



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

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



<b>BEDS Code</b>	580235060006
<b>School Name</b>	Bellport High School
<b>School Address</b>	205 Beaverdam Road, Brookhaven, NY 11719
<b>District Name</b>	South Country Central School District
<b>School Leader</b>	Timothy Hogan
<b>Dates of Review</b>	April 22 - 25 2014
<b>School Accountability Status</b>	Focus School
<b>Type of Review</b>	SED Integrated Intervention Team (IIT)

School Information Sheet													
Grade Configuration	9-12	Total Enrollment	1376	SIG Recipient	<input type="checkbox"/>	Title 1 Population	n/a	Attendance Rate	90.58 %				
% Free Lunch	37.8	%Reduced Lunch	9.7			Limited English Proficient	2.98%	Students with Disabilities	15.19%				
Number of English Language Learner Classes													
#Transitional Bilingual	no		#Dual Language		no								
Number of Special Education Classes													
#Self-Contained	36		#Consultant Teaching		-		#Integrated Collaborative Teaching			35			
#Resource Room	7												
Number Special Classes													
#Visual Arts	42	#Music	13	#Drama	0	#Foreign Language	39	#Dance	0	#CTE	0		
Racial/Ethnic Origin													
% American Indian or Alaska Native	0.65	% Black or African American	25.80	%Hispanic or Latino	25.29	% Asian or Native Hawaiian/Other Pacific Islander	1.9	% White	45.2	% Multi-racial	1.09		
Personnel													
Years Principal Assigned to School	2		# of Assistant Principals		4		# of Deans		0		# of Counselors / Social Workers		9
Teachers with No Valid Teaching Certificate	0%		Teaching Out of Certification		0%		% Teaching with Fewer Than 3 Yrs. of Exp.		16.25		Average Teacher Absences		7
Credit Accumulation (High School Only) and Performance Rates													
% of 1 <sup>st</sup> yr. students who earned 10+ credits	n/a		% of 2 <sup>nd</sup> yr. students who earned 10+ credits		n/a		% of 3 <sup>rd</sup> yr. students who earned 10+ credits		n/a		4 Year Graduation Rate		79%
ELA Performance at levels 3 & 4	70%		Mathematics Performance at levels 3 & 4		35%		Science Performance at levels 3 & 4		n/a		6 Year Graduation Rate		84%

<b>Did Not Meet Adequate Yearly Progress (AYP) in ELA</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		All Students
<b>Did Not Meet Adequate Yearly Progress (AYP) in Math</b>			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-racial
X	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		All Students
<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		All Students
<b>Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective</b>			
	Limited English Proficiency		

**SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:**

1. Support the building of a comprehensive Response to Intervention [(RTI) behavioral and academic] model
2. Review and evaluate our current intervention program for program effectiveness
3. Demonstrate measurable progress in overall and subgroup performance and graduation rates
4. Investigate Career and Technical Education programming both in school and through Boards of Cooperative Educational Services (BOCES)
5. Maximize home-school communication and increase family engagement.

**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.

#	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).			X	
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.			X	
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.			X	
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).			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 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.			X	
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.				X
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.				X
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.				X

	<b>OVERALL RATING FOR TENET 3:</b>				<b>I</b>
<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>#</b>	Statement of Practice	<b>H</b>	<b>E</b>	<b>D</b>	<b>I</b>
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.				X
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.				X
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.			X	
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).				X
	<b>OVERALL RATING FOR TENET 4:</b>				<b>I</b>
<b>Tenet 5 - Student Social and Emotional Developmental Health:</b> The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.					
<b>#</b>	Statement of Practice	<b>H</b>	<b>E</b>	<b>D</b>	<b>I</b>
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.			X	
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.			X	
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.			X	
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.			X	
	<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.			X	
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.			X	
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.			X	
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.			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 leader has worked closely with the district to begin to implement instructional practices and support programs to improve students’ academic outcomes and their wellbeing. These responses to issues of student under-performance and socio-emotional needs are fragmented approaches that are not yet systematically integrated into an overarching written plan and mission shared with and by all stakeholders. Data analysis to inform strategic planning is not yet embedded in regular practice or used to monitor progress towards SCEP goals. Consequently, students have not reached high academic outcomes and social-emotional wellbeing.

**Strengths:**

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

**Areas for Improvement:**

2.2 **The school has received a rating of *Developing* for this Statement of Practice:** 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).

**Overall finding:**

The SMART goals and long-term vision for the school have not been clearly defined in a consistent and coherent manner. Those elements that have been identified have not been communicated to all groups of stakeholders. There is no clear plan for involving all stakeholders in working towards a common objective. Apart from the quarterly tests, no mechanisms for the evaluation of SMART goals and SCEP priorities were identified by the school.

**Evidence/information that led to this finding:**

- The school leader has not articulated in a single overarching document the school’s core philosophy and direction that can be shared with all stakeholders, including students and families. Although stakeholders were able to express, in the broadest terms, similar ideas focused on educational achievement, none of the groups of stakeholders were able to articulate a consistent vision. However, stakeholder groups expressed a positive attitude and confidence towards the work of the school leader in imparting high expectations and belief in high achievement for all students.
- There is no clear statement of vision in the SCEP. A set of academic achievement goals, required by the district, have been incorporated into the school’s action plan, including student outcome goals based on data-driven decision making and measurable objectives. Although the school leader has, with input from a selected panel, generated a set of academic achievement targets, these have not been set out in a coherent manner so that progress towards them may be clearly monitored using benchmarks based on pertinent student achievement data.
- Although the school working with the district has introduced the administrative action plan, stakeholders have had limited input into the development of the school’s goals and mission.

