



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

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



<b>BEDS Code</b>	261600010089
<b>School</b>	Northwest College Preparatory High School #89
<b>School Address</b>	940 Fernwood Park, Rochester, NY 14609
<b>District</b>	Rochester City School District
<b>School Leader</b>	Maycanitza Perez (Acting Principal)
<b>Dates of Review</b>	April 9-11, 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	501	% Title 1 Population	82%	% Attendance Rate	84% (2011-12)				
% Free Lunch	77%	% Reduced Lunch	5%	% Student Sustainability	90%	% Limited English Proficient	4%	% Students with Disabilities			25%
<b>Types and Number of English Language Learner Classes</b>											
# Transitional Bilingual	0	# Dual Language	0	# Self-Contained English as a Second Language			0				
<b>Types and Number of Special Education Classes</b>											
# Special Classes	30	# Consultant Teaching	4	# Integrated Collaborative Teaching			37				
# Resource Room	4										
<b>Types and Number Special Classes</b>											
# Visual Arts	9	# Music	5	# Drama	0	# Foreign Language	8	# Dance	0	# CTE	10
<b>Racial/Ethnic Origin</b>											
% American Indian or Alaska Native	1%	% Black or African American	71%	% Hispanic or Latino	17%	% Asian or Native Hawaiian /Other Pacific Islander	2%	% White	10%	% Multi-racial	0%
<b>Personnel</b>											
Years Principal Assigned to School	6	# of Assistant Principals	1	# of Deans	0	# 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.		0	Average Teacher Absences		4 days		
<b>Overall State Accountability Status (Mark applicable box with an X)</b>											
School in Good Standing	N/A	Priority School	x	Focus District	X	Focus School Identified by a Focus District		SIG Recipient (a) (g)		No	
ELA Performance at levels 3 & 4	17%	Mathematics Performance at levels 3 & 4	17%	Science Performance at levels 3 & 4	26%	4 Year Graduation Rate (HS Only)			53%		
<b>Credit Accumulation (High School Only)</b>											
% of 1 <sup>st</sup> yr. students who earned 10+ credits	0	% of 2 <sup>nd</sup> yr. students who earned 10+ credits	32% (2007 Cohort)	% of 3 <sup>rd</sup> yr. students who earned 10+ credits	66% (2007 Cohort)	6 Year Graduation Rate			N/A		

<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
x	White		Multi-racial
x	Students with Disabilities	x	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
x	White		Multi-racial
x	Students with Disabilities	x	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. Domain 1: Planning and Preparation. Lesson and Unit planning. Having a consistent approach to planning that is aligned to the Common Core Learning Standards (CCLS) and serves as a bridge to the Annual Professional Performance Review (APPR) is significant.
2. Domain 2: The Classroom Environment. Creating a safe and positive learning environment for ALL students. Continuing our implementation of School-wide Positive Behavioral Interventions and Supports (SW-PBIS) and also aligning expectations to CCLS & APPR.
3. Domain 3: Instruction. Developing a school-wide approach to deliver tier-2 vocabulary to ALL students. Proving an intense focus on improving the rigor as it pertains to academic vocabulary.
4. Domain 4: Professional Responsibilities. Engaging parents as partners. Creating a school-wide implementation to improve relationships with all stakeholders.

**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 Education 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>				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.</b>					
#	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>				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.</b>					
#	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>				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
<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>	<b>I</b>
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**Debriefing Statement:**

The school leaders established a school vision that did not have measurable goals and a shared sense of urgency. This resulted in the staff not taking actions to achieve a vision of 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 *Developing* 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 review took place during the third quarter of the school year, and the school leader had been in her position for four weeks at the time of the visit. The school leader adopted the school’s original vision; however, it did not contain specific and measurable goals and timelines. The Integrated Intervention Team (IIT) noted that members of the school community knew the vision and heard it daily on morning announcements; however, because the vision did not appear in written form throughout the building, the school missed an opportunity to reinforce it. In addition, leadership had not updated the vision to include measurable goals with a timeline for completion. The lack of specific and measurable goals and timelines has resulted in a lack of urgency around continuous school improvement.

