary to plan appropriate PD specifically related to the needs of the staff.

### **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 – Use units of study that are grade appropriate and relate to CCLS. Verify that staff implements curricula consistent with CCLS
- 3.3 – Ensure that staff is designing lessons and units that include higher-order thinking skills a progression of grade-appropriate complex materials.
- 3.4 - Create a structure that affords the opportunity for collaboration in vertical groups with administrative facilitation. Ensure that all staff have opportunities to collaborate. Provide staff opportunities to develop and offer interdisciplinary units in the areas of technology, the arts, and enrichment.
- 3.5 - Establish protocols for individual staff data binders that include charts and graphs of student performance to inform instruction. Designate planning sessions for staff to review and use data to chart the student progress in meeting their goals.

### **Tenet 4: Teacher Practices and Decisions**

In order for the school's strategy and practices to fully align with the concepts in the Effective column of Tenet 4 the school should:

- 4.2 - Establish individual student achievement targets, both learning and behavioral, based on analyzed data. Use specific practices and strategies that focused on higher-level activities, student engagement and inquiry.
- 4.3 - Provide professional development to assist staff in incorporating differentiated lessons supporting CCLS to help students progress in a realistic period toward their individual student goals.

- 4.4 – Establish a clear, consistent set of behavioral expectations and communicate these expectations and consequences to all stakeholders. Provide PD modeling ways to include content complexity and higher-order questioning in the implementation of lesson plans.
- 4.5 – Schedule PD on designing formative and summative assessments, creating rubrics, and using assessments to inform and differentiate instruction. Establish expectations for timely and explicit feedback to students to empower students to self-assess their learning.

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

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

- 5.2 – Develop a referral system known and understood by all stakeholders.
- 5.3 – Use the advisory time for students to connect the social and emotional health learning to academic experiences. Provide additional PBIS training for the entire school community and monitor the implementation of the system. Establish a referral system understood and used by the staff to inform instruction.
- 5.4 – Ensure that teachers enforce clear behavioral expectations. Ensure that PBIS is implemented consistently and with fidelity. Develop a formalized referral system.
- 5.5 - Develop a comprehensive plan to share data (e.g., academic and social) on services and interventions available to support student needs.

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

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

- 6.4 –Increase the number of workshops offered to parents focusing on academic requirements and expectations. Devise alternate means of engaging with parents with the goal of increasing parental involvement.
- 6.5 - Develop and implement a plan to involve more parents in understanding how to access and use data to support their students.