



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

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



<b>BEDS Code/DBN</b>	44-16-00-01-0016
<b>School</b>	South Middle School
<b>School Address</b>	33-63 Monument Street, New burgh NY 12550
<b>District</b>	Newburgh Enlarged City School District.
<b>School Leader</b>	Michael Ragusa
<b>Dates of Review</b>	April 9-11, 2013
<b>School Accountability</b>	Focus
<b>Type of Review</b>	SED Integrated Intervention Team (IIT)

School Information Sheet																							
Grade Configuration		6-8		Total Enrollment		864		% Title 1 Population		NP		% Attendance Rate		93%									
% Free Lunch		60%		% Reduced Lunch		11%		% Student Sustainability				% Limited English Proficient		7%		% Students with Disabilities		17%					
Types and Number of English Language Learner Classes																							
# Transitional Bilingual		64		# Dual Language				# Self-Contained English as a Second Language															
Types and Number of Special Education Classes																							
# Special Classes		7		# Consultant Teaching				# Integrated Collaborative Teaching				5											
# Resource Room		1																					
Types and Number Special Classes																							
# Visual Arts		2		# Music		3		# Drama		0		# Foreign Language		5.5		# Dance		1		# CTE		2	
Racial/Ethnic Origin																							
% American Indian or Alaska Native				% Black or African American		39		% Hispanic or Latino		34%		% Asian or Native Hawaiian /Other Pacific Islander		2%		% White		24%		% Multi-racial		0%	
Personnel																							
Years Principal Assigned to School		2		# of Assistant Principals		2		# of Deans		0		# of Counselors / Social Workers		3									
% of Teachers with No Valid Teaching Certificate		0%		% Teaching Out of Certification		3%		% Teaching with Fewer Than 3 Yrs. of Exp.		3%		Average Teacher Absences		NP									
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		X		SIG Recipient (a)				(b)			
ELA Performance at levels 3 & 4		35		Mathematics Performance at levels 3 & 4		3937		Science Performance at levels 3 & 4				4 Year Graduation Rate (HS Only)		N/A									
Credit Accumulation (High School Only)																							
% of 1 <sup>st</sup> yr. students who earned 10+ credits		N/A		% of 2 <sup>nd</sup> yr. students who earned 10+ credits		N/A		% of 3 <sup>rd</sup> yr. students who earned 10+ credits		N/A		6 Year Graduation Rate		N/A									

NP = Not Provided

<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		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
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) 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 systems that will allow teachers to focus on student data: collect, analyze, and use data for instructional purposes.**
2. **Implement Common Core Learning Standards (CCLS) in all subject areas to increase the rigor of instruction and the participation of all students in the learning process.**
3. **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.**
4. **Develop partnerships with local institutions, agencies, and organizations that would enhance student learning and growth.**
5. **Provide extra curricula opportunities for students, by way of electives and advanced courses.**

**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				X

	thinking and build deep conceptual understanding and knowledge around specific content.				
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			X	

	and emotional developmental health.				
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>	
<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.</b>					
<b>#</b>	<b>Statement of Practice</b>	<b>H</b>	<b>E</b>	<b>D</b>	<b>I</b>
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' strengths 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, 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>	