- Although a set of eight guiding principles have been identified, including reducing underachievement, improving reading skills, introducing data-driven instruction, introducing a response to intervention (RTI) program, providing alternative educational pathways and stating an ambition for parent engagement, currently, these guiding principles are not shared with all stakeholders. Students and parents had little or no knowledge of the principles.

**Impact statement:**

The lack of a coherent plan, shared with all stakeholders, to articulate the school-wide priority pertaining to the expectation that students demonstrate competence and graduate successfully has resulted in missed opportunities for improved academic achievement and to ensure students are college and career ready.

**Recommendations:**

In order for the school’s strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Articulate a school vision and mission which can be discussed with and shared by all stakeholders; undertake data analysis to identify areas for improvement within the school and set measurable goals within the SCEP and detail a plan of implementation and monitoring

2.3 **The school has received a rating of *Developing* for this Statement of Practice:** Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.

**Overall finding:**

The self-assessment document shows the school leader’s decisions are reactive rather than proactive and that resources are mostly targeted at addressing current problems. The development of a proactive strategic approach is only in its early stages.

**Evidence/information that led to this finding**

- The school leader has introduced a range of pilot programs to address aspects of student underachievement and wellbeing, including a credit recovery program for older students, a reading recovery program and a student mentoring program. The ongoing impact of these initiatives on student achievement and behavior has not been clearly assessed. Little assessment of impact on student performance was provided by the school. Parents report that an extensive program of clubs and activities is provided after school.
- The school leader has assembled teams to oversee programs being introduced. These are in their early stage of development. Although identified teachers or staff members have joint leadership or training roles, for example in the introduction of RtI relating to behavior, structures to enable dialogue and the central exchange of information and data are not fully in place. Although the school leader affirmed that “instructional adjustment” occurred in order to match teachers more appropriately with classes, there was limited evidence that this had occurred during the course of this academic year. Therefore, no notable impact as yet is identifiable. However, there is an intention to conduct the adjustment for the new academic year to identify specific skills in key teachers, for example, skills in building good relationships with students in teachers to work in the PASS program.
- The school leader works with the administrative team and department chairpersons to decide course and section offerings, the assignment of teachers and academic interventions and fiscal decisions at the school made in relation to programs being introduced and in support of existing programs. However, the SCEP does not provide a clear statement of fiscal management that shows an overall strategic approach. The acquisition of grants for some aspects of the school’s work, such as the introduction of career and technical education (CTE) through the Vocational and Technical

Education Act (VATEA) grant, is beneficial to student achievement but is part of the current disparate collection of programs that are not consolidated into a strategic whole.

**Impact Statement:**

While basic resources are deployed, they are not yet used in a strategic manner. However, the beginnings for school improvement programs have been acknowledged and started.

**Recommendations:**

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Develop a fiscal plan that reflects the school's aim for student achievement and wellbeing; provide a coherent strategic plan for the organization of human resources that includes clear roles and expectations and requires that the administration, teachers and staff involved in the decision-making teams have access to, and use of, current and relevant data; Ensure that ongoing programs and new initiatives are regularly and systematically assessed for their quality of impact on student achievement and wellbeing.

2.4 **The school has received a rating of *Developing* for this Statement of Practice:** 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.

**Overall finding:**

Whilst APPR is being implemented, observation feedback does not address the school's priorities and drive forward improvement to instruction and student achievement.

**Evidence/information that lead to this finding:**

- The teacher observation schedule is in place and all teachers are observed formally at least once per year. This includes pre- and post-observation meetings to ascertain the teachers' knowledge of subject content and their students' levels. The school uses the New York State United Teachers (NYSUT) rubric as a model for teacher observation. The criteria referenced in the records of these observations are not closely aligned either to the delivery of the Common Core Learning Standards (CCLS) or the implementation of the pedagogical shifts. This was evident in the disparity between school's records of teachers' high scores when observed formally by the school leadership team and the findings of the review team when observing lessons in the school.
- There is a disconnection between the program for observation of teachers' practice and the SCEP goals. The feedback notes in the formal reviews of teachers are often advisory comments relating to small scale adjustments of the teaching that would be easily actionable rather than more demanding adjustments related to the broader targets indicated in the SCEP of implementing data-driven instruction, the CCLS and differentiated instruction.
- There is no identifiable program for post-observation support to implement the action steps delivered in the observation report. Recommendations to direct links for professional development opportunities for teachers to improve specific skills and reflect on the impact of their instructional practices on student outcomes are not forthcoming in the observation reports.

**Impact statement:**

APPR activities are occurring. However, without actionable feedback that reflects the implementation of the instructional shifts required by CCLS and a feedback loop protocol for continuous monitoring of teachers to ensure improvement of instructional practices, the school leader is unable to ensure that all students receive

high quality learning opportunities and experience academic success.

**Recommendations:**

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Review the teacher observation model to align it more closely with the school's strategic aims of implementing the instructional shifts required by CCLS; review the current feedback model for teacher observations to ensure the systematic reference to teacher's use of data, the provision of differentiated instruction and the implementation of instructional shifts and provide a mechanism by which teachers demonstrate that they have benefited from appropriate PD or effectively implemented the actionable guidance given during a teacher observation.

**2.5 The school has received a rating of *Developing* for this Statement of Practice:** 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).

**Overall finding:**

Leaders are not currently making use of a comprehensive evidence-based system to inform whether school-wide goals are being or have been achieved.

