



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

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



<b>BEDS Code</b>	320700011600
<b>School Name</b>	Alfred E. Smith Career and Technical Education High School (7X600)
<b>School Address</b>	333 East 151 Street, Bronx, NY 10451
<b>District Name</b>	NYC CSD 07
<b>School Leader</b>	Evan Schwartz
<b>Dates of Review</b>	October 28-29, 2014
<b>School Accountability Status</b>	<input checked="" type="checkbox"/> Priority School
<b>Type of Review</b>	<input checked="" type="checkbox"/> SED Integrated Intervention Team (IIT)

### 07X600 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	09,10,11,12	Total Enrollment	378
		SIG Recipient	YES
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	N/A	# Dual Language	N/A
		# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)			
# Special Classes	2	# SETSS	N/A
		# Integrated Collaborative Teaching	9
Types and Number of Special Classes (2014-15)			
# Visual Arts	11	# Music	N/A
		# Drama	N/A
# Foreign Language	7	# Dance	N/A
		# CTE	19
School Composition (2013-14)			
% Title I Population	84.3%	% Attendance Rate	80.6%
% Free Lunch	83.9%	% Reduced Lunch	5.1%
% Limited English Proficient	15.9%	% Students with Disabilities	28.2%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	N/A	% Black or African American	32.8%
% Hispanic or Latino	65.9%	% Asian or Native Hawaiian/Pacific Islander	0.8%
% White	0.3%	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	2.34	# of Assistant Principals (2014-15)	5
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	4
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	5.1%	% Teaching Out of Certification (2013-14)	11.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)	6.74
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)			
ELA Performance at levels 3 & 4	40.2%	Mathematics Performance at levels 3 & 4	35.3%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	77.3%	% of 2nd year students who earned 10+ credits	73.5%
% of 3rd year students who earned 10+ credits	59.7%	4 Year Graduation Rate	63.9%
6 Year Graduation Rate	66.0%		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	
Priority School	X		
Accountability Status – High Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	N/A
Economically Disadvantaged	YES		
<b>SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:</b>			
<ol style="list-style-type: none"> <li>1. Increase graduation rate to 70% for the 2014-2015 school year.</li> <li>2. 100% of the teachers will be proficient using new technology such as Skedula and Rubicon Atlas.</li> <li>3. Increase attendance rate to over 90%.</li> <li>4. Certify the new Graphic Arts program as a CTE program to sustain and attract more female students.</li> </ol>			

## Information about the review

- The review was co-led by an Outside Educational Expert (OEE) and a representative from the New York State Education Department. The team also included a district representative, a district-selected Outside Educational Expert, a Special Education School Improvement Specialist (SEIS) representative and a representative from the Regional Bilingual Education Resource Network (RBE-RN).
- The review team visited a total of thirty-four classrooms during the two-day review.
- Reviewers conducted focus groups with students, staff and parents
- Reviewers examined documents provided by the school, including curriculum maps, lesson plans, school-wide data, teacher feedback, and student work.
- The school provided results of a student survey that three hundred and twenty-six (92 percent) students completed. The school provided results of a staff survey that twenty-two (61 percent) of staff completed.
- The school provided results of a parent survey that one hundred and ninety-one (49 percent) of parents completed.

**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 Statement of Practice. Provide the letter rating in the OVERALL RATING row as the final overall tenet rating.

#	Statement of Practice	H	E	D	I
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission, and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<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 ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<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	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<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 leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.5	The school leader and student support staff work together with teachers to establish structures to	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	support the use of data to respond to student social and emotional developmental health needs.				
	<b>OVERALL RATING FOR TENET 5:</b>			<b>D</b>	
<b>Tenet 6 - Family and Community Engagement:</b> 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 leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<b>OVERALL RATING FOR TENET 6:</b>			<b>D</b>	

