



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code/DBN	03-14-01-06-0002
School	Tioughnioga Riverside Academy
School Address	P.O. Box 249, Whitney Point, NY
District	Whitney Point Central School District
School Leader	Laura Pilotti Chestnut
Dates of Review	May 8-10, 2013
School Accountability	Focus
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	4-8	Total Enrollment	596	% Title 1 Population	38%	% Attendance Rate	95%				
% Free Lunch	35%	% Reduced Lunch	12%	% Student Sustainability	96%	% Limited English Proficient	0	% Students with Disabilities	18%		
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	3	# Consultant Teaching	At each grade level	# Integrated Collaborative Teaching	1						
# Resource Room	0										
Types and Number Special Classes											
# Visual Arts		# Music		# Drama		# Foreign Language		# Dance		# CTE	
Racial/Ethnic Origin											
% American Indian or Alaska Native	0%	% Black or African American	2%	% Hispanic or Latino	1%	% Asian or Native Hawaiian /Other Pacific Islander	.5%	% White	95%	% Multi-racial	1%
Personnel											
Years Principal Assigned to School	1	# of Assistant Principals	1	# of Deans	0	# of Counselors / Social Workers	3				
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	0	% Teaching with Fewer Than 3 Yrs. of Exp.		Average Teacher Absences					
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) (g)			
ELA Performance at levels 3 & 4	47.8%	Mathematics Performance at levels 3 & 4	62.2%	Science Performance at levels 3 & 4	90%	4 Year Graduation Rate (HS Only)	84%				
Credit Accumulation (High School Only)											
% of 1 st yr. students who earned 10+ credits		% of 2 nd yr. students who earned 10+ credits		% of 3 rd yr. students who earned 10+ credits		6 Year Graduation Rate					

Did Not Meet Adequate Yearly Progress (AYP) in ELA (Mark an "X" in the field(s) where school is identified for not meeting AYP.)			
	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		
Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	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		
Did Not Meet Adequate Yearly Progress (AYP) in Science			
	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		
Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective			
	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. Ensure articulated leadership on the urgency of high expectations and the commitment to achievement for students with disabilities.
2. Allocate time in leadership meetings for building leaders to manage data on a regular basis to monitor areas including student progress, progress toward goals, community engagement and student well-being.
3. Implement the Annual Professional Performance Review (APPR) process with trained administrators.
4. Provide professional development on the shift of curriculum to the Common Core Learning Standards (CCLS). The school community will continue to implement the English language arts CCLS throughout content area instruction (Whitney Point-School Comprehensive Education Plan (WP-SCEP) 2011-12)
5. Implement positive behavioral approaches and the Olweus Bullying Prevention Program.

*****Data from 10-11 report card and level zero for 11-12**

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		
OVERALL RATING FOR TENET 2:				X	

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	

	OVERALL RATING FOR TENET 3:			X	
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	
	OVERALL RATING FOR TENET 4:			X	
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
	OVERALL RATING FOR TENET 5:			X	

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

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

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
<p><u>Debriefing Statement:</u> There is no articulated and widely understood vision tied to the school’s strategic action plan for school improvement, which limits the effectiveness of schoolwide systems and processes. As a result, the school community is not working together with a sense of urgency to accomplish goals and improve student outcomes.</p> <p><u>Strengths:</u></p> <p>2.4 <u>The school has received a rating of Effective for this Statement of Practice:</u> Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.</p> <ul style="list-style-type: none">• The school leader makes strategic decisions when organizing resources concerning human, programmatic and fiscal capital. The school leader reported that she is responsible for hiring decisions within the building and uses established protocols that involve stakeholders in the process. Reviewers learned through staff interviews that the school leader assigns building mentors to all new staff members and new hires participate in professional development (PD) through the district's mentoring program. The school leader has also reorganized the master schedule and utilized School Improvement Grant (SIG) monies to provide an after-school program for eligible students. The staff reported that the school leader is involved in developing the budget for the building through meetings with district leaders to discuss student population trends and programmatic needs. Maximizing the efficacy of the school's resources facilitates the potential for school improvement and student achievement. <p>2.5 <u>The school has received a rating of Effective for this Statement of Practice:</u> 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.</p> <ul style="list-style-type: none">• The school leader has a functional system in place to conduct targeted and frequent observations. The school leader reported that use of the Danielson Framework for Teacher Evaluation as the district’s APPR model would occur for the first time during the 2012-13 school year. The district’s mandated, evidence-based Annual Professional Performance Review (APPR) process requires that non-tenured teachers receive two formal and two informal observations during the school year; tenured teachers receive one formal observation and a series of classroom walk-throughs. The school leader reported that this process allows her to work with individual, as well as small groups of teachers, around identified areas of concern and PD needs. The subsequent teacher write-up provided by the school leader includes a list of questions to guide the teacher's reflection on the lesson, identifies the teacher's strengths and areas for growth, and provides recommendations for improvement. One teacher reported that the written feedback and post-observation conference led to improved instructional practices in her classroom. The school leader is also a member of the district’s leadership team. This group meets most weeks to examine and discuss student data and program needs. Systems are in place to position the school leader to track teacher practices based		

on student data, feedback and PD opportunities; a well-established process promoting staff and school leader accountability increases the potential for continuous school improvement and contributes to student success.