**Evidence/information that lead to this finding:**

- Although there are some systems in place that inform the school leaders of the progress towards some of the SCEP priorities, for example quarterly exams from which scoring rates per student and per class can be derived, there is limited evidence to show that these fragmented systems are interconnected. The school's evidence-based systems are too narrow and not comprehensive enough to inform progress toward critical school-wide goals.
- Systems in some aspects of the school's work are predominantly reactive, responding to issues as they are occurring, for example those implemented by the student support staff (SSS) in relation to social and emotional developmental health. Although these ad hoc systems do enable teachers and staff to identify and meet the needs of some students, they do not permit a proactive strategic approach that would, for example, also reach out to students whose needs are not openly externalized.
- Current procedures do not reflect a coherent systematic model that allows the school leaders to have an accurate understanding and awareness of the school's strengths and weaknesses and to improve practices.

**Impact statement:**

Although the school has some elements of evidence-based systems, the lack of a coherent and comprehensive evidence-based system impedes the school's progress towards higher quality provision to ensure high levels of student achievement and wellbeing.

**Recommendations:**

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Establish a comprehensive evidence-based system to inform whether school-wide goals are being or have been achieved and that operates school wide and is understood by all stakeholders.

**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**

**I**

**Debriefing Statement:** The school is in the initial stages of developing a systemic plan for implementing CCLS curricula. While evident in some classrooms, the CCLS instructional shifts were not seen in the majority of classrooms visited. In addition, delivery of instruction was primarily teacher centered and with few opportunities for assessment of the student learning outcomes (SLOs) and feedback to help students take ownership of their learning. The absence of a rigorous and coherent CCLS curricula that inform expectations for what students should be able to learn and do, limits the focus of preparing all students to be college- and career-ready and successful.

**Strengths:**

All ratings for this Tenet are **Developing** or **Ineffective**, 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 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.

**Overall finding:**

The school leader has targeted the implementation of the CCLS curricula as a priority for what students need to know and be able to do to be college and career ready, and has planned for continuing professional development to prepare teachers to the rigor and depth of the CCLS. However, the curricula currently implemented within the school are not appropriately aligned to the CCLS, nor are they monitored closely to ensure they meet the diverse needs of all students.

**Evidence/information that lead to this finding:**

- Although the 2013-2014 school self- assessment (SSA) document states an intention that there will be a school wide implementation of the CCLS and associated curricula and assessment, with teaching and learning continually adjusted on the basis of data collected through a variety of valid and reliable methods, the school is in the early stages of developing a systematic plan to implement the Common Core Learning Standards (CCLS) and instructional shifts within curricula or lessons.
- The school does not have a strategic plan for monitoring the transition and implementation and monitoring of the CCLS, however, department chairpersons review teachers' lesson plans for CCLS alignments. Most lesson plans seen during the review did not reflect progression through the skills, concepts and instructional shifts outlined in the CCLS. Teacher formal observation reports by the school leader did not refer to the teachers' planning aligned with the CCLS or instructional shifts or make reference to DDI or the BOCES assessment recording system (BARS) data on students.
- Targeted goals in the SSA document are general and do not reference subgroups. This is reflected in the teachers' planning where there is evidence that only a small number of teachers monitor and adjust curricula in order to support the CCLS and the NYS standards or provide extension activities involving higher-order questioning for groups of students.

- While there is a goal to raise the graduation rate, the student support staff team report that many students are not college and career ready. There is not a focus on college or career readiness across all teachers and staff.

**Impact statement:**

Due to the lack of a strategic approach, lesson plans are not always aligned to CCLS curricula and there is little indication of differentiated approaches planned to maximize the learning of different groups and subgroups of students. This reflects the problem that all students do not demonstrate skills and knowledge for college and career readiness

**Recommendation:**

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Establish a systematic whole-school approach for planning the implementation of the CCLS and instructional shifts that: informs teachers and staff of the expectations for using relevant data to plan for different ability levels; changes instructional practice to maximize the achievement of different groups and subgroups of learners; provides a timeline within which these changes should occur.
- Ensure that departmental chairs understand the CCLS model for student learning and have access to more opportunities for instructional guidance on the CCLS and the criteria for developing new instructional materials. Provide guidance in terms of lesson planning and instructional practice and submit regular written reports to the school leader about lesson monitoring outcomes.

3.3 **The school has received a rating of *Ineffective* for this Statement of Practice:** Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to NYS content standards and address student achievement needs.

**Overall finding:**

There is no consistent practice by teachers across the school in implementing DDI protocols or addressing student achievement needs in their planning. Within many lessons there is no identifiable planned differentiation based on student achievement data or ongoing feedback from students.

**Evidence/information that lead to this finding:**

- Teachers' lesson and unit plans, when made available, were not always a true reflection of what was seen in the classrooms: what might have been intended was not what occurred in many classes. Lesson plans did not consistently demonstrate appropriate closures at the ends of lessons to enable students to review their learning nor did they reference achievement data in the organization of student groups within the classes. In nearly all classes seen, there was no identifiable differentiation in task or reference material between general education and students with disabilities. During the review, some teachers used pre-packaged, commercial lesson plans that reflected a whole-class approach.
- Teachers do not have a uniform system to communicate lesson and class learning objectives to students. Although teachers post learning objectives on the board, these are seldom referred to during the lesson. Curriculum content reflected little alignment to the CCLS. Students were given the same tasks across the class. The questioning was low level and no cross discussion between students was encouraged. Most teachers had not monitored and adjusted their lessons to extend students' thinking with higher-order questioning.

- Teachers were not providing a rigorous curriculum though some teachers used some instructional shifts. For example, in reading classes the teacher focused on academic vocabulary; a math lesson ended by having the students write ‘what they learned today.’ However, instructional shifts were not seen in most classes visited. There was not much deliberate embedding of shifts. There appeared very little focus on students’ responsibility for their own learning. The lessons were mainly teacher led and discussion groups had no assigned roles.