<b>Tenet 2 - School Leader Practices and Decisions:</b> Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement.	<b>Tenet Rating</b>	<b>D</b>
<p>The school has received a rating of <b>Developing</b> for Tenet 2 – School Leader Practices and Decisions.</p> <ul style="list-style-type: none"> <li>• The school leader has set Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals of “90-80-70,” respectively, for attendance, credit accumulation, and graduation rates. The review team found that these goals are known and articulated by students, parents, and staff. Attendance rates have increased from 76.5 percent in the 2012-13 school year to 81 percent in 2013-14 to 85.2 percent currently, in 2014-15. Four-year graduation rates have grown from 50.8 percent in the 2012-2013 school year to 63.9 percent in 2013-2014, and six-year graduation rates have increased from 61.8 percent in 2012-2013 to 63.8 percent in 2013-2014. However, the review team did not find evidence of clearly planned actions in the School Comprehensive Educational Plan (SCEP) focused on sustaining the improvements in attendance, credit accumulation, and graduation rates. There is also no clear mission that centers on the social and emotional developmental health of students. In addition, the review team found there is limited collection, tracking, and analysis of data, and few performance benchmarks, which limits the ability of the school leader to make informed decisions that enable the school to achieve its mission and to progress in a sustainable manner.</li> <li>• The school leader stated he made the decision to prioritize academic achievement towards graduation with a Regents diploma. In order to support this goal, the school provides extended-day learning and additional classes for students who are failing subjects, and shifted needed Career and Technical Education (CTE) classes to the extended day. However, there is no evidence of a comprehensive and coherent plan that indicates roles and responsibilities for school leaders, teachers, support staff, and parents to work together to contribute to the long-range goals. Some data, such as tests, reports, projects and in some cases exit slips are tracked, but the collection and analysis of data does not include a breakdown of specific skills, thus limiting the ability of staff to address the needs of individuals and groups of students.</li> <li>• The school leader has made some strategic decisions regarding the allocation of resources. He hired additional staff to reduce class size, and there has been improvement in the numbers of students graduating from the school. The school leader indicated he purchased equipment for CTE in the automotive repair and graphic arts rooms to mirror current technology in these two fields. However, the lack of data and support to improve instructional practice has not been addressed, despite the appointment of specialist staff, including a data specialist, instructional coach, and certified bilingual education teachers. Additionally, the review team found little indication of how the use of resources was assessed and how it will be evaluated throughout the school year.</li> <li>• Document review and interviews indicate that the school leaders provide frequent observations; however, observations are not prioritized using an analysis of teacher effectiveness based on student results and instructional practices. The review team’s examination of observation reports provided by the school leaders and discussions with staff during interviews, indicate that actionable feedback did not include targeted and timely follow up. There is a lack of evidence that feedback from observation reports</li> </ul>		

is used to plan professional development (PD) responsive to the needs of individuals and groups of teachers. As a result, teacher instructional support needs are not consistently addressed, and the implementation of uniform instructional practices is minimized.

- Although systems, such as Skedula, are used to track and monitor student progress, data for individual students is general. The information consists of class-work grades and homework as well as test, report, and project results, without a breakdown of specific skills, strengths, and areas of academic need. Skill-specific data is not used to identify the needs of individuals and groups of students, or to identify trends in student learning. In addition, despite programmatic decisions that allow opportunities for common planning time, the limited protocols and lack of data used in teacher meetings limit the effectiveness of staff working together to identify and address student needs and implement best instructional practices to drive student achievement.

**Recommendation:**

- In order to sustain the improvements in attendance, credit accumulation, and graduation rates, the school leader should work with school and teacher leaders and the school leadership team (SLT) to:
  - develop a range of evidence- monitoring activities to inform decisions;
  - develop a mission for the social and emotional health of students, and utilize data to identify student needs;
  - create structures and protocols, including data benchmarks to track, monitor, and evaluate the effectiveness of decisions made to allocate resources;
  - prioritize observations based on individual teacher needs, give timely and actionable feedback, and subsequently monitor and evaluate to ensure that best practices are implemented and supported by PD;
  - utilize capital and human resources to support a data specialist so that analyzed and shared data enable staff to identify and monitor the needs of individuals and groups of students and to evaluate and revise instruction to increase student achievement;
  - reorganize staffing, for example, instructional coaches, bilingual teachers, and a data specialist, to support the refinement of teaching practices to align with the New York State Common Core Learning Standards (CCLS); and
  - build structures and reexamine protocols to ensure the common planning time provided is used by teachers to examine student work, to identify specific student needs, and to incorporate best practices in lesson planning and instruction on a consistent basis.

**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.

**Tenet Rating**

**D**

The school has received a rating of **Developing** for Tenet 3 – Curriculum Development and Support.

- The school leader has begun to implement the CCLS-aligned curriculum by developing curriculum calendars that take into account and contribute to college and career readiness. However, although teachers are attempting to align unit and lesson plans to the CCLS, the plans the review team examined do not consistently integrate all components of the CCLS and specifically lack differentiation and higher-order questioning. Some unit plans reviewed are downloaded from commercial resources and are not

modified for the school. Those developed by teachers do not consistently include data-based modifications and adjustments appropriate to the needs of the students. Additional evidence from classroom observations shows teachers do not uniformly plan effective lessons or use data-driven instruction (DDI) protocols to address the needs of students. There is inconsistent planning for the use of complex materials and questions that promote higher-order thinking and peer-to-peer discussion.