<p><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.</p>	<p><b>Tenet Rating</b></p>	<p><b>D</b></p>
<p><b><u>Debriefing Statement:</u></b> The school leadership has articulated a vision and goals for the school over a three- to six-year period that reference the use of data-driven instruction, high student engagement, academic enrichment in and out of the classroom, and a vibrant learning culture throughout the school. However, this vision is not widely shared with all the members of the school community, which has negatively influenced the achievement of school goals.</p> <p><b><u>Strengths:</u></b></p> <p>All ratings for this Tenet are either <b>Developing</b> or <b>Ineffective</b> and therefore, 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 school-wide goals aligned with the vision as outlined in the School Comprehensive Education Plan (SCEP).</p> <ul style="list-style-type: none"> <li>The school community has a vision for the school but not all staff and families are aware of their roles in achieving the desired results for all students. Some teachers reported an awareness of the school leader’s goal of having 90 percent of students reach levels three and four on the state assessments. The Building Leadership Team (BLT) stated that they assisted the school leader in creating this goal. During the vertical teacher meeting, teachers stated that the vision is “to increase student college and career readiness, attendance, and awareness of the school’s Pride and Pledge slogan.” The Integrated Intervention Team (IIT) observed further evidence of the school Pledge and Pride slogan on posters and fliers throughout the school. During the parent meeting, not all parents were aware of the school’s vision and goals and therefore most were unaware of their responsibilities in partnering with the school. Due to the lack of a fully shared sense of ownership and understanding of the school vision, staff and families are not all clear about their roles in achieving the leadership’s desired goals. This limits a collective stakeholder ability to work collaboratively to achieve school goals.</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>The school leader encourages staff to collect and use data for attendance and student progress. However, not all staff members use data for these purposes. During interviews, teachers stated that</li> </ul>		

the school began a breakfast program in the classroom to increase attendance and decrease lateness. Students who never attended first period classes began attending because of this program. School leaders indicated that staff meeting time is spent on developing goals and communicating with parents, staff, and students on how to improve student achievement. Because some staff members do not engage in the collection, analysis and use of data, the school is not moving towards achieving its goal of having 90 percent of students reach state level proficiency.

**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 district is responsible for personnel and fiscal decisions in all the schools in the Newburgh Enlarged City School District. However, the school leader makes strategic decisions regarding personnel assigned to this school, matching applicant strengths to available positions. In addition, he has established a team of leaders that have expertise in various specialty areas. Through interviews and document reviews, the IIT found that the school leader does not articulate the hiring needs of the school to the district and does not align fiscal capital appropriately. This limits the resources available to staff to support the achievement of goals and hinders progress toward school improvement.

**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.

- At the time of the school visit, the school leader was new to his position; however, he had already developed plans to observe teaching and learning. The school leader stated that he and his administrative team frequently observed teachers and provided feedback to support continuous improvement. In addition, the school leader stated that new teachers and teachers on improvement plans were receiving more observations than other better performing teachers. The IIT did not see evidence that professional development (PD) sessions were linked to teacher observations. Document reviews indicated that PD sessions did not address teacher instructional deficiencies, which posed a negative effect on student learning. As a result, there appears to be an incomplete system of accountability, which may hinder 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.

<b>Tenet Rating</b>	<b>D</b>
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**Debriefing Statement:** The school has initiated implementation of the Common Core Learning Standards (CCLS) through PD from the district; however, implementation is inconsistent. As a result, not all teachers collaborate and plan CCLS aligned lessons and the use of data to inform instruction does not always occur.

**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.

- During the school visit, the school leader reported that curriculum support aligned to the CCLS was provided to the instructional staff; however, teachers stated that special education teachers did not always receive the same support as general education teachers. During classroom visits, the IIT saw evidence of CCLS alignment to instruction in three of nine classrooms. In addition, the IIT observed students using trade books as part of their routine independent work. Document reviews indicated that the English language arts (ELA) and mathematics curricula did not fully align to the CCLS. While the school provides curriculum support, not all curricula aligns to the CCLS, which limits, student access to rigorous instruction needed to prepare them to become career and college 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.

- During the school visit, not all lessons observed reflected alignment to the CCLS. Additionally, the IIT found that teachers did not ask rigorous, higher-order questions and did not allow students opportunities to analyze information during classroom visits. As a result, not all students have access to robust curricula that promotes higher-order thinking and that allows them to build deeper conceptual 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.