**Impact statement:**

Because there is little evidence of teachers’ implementation of DDI protocols within their planning to address different levels of student achievement needs, opportunities for student academic success are restricted.

**Recommendations for improvement:**

In order for the school’s strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Ensure that clear reference to student achievement data guides teachers’ lesson planning for meeting the needs of different groups of learners through differentiated tasks and levels of challenge; ensure that there are clear expectations of how teachers should frame and share lesson and learning objectives with students and clear guidelines on how these are used by students to review their learning in a lesson and to provide ongoing feedback to teachers regarding students’ knowledge and understanding of the material taught.

3.4 **The school has received a rating of *Ineffective* for this Statement of Practice:** 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.

**Overall finding:**

Although there is evidence that some teachers are working together in an ad hoc groups to promote interdisciplinary connections within the arts, there is no comprehensive plan developed by the school leader or the staff to pursue an interdisciplinary curricula model targeting the arts and technology.

**Evidence/information that lead to this finding:**

- There are no formal partnerships to address interdisciplinary curricula. However, some teachers have been involved in ad-hoc collaborations, endeavoring to explore curricula links and enrich students’ learning experiences. For example, the music department and ELA collaborated on lessons based on Dante’s Inferno.
- Horizontal collaborative meeting time is not formally scheduled. There were no formal whole-school plans to create partnerships and no formal opportunities for arts or technology enrichment at the time of the review. Only in some classrooms were teachers making inter-disciplinary connections. Teachers, in general, were not using technology as a transformative tool, although some teachers were using Smartboards. Some are using movies effectively, for example, ESL and social studies teachers used video as an instructional device.
- English as a second language (ESL) teachers and social studies teachers were observed working effectively in partnership on a study unit on the theme of the great depression in order to develop students’ English language skills, enhance their understanding of the historical theme and to build their ability to discuss the concepts involved. However, this collaborative approach was not common practice. There was no evidence of general inter-disciplinary curricula in lessons themselves or evidence displayed on the classroom walls to show that teachers were working across

subjects.

**Impact statement:**

Students' learning outcomes are not achieved in the absence of an interdisciplinary school-wide plan for integrating the arts and technology. As a result, the opportunities to make connections and develop critical thinking skills to enhance their academic achievement across grades and subjects are limited.

**Recommendations for improvement:**

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Build in formal planning time for teachers to collaborate and develop inter-disciplinary curricula.

3.5 **The school has received a rating of *Ineffective* for this Statement of Practice:** 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.

**Overall finding:**

Although some teachers are using assessment to monitor ongoing student progress in the short term, the common practices of checking for understanding in lessons and reviewing learning at the end of lessons are not in place across the school. Teachers encourage students to see themselves as recipients of learning rather than partners in learning.

**Evidence/information that lead to this finding:**

- Students take quarterly exams, but teachers, in general, were not using the results of exam analysis in planning or lessons to address issues at individual student level rather than whole-class level. Although some teachers conducted quick quizzes at the start of lessons to check prior learning, the majority of teachers did not conduct pre-assessments or post- assessments in lessons. There is no evidence to confirm that ongoing assessment was securely in place during instruction. In one lesson exit slips were requested but not collected. From the observation of lessons, there was little evidence to support the use of assessment tools in the classroom, to inform teachers the about the progress of students as the lessons proceed and of their achievement when instruction has concluded.
- There was some very limited evidence that teachers were using formative and summative assessments to guide instructional practice. For example, grade ten ELA teachers made good use of rubrics to provide feedback along with clearly marked transcripts that carried actionable commentaries on how to improve. However, in many other examples, written assessments on students' work were cursory and uninformative.
- Students were not encouraged to reflect on their learning and assess their own progress in lessons. In general, students acted as recipients of learning rather than active learners who made judgements on their own progress. Because teachers did not encourage students to develop their ideas in lessons or did not invite them to refine and extend the ideas or to comment on the contributions of others, teachers had little insight into the extent of students' understanding of the lesson material and the progress made. Limited evidence was available to indicate teachers use data based feedback to help students reach a higher academic level.
- The SCEP, the SSA document and other information sources showed that no formal arrangements were in place to use assessment tools to align and adapt the curriculum. Quarterly progress reports were reported by teachers as the main method of providing feedback to students, but detail on the process was scant.

**Impact statement:**

The school does not make full use of a range of assessment information to provide meaningful actionable feedback to individual students or to address curricula discontinuities. This limits student achievement levels.

**Recommendations for improvement:**

In order for the school’s strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Develop a comprehensive approach to the assessment practices of the staff so that analysis of quarterly testing is translated into actionable responses at instructional level as well as at curricula plan level.
- Require the faculty to implement a consistent approach to data analysis to identify strengths and shortfalls in the curricula, horizontally and vertically.
- Require that teachers embed ongoing assessment protocols into their instructional practice including end of lesson review of learning against lesson plan targets.
- Require that teachers engage students in discussions of criteria for performance levels, and provide frequent opportunities for student self-assessment and feedback on their progress.

<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>I</b>
---	---------------------	----------

**Debriefing Statement:** A narrow band of instructional strategies are delivered in lessons that were not aligned to CCLS, resulting in some learners seldom engaged. Teachers do not demand higher-order thinking and use data on a limited basis to inform instruction. Teachers present rather than instruct. Therefore, students fail to achieve deep understanding resulting in diminished increases in achievement.

**Strengths:**

All ratings for this Tenet are **Developing** or **Ineffective**, 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:** 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.

**Overall finding:**

A comprehensive oversight of teachers’ instructional practices is not fully in place to monitor whether lesson plans are aligned to CCLS and informed by data.