- The review team found a lack of uniform data collection throughout classes, and data that is collected is not regularly tracked and analyzed to determine the needs of individuals and groups of students. During a subject conference, teachers discussed the issue of some students not understanding and mastering content, but did not identify the specific skills students had or had not developed. In lesson plans reviewed, differentiation is inconsistently included. Most lesson plans are general and do not regularly address specific instructional strategies tied to specific student data.
- Collaborative planning meetings are scheduled twice a week; however, there are limited protocols to share best practices and adjust curriculum to meet the needs of individuals or groups of students. For example, in one grade meeting observed by the review team and in minutes of grade meetings that were reviewed, student behavioral needs were explored, but student work was not assessed to identify instructional needs and adapt instructional strategies. An examination of lesson plans and classroom visitations showed limited use of multiple access points, differentiated assignments, and leveled complexity of text. As a result, common planning time does not yield effective curricula, assessments, and revisions. Many students reported that they are not challenged, that previously mastered work is re-taught again, and that few accommodations occur for accelerated learning, leading to a lack of student engagement.
- There is limited use of formative and summative assessments to inform curriculum planning. Some mid-term examinations are aligned to Regents examinations through the use of Eduware, but most assessments are teacher designed and do not consistently align with CCLS. Informal formative assessment tools, such as exit slips, are noted in many lesson plans. However, classroom visits indicated that these assessments are not consistently implemented, even when indicated in the lesson plan. There is little evidence that the information from these exit slips is used to modify instruction. Most students stated that they do not regularly engage in self-assessment to improve achievement in academic classes, nor are portfolios used on a consistent basis to help students track improvement in skills and strategies. Students do not regularly receive specific feedback, which would enable them to examine their work, and consequently do not evidence a clear understanding of their educational needs and strengths to promote achievement and take ownership of their learning.
- There is inconsistent use of interdisciplinary curricula that connects across subjects and relates instruction to everyday life in ways that increase student engagement and promote opportunities for student success. However, there are a number of interdisciplinary collaborations between CTE teachers and content area teachers that address science, mathematics, and English language arts (ELA) skills. The review team found that while students relate the skills taught in CTE classes with everyday life, this connection was not seen in most core area classes observed by the review team.

**Recommendation:**

- In order to improve teachers’ planning for instructional groupings in classes that focus on student specific skill deficiencies, the school leader should:
  - utilize resources to institute a data specialist position to aid school leaders and teachers in collecting and analyzing data essential to identifying the needs of individuals and groups of students;
  - implement a school-wide protocol that requires that all unit and lesson plans include differentiation for students, the use of complex texts, incorporate higher-order thinking questions, use formative and summative assessments, which are analyzed to align with the CCLS, and engage in protocols to identify best practice;
  - use the observation process, common planning time, and a school-wide system to monitor planning so that best practices and identified instructional priorities are addressed in unit and lesson planning; and
  - have teachers use common planning time to create units that interconnect content areas so students can relate their learning to real-life situations.

<b>Tenet 4 - Teacher Practices and Decisions:</b> Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking, and achievement.	<b>Tenet Rating</b>	<b>D</b>
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The school has received a rating of **Developing** for Tenet 4 – Teacher Practices and Decisions.

- The review team observed inconsistent use of data to plan and deliver instruction that is responsive to the needs of all students. In teacher interviews and meetings observed by the review team, there was little evidence of the use of deeply analyzed or disaggregated data. Teachers and school leaders indicate that there is not a standardized data binder that includes formative and summative assessments and that teachers uniformly use to track and target the needs of individuals and groups of students. Skedula is regularly updated by teachers and available to parents and contains student grades on tests, reports, and projects, along with homework and class work information. However, it does not include data about student strengths or areas of academic need. Data are not regularly collected and analyzed for item analysis to inform instruction and shape the modification of strategies, which limits meaningful adaptations for student instruction.
- School and teacher leaders do not uniformly ensure that teachers use practices reflective of student needs and learning styles that lead to increased achievement and the meeting of student goals. Little differentiation is evident in most lesson plans examined by the review team and observed during classroom visitations. Scaffolding of instruction was not consistently observed. Students did the same work without differentiated tasks or products, resulting in numerous students who were either unclear as to the task or unable to comprehend the work. Additionally, most lessons did not include the uniform use of DDI to purposefully group students and help students to effectively address the work. There is limited use of data and assessment to inform and adjust instructional strategies and grouping, and students do not regularly engage in self-evaluation through feedback and other approaches.
- Interviews with staff and students indicated that differentiated practices are sporadic and that most accommodations do not target specific academic needs of individuals and groups of students. Although

the school leader has implemented co-teaching classes, differentiation is not evident in most of these classes or in the self-contained special education classes. Little purposeful grouping was observed for students to work together on a common task or on specific skills in classrooms.