Areas for Improvement:

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

- The school leader and members of the school community did not describe a shared vision as outlined in the School Comprehensive Education Plan (SCEP). Mission and belief statements exist and are well known as part of district and building level Shared Decision Making Committees' strategic plans. However, school community members do not have a common vision for school improvement and meeting the needs of diverse groups of students. In interviews, staff and parents indicated the school vision was to improve student achievement and prepare students to be "college and career ready." Without a widely known and clearly understood vision that espouses high expectations for all students, school improvement efforts lack the focus and sense of urgency necessary to improve student outcomes.

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.

- There are structures in place for the collection of data, but no explicit, consistent protocols for data analysis. The school leader reported that grade levels and departments have created data driven instruction (DDI) action plans that outline the types and frequency of data collection that should occur. However, the school leader did not develop a process for data analysis. Pertinent data was discussed at team and grade level meetings, but each chairperson facilitated the discussion, as they deemed appropriate. There was also no system correlating the collection of social and emotional developmental health data to student achievement. Therefore, the use of data is not maximized. Incomplete implementation of the practices and procedures that lead to improved student outcomes limits progress toward achieving schoolwide goals.

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

Tenet Rating

D

Debriefing Statement: The school is in the process of revising its curriculum to support the Common Core Learning Standards (CCLS). Implementation is not complete; as a result, many students are not being adequately prepared to meet the academic rigor of the CCLS.

Areas for Improvement:

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

- The school leader and staff have begun to revise curriculum to support the CCLS, but the work has not been completed in a consistent manner and school-wide curriculum implementation is incomplete. The school leader and staff reported that they have participated in CCLS training and worked with regional content experts to begin curriculum revisions. Much of the curriculum revision is occurring during the summer, as there is limited time for this work built into the school schedule and district calendar. The CCLS shifts for mathematics and English Language Arts (ELA) have been reviewed at faculty meetings, but there was little evidence of shift implementation taking place in classrooms. In the 39 classrooms visited, only 12 observed lessons required higher-order thinking skills, included probing questions, or engaged students in high levels of discourse. Eight of the 39 lessons included the reading of informational texts. As a result, the instruction provided to students does not prepare them to meet the academic rigor required by the CCLS. The lack of a comprehensive CCLS-aligned curriculum, with no established process for developing one, limits opportunities for schoolwide improvement.

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.

- Teachers meet as grade levels or teams on a regular basis. Grade level chairs or team leaders create the agendas and facilitate the meetings. There is no protocol that establishes an expectation that a discussion of lesson or unit planning should occur during these meetings. Existing curriculum maps align to state standards and grade level materials. The district has developed a new lesson plan format that requires mapping to the CCLS, but it is only required for formal observations, and therefore not used consistently for instructional planning. Eight of the lesson plans reviewed during classroom observations referenced the CCLS; four included formative assessments, nine provided for differentiation of instruction or student grouping, and two included essential questions or questions to promote higher-order thinking. Inconsistent use of lesson planning procedures results in instruction that is not adequately differentiated and does not promote the depth and rigor required by CCLS.

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 teacher collaboration opportunities exist, their focus centers on curriculum alignment and DDI. The school leader provides common planning time daily for grades six to eight, twice weekly for grades four and five, and weekly for the arts. Each instructional space in the school was equipped with computers, an interactive whiteboard, and a document camera. During classroom visits, reviewers observed teachers using technology in limited ways, except in a few instances when teachers used document cameras. For example, the team observed collaborative co-teaching

between the librarian and a classroom teacher, who were using technology to create "movie trailers" as a culminating project for an author study unit. However, the review team noted the use of the interactive whiteboard in only one classroom. A lack of consistent integration of the arts, technology and enrichment opportunities within courses diminishes student opportunities to explore and demonstrate knowledge in alternative ways.

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.