- Teachers stated that grades seven and eight teachers meet every day for grade level planning, while grade six teachers reported that they did not have a common planning time in their weekly schedule. In addition, teachers indicated that there was no time scheduled to meet with special education and English as a second language (ESL) teachers to review curricula and share methods for ensuring access to curricula. Special area teachers reported that they do not meet with grade level teachers to discuss curriculum and student data. The IIT found that ELA teachers were incorporating the arts and technology skills into their writing lessons and discussion starters during instruction. These teachers reported that they are able to collaborate informally on their own time. The lack of common planning

time for all grade levels and subject areas limits collaboration within and across grades. This impedes the ability of some teachers to implement CCLS instructional shifts and limits the provision of instruction that integrates arts and technology.

3.5 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader and teachers develop a data-driven culture based on student needs, assessments, and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.

- At the time of the school visit, the school leader reported that he was in the beginning stages of developing a data-driven culture to inform teachers about student achievement levels. According to the school leader, the school makes some student data available to staff; however, not all teachers use available school data to identify patterns of student learning and develop instructional plans. Documents reviewed indicated that the school leader shared summative data with faculty and staff at building-level team meetings. Teachers stated that they are monitoring student progress through state assessments, Terra Nova tests, and teacher-made tests. The IIT observed whole group instruction with no differentiation, in most classes visited, including classes where students with special needs were present. Consequently, the lack of a data driven culture with clear expectations may prevent students from receiving individualized instruction to increase 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:** There is limited evidence that teachers use formative data to group students and provide differentiated instruction to meet the needs of the diverse student population. The lack of staff use of data diminishes opportunities to support students in achieving their academic and social goals.

**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.

- Most teachers do not use plans aligned to student data to inform daily instruction. During classroom visits, the IIT did not see differentiated instructional strategies being used. In addition, there was no evidence that teachers grouped students based on their Individualize Education Program (IEP) data. Reviewers noted that in some classes teachers did not know that they had English Language Learners (ELLs) in their classrooms. However, in other classes IIT members did observe students, including

ELLs, working on projects using iPads to complete activities at their reading levels, according to the Scholastic Reading Inventory (SRI) reading assessment. Other observations noted instruction in some settings could have included more differentiated tasks and activities to support student engagement and inquiry.

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 provide students with generic instruction that limits multiple points of access to learning for students. The IIT noted that during classroom visits, teachers gave unclear directions to students, especially to students with disabilities. In addition, lesson objectives were not visible and some teachers did not reference the objectives throughout the lesson. Teachers did not provide elements of vocabulary instruction and only made brief references to word roots without providing many examples of how to use vocabulary in context. During teacher interviews, one staff member commented that, “No one knows how to address the needs of ELLs who are unable to speak English, because teachers do not get much support.” The lack of support for teachers serving ELLs and students with disabilities means these students do not have multiple points of entry to rigorous curriculum and the achievement of targeted goals.

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

- While the school seems to be a safe environment, some teachers and students see inconsistencies in the treatment and discipline of students. During the school visit, the inconsistencies were evident in the way teachers responded to student behaviors while managing the hallways during the transition times. Both teachers and students stated that some students experience peer pressure, bullying, and gang-related incidents in the school. The IIT did not observe evidence of an established set of behavioral expectations. In the classrooms visits, teachers addressed off-task behavior with repeated verbal requests, rather than by referring to a behavior system or set of expectations. The absence of policies and protocols for dealing with off-task and inappropriate student behavior hinders student academic and social emotional progress.

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.

- The majority of teachers do not use the data made available by the school leader, to inform instruction and develop plans for instruction. Teachers reported that there is an insufficient number of Academic Intervention Services (AIS) teachers to assist students who are reading below grade level. During classroom visits, the IIT did not see signs of staff collecting data on student performance or referring to explicit plans to adjust student groupings to provide targeted interventions. One teacher noted that he uses iPads to assist him with with formative assessments and he regularly looks at the

data collected to inform his next steps. Other teachers stated that they use the New York State English as a Second Language Achievement Test (NYSESLAT) scores to provide ESL services to ELLs. Student data from a variety of sources is available, but teachers do not effectively use this data to inform planning and instruction. As a result, student academic achievement is not increasing at a rate that shows significant and timely progress.

