



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>	660900010026
<b>School</b>	Thornton High School
<b>School Address</b>	121 South 6 <sup>th</sup> Avenue, Mount Vernon, NY 10550
<b>District</b>	Mount Vernon School District
<b>School Leader</b>	Sharon Bradley
<b>Dates of Review</b>	May 29-30, 2013
<b>School Accountability</b>	Focus
<b>Type of Review</b>	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	9-12	Total Enrollment	684	% Title 1 Population	67%	% Attendance Rate	93.3%				
% Free Lunch	59%	% Reduced Lunch	7%	% Student Sustainability	7.3%	% Limited English Proficient	2.9%	% Students with Disabilities	15%		
Types and Number of English Language Learner Classes											
# Transitional Bilingual	0	# Dual Language	0	# Self-Contained English as a Second Language		0					
Types and Number of Special Education Classes											
# Special Classes	20	# Consultant Teaching	0	# Integrated Collaborative Teaching		27					
# Resource Room	5										
Types and Number Special Classes											
# Visual Arts	102	# Music	104	# Drama	0	# Foreign Language	545	# Dance		# CTE	#241
Racial/Ethnic Origin											
% American Indian or Alaska Native	0%	% Black or African American	90.4%	% Hispanic or Latino	7.4%	% Asian or Native Hawaiian /Other Pacific Islander	1.6%	% White	.06%	% Multi-racial	0%
Personnel											
Years Principal Assigned to School	7	# of Assistant Principals	2	# of Deans	1	# of Counselors / Social Workers		5			
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	0	% Teaching with Fewer Than 3 Yrs. of Exp.	2%	Average Teacher Absences	*8.01				
Overall State Accountability Status (Mark applicable box with an X)											
School in Good Standing		Priority School		Focus District	X	Focus School Identified by a Focus District		SIG Recipient (a)	(g)		
ELA Performance at levels 3 & 4	30%	Mathematics Performance at levels 3 & 4	25%	Science Performance at levels 3 & 4	30%	4 Year Graduation Rate (HS Only)	89-92%				
Credit Accumulation (High School Only)											
% of 1 <sup>st</sup> yr. students who earned 10+ credits	0	% of 2 <sup>nd</sup> yr. students who earned 10+ credits	0	% of 3 <sup>rd</sup> yr. students who earned 10+ credits	84.2%	6 Year Graduation Rate	0				

<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		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
X	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		
<b>Did Not Meet Adequate Yearly Progress (AYP) in Mathematics</b>			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
X	Students with Disabilities		Limited English Proficient
	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. The school community shares and promotes a distinctive and robust vision for student achievement and well-being based on data, and holds accountable for working as a community to realize this vision as outlined in the CEP and other school improvement documents.
2. The school has rigorous and coherent curricula and assessments that are appropriate aligned to the Common Core Learning Standards (CCLS) for all students and are codified for identified subgroups in order to maximize teacher instructional practice and student-learning outcomes.
3. The school leader and teachers collaboratively analyze student performance data to determine school-wide effectiveness, identify student needs, and ensure high levels of student learning and progress.
4. 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 it conducive to learning for all constituents.

❖ Including extended FMLA for 2 teachers

**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>D</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			X	

	agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.				
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:

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

**Tenet Rating**

**D**

**Debriefing Statement:** The school’s vision has not been updated to meet current needs and is not aligned to specific, ambitious, measurable goals supporting student achievement. The school leader expects staff to use student data to drive instructional planning and she provides time to do so, but consistent protocols and processes for doing so are not yet in place. Consequently, student achievement and school progress are limited.

**Strengths:**

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

**Areas for Improvement:**

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

- The school vision statement has not been updated to meet the current needs of the school, and constituents are not able to clearly articulate the vision. During interviews, the school leader stated to the Integrated Intervention Team (IIT) that the current vision statement, which was developed years ago, has not been updated to address the school’s current areas of need. Upon document review, the IIT found that there are varied published vision statements. The student handbook has one school vision statement, and the school website has another, which focuses on college and career readiness. During interviews with the IIT, school staff was unable to articulate the school vision. Staff reported a feeling of urgency about improving student outcomes, but was not able to articulate any specific, measureable, shared goals for student academic or social well-being. Consequently, without a shared and fully understood school vision and clearly aligned measureable goals, student achievement and school progress are negatively impacted.

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.