- The school leader and staff are aware of the importance of data; however, it is not consistently used for strategic action planning. The school leader reported that she shares a variety of data, including formative and summative assessment results, screenings, and progress monitoring information with instructional staff, so that they can identify student needs and assess instructional effectiveness. The literacy coach reported collecting information from fourth and fifth grade teachers who administer the Fountas & Pinnell Benchmark Assessment to their students in the fall and spring. Grades six to eight ELA teachers administer a quarterly benchmark assessment and review results departmentally. Data is clearly being collected, but reviewers found little evidence that it is being used to inform instruction. The majority of classroom instruction observed was whole class, with differentiated instruction occurring in just nine of the 39 classrooms visited. The review team noted only one teacher using an assessment binder with notated data reports and individual student sheets with progress monitoring identified. Without a fully developed data-driven culture that takes into account student needs and the use of assessments to inform instruction, teachers cannot provide the targeted instruction necessary to result in improved student outcomes.

<p>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.</p>	<p>Tenet Rating</p>	<p>D</p>
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Debriefing Statement: Teacher implementation of instructional practices and specially designed instruction promoting the academic rigor and student engagement required by the CCLS is inconsistent. Instructional strategies and practices designed to engage and challenge all learners and provide multiple points of access to the curriculum are not being delivered on a schoolwide basis; therefore, student thinking and achievement do not meet grade level expectations.

Strengths:

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

Areas for Improvement:

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

- Instructional practices and strategies did not consistently promote high levels of student inquiry and engagement, and did not lead to targeted interventions and accommodations for all students. The

review team noted higher-order thinking was required of students in 12 of the 39 classrooms visited and students were engaged in a rigorous task in only 14 of the rooms. There was evidence of checking for understanding in 18 of the classrooms and whole class instruction in 30 of the 39 classes visited. Opportunities for inquiry and problem solving discourse was noted in just one of the classrooms and in only one other, there was evidence that the teacher had developed individual student goals based on data. A lack of instructional planning that includes targeted student goals and specific instruction designed to meet individual student needs prevents students from attaining the rigor required by the CCLS, and slows student improvement.

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' use of effective and appropriately differentiated instructional strategies to present content supporting the CCLS is inconsistent. The school leader reported that staff began the process of revising curriculum maps to support the CCLS in all content areas schoolwide, but the work has not yet been completed. Reviewers noted lessons that lacked in the variety of instructional strategies used, and there was little evidence to support a widespread and consistent use of student grouping practices. A lack of appropriate CCLS-based instruction limits students' ability to access learning and achieve 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.

- During classroom visits, reviewers observed staff management of student behavior that created compliant classrooms, but did not promote high levels of student active engagement and inquiry in all classrooms. Students interviewed by the Integrated Intervention Team (IIT) reported that their homework and classwork was not always interesting. Only thirty-eight percent of upper elementary students reported in the Tripod Project student survey (Tripod survey) that they had interesting homework and just forty-seven percent responded that schoolwork was interesting. On the same survey, 42 percent of the secondary students at this school indicated that class does not hold their attention. Instruction in most classrooms is not leading to the high levels of discourse and meaningful student engagement necessary to prepare students to meet the demands of the CCLS and grade level expectations. A lack of instruction designed to be responsive to students' needs and experiences limits student engagement and slows student improvement.

4.5 The school has received a rating of *Developing* for this Statement of Practice: Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.

- Staff use of data to inform decision-making and provide students with feedback on their academic progress was not consistent. Through IIT interview, students and staff reported an inconsistent use of data to provide students with feedback on their academic achievement. In the Tripod survey, reviewers noted only 34.1 percent of responding staff members indicated that they use student performance data to make instructional decisions. Instructional plans are not consistently informed by data and do not target individual student needs or foster student participation in their own learning, which limits student achievement.

Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.	Tenet Rating	D
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Debriefing Statement: Members of the school community describe the school environment as warm, welcome, and safe. There are many services provided by the school community to meet the social and emotional developmental needs of students. Data is collected; however, there is no systemic process established to manage it, which limits the school's capacity to meet all student needs.

Strengths:

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

Areas for Improvement:

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

- The school does not have a fully developed and sustainable system that supports social and emotional developmental health. Student support staff reported that there is no specific referral process established to provide students with access to services. They reported that they meet with teachers, each other and students on the failing list each marking period, to discuss student needs and to determine who receives services; however, there is no system in place for identifying or tracking these needs. Without an established system of supports, the social and emotional developmental health needs of students cannot be addressed systemically, which limits academic success.

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.