**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 is in the process of streamlining the coordination of programs that affect the social and emotional developmental health of all students. The lack of coordinated services to address students social and emotional developmental health, limits the school’s ability to reduce incidents of bullying and create an environment that is conducive to learning.

**Strengths:**

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

**Areas for Improvement:**

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

- At the time of the visit, the school was in the process of developing systems to coordinate the social and emotional developmental health needs of students. During staff interviews, it was reported that the school had implemented a “Pride and Pledge” slogan with student input, held bullying workshops for students and teachers, and was trying to change the culture by encouraging more parent involvement in school activities. However, the school had no system in place to collect student discipline data that related to student social and emotional health. The school leader shared an outline with the IIT of a series of “must dos” in order to “create a model middle school.” Items such as developing highly effective staff teams, including a data team and fostering deeper teacher-student connectedness were listed as priorities for the school. Because school leaders and staff do not have a working system for collecting and acting upon data in this area, the staff is unable to adequately support 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.

- At the time of the school visit, school leaders and staff had begun to implement the “Pride and Pledge” slogan to support student’s social and emotional needs. However, the IIT did not see evidence that the school was collecting data to monitor the effectiveness of the implementation. As a result, the school lacks a program that effectively aligns to the promotion of a safer and 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.

- School leaders and parents were able to articulate broad components of the school vision; however, the vision lacks connection to the skills and behaviors that promote social and emotional developmental health. Students indicated that bullying occurs in the school building and outside of the building as students travel home from school. However, most students reported that they feel safe in the school. Parents noted that their children feel safe in the school and that teachers listen to their concerns. Teachers feel that the school actively uses the OLWEUS Bullying Prevention Program (OBPP) and that students respond positively to the program. The student support staff indicated that supportive staff members are always available to students when needed. According to teachers, many staff members are always looking out for students who appear to be isolated or withdrawn. Because the school vision does not have a visible connection to student social and emotional health, behavior, and learning, stakeholders are limited in their awareness and ability to support student social and emotional health.

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

- The school leader stated in his vision for the school that he encourages teacher leaders to use data to address student needs. Through interviews, the IIT found that school leaders were working with student support staff to plan activities around building partnerships with families of students of the school. Although the IIT was told about plans to improve the school’s support for students, there is a lack of urgency to align efforts and data, and to provide needed supports to address social and emotional development for the students, which impedes overall student growth.

**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>D</b>
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**Debriefing Statement:** The school community is a welcoming place but parents would like to see improved communication with all members of the community and more opportunities for parents to be involved in school activities. The lack of parental engagement affects the levels of support parents are able to provide students

when it comes to their learning.

**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 provides a welcoming atmosphere and school leaders are responsive to families and community members. During interviews, parents expressed admiration for the school leaders and staff. They noted that school leaders and staff respond to emails, answer questions on report cards, and host the “Book and Breakfast” program, which has over 300 members and focuses on student attendance and behavioral issues. The Parent Teacher Group (PTG) and the school collaborate to maintain a family resource room where parents can meet and access resources related to students with disabilities and ELLs. According to parents, several of them volunteer and assist in classrooms and other school-wide activities. School leaders described a number of partnerships with community agencies, including health and wellness coaching. As a result, the school community has built a trusting and respectful relationship with families and the surrounding community.

**Areas for Improvement:**

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' strengths and needs are identified and used to augment learning.

- The school staff is aware of the diverse cultures of students in the school; however, the staff struggles to maintain contact with parents who speak languages other than English and Spanish. The student support staff reported that the school has a positive relationship with families. Document reviews revealed that six hundred parents attended an event sponsored by the school. Parents reported that teachers call home, send messages via email, and communicate through the Parent Portal to communicate student progress. The school leader stated that the district provides translation services families who speak languages other than English. However, parents reported that the school does not consistently communicate with families who speak languages other than English and Spanish. As a result, some parents are not aware of the progress of their children, which diminishes their ability to support and advocate for their children’s learning needs.

