



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	130801060006
School Name	Haviland Middle School
School Address	23 Haviland Road, Hyde Park, NY 12538
District Name	Hyde Park Central School District
School Leader	Eric C. Shaw
Dates of Review	February 19-20, 2014
School Accountability Status	Focus School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	6-8	Total Enrollment	864	SIG Recipient	<input type="checkbox"/>	Title 1 Population	0%	Attendance Rate	94%		
Free Lunch	38%	Reduced Lunch	14%			Limited English Proficient	1%	Students with Disabilities	15%		
Number of English Language Learner Classes											
#Transitional Bilingual		#Dual Language									
Number of Special Education Classes											
#Self-Contained	5	#Consultant Teaching		#Integrated Collaborative Teaching				38			
#Resource Room	4										
Number of Special Classes											
#Visual Arts	6-8+ studio	#Music	6-8+ Performing	#Drama		#Foreign Language	3 levels 6-8	#Dance		#CTE	7-8 grade
Racial/Ethnic Origin											
American Indian or Alaska Native	0%	Black or African American	12%	Hispanic or Latino	8%	Asian or Native Hawaiian/Other Pacific Islander	2%	White	78%	Multi-racial	0%
Personnel											
Years Principal Assigned to School	1	# of Assistant Principals	2	# of Deans	0	# of Counselors / Social Workers	5				
Teachers with No Valid Teaching Certificate	0%	Teaching Out of Certification	0%	Teaching with Fewer Than 3 Yrs. of Exp.	0%	Average Teacher Absences	0%				0%
Credit Accumulation (High School Only) and Performance Rates											
% of 1 st yr. students who earned 10+ credits		% of 2 nd yr. students who earned 10+ credits		% of 3 rd yr. students who earned 10+ credits		4 Year Graduation Rate	NA				
ELA Performance at levels 3 & 4		Mathematics Performance at levels 3 & 4		Science Performance at levels 3 & 4		6 Year Graduation Rate					

Did Not Meet Adequate Yearly Progress (AYP) in ELA			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
X	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		All Students
Did Not Meet Adequate Yearly Progress (AYP) in Math			
	American Indian or Alaska Native	X	Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
X	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		All Students
Did Not Meet Adequate Yearly Progress (AYP) in Science			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		All Students
Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective			
	Limited English Proficiency		
SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:			
<ol style="list-style-type: none"> 1. Implement the Common Core Learning Standards (Tenet 3). 2. Use data to guide instruction, adjust groupings, set student goals and address the needs of particular student groups (Tenet 4). 3. Work in partnership with families and develop parent engagement activities that are linked to student achievement (Tenet 6). 			

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	
OVERALL RATING FOR TENET 2:				D	

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	
OVERALL RATING FOR TENET 3:				D	

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.			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	
OVERALL RATING FOR TENET 4:				D	

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.		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		

	OVERALL RATING FOR TENET 5:		E		
Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.					
#	Statement of Practice	H	E	D	I
6.2	The school 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	
	OVERALL RATING FOR TENET 6:			D	

School Review – Findings, Evidence, Impact and Recommendations:

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
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Debriefing Statement: The school leader is in the process of developing building-level statements that reflect the district mission and vision; however, at the time of the review there was no school-specific vision statement. The school does not have interconnected systems for the analysis, review, and use of achievement data by teachers, which directly influences instructional practice. The school has implemented the district-approved Annual Professional Performance Review (APPR) plan to provide timely, ongoing, evidence-based, actionable feedback to staff; however, there is no written schedule of observations to ensure accountability and continuous improvement. As a result, the school community does not have a common understanding of the school vision, and some instruction is not based on informed data analyses, which limits the school’s continuous and sustainable movement toward improvement, and mission critical goals.

Strengths:

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

Overall Finding:

The school leader organizes the master schedule effectively. Strategic decisions related to human and fiscal capital resources are bringing about school improvement and increasing opportunities for student success.