- While the school invests resources to build staff capacity to create a safe and healthy environment for students, families, and staff, it does not have a clearly defined vision to use as a guide. During IIT interviews, members of the school community spoke about the Olweus Bullying Prevention Program, which is in the second year of implementation. Staff reported that the entire school attended full-day training on the program in March of 2013. Students indicated that teachers emphasized the importance of respect in the classroom, but in a review of the Tripod survey, 43 percent of upper elementary students and 49 percent of secondary students in this school reported that students behave the way individual staff members want them to. Differing philosophical approaches to behavior management exist between teams, grade levels and classrooms, as was evidenced during the team meeting and vertical teacher group interviews. The lack of a uniform behavioral system creates inconsistencies in individual student experiences and their perceptions of school, which limits the capacity of the school to build a safe learning environment.

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 constituents have an general understanding of how the school is safe, but not a clear sense of shared ownership or the way in which school safety correlates to student learning. Parents and staff members readily identified the security features and safety procedures in use at the school. Parents reported that student support staff is available to assist students with social or emotional issues and participants in the large student group interview reported feeling safe in school. Students also reported that the school social worker and school counselors were easily accessible. However, the most recently issued school report card reflected continuing struggles with academic growth and achievement. The social and emotional safety provided by the school community, and reported by its constituents, must be linked to an understanding of how the social and emotional developmental health of students supports the school's goals and leads to improved student outcomes.

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

- Though staff collects social and emotional developmental health data, a system does not exist to analyze it. During IIT interviews, staff reported being aware of data collection taking place in several areas including, school administered student surveys measuring various aspects of social and emotional developmental health, attendance and disciplinary matters. Student support staff reported that while the school collected social and emotional developmental health data it was not systematically analyzed or shared with instructional staff. Some survey data was shared at a faculty meeting, but no follow up discussion or analysis was offered. Without a comprehensive system in place to analyze collected data, the potential impact on program development and student success is diminished.

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

Tenet Rating	D
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Debriefing Statement: The school has structures in place to ensure that parents and families feel welcome. Family-school connections are strong, and many well established partnerships with community agencies exist. However, different philosophical approaches to student and family engagement result in an inconsistent culture within the school that limits student academic progress and social-emotional growth.

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.

- School leaders provide opportunities and structures that encourage families to engage with the school. The parent group interviewed by reviewers agreed that the school is welcoming to students

and families and that school leaders listen and are responsive to their concerns. They credited the school's participation in the regional federal Safe Schools/Healthy Students (SS/HS) grant initiative called Safe Healthy Attitudes Require Education (SHARE) as a key factor in fostering family-school connections. In addition, IIT interview and document review confirmed that the school plans events, such as Family Literacy Night and a science fair, to engage families. Parents who participated in the parent group interview stated that families who take advantage of the opportunities available to them have stronger connections to the school, which leads to increased student success. A welcoming atmosphere and outreach to families fosters a feeling of belonging and trust, which encourages all families in engaging with the school to support their children's success.

6.4 The school has received a rating of *Effective* 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 establishes partnerships to support student success. The school has a long-term relationship with the Family and Children's Society of Broome County, which provides a full-time on-site social worker to work with students and families at the school. Through the end of the 2012-13 school year, the five year SS/HS grant initiative called SHARE provided the funding which allowed several community agencies to provide supports and special programming to staff and families to strengthen family-school connections. The school also has a relationship with Binghamton University's School of Social Work, through which social work interns and a full-time on-site supervisor are provided to work in the school with staff, students, and parents. Student support staff reported that they attended appropriate PD when offered, which enables them to better provide services in school and to connect students and families with support outside of the school, when needed. Home-school connections that are encouraged through partnerships with families and community agencies strengthen student learning and growth.

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.

- Staff members provide information to families, but reciprocal communication regarding student learning is not consistent. Most parents who participated in the parent group interview reported that they are informed about their child's progress through five week reports, report cards, the Power School parent portal, and e-mails. They also noted that parents who do not have access to a computer, the internet, a telephone, or regular mail delivery do not have the same level of communication with the school as those who do or the information necessary to help their child with schoolwork. Instructional staff members reported that some parents do not respond to requests for conferences or other contact involving a request for assistance for their children. Without consistent reciprocal communication, parental partnerships are not maximized and student academic growth is slowed.

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.

- The school shares student academic data and information about school events with parents in a

variety of ways, but does so without regard for the parent's ability to understand the content or connect its relevancy to short and long-term planning goals. The school shares academic information on individual students through five week progress reports and quarterly report cards. Academic support and special education teachers also send home progress reports regularly. The school sends information regarding school events home with students, posts information on the school website, and publishes information in newsletters or the local newspaper. However, there is no system in place to determine how many families actually receive the information shared and understand the contents and its relationship to their child's success at school. School staff members reported that parent-teacher conferences are held to share information with parents of struggling students, but not all parents attend these scheduled conferences. The school disseminates information to parents and the community, but with no protocol for follow-up, families do not understand how to use data to support student learning and increase academic achievement.