**Evidence/information that lead to this finding:**

- Although there is an expectation by the school leader that teachers’ weekly lesson plans are scrutinized by department chairs to ensure that they are informed by data and give grade-level goals for all groups of students, in practice, this is underdeveloped. It is not clear what guidelines are given to the department chairs for this scrutiny in relation to the implementation of the CCLS

and instructional shifts.

- Lesson plans were not available in many lessons seen during the review. However, plans that were seen were disparate in style. There was not a consistent model for defining targets and identifying the differentiated strands of instructional practice in relation to the needs of students and based upon in student performance data. The school offered samples of teachers' lesson plans for the review scrutiny. Although there were samples of plans scripted by staff working together, for example in a Regents English class, there was no evidence that this was pervasive in the school.
- Formal lesson plans are not the norm and the quality of the review of them is varied. There appear to be no overarching criteria for teachers to adhere to. The school leader has not fully implemented a comprehensive program to ensure lesson plans are addressing the introduction of the CCLS and instructional shifts. In addition, there is no imperative for teachers to use data to plan their lessons despite the fact that this is highlighted in the SCEP. Although the SCEP reports that teachers are implementing a culture of data-driven instruction through analysis of quarterly formative assessments, this is not evident in day-to-day practice.
- Student goals are set by some teachers but this is not consistent across the school. There is little use of grade-level benchmarks and little evidence of differentiation except in ESL classes. Lesson plans do not reflect a variety of learning needs and learning styles.

**Impact statement:**

The current instructional practices are not achieving high levels of engagement nor promoting inquiry thereby limiting student achievement.

**Recommendations for improvement:**

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Require that all teachers plan and implement lessons that take account of student progress data and students' specific needs based on ongoing formative assessments; require all teachers to encompass a variety of learning styles and levels of differentiation in their planning and instructional practice so that the needs of all students are properly addressed; ensure that all teachers set challenging goals for students.

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

**Overall finding:**

Few lessons exhibited high levels of student engagement and or were deeply aligned to CCLS.

**Evidence/information that lead to this finding:**

- Although there is evidence in some teachers' planning that the CCLS has been referenced and instructional shifts listed, in practice no lessons observed were CCLS aligned in any systematic way. The most common fragments included in lessons related to the inclusion and use of academic vocabulary, for example in the English language arts lessons. There was some attempt to go back to text when there was an answer required but overall, students' skills in this area were not well developed.
- Although there is evidence that some teachers utilize lesson planning materials produced by Engage NY that are common core aligned, the full impact of this planning does not appear in instructional

practice. In most lessons, the instructional practice seen showed little evidence that teachers had planned or implemented opportunities for higher-order thinking. In these lessons, teachers focused mainly on lower-order questions and tasks, suited to only a section of the students. In one grade 11 US History lesson, the reading material was appropriate to grade eight students. The general weakness in developing higher-order thinking skills through higher-order questioning and complex materials meant that students are not receiving the level of challenge to improve their achievement levels. In general, pacing was slow and, again, focused on the lowest common denominator.

- A narrow band of instructional strategies were used. Instruction is delivered in a step-by-step linear fashion rather than spiraling to return to prior learning at a higher level. Teachers mostly took the role of suppliers of information rather than taking on a role of facilitators of learning and engaging students as active participants. Opportunities to provide extended ideas and concepts during the lesson were seldom seen. All lessons observed by the review team appeared to be teacher-centered with little evidence of student-centered activities.

**Impact statement:**

While many lesson plans make some reference to CCLS and the instructional shifts required, the implementation of these plans was not evident in most classrooms. The lack of higher-order questioning and student-centered learning results in student compliance rather than engagement, thereby limiting student achievement.

**Recommendations:**

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Develop students' learning skills so that they engage at a deeper level with learning materials and contribute collaboratively to explore concepts and extend their understanding; ensure that higher-order thinking skills and reference materials that include texts of greater complexity are systematically embedded into lessons, so that the level of challenge meets the needs of all learners.

4.4 **The school has received a rating of *Developing* for this Statement of Practice:** 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.

**Overall finding:**

The lack of development of the students' role as active learners, that would allow them to play a contributory role in the lessons and articulate their learning needs, has resulted in a tendency for students to be passive learners.

**Evidence/information that lead to this finding:**

- While some students, particularly those who were high achievers, reported that they felt the learning environment was a safe place for them to express their ideas, in practice most lessons seen did not reflect an open atmosphere where students showed confidence in presenting their ideas or responses. Student contributions were short responses to teachers' closed questions rather than extended thoughtful contributions to higher-order questioning. Student voice appeared not to be at the central to the teaching philosophy.
- Although the school leader affirms that teachers discuss behavioral expectations with students and engage them in the development of classroom procedures and expectations, this was not reflected in consistent practice within the school. Some teachers held students to acceptable behaviors, for example, welcoming them into the classroom and setting the tone for a mutually respectful

atmosphere. However, in other classes teachers accepted students' continuous low-level off-task discussion that bordered on disrespect. No plans or wall posters describing guidelines for acceptable student behavior were seen. Evidence from observations in classrooms and around the school indicates that there are few established and consistent whole-school norms, systems or rules for behavioral expectations. Students stated that they have had no input into drafting any expectations for behavior in their own classes. Overall, the IIT observed inconsistent and ad-hoc rules that varied according to differing teacher expectations.

- Lesson observations and discussions with students indicated that learning environments in classrooms did not consistently acknowledge student values or perspectives. There was minimal evidence that student work was celebrated through display or that it was displayed to exemplify rubric criteria or subject values. Evidence from observations and from analysis of school documentation indicated that there was no consistent whole-school policy or approach for the overt valuing of students' work through display in the school environment.