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

- The school did not have clearly defined evidence-based systems in place to lead to improved academics. The school leader reported she had a personal goal of infusing technology into instruction; however, she had not shared this vision or attached it to measurable outcomes. Her staff did not articulate awareness of this goal during interviews. The schedule showed that teachers had common planning time; however, there was no evidence that teachers were meeting or using it as an opportunity to develop or implement systems for collecting and analyzing student outcomes. The lack of evidence-based systems and specific goals has limited progress toward mission-critical 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.

- While the prior school leader recruited staff and organized programmatic and fiscal capital, the new school leader reported to the review team that she had not had an opportunity to organize resources or

to assess student academic and social needs. Consequently, she had not yet become involved in the allocation of resources to help students achieve their goals or to meet the school's need for improvement. The school leader had not connected fiscal resources to improve achievement of student goals. The school had not implemented the results of an investigation into ways to maximize student instructional time. The lack of alignment of resources with school improvement initiatives has hindered the accomplishment of student achievement goals.

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 members of the administrative team were implementing the school's Observation Plan. However, reviewers noted the plan did not include a schedule to ensure timely completion of observations. A review of evaluations did not indicate evidence that evaluations contained feedback connecting information about student data to systems that would promote academic improvement and provide staff with clear next steps. The lack of meaningful feedback with clear expectations and next steps to hold teachers accountable for continuous improvement acted as a barrier to 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.

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

The school has an established professional development (PD) plan, which exposes staff to the Common Core Learning Standards (CCLS); however, there is little to no evidence CCLS being incorporated into the daily practices of instruction. Teacher collaboration has not lead to extensive usage of data in the planning process.

**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 had not implemented quality, rigorous curricula that support CCLS. Although the school had a PD plan that included training in CCLS, reviewers saw little evidence of CCLS-based curriculum in lesson plans or application of the instructional shifts in classrooms visited. The reviewers did not observe the use of differentiated instruction to provide multiple points of access for learners. Teacher instructional practices generally did not show evidence of higher-order thinking, questioning, or instructional rigor. These deficiencies indicated that curricula and curriculum implementation did not appropriately support CCLS.

**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.

- There was limited evidence of unit and daily lesson plans based on a rigorous, coherent CCLS-supported curriculum. The IIT members reviewed the PD plan, which included training in the Tri-State Rubric and CCLS; however, the review team found that just seven of the 33 lesson plans they reviewed showed evidence that the CCLS. In addition, the instructional shifts had not been incorporated consistently in lesson plans reviewed by the IIT. School leaders reported that they had collected lesson and unit plans monthly but did not provide feedback for teachers. Lessons provided to reviewers were limited in nature and did not include complex materials that could stimulate higher-order thinking. Without lesson and unit plans that support CCLS, instruction is not rigorous or engaging, and student opportunities to gain knowledge around specific content are limited.

**3.4 The school has received a rating of *Ineffective* 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 was no evidence that teachers were collaborating within or across grade and subject areas. According to the school schedule, teachers were provided common planning time; however, it was not used to plan within or across grades and subjects. Reviewers noted that the integration of CCLS and the instruction shifts was evident in music classes, but not in physical education, art and technology. The school leader reported she had not implemented her vision to embed technology into instruction, and she had not shared her vision with staff. The absence of teacher collaboration within and across grade and subject areas prevented development of a robust curriculum and limited student enrichment opportunities.

**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.

- The school did not have a data-driven culture. The school leader and teachers stated that they monitor and measure student data, such as attendance and the Northwest Evaluation Association Measures of Academic Progress. However, teachers could not articulate how to use data to identify patterns in student learning and inform instruction. Classroom visits by the review team did not find that teachers used data to inform instruction, identify patterns of student learning, or drive instructional planning. The data system in place, which did not use data to inform school-wide practices, limited the improvement of student achievement outcomes.

**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:**

The inconsistent implementation of established sets of behavioral expectations for students resulted in negatively impacted instruction, thereby limiting 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:**

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.