Evidence/Information that Lead to this Finding:

- Stakeholder interviews showed evidence that the school leader identified the need for teachers to have opportunities for collaboration, and consequently developed a master schedule with district leaders, counseling staff and teachers that included common planning time for all teams. Teams use this time for meeting with parents, analyzing student work, discussing individual student needs, and planning instruction across disciplines and grade levels.
- The school leader and school counselors work with parents, teachers, and building and district leaders to make scheduling decisions for students that include team placements, course selections, special education, honors, and accelerated placements.
- The master schedule was designed following an analysis of needs and interests to facilitate the incorporation of an expanded learning time program aligned to student achievement into the school day. Many teachers voluntarily stay after school and offer academic support. The after-school program regularly includes activities such as drama, school orchestra and yearbook production. The school also benefits from a grant-funded Science, Technology, Engineering, and Mathematics (STEM) program, which runs one Saturday a month and has a summer component. Additionally, there are extended programs targeting literacy and reading skills. Other opportunities include a conference for grade seven girls and an information session on drug and alcohol abuse for all students.

- The school leader collaborates closely with the district to recruit, hire, and sustain personnel that enable the school to meet the academic and social needs of students. During the summer prior to appointment, and after analyzing program and curricular needs, the school leader used a robust pre-screening and selection process to hire five teachers.
 - In a short time, the school leader has demonstrated the ability to make strategic decisions to fund targeted efforts aligned to school-wide goals. For example, the rededication of some funding for materials to offer Common Core Learning Standards (CCLS)-related professional development (PD) in identified areas of need has supported growth in teacher learning.

Impact Statement:

Available resources meet the needs of the school community, which leads to increased opportunities for student success and improvements in achievement.

2.4 **The school has received a rating of *Effective* 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:

The school has implemented the district-approved APPR plan to provide timely, ongoing, evidence-based, actionable feedback to staff.

Evidence/Information that Lead to this Finding:

- The school leader stated that the school uses the district-approved APPR plan for frequently observing teachers and providing actionable feedback on instructional practices throughout the school year based on student data. The school leader collaborates with the assistant principals (APs) and district directors in providing appropriate support, supervision, and evaluation. Each teacher has two unannounced fifteen-minute visits and one announced whole-class visit. The unannounced visits focus on class management and instructional practices, and the announced visits focus on planning and assessment.
- In addition to the formal APPR plan, school leaders regularly conduct walk-throughs for the purpose of gathering data and providing specific feedback to teachers to encourage continuous improvement. Every teacher has at least three walk-through visits a year by leaders, who use evidence collection tools from EngageNY to provide specific feedback to individual teachers and generic feedback to the entire staff. The school leaders and district directors also provide timely, ongoing, evidence-based, actionable feedback to staff using the Marshall Rubric for teacher evaluation, which is directly aligned to established criteria. Teachers and leaders meet to discuss both announced and unannounced observations, after the observation, and prior to written feedback.
- School leaders monitor the process for observing teachers, and use observation data and other measures of teacher effectiveness to counsel and provide ongoing PD opportunities to staff. Integrated Intervention Team (IIT) document review confirmed that scheduled observations are planned yearly. Great care is taken in deciding which school leader or district director is most suited to

evaluate each teacher. Interviewed teachers spoke positively about the process and reported that it helped improve their practice; reviewers noted that student support team members were also supportive of the evaluation process.

Impact Statement:

The school leader provides frequent and targeted observations, and reviews observation and classroom data to ensure PD is relevant, which leads to continuous improvement in instructional practices.

Areas for Improvement:

2.2 **The school has received a rating of *Ineffective* 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:

At the time of this review, there was no building-specific vision statement with aligned Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals.

Evidence/Information that Lead to this Finding:

- The new school leader stated that a top priority is to “learn the building.” The leader inherited the School Comprehensive Educational Plan (SCEP) from the former school leader and the district. There is no shared understanding of the school vision and goals. There is a lack of focus on the areas of development most needed to drive improvements in student achievement. Due to this, school leaders are not able to closely monitor and evaluate the performance of the school, or progress toward any identified goals.
- The school leader, with his newly-formed Building Leadership Team consisting of fifteen staff members and parents, is in the process of developing school specific building-level statements that reflect the district mission and vision.
- Stakeholders hold differing views about the vision and mission of the school. Parents spoke about high academic aims linked with a caring environment, teachers reported that implementation of the CCLS was the main goal, and students were of the opinion that the goals of the Positive Behavioral Interventions and Support (PBIS) program were the school goals. There is no targeted focus that drives and brings about sustained school improvement.

Impact Statement:

The school community does not have a common understanding of the school’s vision or goals to lead it toward achieving high standards for all students.

Recommendation:

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

- Share building level statements that reflect the district’s mission and vision with all stakeholders; ensure that the school community has a common understanding of the school’s vision and goals

focused on securing high achievement for all students.