**Impact statement:**

The lack of student voice prevents the achievement of a student-centered and student-driven learning environment. Teachers instruct from a delivery paradigm rather than one of facilitation. As a result, student achievement is impaired.

**Recommendations:**

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Develop an instructional plan that guides teachers' expectations for increasing student participation in class discussion and engagement in learning through questioning and dialogue. Establish a whole-school policy that centers on the celebration of student work and achievement across all attainment levels through displayed artifacts that exemplify learning points and assessment criteria.

4.5 **The school has received a rating of *Ineffective* for this Statement of Practice:** 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).

**Overall finding:**

Although there is evidence that teachers are accessing data to review curricula coverage, teachers' planning did not reflect the use of data to identify how various groups of students could be targeted to raise achievement.

**Evidence/Information that lead to this finding:**

- Plans did not reflect the use of data as a mechanism to group students and adjust instructional strategies according to their needs.
- Teachers did not conduct immediate classroom assessments during course of lesson and opportunities to evaluate students' understanding through formative assessment were missed, for example, using targeted questioning as part of DDI in order to deepen understanding and learning. Interim assessments were not conducted at that time of the visit by the review team.
- Assessment data did not inform the organisation and adjustment of student groupings. There was no identifiable differentiation even when students were set into groups for task. There was a limited use of data to inform a range of instructional strategies. There was little evidence, for example, of teachers using scaffolding tasks to help students though ESL teachers were observed structuring content and language with effective scaffolding techniques which reflected the ESL

shifts.

- Feedback to students is mainly through the performance reviews and based on the quarterly assessments. It was clear from the scrutiny of students' work that no overall grading policy is in place to implement a strategy of assessment for learning. Thus students were not always clear about the next steps they needed to take in their learning in order to improve their grades. Students reported that teachers' marking varied throughout the school.

**Impact Statement:**

The lack of understanding of how to use data to inform instructional decision-making based on student needs and interests results in missed opportunities to increase the rate of student learning and academic achievement.

**Recommendation:**

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Prioritize professional development for teachers in data-driven Instruction, planning instructional strategies for differing groups of students and empowering students in their own learning through the use of quality developmental feedback.

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

**Tenet Rating**

**D**

**Debriefing Statement:** The school leader, albeit only in his second year, along with the school's student support staff, strives to establish a system to address the safety and wellbeing of all students, families and staff. However, the school does not have an explicit plan to engage all students and families as stakeholders in promoting a vision for the social and emotional developmental health of its students. The impact is a reactive service delivery model rather than a proactive and preventive service delivery model. Therefore, opportunities for improving social, emotional and academic success of all students are limited.

**Strengths:**

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

**Areas for Improvement:**

**The school has received a rating of *Developing* for this Statement of Practice:** The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional development.

**Overall finding:**

The school leader has initiated elements that might eventually lead to a whole school approach to support student social and emotional developmental health needs and academic success for all students; however, there are disparate practices and procedures and the dominant model is reactive rather than proactive.

**Evidence/information that lead to this finding:**

- Although there are definite disparate practices, activities and protocols in place that respond to the needs of identified students, there is not an overarching whole-school system to promote students' social, emotional and development health. The school functions reactively in the main. Members of the support staff in their various roles, confirm that apart from some initiatives, the model is essentially reactive. However, students stated that they are well known by a designated adult to whom they can turn if they are experiencing social or emotional difficulties.
- Currently the loose system of referral relies on person-to-person information exchange within the teachers and support group of professionals. For example, regarding a student at risk, the teacher signals the issue to the guidance counselors, a referral form and student abilities document is completed to formalize the arrangement, and parents are contacted to gain permission for a reading test and other diagnostic measures. This reactive model is not embedded within a more comprehensive systematic structure that is data driven and proactive in signaling student behavioral or academic issues.
- The school leader is steering the school through its transition to a Response to Intervention (RTI) model for behavioral support. This however is in its early stages of implementation. It has been supplemented by additional programs for proactive intervention such as the 'Safe Talk' program for suicide awareness.
- The use of data to help identify student need is not yet systematic. Some elements such as the monitoring of attendance and behavioral referrals are managed by staff. However, these are not integrated into a comprehensive model.
- The track record of the school's working in partnership with parents has not been wholly effective in securing the most appropriate solutions in resolving the social and emotional developmental health needs of student. Parents report that in some cases this has been counter-productive and detrimental to academic success.

**Impact statement:**

The school leader has yet to put in place a comprehensive and rigorous system to make use of all available data to identify concerns in relation to student' social and emotional development health so that support is timely and beneficial to academic success.

**Recommendation:**

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Establish systems for the early identification and response to emerging issues based on data analysis that function proactively alongside the existing standard referral model so that the school is better able to address the full spectrum of social and emotional developmental health needs for all students.
- Ensure that the goal of academic success is embedded within the social and emotional developmental health targets for the school overall and for individual students who are receiving support.

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 aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for

families, teachers, and students.

**Overall finding:**

While the school attempts to meet students' social and emotional developmental health needs through a variety of strategies, there is no comprehensive program that aims to support and promote the teaching of social, emotional and development health. Although there is a commitment to building the school's capacity to support student social and emotional development, a plan for developing and revising professional development is not in place.