- Teachers did not align daily lesson and unit plans to data and did not promote high levels of student engagement. During classroom visits, reviewers saw limited evidence of teachers using strategies and interventions, such as individualized instruction or scaffolding, to link student lessons to long-term student goals. While reviewers noted that teachers did use some strategies to engage students in the learning process were present in many of the classes visited, students were generally not engaged in high levels of academic rigor. The IIT did not see students asking probing questions in classrooms visited, and students were not involved in goal setting to plan for successful outcomes. Because teachers did not align planning to data and classroom instruction was neither rigorous nor differentiated, student engagement and achievement were negatively impacted.

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 use low-level instructional practices, which limit the ways students are able to access learning and achieve goals. Reviewers did not see or hear evidence of data collection and analysis to develop student goals or design lessons. Reviewers did not see the delivery of specifically designed instruction in any of the 47 classes visited. The lack of instruction that provides multiple points of access for all students severely limits teacher ability to engage students in their learning and in achieving their targeted goals.

4.4 **The school has received a rating of *Ineffective* 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 review team saw behavioral expectations posted throughout the school, however, reviewers saw limited enforcement by teachers of these expectations in classrooms visited. Teachers reported receiving training in a school-wide Positive Behavioral Intervention and Support (PBIS) model; however, during classroom visits, reviewers saw that teachers inconsistently enforced classroom management techniques that promoted positive learning environments. The IIT also found that there were inconsistent expectations for student behavior in the classrooms the review team visited. Reviewers noted that in 33 of 47 classes, student behavior was sufficiently disruptive to affect the learning environment. Students interviewed by the IIT reported that teachers' inability to address disruptive students resulted in a loss of learning time. In six out of 47 classrooms, students were observed working in heterogeneous groups or discussing material that allowed for social interaction, and in eight of 47 classrooms teachers asked stimulating questions and engaged students in high-level discussions. A lack of consistent implementation of PBIS skills and strategies by all teachers led to limited effectiveness of instructional delivery and adversely affected opportunities for student engagement and learning to occur.

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.

- The school used limited data sources to inform instructional decision-making and provide students with feedback on their instructional progress. There was minimal evidence of teachers adjusting their instruction based on data. In 41 or 47 classes visited by the review team, instruction was whole group. Reviewers observed teachers providing individual feedback and supporting student self-assessment in five of 47 lessons. Teachers did not provide students with feedback based on data to allow them to be responsible for their own learning, thus limiting their participation in their own learning.

**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:**

While the school had a number of services to improve student social and emotional health, the services were neither well coordinated nor delivered with fidelity.

**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 school had a variety of established community-based social and emotional developmental health programs that did not operate within an overarching system. During interviews, reviewers learned that the Student Support Center supported specific students; however, there was no system in place for staff to coordinate or track provided services. Staff reported that the Center provided a referral process; however, during interviews, several school personnel were not able to articulate the referral process with certainty and staff was confused about which students received which services. Staff also reported that they could not explain or monitor the results of services provided. The lack of a system to monitor and evaluate the provision and outcomes of services to students compromised the use of data in effectively addressing the social and emotional developmental needs of students. Without an overarching system to coordinate services, the school could not effectively meet all student needs.

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 had established but not fully implemented a school-wide PBIS model. Staff reported they were provided training in the system; however, there was no PD to support staff with implementation, and consequently, implementation was inconsistently applied. Reviewers noted that teachers did not consistently implement strategies as a response to disruptive behavior and did not provide students with incentives, as prescribed in the PBIS model. The reviewers noted discrepancies in the implementation of

PBIS as evidenced by the removal of students from class without properly following PBIS protocols. The inconsistent implementation of the behavioral management process did not effectively promote a safer, healthier environment for 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.