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:

The school does not have interconnected systems for the analysis, review, and use of achievement data by teachers, which directly influences instructional practices.

Evidence/Information that Lead to this Finding:

- The school leader stated that he is in the early stages of developing a system for the analysis, review, and use of achievement data by teachers so that it directly influences instructional practices. Reviewers observed teachers examining achievement data in scheduled department meetings for informing instruction and program development, but its use in classes is inconsistent and does not link to improvements in student achievement.
- The school uses the Measures of Academic Progress (MAP) system to monitor student growth, but its use is not consistent across the whole school community. Consequently, school leaders do not have a detailed grasp of the academic performance of different groups of students.
- The school leader is working to develop an evidence-based system to monitor and revise practices used by staff members. The APPR process and informal observations are a key part of this system, because they provide current data on instructional practices, the implementation of CCLS, and student achievement and growth. However, best use is not always made of the data to drive forward improvements.
- Additionally, school leaders have regular conversations with teachers at pre- and post-observation conferences on planning using data gained from lessons. Many teachers are collecting data using a range of strategies, including pre- and post-tests, formative assessments and exit tickets, but these approaches are emerging and not consistently applied.

Impact Statement:

School leaders have not yet established interconnected systems that allow knowledge of school-wide practices; therefore, school leaders are unable to make informed decisions that move the school forward at an accelerated rate.

Recommendation:

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

- Establish interconnected systems that ensure consistent data use across the school to inform instructional practices. Ensure that school leaders regularly evaluate and monitor the work of the school and staff, identify needs, and implement rigorous strategies to address identified needs.

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
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Debriefing Statement: The school leader has a plan for the implementation of CCLS-aligned curricula. The district PD plan, common planning time for content area teachers, and department and grade-level meetings support collaboration focused on the common core. Some teachers collaboratively develop units of study aligned to the CCLS; however, individual lesson plans do not consistently support the CCLS. The master schedule does not provide collaboration time for teachers of English language learners (ELLs), art, technology, music, and life and workforce skills to meet with content-area teachers to create interdisciplinary curricula. The school does not have a system for using assessment data to adapt curricula, and staff does not consistently provide feedback that involves students in their own learning. Instructional plans that do not meet the demands of the CCLS hinder staff capacity to implement the CCLS, and the overall student achievement of identified subgroups.

Strengths:

3.2 **The school has received a rating of *Effective* 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 a plan for CCLS implementation and ensuring school curricula consider student needs and contribute to college and career readiness.

Evidence/Information that Lead to this Finding:

- The school leader has created a plan to implement CCLS curricula and deliver related PD. The school leader has provided common planning time for teams of teachers to meet vertically and horizontally to work collaboratively on common core planning and implementation. Reviewed team meeting minutes confirmed a focus on CCLS, as did a meeting observed by reviewers, in which teachers discussed common approaches to CCLS implementation.
- Other documentation examined by reviewers revealed that teachers in all disciplines have been offered PD addressing the six common core shifts. There has been some content area specific PD facilitated by the district Directors of Humanities, and Math and Science, with a focus on CCLS alignment. Teachers have been introduced to the Tri-State Rubric and its use in guiding curriculum development. The school has a plan for introducing CCLS-aligned Expeditionary Learning modules as they become available. Reviewers found evidence of alignment in special education classes, and academic intervention services (AIS) teachers posted CCLS expectations in classrooms.
- School leaders perform “walk-throughs” to monitor CCLS alignment in lessons, and discuss findings with teachers in post-observation conferences to facilitate consistency of implementation.

Impact Statement:

The process of CCLS implementation has led to modifications in school curricula that have a greater focus on student needs.

Areas for Improvement:

3.3 **The school has received a rating of *Developing* 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 the CCLS and New York State (NYS) content standards and address student achievement needs.

Overall Finding:

The planning and delivery of lessons is inconsistent across content areas and grades. Teacher use of data-driven instruction (DDI) to tailor lessons to meet individual or group needs also varies. There is no consistent approach to the use of complex materials and higher-order questioning.