**Evidence/information that lead to this finding:**

- The school is at the beginning stages of using curricula and programs to facilitate the teaching of social and emotional developmental health but a whole-school vision is not fully in place. There is no commonly understood concept of what a safe and healthy environment should be. Parents report that bullying is an issue within the school.
- Student support staff report that teachers refer students to them in an ad-hoc manner which reflects the lack of a well-designed formal system.
- The school has addressed some issues through PD of staff and teachers. For example, staff members are moving towards certification as trainers for the 'Safe Talk' suicide awareness training program and all staff members have attended the Dignity for All Students Act (DASA) anti-bullying training. However, there is not yet in place a well-structured comprehensive plan to provide PD to all staff and teachers linked to the key elements of a whole-school approach to the awareness of and teaching in social emotional and developmental health issues.

**Impact statement:**

The absence of a whole-school vision and a systematic approach to SEDH based on the use of cross-referenced data diminishes the impact of a robust social and emotional developmental health environment for students.

**Recommendation:**

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Establish a whole-school vision and approach to social and emotional developmental health that incorporates the best current practice within the school and sets it within a more comprehensive model that facilitates its teaching; ensure that PD is systematically provided to equip staff with the skills and knowledge to identify and meet the needs of students.

5.4 **The school has received a rating of *Developing* for this Statement of Practice:** 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 fosters a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.

**Overall finding:**

Although the school has a range of programs to support the social and emotional developmental health of students this is not brought together within a vision that promotes an active role for all stakeholders.

**Evidence/information that lead to this finding:**

- Although there are a number of processes to communicate to students the roles and contributions of student support staff, including the freshman orientation meeting to inform all incoming students

of the roles of the social workers and counselors, the bilingual social worker meeting with ESL students, and the school's mental health team meeting with every ELA class to define what service they provide, students report that they are not fully aware of the different aspects of support staff work and how these might relate to students' needs.

- Currently the dominant model is led by the student support staff in dealing with issues. Counselors work with individuals or groups of student to address conflicts or provide counseling when problems arise. Currently, however, this model focuses predominantly on students or issues that are manifested through overt behavior and is not fully attentive to students who are coping through the internalization of problems and issues or to students who are less successful.
- The school has yet to implement a distributive model in which all stakeholders have a role in decision making to develop a school culture and a vision in relation to student social and emotional developmental health. While some students play an important role in alerting teachers and staff to possible problems among their peers, students see themselves as recipients of the system.

**Impact statement:**

Because the school has not established a whole-school vision and approach to students' social and emotional development health, all stakeholders are not yet fully and actively involved in ensuring the school environment meets all students' social and emotional developmental needs.

**Recommendation:**

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Review current arrangements and the contributions of different groups of stakeholders in supporting the social and emotional developmental health of all students; revise the current arrangements to create a whole-school vision where all stakeholders play an active role in ensuring that a robust and proactive model is at the core of the school's work in this area.

5.5 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.

**Overall finding:**

Although the school gathers data to provide an understanding of students' social and emotional developmental health, it does not use this data in a systematic manner or review it to develop whole-school strategic approaches to ensure all students' social and emotional developmental health needs are met.

**Evidence/information that lead to this finding:**

- While the school does collect and analyze data to address student social and emotional needs, there is no strategic plan in place. The school is beginning to develop a plan to be implemented next year on the collection and analysis of data to be used for appropriate intervention. Currently, data on attendance, disciplinary actions and other profiles exist but they are fragmented across the school and do not provide an overall picture of students' needs.
- Although a behavioral consultant has provided staff training for special education teachers in behavioral strategies and data collection procedures, this has yet to be fully implemented. This includes the best utilization of academic data so that all available data sources are better used to

promote the academic and social success of all students.

- The school recognizes the need for an improved system of data collection and for a more systematic interpretation of data to provide more focused interventions. However, this is in the early stage of planning.

**Impact statement:**

The use of data is currently fragmented and a whole-school approach is not in place. Consequently, the school is unable to ensure that the social and emotional developmental needs of all students are met.

**Recommendation:**

In order for the school’s strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Establish a model for the support of students’ social and emotional developmental health needs that is based on the systematic analysis of data from a variety of sources, and that uses the analysis to build a more complete picture of student need and so provide the rationale for proactive whole-school strategies involving all stakeholders.

**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**

**Debriefing Statement:** The school leadership has worked to implement various programs and develop partnerships in the community to meet the needs of some student groups. The absence of a written plan structured to identify the needs of all student groups and their families results in missed opportunities to strengthen home-school-community relationships and impacts negatively the overall academic achievement and family empowerment.

**Strengths:**

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

**Areas for Improvement:**

6.2 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.

**Overall finding:**

While the school leader has made substantial efforts to communicate with families, there lacks a consistent school-wide commitment to include and maintain communications with all families.

**Evidence/information that lead to this finding:**

- The school leader has identified increasing home-school communication as a school priority for 2013-14. However, there is no school-wide plan of implementation. The school leader has made great efforts to communicate the school’s expectations for students to families but only two parents at the parents’ meeting were able to articulate their understanding of the school leaders’ vision, and

this in only very broad terms.

- Not all the staff members are committed to improving home-school communication. Parents report that they email teachers with specific concerns but that teachers do not always respond. The school has yet to put formalized plans in place to assess and evaluate its strategies for developing effective relationships with parents.
- The school leader's commitment to raising student success is reflected in the prioritizing of graduation rates improvement. To this end, a credit recovery program is being piloted to improve the grades of borderline students and to this end the school leader has connected directly the families of the 13 students involved. The school leader has also communicated with relevant parents about the career technical education program which has been put into the budget for next year. Some parents report that while the school meets the needs of the most able and least able, the needs of the middle band are not addressed and that the school leader is not reaching out to them.
- The school leader had made it a priority that staff are required to call home whenever students are absent. Although this resulted in was raising attendance rates, the school leader reports that not all staff is implementing this priority.