- While teachers collaborate to review data, there are few evidenced-based systems or structures in place to examine and improve practices in areas of critical need. During interviews with the IIT, the school leader indicated that teachers meet by content area to set goals, plan, and create lessons

based on analysis of data from teacher-constructed tests. The school leader also noted that all teachers were provided with grade nine English language arts (ELA) scores. Review of documents by the IIT indicated that although goals are shared, they lack indicators for success. Teachers stated to the IIT that there is a need for professional development (PD) for general education teachers in effective instructional practices for students with disabilities. The IIT also found that although the school leader stated five goals for the school, the goals did not include specific, measurable outcomes or timeframes. Consequently, the lack of fully functional, evidenced-based systems and structures to analyze data and create action plans in key areas, limits progress toward improving student achievement and mission-critical goals.

**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 submits justifications to the district for pertinent positions based on student needs. During interviews with the IIT, the school leader stated she advocated to the district and then recruited and hired a reading specialist based on a long-term need of the school. The school leader also stated that she submitted a request for a mathematics coach based on the needs of the school. However, the IIT did not find evidence of additional initiatives relating to resource allocation based on student need or that resource allocation decisions were based on goals that were specific and measurable. While the school leader has made some strategic decisions that support student needs, the allocation of resources lacks overall systematic planning with targeted, measurable goals, which limits the school leader's ability to promote student achievement.

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

- The school leader does not have a fully functional system in place to track teacher progress and hold staff accountable. The school leader reported that a plan to meet the required number of formal observations of teacher practices throughout the school year was developed but will not be fully implemented by the end of the school year due to competing initiatives. The school leader reported that teachers engage in peer observations with the Annual Professional Performance Review (APPR) rubric and that department heads arrange coverage for these visits. In the first half of the year, these visitations occurred monthly. However, the IIT found limited evidence of progress tracking or clear expectations for improvement communicated to staff. The IIT also noted that the evaluation document specified for assistant school leaders is not consistent with the APPR rubric. The lack of a fully developed system with progress tracking and clear expectations limits the ability of the school leader to hold staff accountable for continuous improvement, which negatively impacts student achievement.

<b>Tenet 3 - Curriculum Development and Support:</b> 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 leader and staff implement curricula that consider standards. However, the curriculum does not consistently support the Common Core Learning Standards (CCLS) in all areas nor is it modified to provide rigorous instruction for identified subgroups. Consequently, student-learning outcomes are limited.

**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 is developing and implementing curricula that support the CCLS although it is not consistent in all areas. The school leader reported to the IIT that she provided a pacing calendar/curriculum map based on the CCLS, which she shared with all teachers. Interviews with staff and documents reviewed by the IIT indicated there is common planning time for teachers in the same content areas to facilitate instructional collaboration on CCLS curricula. However, the IIT found that curricula do not consistently support the CCLS in all areas. As a result, students exposure to a rigorous curriculum that supports the CCLS is uneven, which limits what students need to know to be college- and career- ready.

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

- The school leader indicated that she expects teachers to use curricula to guide lesson plans and instruction. Document review of lessons and classroom visits by the IIT indicated that most teachers used plans and materials appropriately aligned to the students’ grade levels and CCLS. The IIT found that not all student instruction consisted of in-depth teaching and learning techniques. In some classes visited by the IIT, students did not engage in higher-order thinking skill activities or analyze information related to text. Because student instruction does not consistently incorporate higher-order thinking components, not all students experience deep conceptual understanding and knowledge.

3.4 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to

have access to a robust curriculum that incorporates the arts, technology, and other enrichment opportunities.

- While the school leader reported she has created opportunities for teachers to meet in departmental meetings two to three times per week to work collaboratively, the IIT found that the student curriculum and instruction includes minimal integration of technology and the arts. Students reported access to technology in the classroom is generally limited. The IIT observed that teachers infrequently used SMART Boards during lessons. Interviews with the large student group indicated student access to art supplies were limited. Students also reported there were few opportunities to participate in activities relating to music, such as having a school band. Consequently, students are not fully benefitting from the arts, technology and other enrichment areas, which limits additional learning opportunities to support their success.

**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.

- Although school leaders review varied student data, there are few guidelines in place for the evaluation of student information to determine the level of support needed to increase achievement levels. Interviews with school leaders indicated they primarily review Regents examination results and data concerning discipline and attendance. Review of documents by the IIT indicated there were no data summaries or consistent protocols for analyzing school-wide data to identify patterns of student performance or improvement plans or goals. Lessons reviewed by the IIT did not generally reference student data. Because the school lacks a comprehensive school – wide data-driven system, teachers are unable to adequately plan for instruction based on student needs, which limits 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.

<b>Tenet Rating</b>	<b>D</b>
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**Debriefing Statement:** Teachers create safe classroom environments for students. However, the use of generic plans that do not include classroom differentiation and flexible grouping based on student data, limit high levels of engagement.