Evidence/Information that Lead to this Finding:

- Integrated Intervention Team (IIT) review of the SCEP and other school documents showed that the school leader ensures some teachers have the opportunity to create CCLS-aligned units of work and accompanying assessments with the guidance of district content directors. These units address the needs of all students and subgroups, and are commonly implemented across departments. Parents spoke positively about this collaboration and teamwork. However, unit lesson plans are not consistently developed by all teachers, nor are they systematically shared with school and district leaders. Classroom observations revealed that plans are not consistently implemented, and work is not always matched to the abilities of students.
- IIT review of planning documentation and classroom observations showed that DDI protocols are not sufficiently used in planning. Reviewers found use of data to inform curricular planning and guide instructional strategies was limited. Too few teachers plan for higher-order questioning to challenge student thinking or check for understanding. Consequently, most teachers do not have a good grasp of gaps in student learning and are unable to modify their planning accordingly.
- During classrooms visits, reviewers observed that some teachers had written objectives and lesson outlines displayed on the board or classroom walls; however, they rarely addressed the different needs of students and often did not include scaffolded approaches providing access to complex texts or activities for students needing additional support.

Impact Statement:

Unit and lesson planning does not lead to instructional practices that meet the needs of all students or consistently promotes increased 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:

- Ensure that all teachers plan and deliver lessons that include DDI, align to the CCLS, and incorporate complex materials and higher-order questioning to address student needs.

3.4 **The school has received a rating of *Developing* 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:

- Some teachers are working together to connect the curriculum across subjects in a way that increases student engagement and promotes increased opportunities for student success; however, the interdisciplinary collaboration does not include the arts, technology and other enrichment areas.

Evidence/Information that Lead to this Finding:

- During a vertical teacher meeting, reviewers observed teachers discussing several examples of interdisciplinary collaboration, such as a joint project on endangered species that involved English language arts (ELA), social studies, and science classes. Staff spoke of cooperative planning between grade seven math and science teachers and an interdisciplinary project on symmetry and reflection in grade eight art and math classes. However, the interdisciplinary cooperation is ad hoc and not part of an overall school strategy that involves ELLs, the arts, technology, and other enrichment areas.
- The school leader reported that district directors offer “all department meetings” as an opportunity for non-core area teachers to participate in creating interdisciplinary content; however, these meetings are optional and not attended by all staff.
- Reviewer observation of lessons revealed that technology is not routinely used in classrooms to enhance the quality of student learning. An IIT evaluation of planning showed that the use of technology is not built into the planning structure.
- Although the review team observed some examples of successful interdisciplinary work and classes that related topics to the real world, this approach was not embedded into the whole curriculum, which limits students ability to make connections between different content areas and transfer skills and knowledge acquired in one area and apply them to another.

Impact Statement:

The lack of a strategic plan to promote interdisciplinary collaboration restricts the development of the curriculum and hinders overall student achievement, especially regarding the transfer of key skills and knowledge to new or different contexts.

Recommendation:

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

- Create a plan to promote interdisciplinary collaboration that includes the arts, technology, and other enrichment areas; ensure that all teachers, including teachers of ELLs and students with disabilities,

have opportunities to collaborate during common planning time.

3.5 **The school has received a rating of *Developing* 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:

The school does not have a comprehensive system for using assessment data to adapt curricula. Teachers inconsistently provide student feedback that supports ownership of learning.

Evidence/Information that Lead to this Finding:

- The school leader reported and reviewers confirmed that teachers do not use adequately use available data. The school self-assessment stated that, “Additional work needs to be done in the practical uses of data. We are in the second year of administering the MAP system and teachers are still learning about how to make the best use of that data. The PBIS team has done an excellent job in this area, but there is not yet a structure for routine analysis of student learning data.”
- Teachers use pre- and post-assessments in mathematics and ELA, but reviewers found little evidence of the use of pre- and post-assessments in social studies and science. Reviewers observed some teachers using a range of assessments, such as “exit tickets,” “do nows,” and “quick writes,” but use is inconsistent school-wide and the information often does not inform adjustments to curricula or instruction.
- During the vertical teacher meeting, teachers reported that they sometimes use data to make instructional decisions, not curricular decisions. However, during lessons reviewers observed little evidence of instructional modifications as a result of data analysis.
- A reviewer examination of students’ written work showed that while teachers frequently use assessment rubrics to evaluate student work, they do not consistently provide individualized feedback indicating the next steps for improvement, which reduces student ownership of learning and limits students’ ability to progress.
- Although reviewers found that many teachers provide constructive verbal feedback during lessons to individuals, groups and the whole class, there is no consistency in approach across the whole school.