**Impact statement:**

Without being able to ensure that all parents receive the communications about the school's academic expectations, there is not a full partnership between all parents and the school to support the education of the students. The lack of a plan to articulate the school-wide priority pertaining to the expectation that students demonstrate competence and graduate successfully has resulted in missed opportunities for improved academic achievement and improved college and career readiness.

**Recommendations:**

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Evaluate its strategies for establishing strong relationships with parents and ensure that all families are able to receive the key communications from the school regarding the school's expectations for academic success so that they may act as full partners in supporting the academic success of their children.

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

**Overall finding:**

While there are examples within the school of high quality communication with families, overall this is not pervasive nor has it developed fully into a reciprocal arrangement.

**Evidence/information leading to this finding:**

- Although the school leader has done much personally to stimulate dialogue with parents, there is not an overall plan for communication with parents covering all administrators, staff and teachers. Parents reported that they had received a guidance newsletter, an early college planning letter and other communications. However, the translation of communications is inconsistent so there is no certainty that communications were received and understood by all parents. Although some were helpfully translated into Spanish by student support staff, this was an informal arrangement and not

part of an overall plan of intention.

- The school has established a variety of ways of communicating with parents, including parent meetings, phone calls home, letters home and the use of the school's website. The school leader estimates that approximately 20 percent of parents do not have internet access and there is concern that parents have not received all information disseminated by the school. .
- Although there are examples of excellent reciprocal communications between teachers and parents, for example a math teacher used Skype to talk to a parent and show her how to support her child with the subject, this level of reciprocal dialogue is uncommon. Parents complain that in many instances their emails to their children's teacher remain unanswered.
- The school leader encourages direct phone contact between the teachers or staff and parents. These calls are logged. However, there was no evidence that the school monitored the effectiveness of its communications. The parents reported that they felt unable to articulate their needs.

**Impact statement:**

The lack of a consistent plan and universal implementation for communicating with families hinders family support of students' academic achievement and growth.

**Recommendations:**

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Review the current arrangements for communication with parents and develop a plan for a more comprehensive approach, including the translation of all communications where necessary.

6.4 **The school has received a rating of *Developing* for this Statement of Practice:** 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.

**Overall finding:**

Although the school leader has done much to promote a model of high quality communication with parents, not all staff and teachers are currently following this approach. Consequently, parents' ability to support their children's academic and social and emotional developmental health has not been developed through training and through dialogue with teachers and staff.

**Evidence/information leading to this finding:**

- The school leader promotes a policy that teachers and guidance staff understand how to create and sustain family engagement by teaching parents ways to support student learning. This, however, is in its formative stage and practice is not consistent among staff and teachers. The school leader models parents' meetings to lead staff in an appropriate approach. However, there is no whole-school program to induct teachers and staff into using these approaches.
- The school leader intends to introduce more joint training for staff and parents. In the initial offering however, the attendance by parents was low. For example, joint training was given on 'Safe Talk,' a program on suicide awareness, but only eight parents attended.
- School documents reflect a variety of collaborations with agency partners and school teachers and staff, including the 'Compass program', the 'Boys and Girls Club program', the 'Goals for Graduation program', 'Town of Brookhaven Black History Commission' and 'Bellport Village Trustees'. This is

not part of a plan to train teachers and staff systematically and develop this alongside parent partnerships.

- The guidance department and the Parent-Teacher-Staff Association (PTSA) have organized workshops where parents are shown how to help their children at home. Workshops have been held on a wide variety of topics, including helping students to study, test preparation, college requirements and applications, financial aid, the scholarship process and the Princeton Review SAT preparation program. However, the head of the PTSA reports that attendance at workshops is low. The narrow scheduling of training impacts negatively on attendance.

**Impact statement:**

The absence of a comprehensive plan that ensures teachers and staff understand how to create and sustain meaningful family engagement through home-school partnerships results in a less robust home-school connection for all students to enjoy.

**Recommendation:**

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Support the staff and teachers to develop their skills in building sustainable relationships with parents and families. Provide more opportunities for parents to learn how they can support their child's academic success; explore alternative scheduling for parent training sessions, in consultation with parents, to improve attendance levels.

6.5 **The school has received a rating of *Developing* for this Statement of Practice:** 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.

**Overall finding:**

Although elements of data sharing are in place, there is no comprehensive plan to involve all stakeholders in the results of data analysis.

**Evidence/information that lead to this finding:**

- The administration and school staff recognize the need to collect and share data among themselves to identify family needs. This is done currently through the quarterly reports and interim reports. There is no consistent plan for sharing of data with parents by school administration and the teachers.
- Parents report that the parent portal is not consistently updated. This impedes parents' access to academic and behavioral data for their child. It is not available to those parents without internet access.
- The school is not capitalizing on data systems available to share students' academic and behavioral data with families. Outside of standard progress reports and report cards, there is little other data shared with parents.
- Student support staff members collect attendance and behavior data on individual students and this is shared in weekly meetings with guidance counselors and others looking at caseloads and issues that impede students' progress. This student data is used with families on a limited basis and as necessary in pursuit of issues, for example regarding suspension. There is no overall arrangement to share more general student data between parents, students, teachers and staff to develop a more

comprehensive picture of each student's academic and behavioral profile which might then be used to support the student's academic success and wellbeing.

**Impact statement:**

The current lack of an overall plan for the sharing of data by staff members, teachers, parents and students has meant that opportunities to establish an effective and robust home-school connection that ensures reciprocity are missed. This limits the support families can give to student learning and to student academic success.

**Recommendations:**

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Explore how staff and teachers can build their skills in establishing effective relationships with parents to access and share relevant data that would support the students' academic success and wellbeing; ensure that systems providing information to parents are maintained with up-to-date information.