- Students expressed feeling safe in school; however, teachers appeared to be unclear about their role in student social and emotional health. When interviewed by the review team, students were not aware of where and how to access social or emotional supports in the event they were needed. During interviews with the review team, both students and teachers expressed concern about disruptive classroom behaviors. Students reported that teachers inconsistently enforced class rules and did not adequately address behavioral issues that interfered with student learning. In interviews with the IIT, teachers reported that they felt no one was holding students accountable for their behaviors. Staff reported teachers received training in PBIS, but not in its implementation. This led to inconsistent application of the PBIS model. Although teachers, students and parents agreed that the school provided a basic level of safety, there was not a sense of ownership for the social and emotional developmental health of students, which limited 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.

- There was no evidence teachers knew how to use data to respond to student social and emotional developmental health needs. The school and student support staff had not worked to develop teachers' ability to use data to respond to student social and emotional developmental health needs. The reviewers learned from staff interviews that the school did not have an established system for using data to address and assign services for students in need of social and emotional support. The school also had no data that indicated whether services students received were having a positive effect on student achievement. Reviewers learned in interviews that the school had a Response to Intervention (RtI) Team; however, it met intermittently and did not connect behavioral data to academics. Student academic and social progress were limited as a result of the school not using data to respond to student social and emotional developmental health 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.

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

There was no evidence that the school had prioritized building relationships with families and community-based organizations. The lack of an articulated plan to involve parents and/or community organizations, and the lack of the use of data, prevented a shared responsibility for student academic progress and social emotional growth.

**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 *Ineffective* for this Statement of Practice:** The school atmosphere was welcoming and fostered a feeling of belonging and trust, which encouraged families to freely and frequently engage with the school, leading to increased student success.

- The school welcomed families and community stakeholders and reached out to those whose children were in immediate need. The District had an office responsible for parent engagement; however, reviewers saw no evidence of an effort at the building level to develop relationships with families. The shared Parent Teacher Organization (PTO) for parents of both the Northwest College Prep High School (NWCP) and Northeast College Prep High School membership totaled three parents, according to the school leader. Only one parent participated in the parent interview. The lack of opportunities for families to participate in student education or other school activities resulted in parents not feeling a sense of belonging, which limited parent involvement in increasing student achievement.

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

- The school was the primary originator of communication between the school and families. While English was the language used for communication, the school staff pointed out the District website indicates that translations are available upon request to families. Documents reviewed by the review team and information reported to the team by the school leader indicated that teachers maintained parental contact logs and maintained a parent portal where parents could access information about student progress and school initiatives. However, the school leader, who was tracking this information, reported only a small percentage of parents used this option. The school sends out report card information using a format that did not communicate information regarding individual student strengths and needs. Without opportunities for reciprocal communication between staff and families and community stakeholders, opportunities for families to become involved in supporting their children's learning are not maximized.

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.

- Although there were a variety of social programs housed within the school, the school did not provide adequate workshops to parents and families on how to promote student success. A review of school documents and interviews with the IIT produced no evidence that the school had created partnerships that link families with community services and agencies. There was also no evidence that parents and staff received PD to learn about social and emotional developmental health issues, student needs, and available resources. The lack of training and links to partnerships limited the ability of families to know how to help their children become effective learners and how they can support academic 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.

- The school community did not provide learning opportunities for families to understand student data. Although there was a parent portal available, according to the school leader, few parents had used it. Other than the District website indicating that there is a District Office of Parent Engagement and that translations are available upon request, interviews provided no evidence of school efforts to share data

with families in ways that all parents could access. All parents did not receive and understand information that could assist them in being a participant in their child's learning, which limited their child's chances for 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: Update the school vision to include measurable time-based goals to promote a shared sense of urgency. Set measurable goals for the entire school, for each grade, and for each department.
- 2.3: Develop evidence-based systems that correspond to the goals of the School Comprehensive Education Plan (SCEP) and monitor databases on a consistent, published timeline. Ensure the provision of common planning time and vertical team meetings to analyze collected data and create next steps to achieve mission-critical goals.
- 2.4: Organize and connect resources to address student academic and social needs. Ensure that plans for the maximization of student learning time are developed and implemented, e.g., ensure class size remains optimal to maximize learning time per student; analyze the effects of the shortened day and the concomitant loss of instructional time; and implement an extended-day learning program for all students.
- 2.5: Develop a schedule to conduct observations that includes timely feedback with clear expectations and next steps.