**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’ instructional plans lack data-based components to meet student goals or promote high

levels of inquiry. Lessons plans reviewed by the IIT did not include data or grade-level goals and did not generally include descriptions of differentiated activities or accommodations for English Language Learners (ELLs) or students with disabilities. Interviews with the special education supervisor indicated she has limited time in the building and that teachers need additional guidance in the development of Individualized Education Programs (IEPs). The IIT found that the grade nine teacher team collaborated to discuss marking period grades, class test data, Regents examination scores, student behavior and social emotional needs, and attendance. However, interventions were discussed for only three of over twenty students identified as struggling and reference was not made to progress towards individual student goals. Consequently, the lack of plans and strategies that reflect student achievement goals and the diverse needs of students, particularly subgroups, hinders high levels of engagement and inquiry.

**4.3 The school has received a rating of *Developing* for this Statement of Practice:** Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.

- Teachers inconsistently use differentiated instruction or varied activities to provide multiple points of access for all students. In classrooms observed by the IIT, a single teaching strategy was frequently employed, limiting the engagement and success of all students. Assessments observed during lessons were inconsistent, with teachers sometimes accepting short answers from students without validation for their answers. Smart Boards were used infrequently during lessons, limiting the opportunity for visual learners. Consequently, limited differentiation results in few opportunities for multiple points of access for students to achieve instructional outcomes and related 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.

- In classrooms visited by the IIT, teacher to students and student-to-student interactions were respectful and appropriate. However, the IIT found that students are not consistently taught behavioral expectations nor are the expectations posted in classrooms. During classroom visitations, including two self-contained classrooms, the IIT found that some teachers used materials targeted to meet the needs of individual students and posed higher order questions that required evaluation, interpretation and analysis. However, interviews with staff indicated that although teachers are motivated to provide specially designed instruction and accommodations to students, they have not received PD in this area to help increase student engagement and inquiry. Because instruction is not consistently tailored to meet the strengths and needs of all students, high levels of student engagement and inquiry are limited.

**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.

- Although teachers review student data, they do not consistently use it to drive instruction, monitor

student progress, or promote student participation in their own learning. During interviews with the IIT, teachers reported that Regents examination scores and attendance information are the prime data sources they review in the planning of lessons. Staff reported it was difficult to look at additional data when they have thirty students in the class. They stated the goals were “to exceed last year’s scores.” Teachers reported to the IIT they looked at data in grades ten to twelve within departments, but not across departments. Observation of a grade nine meeting indicated teachers meet as teams, sharing data across content areas, including Regents examination scores, student attendance and behavioral referrals. However, the IIT found little evidence to indicate plans were specifically designed to target interventions for all students. Because of teachers’ limited use of data to make decisions about instructional or academic interventions, instruction is not consistently linked to specific student needs, hindering student participation in their own learning process.

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

**Tenet Rating**

**D**

**Debriefing Statement:** School constituents can articulate behaviors that demonstrate social and emotional health; however, there is no established curriculum focused on social emotional learning or PD for staff on student social-emotional needs. As a result, the school’s ability to be responsive to all students’ social and emotional development health needs is limited.

**Strengths:**

5.4 **The school has received a rating *Effective* 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 constituents feel the school community is a safe environment. During interviews with the IIT, support staff, students, teachers, and parents all reported a feeling of physical safety in the school. Students reported to the IIT that staff talks to students about bullying and that there has been a decrease in such occurrences. The school leaders, dean, and teachers all referenced the Positive Behavioral Interventions and Supports (PBIS) expectations of being “Respectful, Responsible, and Ready,” although they were unclear about specific roles teachers play in achieving those expectations. However, student support staff articulated meaningful goals for student social and emotional health. Consequently, constituents’ positive feelings regarding the safe learning environment promotes students’ sense of ownership and student outcomes.

**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.

- Although the school has some limited partnerships and informal systems, the school does not have

overarching systems and structures in place that support student social and emotional health. The dean reported that there is an informal system for pairing some students with a teacher mentor. While the support staff indicated that there is no formal process for mental health screening, the social worker described a formal process for referring students in psychiatric crisis that includes a referral form, an interview with the parent and student, and a referral to a community mental health agency. Student support staff identified a system for reviewing attendance data. However, students and support staff reported that staff had not worked with students to establish post-secondary goals or to connect students with agencies to meet and support those goals. The lack of formal systems and coordinated services results in gaps in the school’s ability to support the social and emotional developmental health needs of all 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 has developed behavioral goals but is in the beginning stages of articulating a vision for social and emotional health. During interviews with the IIT, the school leader, dean, and teachers referenced the PBIS expectations of being “Respectful, Responsible, and Ready” in relation to the process of identifying social, emotional or health problems that negatively impact student learning. Teachers interviewed stated that the PBIS goals for the building were started to establish clarity about what teachers wanted to see in the school culture, but that “it was challenging to get everyone on the same page.” The dean described the PBIS initiative as in a developmental stage, with expectations and a matrix developed, but without specific behavioral lesson plans, a fully developed acknowledgement system, or school wide ownership yet. Student support staff reported to the IIT that there has been no PD for staff on responding to student social emotional needs. As a result, the school community is limited in its ability to foster a healthy learning place for all constituents.