- Instruction in most classes is teacher dominated, and there is little opportunity for students to engage in peer-to-peer talk or discussion. During many classroom visitations, the review team found that questioning is at the knowledge or recall level and does not challenge students to think critically. Most teachers do not consistently incorporate higher-order questions or use text of varying complexity. As a result, students are not regularly challenged to think critically, nor to analyze and evaluate information, concepts and ideas. Additionally, all students use the same text, and there are few opportunities for multiple points of access. In most classes, the review team found that teachers elicit responses only from volunteers. Checks for understanding are inconsistent and often general, which limits teachers consistently determining which students have mastered a skill, strategy, or concept.
- Some students report that teachers have private conversations regarding specific feedback leading to self-reflection on their learning. There is little student writing displayed, and work that was posted did not uniformly have CCLS-aligned rubrics or standards, nor did teacher comments consistently address specific strategies or skills that students should address to improve their work. For example, some work examined by the review team had only checks, and other work had the number rating on a rubric circled. Students and teachers report that goal setting is general, such as do all the homework or work harder, and is not based on specific student data or guidance. As a result, most students are not clear about how to improve their assignments.
- During interviews, students related that the school has become a safe space. Most students indicated that they felt safe in classrooms. However, some students did not feel that all hallways are trouble-free although students reported that fights are rare. While students stated that they feel intellectually safe in their learning environment, they reported, that they are not consistently, actively engaged in learning, which was also evident during classroom visits by the review team. In addition, during some classroom visits, the review team found that disruptive behavior by some students interrupted opportunities for student engagement.

**Recommendation:**

- Establish a set of protocols with teachers during collaborative planning meetings, which identify expectations for instructional practices. Regularly monitor these protocols to ensure they are implemented in all classrooms.
- Utilize instructional coaches' support and the observation process to enable teachers to plan and implement rigorous and coherent CCLS instructional shifts resulting in effective strategies that include multiple points of access, differentiation, higher-order questions, student-centered lessons, formative and summative assessment for instructional revision, and student ownership of learning with goals and reflection.
- Utilize the services of a data specialist to support teachers' analysis of formative and summative assessments to identify specific student-learning needs, to revise instruction, and to give targeted

feedback to students and families.

**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**

The school has received a rating of **Developing** for Tenet 5 – Student Social and Emotional Developmental Health.

- Efforts to address the social and emotional needs of all students are hindered by the lack of comprehensive systems and a focused curriculum. The review team did not find evidence of a school vision that addresses the social and emotional developmental health needs of all students. The school has advisories for all students, three guidance counselors, a part time social worker, a psychologist, and a college and career counselor from Creative Connections, which is a cultural exchange organization that facilitates arts-based exchanges between classrooms in the United States and their peers around the world. However, there is no overarching plan that coordinates these services.
- During Interviews, some students shared that they do not believe that the advisory program meets their social and emotional developmental health needs. The review team did not find evidence of a system for structuring, evaluating and revising the composition of advisory groups. Students are grouped in advisories when they enter the school in grade nine and stay with the same advisor throughout their four years. Adjustments due to student preference or attrition are not always addressed; for example, in one advisory there is a large gender imbalance with eleven males and one female. While the school offers activities and some counseling opportunities for females, and has added graphic arts to the CTE program in an effort to attract more female students, there is still a preponderance of males at the school. Advisory groups incorporate a push-in health program, a certified financial program, and an ethics program for grade ten students to address some social and emotional developmental health needs. However, there is a lack of comprehensive systems to ensure that all students receive appropriate support.
- Although there is a PD calendar, the school does not provide a comprehensive and targeted PD plan to increase staff capacity to address social and emotional developmental health needs of all students. In addition, there is no unified school-wide curriculum that focuses on these needs. During interviews, some school leaders, parents, support staff and teachers were not able to identify skills and behaviors that lead to social and emotional developmental health.
- The school has not developed and implemented a strategic plan to collect, analyze and use data to identify and meet the social and emotional developmental health needs of all students. Members of the school support team (SST) discuss student social and emotional developmental health needs at their meetings, and the guidance staff reported to the review team that they review student grades after each report card. However, interviews with the staff indicate there is no systematic support system for students who are succeeding academically and do not exhibit behavioral issues. The SST indicated that there is an informal referral process. The teacher initiates the process by talking with a guidance counselor who then informs the team. However, a formal written process is not in place. As a result, not all students' social and emotional developmental health needs are identified and addressed.
- Although most students believe that they are learning in a healthy and safe environment, resources are