### **Tenet 3: Curriculum Development and Support**

In order for the school's strategy and practices to fully align with the concepts in the Effective column of Tenet 3 the school should:

- 3.2: Provide PD and embedded coaching that support teachers to develop and implement lessons designed around the CCLS, once the District has developed unit/pacing guides aligned to the CCLS.
- 3.3: Ensure that teachers, either individually or by subject/grade level, develop daily plans that reflect all CCLS expectations, and include the introduction of complex materials to promote higher-order thinking skills and help students analyze information.
- 3.4: Utilize current structures or develop new ones to embed technology into instruction. Ensure common planning time by grade and/or subject that includes vertical planning and opportunities for staff collaboration as well as integration of the arts and technology. Require that meetings during common planning time include an agenda and minutes, and include facilitation.
- 3.5: Plan for targeted instruction that addresses areas of individual student needs and is based on student data. Review student data on a specified schedule, with administration facilitation, during subject/grade level team meetings in order to inform instructional planning

- **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: Provide support for teacher teams to develop daily and unit plans that include assessment of student goals on a regular basis. Provide administrative oversight to ensure that plans contain elements to improve rigor and increase student engagement and inquiry and to ensure the implementation of plans with fidelity.
- 4.3: Ensure that each teacher develops and implements CCLS-supported daily lesson plans so all students have multiple points of access to the curriculum and can achieve their goals through instruction. Ensure plans are aligned with how each individual student learns.

- 4.4: Raise expectations for classroom behavior and ensure that each teacher implements PBIS with fidelity in order to promote an environment that is conducive to effective instruction and high levels of student engagement and learning.
- 4.5: Develop and implement a system to ensure teachers are able to review data sources, including formative student performance data, on an on-going basis and ensure the use of findings to design lesson plans for future instruction. Ensure students receive timely feedback on their instructional progress in order to increase their understanding of their work and participation in their own learning.

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

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

- 5.2: Develop and implement a system to coordinate and monitor the effectiveness of the student referral process and the delivery of internal and external student supports services; evaluate student progress based upon the services provided.
- 5.3: Provide leadership support for PBIS that includes on-going PD. Ensure implementation of PBIS with fidelity and ensure complete faculty participation.
- 5.4: Ensure systems and policies that support a safe learning environment are operational. Provide staff PD in social emotional developmental health issues and classroom management. Provide sufficient time in the beginning of each school year for all staff to train all students in school-wide behavior procedures. Provide an orientation to students on the school vision regarding the development of student social and emotional health. Inform students and their families of services available through the school and District. Instruct students on how to access these services.
- 5.5: Create systems and structures for data collection and analysis and provide staff PD in the use of academic, social, and emotional data to identify student needs and provide appropriate services. Use data to inform and adjust instruction. Ensure that the RtI team meets regularly and connects behavioral and academic data.

### **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: Develop and implement a coordinated campaign to engage parents throughout the school and community, including the entire staff. Provide staff PD in forming meaningful partnerships with parents that support their student's learning. Collaborate with the PTO to provide parent education programs that include social and emotional and academic issues; refer parents to organizations that offer free parent education resources, such as Engage NY.
- 6.3: Develop a communication plan with input from community stakeholders that includes opportunities for reciprocal communication. Develop consistent means for communicating student strengths and weakness directly to each parent, which include ways for families to support their child's learning and which promote an understanding of what students need to know to be college and career ready.
- 6.4: Create partnerships that link families with community services. Provide PD for staff and parents on social and emotional developmental health. Create an individualized plan for engaging each parent so that all staff members are involved, ensuring an effective communication system.
- 6.5: Create structures that support parental empowerment. Provide parents with learning opportunities that inform them about student data and provide opportunities for parents to become involved in their child's learning. Create easily understood written materials. Ensure the school shares data with each parent, and that parents easily understand it.