**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.

- While the school leader has communicated clear expectations for staff to use student data to identify student needs, the school does not provide support to teachers to enhance their ability to use data to respond to student social and emotional health needs. Document review indicated the school has a form for referring students for counselor support, but support staff stated that the form is not used on a regular basis and referrals are done informally. Student support staff described an informal process for discussing student data to identify needs; however, these efforts have not resulted in a comprehensive action plan or on focused PD for teachers. Consequently, the lack of the systematic use of data to support student social and emotional needs hinders the school’s ability to identify and respond to student needs, which negatively impacts student success.

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

<b>Tenet Rating</b>	<b>D</b>
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**Debriefing Statement:** The school environment is welcoming to families, and the school has developed partnerships with some community-based organizations (CBOs). However, the school has not provided sufficient opportunities for all families to understand data, which limits the ability of parents to support the progress of their children.

**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 fosters a welcoming environment that provides opportunities for family engagement and community access. Document review, interviews with parents, staff, and students indicated that the school has an open door policy for families. The school leader and teachers stated there are multiple formal opportunities to engage parents, including three parent nights a year and frequent letters sent home. During the support staff interview, counselors described six evening seminars offered to parents on topics, such as financial aid and senior orientation. Parents reported to the IIT that they feel very welcome in the school and staff is always available. Parents also stated that teachers and school leaders resolve problems immediately and to their satisfaction. Document review indicated that Parent Involvement Day is held annually for parents to attend class with their child. Because of the welcoming atmosphere, parents are engaging with the school, which enhances their ability to support student success.

**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' strength and needs are identified and used to augment learning.

- While the school communicates with stakeholders, not all of the communication is reciprocal. During interviews, parents reported to the IIT that communications that are sent home are predominantly in English and Spanish and do not take into account other languages in the community. The special education supervisor reported to the IIT that a translator is available for annual review meetings and that attendance at these meetings has increased. However, translators are not always available for other parent-teacher meetings concerning students with disabilities. Support staff noted that the school's major focus on outreach efforts is for parents who have children in grades eleven and twelve. Parents reported that the school has a Parent Notification Program (PNP) to facilitate reciprocal communication; however, parents must sign-up to participate. Parents also noted that the school does not have a position for a parent coordinator, thereby limiting additional outreach efforts. Because of inconsistent reciprocal communication with families, opportunities for families to support their children's learning and success are limited.

6.4 **The school has received a rating of *Developing* 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.

- Interviews with school stakeholders indicated the school has built some partnerships to engage constituents in the learning and growth of the school. The school social workers described a process for working with families to connect students in crisis with community mental health agencies. The special education supervisor attended several Regional Special Education Technical Assistance Support Center (RSE-TASC) trainings on IEP development. Document review indicated students participate in various conferences and workshops, including a leadership conference at Westchester County Center and an AT&T job enrichment program. Some students also visited SUNY Purchase and were exposed to different educational experiences to enrich their learning while still attending high school. However, the IIT found there was limited evidence of PD on developing and sustaining partnerships with families. Although the school partners with some outside agencies, the lack of a plan for focused PD for staff on the development of partnerships with families limits support for student success.

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

- Although the school shares some student data with parents, not all parents are able to understand the information. Parents reported to the IIT that assessment information is available on Home Access and progress reports are sent home to parents. However, parents indicated to the IIT that they felt the format should be modified to include more specific information on student progress. Parents and support staff reported there were no workshops that were held to assist parents in interpreting student data. As a result, student data is not shared in a way that empowers families to use, understand, and promote dialogue between school constituents, which hinders the ability of parents to advocate on behalf of their children's needs.