not consistently organized in a strategic manner to ensure that all students' social and emotional developmental health needs are met. Most students and teachers reported that the classes offer a safe learning environment. However, classroom visits showed that many classes do not have classroom rules posted, and some students are disruptive and interfere with the learning of others.

**Recommendation:**

- School leaders in collaboration with student support staff should develop, adopt, and share with teachers, parents, students and community organizations:
  - a comprehensive vision for social and emotional developmental health;
  - a curriculum that includes skills and behaviors, which contribute to social and emotional developmental health;
  - protocols and benchmarks using data to identify student needs, and monitor and evaluate these supports and interventions on a quarterly basis;
  - a comprehensive PD plan for social and emotional developmental health, utilizing school and community resources to build adult capacity and to coordinate services; and
  - a plan for the structure of the advisory groups on a bi-yearly basis using student and staff feedback through surveys or similar tools to ensure that the advisory group addresses the ongoing and changing needs of individuals and groups of students.

**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**

The school has received a rating of **Developing** for Tenet 6 – Family and Community Engagement.

- During interviews with the review team, parents stated that the school provides a welcoming environment and fosters reciprocal communication with teachers and support staff to support student achievement. Participants noted that staff members, including the parent coordinator, are easily accessible and generally responsive. The school provides multiple opportunities for reciprocal communication to increase staff and families' understanding about student needs and to support student achievement. All written communications with families are in English and Spanish. Recorded oral communications through school messenger are also in both languages. Teachers have access to bilingual staff when contacting families who prefer to communicate in Spanish. School leaders, support staff, and parents report that all parents visiting the school are first brought to the parent coordinator to aid in addressing any issues or questions.
- Some parents interviewed by the review team indicated that the lack of a parent handbook, a monthly newsletter, and a monthly calendar minimize regular on-going communication about school activities and events. Participants noted that they receive information at the beginning of the year, but there was a lack of clarity about the information they received, and some parents indicated they did not have to return a tear-off sheet to confirm that they received and read a student handbook. There is limited evidence that opportunities and due dates are communicated through multiple postings, calendars, and announcements, and parents interviewed relate that they sometimes have to seek information.

- The school community shares limited data regarding student learning needs and strengths, which families can access and understand. Parents indicate that post-secondary opportunities are broadly disseminated for CTE areas but not necessarily for other areas. Although the school has partnered with numerous community organizations that offer internships, mentoring, and job opportunities for students, all but one of these partnerships are for the CTE program. During the parent meeting, some participants indicated that there are limited systems for tracking information regarding opportunities for college trips. While the teachers use Skedula to communicate and support student achievement, data entered is limited to general achievement information and does not provide information on specific skills and student needs. In addition, interim progress reports are not generated to inform parents of student progress. Although Skedula and ARIS are available to parents, the school does not monitor or evaluate the effectiveness of these systems. Parents indicate that data is general and inconsistently analyzed to identify specific student needs to ensure that families are able to advocate for appropriate services.
- Limited training is provided to parents and staff on creating and sustaining home-school partnerships. Parents and school leaders work together to plan workshops and events to inform parents about school initiatives, and provide some adult classes for parents. Although parents note that attendance at classes and events is limited, ranging from twelve to twenty-seven parents, parents and school leaders report that it has improved over the last year.

**Recommendation:**

- In order to improve home/school partnerships and give parents the information they need to support student achievement, the school leader should:
  - extend the range of partnerships with community organizations to address the social and emotional developmental health needs for all students and families;
  - provide PD for all staff on how to share relevant, in-depth student data and sustain home-school partnerships so that parents may actively support their children's education;
  - expand current parent communication systems to include sources, such as a parent handbook, interim progress reports, monthly newsletters, calendars of events and information, and an active school website in English and Spanish; and
  - provide training for parents in the use of Skedula and other ways of communicating with staff and school leaders.