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.

- The school maintains active partnerships with multiple community agencies and refers students and families to such agencies as needed. Documents reviewed showed that the school shares information with the public through the Parent Portal, school website, Friday Fliers, and office bulletin boards.

During the school visit, the IIT did not see evidence that the school provides PD in partnership with families and community agencies. As a result, the school community, families and community agencies are not connected to professional development across areas of academics and social and emotional development to support student success.

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

- According to the school leader and parents, the school has provided learning opportunities for families to understand student data. Parents stated that there is a need for more training on how to understand student data and how this affects the overall report card and student progress. School leaders reported that they want more parents to attend open houses to understand what the data means as it relates to student learning and achievement. Teachers stated that they provide data through Infinite Campus, which parents and students can access. The IIT found that the school provides parents limited data learning opportunities, which do not support and encourage parents to understand and become capable of advocating for their children's needs. As a result, parents are not fully empowered to help their children's academic growth.

## **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: Communicate to all stakeholders what the school vision is and what their roles are in achieving the vision. Create sub-group's representatives of all stakeholders to assist in the implementation of action plans to achieve school goals.
- 2.3: Ensure that all teachers are engaging in the use of data for instruction and student social emotional health. Provide teachers with PD on how to use and analyze data for student improvement.
- 2.4: Articulate the staffing needs of the school to the school district. Align the fiscal capital with school priorities and school goals to support student achievement.
- 2.5: Ensure that that a system is in place for all leaders to conduct frequent formal and informal observations of teaching and learning. Provide relevant and timely feedback to staff to assist in the development of improvement plans for teaching and learning. Utilize feedback from observations to plan PD for 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: Ensure that all teachers are trained to appropriately align curricula with the CCLS across all grade levels.
- 3.3: Ensure that teachers are able to produce appropriately aligned CCLS pacing calendars and unit plans across all grade levels, content areas, and classes that would expose students to complex materials. Provide all staff access to PD in the CCLS.
- 3.4: Ensure that all teachers work in partnerships within and across grade levels and subject levels on a regular basis, targeting the CCLS
- 3.5: Use student data to identify patterns of student learning that lead to the adoption of instruction. Continue to collect timely data that identifies student needs and share findings at grade level meetings.

### **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: Ensure that all teachers have a plan, informed by student data, including summative assessments, attendance, IEPs, and NYSESLAT, for all groups of students. Align instructional practices and strategies to lesson plans and include all groups of students.
- 4.3: Provide teachers with PD on creating appropriate strategies to help ELLs achieve academic success.

- 4.4: Create environments with common understanding and recognition of acceptable, safe behaviors and ensure that all staff and students understand and abide by these principles.
- 4.5: Create PD on using student data to inform instruction and provide student feedback.

### **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: Create consistent systems to collect data that relates to student social and emotional health development. Use this data to provide students with needed services of support.
- 5.3: Connect the school pledge adoption with referrals, attendance, and academic data to determine the effectiveness of the school's adopted violence prevention program.
- 5.4: Create opportunities for teachers to discuss the school vision and how it is aligned to student social and emotional development health. Create opportunities for staff, students, and parents to collaborate to develop specific goals around school safety and the social-emotional development of students.
- 5.5: Dedicate time in the school schedule for teachers and student support staff to meet and plan for student data collection and analysis, address student social and emotional development health needs, and discuss how to align to social and academic successes.

### **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:

- 6.3: Provide PD for all staff on how to connect with families of diverse cultures, how to respect and acknowledge the cultural norms of different groups, and how to communicate with families about school issues.
- 6.4: Develop ways to reach more parents through the network that the school has already established. Meet parents where they are in religious institutions, such as churches, senior citizen's halls, or neighborhoods away from the school. Translators should be available to convey messages to parents that are non-speakers of English.
- 6.5: Encourage the PTG to have informal talks and mini workshops to inform parents about student data and ways they can support their student's academic growth.