## **Recommendations:**

### **Tenet 2: School Leader Practices and Decisions**

In order for the school's strategy and practices to fully align with the concepts in the Effective column of Tenet 2 the school should:

- 2.2: Develop and share a vision concerning student achievement and well-being that indicates how the school will work as a community to realize this vision as outlined in the SCEP and other school improvement documents. Ensure that the vision is created by a group of staff and families and is supported by the school community so that it is uniformly seen, heard, and known across the community. Develop and work towards specific, measurable, ambitious, results-oriented and timely goals that reflect priorities that are aligned with the vision.
- 2.3: Encourage staff to use systems that are dynamic, adaptive, interconnected, and that lead to the collection and analysis of student achievement outcomes. Adopt and support practices in areas that impact school and student progress and achievement, which include feedback loops and examples of best practices connected to student achievement. Communicate pertinent school goals that are timely, transparent, and widely available to all stakeholders.
- 2.4: Reexamine practices regarding resource allocation, and establish a process that is aligned with meeting specific, measurable, timely school-wide goals more effectively.
- 2.5: Develop and implement a system for frequently observing teacher practices throughout the school year that result in relevant feedback and teacher improvement plans. Use student data, feedback from formal and informal observations, and PD opportunities connected to improvement plans to provide support to teachers and other staff members. Conduct periodic check-ins of school administrators (especially administrators supervising subgroups of students who are experiencing achievement and developmental lags, such as special education and ELL supervisors) and staff members that lead to an understanding of the next steps that are necessary to be able to yield a positive year-end evaluation rating.

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

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

- 3.2: Establish a systematic school-wide process for creating curricula that support the CCLS in all areas.
- 3.3: Ensure teachers formally participate in grade-level or other meetings to collaboratively create and examine coherent CCLS-appropriately aligned curriculum unit plans across their grade and subject. Ensure teachers use appropriately aligned CCLS pacing calendars and unit plans across all grades, content areas, and classes that expose students to a progression of sequenced, complex materials. Ensure teachers use CCLS-appropriately aligned lesson plans that promote higher-order thinking skills and help students analyze information.
- 3.4: Ensure that students are exposed to a standards-based aligned curriculum that enables students to discover, create, and communicate information using the arts, technology, and other enrichment areas.
- 3.5: Collect timely data (formative and summative assessments, including screening, interim measures, and progress monitoring) and share it with teachers and instructional staff so they can assess school effectiveness, identify student needs, and promote high levels of student learning and success. Use assessment tools to identify patterns of student learning that lead to the adaptation of instruction. Analyze collected data, leading to the

development of instructional plans for groups of students that capture current levels of student achievement and map out a clear and timely path for progress and growth.

#### **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 teachers have a plan that is informed by data (summative, interim, attendance, IEPs, NYSESLAT) and grade-level goals for all groups of students. Ensure teachers use instructional practices and strategies that are aligned to plans, include accommodations for groups of students with disabilities and linguistic needs of ELLs and provide instructional interventions to students that lead to inquiry and engagement. Ensure teachers create short- and long-term goals for groups of students based on grade-level benchmarks and lead to student involvement in their own learning.
- 4.3: Ensure teachers use instructional practices appropriately aligned to CCLS curriculum maps to instruct students, leading to student achievement. Support teachers in providing students with a wide variety of ways to engage in learning that enables students to achieve their targeted goals.
- 4.4: Encourage teachers to use strategies that are sensitive to diverse groups of students and their needs, which provide access to learning and social opportunities. Ensure teachers stimulate student thinking by asking questions that relate to instructional materials that contain high levels of text and content complexity.
- 4.5: Ensure teachers use data sources and analyze the information provided from such sources to inform instructional decision-making, including student grouping and instructional strategies. Encourage teachers to use targeted plans to adjust student grouping and instructional strategies based on data for most students. Provide students with frequent feedback based on the analysis of timely data and provide students with their next steps.

#### **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: Establish and sustain a system that allows each child to be known by a designated adult who coordinates social and emotional developmental health needs. Ensure that a system for referral and support for all students addresses barriers to social and emotional developmental health and academic needs. Use data to identify areas of need and cultivate partnerships that impact student social and emotional developmental health.
- 5.3: Develop a curriculum/program that teaches, supports and measures, social and emotional developmental health for students that results in a significant number of students demonstrating these skills. Provide PD that builds adult capacity in supporting students' social and emotional developmental health and that results in a safe, respectful learning community.
- 5.5: Work with teachers to develop an understanding of how to use data to address students' social and emotional developmental health needs that align to academic and social success.

## **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: Ensure school staff communicates about school issues and concerns in all languages so that all parents are aware of the communication. Regularly communicate with families concerning student achievement information using multiple tools in all pertinent languages so that student achievement is increased.
- 6.4: Provide PD to targeted school staff on how to actively seek and sustain healthy partnerships with families and community organizations that is linked to student needs.
- 6.5: Provide a wide range of learning opportunities for families to enable them to understand student data so that families are able to partner with the school to promote student success.