Impact Statement:

Inconsistency in the use of assessment data to guide and inform curriculum planning, and the lack of a unified approach to providing formative feedback to students, reduces ownership of learning and limits achievement.

Recommendation:

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

- Create and monitor a comprehensive system for using assessment data to adapt curricula and ensure that teachers provide consistent, formative feedback that supports student ownership of learning.

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.	Tenet Rating	D
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Debriefing Statement: Teachers inconsistently use plans informed by data to meet the needs of all students and develop short- and long-term goals. Some teachers use instructional practices that inspire student thinking, such as asking questions on complex texts, but this practice is not common or uniform across the school. Teacher feedback to students is inconsistent and does not often provide the next steps for academic improvement. Instructional planning without data analysis hinders purposeful differentiation that addresses the needs of all students, and prevents the reduction of achievement gaps.

Strength:

4.4 **The school has received a rating of *Effective* 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 learning environment acknowledges student voice and perspectives; students regard it as physically and intellectually safe.

Evidence/Information that Lead to this Finding:

- The SCEP describes a foundation of teacher practices and expectations based on the school-wide PBIS program, which identifies expected behaviors across all school environments. Students confirmed that they were involved in creating the PBIS rules and make PBIS posters yearly.
- Reviewers observed no instruction disrupted because of bad behavior and behavior observed in hallways and other common areas was generally good. However, some students described how their learning was sometimes impeded by the disruptive behavior of a few students. Most students reported they felt comfortable expressing their views or asking questions in class; and stated that teachers value their opinions and recognize that different students view issues from different perspectives. A new student to the school stated that she had been able to settle in and integrate because of the support and friendship offered by staff and students.
- Despite considerable school-wide efforts to stop bullying, many students reported that some bullying still occurs at the school; students stated that it was dealt with by school leaders and staff when reported. One student reported that behavior on the bus had improved because of the installation of cameras.

Impact Statement:
The positive learning environment supports the school's drive toward increased student success.

Areas for Improvement:

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

There is no common school-wide approach to lesson planning. Some teachers do not produce explicit lesson plans, and many do not use data to inform their plans and instructional practices.

Evidence/Information that Lead to this Finding:

- While school and teacher leaders provide clear expectations for lesson planning, practices are not carried out by all teachers. Reviewer's classroom observations revealed that some teachers do not produce detailed lesson plans and tend to communicate stages of their lessons to students by writing notes on the board, which they refer to only periodically.
- Some teachers use data to inform their teaching. For example, some special education teachers were observed using present levels of performance from individualized education programs (IEPs) as guidelines for instruction; and, in the vertical teacher meeting the English as a second language (ESL) teacher spoke about using data from state English tests to inform instructional practices. All IEP, ELL, and AIS students have goals and learning objectives based on data. However, this practice is not common. Lesson observations and planning evaluations showed that only a small number of teachers make use of data to plan and implement instruction. In most classes observed, work was not matched to the needs of students because teachers have paid little attention to the academic levels students are working at; this resulted in tasks that were either too easy, or too difficult for the majority of students.
- School-wide discussions about the importance of goal setting are only starting to take place. Reviewers found that there is not yet a high enough expectation that teachers set individual goals for students that present learning pathways for academic progress in which the achievement of specified goals is an ongoing, challenging, but achievable target.
- Some core area teachers reported using Cornerstone Assessment results to help them adjust their instruction. Reviewers observed special education students being prepared for these assessments and students discussed them during reviewer interview. However, at the time of this review, reviewers found no evidence of modifications to instructional practices or curricula based on data analyses from assessments.

Impact Statement:

The lack of a consistent, school-wide approach to lesson planning reduces the ability of school and teacher leaders to ensure that teacher instructional plans and practices are informed by data, and reflect student needs and learning styles leading to increased achievement and the meeting of student goals.

Recommendation:

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

- Ensure that all teachers adopt a consistent approach to lesson planning; ensure that instructional plans and practices are informed by data, reflect student needs and learning styles, and lead to the meeting of student goals.

4.3 **The school has received a rating of *Developing* 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:

There is an inconsistent school-wide use of CCLS-aligned lessons; higher-order questioning and high levels of text and content complexity are not found across all content areas and grades.