Recommendations:

Tenet 2: School Leader Practices and Decisions

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

- 2.2: Develop a school vision statement in collaboration with representatives of the school community that defines and establishes goals for rigor and high expectations for all students, including underperforming subgroups. Establish structures to ensure that all stakeholders are fully informed and understand their responsibility in enacting the vision and supporting any related goals.
- 2.3: Develop and implement protocols for data collection and analysis to inform and progress monitor instruction and student performance.
 - Develop and implement structures to promote collaboration between general education and special education teachers to routinely collect and analyze specific student data for students with disabilities across all academic areas and support services; use the data to identify student needs, and inform response to instruction and the identification of next steps.
 - Develop and use protocols in team, grade level, department, and committee meetings to maximize meeting time. Submit meeting minutes to school leaders that include a list of participants, data examined, students discussed (if appropriate), goals established, action steps identified, timelines identified, persons responsible and follow up dates determined.
 - Provide for continuous data feedback to engage school staff in conversations focused on the development of best practices and strategies.

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 CCLS-aligned curriculum that offers rigorous learning opportunities for all students, in all subject areas.
 - Implement an ongoing program of PD that leads to reflective practices across grade levels and subject areas to support the implementation of the CCLS-aligned curriculum.
- 3.3: Provide PD for staff in CCLS-based instructional lesson planning. Implement a common lesson-planning format.
 - Provide PD and coaching for staff in effective teaching strategies; namely, differentiated instruction, higher- order thinking skills, questioning techniques, and student engagement.
- 3.4: Regularly incorporate technology, arts, and other enrichment opportunities in a meaningful way to enhance students' experience with classroom instruction in support of the CCLS.

- 3.5: Create a culture of continuous improvement using data collection and analysis; use the results of formative and summative assessments to inform instructional decisions, develop objectives, and identify performance targets for students.
 - Integrate the components of a data based inquiry model, such as the one on Engage NY, to ensure that multiple sources of data are used to inform program and instructional decisions.
 - Provide PD through BOCES *Effective Teaching* sessions to develop multiple ways of assessing students' understanding of lesson objectives and content, and to make the necessary adjustments to instruction.

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: Develop, communicate, and implement a process for general education and special education teachers' instructional planning that identifies each teachers' responsibility, and provides for the planning of differentiated instruction to allow CCLS access to varying levels of learners; design instruction that provides intellectual challenge for learners who have mastered the concepts and content and for targeted students to address student needs as identified in IEPs.
 - Develop, communicate and implement a process to identify data informed short and long-term instructional goals and action steps for targeted students and groups of students.
- 4.3: Align curriculum to the CCLS in all content areas.
 - Provide PD with follow up coaching for general education and special education teachers in the areas of differentiated and specially designed instruction that provides multiple points of access to the CCLS, and stimulates progress toward targeted goals for all students.
- 4.4: Use the BOCES Network Team to investigate the differences between compliant student behavior and student engagement. Identify and implement instructional practices that promote active student engagement and participation.
- 4.5: Develop and implement protocols that promote self-monitoring and a shared responsibility in the learning process, by providing students with positive, corrective feedback based on formative assessments. Students should be aware of their individual learning targets, and be provided with instruction that will enable them to continually progress.

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: Implement a system for the collection and analysis of social and emotional developmental health data to inform decision-making regarding interventions and the provision of services. Based on the Response to Intervention (RtI) pyramid of student supports, define the protocols used to determine the provision of services.

- Implement a procedure to analyze social and emotional developmental health data to evaluate programs designed to address these needs.

- 5.3: Implement a consistent schoolwide approach to positive behavior interventions that promote social and emotional developmental health. The structures provided within Olweus could serve as the foundation for incorporating this type of approach into the school environment.
- 5.4: Implement a communication strategy promoting shared ownership that targets students, teachers and parents, and provides opportunities for these stakeholders to participate in schoolwide measures that support a safe and socially and emotionally healthy environment. Establish the relationship between a safe school and student learning and emphasize the responsibility each constituent group has in determining the school environment.
- 5.5: Provide PD to teachers regarding the use of data to address the relationship between students' social and emotional needs and academic 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: Implement a multi-layered outreach plan to communicate with all parents, in languages they understand, to encourage them to engage in their child's learning.
- 6.5: Provide families with the opportunity to understand and share student and school data. Provide training for parents on what to look for in data, how to interpret data, how data relates to their child, and how families can have a positive impact on their child's achievement.