Evidence/Information that Lead to this Finding:

- Although reviewers observed CCLS standards posted on the boards or walls of most classrooms, staff only referred to them in approximately two-thirds of all classrooms visited by reviewers. One grade six class transferred objectives to notebooks and discussed them as a class, and students in a grade seven physical education (PE) class demonstrated familiarity with objectives for the warm-up phase of the lesson by completing it independently.
- Only a small number of lessons observed by reviewers incorporated higher-order questioning and contained high levels of text and content complexity. A good example of a higher-level question was heard in a grade eight cross-curricular lesson about wolves, when students were asked, “Can someone defend this as being a conflict between person and society?” However, this was an isolated example. Reviewers found that low level questioning requiring students to give only single word answers was a more common occurrence.
- The IIT found few examples of instruction leading to multiple points of access for all students; students reported only some opportunities to work with a partner. Reviewers found evidence of differentiation or use of texts with different levels in just under half of all lessons observed. Most teachers used the same content and approach for all students; most students worked with the same texts and activities, with little evidence of scaffolding or support for sub-groups or individuals.

Impact Statement:

The inconsistent provision of engaging, CCLS-aligned instruction, few opportunities for higher-level thinking, and a lack of complex content limits the growth and achievement of many students.

Recommendation:

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

- Ensure through rigorous monitoring and support that all teachers provide engaging, CCLS-aligned lessons, across all subject areas and grades, to enable all students to achieve.

4.5 **The school has received a rating of *Developing* 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:

Teacher use of data and assessments to inform and adjust instructional strategies and groupings and provide student feedback is inconsistent across all content areas and grades.

Evidence/Information that Lead to this Finding:

- Although teachers reported using data from exit tickets for grouping students and providing scaffolding, tickets were used or planned for use, in less than half the observed lessons. Additionally, students in approximately half of the observed lessons were not grouped according to ability or need.
- Review of the SCEP showed that PD has been provided in MAP data use, that district directors review annual state assessment data with teachers in department meetings, and that AIS providers use Fountas and Pinnell assessment data and running records to inform instructional planning. However, this data use was not reflected in classroom practice. Reviewers noted only a small number of classrooms where the planning of instruction was aligned to data. As a result, work was rarely matched to the ability levels of individual students. Teachers seldom used information from ongoing assessments to modify instruction or learning.
- Reviewers found the quality of verbal feedback offered in classes and examined on students' written work was variable. Students confirmed that feedback was inconsistent. Many teachers provided feedback on written work by highlighting rubrics without providing additional comments to help students understand why they had achieved a certain level and how to improve. Some students stated that they found it useful when teachers wrote comments on their work because it helped them make progress. Students regretted that many did not provide them with helpful advice and comments to help them make further progress.

Impact Statement:

Inconsistent feedback to students fails to provide them with the next steps for academic improvement. Planning without data analysis hinders purposeful differentiation that addresses the needs of all students and prevents the reduction of achievement gaps.

Recommendation:

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

- Ensure that all teachers use data and assessments to inform and adjust their instructional strategies and groupings; provide consistent feedback to enable students to improve their work and make appropriate progress.

Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.	Tenet Rating	E
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Debriefing Statement: The school has a comprehensive system to promote and support student social and

emotional developmental health; the system includes a PBIS program, school counselor assignments, assemblies, and building-level and classroom activities. Functional behavior assessments and behavioral intervention plans provide further support to teachers and students. The school follows the district's three-year AIS plan to support struggling students. The existence of a comprehensive system results in a safe, supportive learning environment.

Strengths:

5.2 **The school has received a rating of *Effective* for this Statement of Practice**The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.

Overall Finding:

The school has both formal systems and informal arrangements to identify social and emotional developmental health needs and ensure that appropriate support is provided to students.

Evidence/Information that Lead to this Finding:

- The school leader and staff have created systems that allow each student to be known by a designated adult; these systems reinforce academic success for all students. Teachers reported that grade-level school counselors are assigned to the same students throughout their middle-school career. This ensures that staff knows individual students and can meet their social-emotional health needs.
- Students unanimously stated they all knew a member of staff they could approach to discuss problems or personal issues. They said they would prefer to seek out a teacher rather than a counselor, however, because they have a closer daily rapport with them. Parents reported that teachers and counselors knew their children well and that teachers were very committed, as shown by teacher support of students during their own lunch time.
- The school has a partnership with the Ulster Board of Cooperative Educational Services (UBOCES), with a focus on the implementation of the PBIS program. PBIS data indicated decreases in the number of discipline referrals over time, as well as an increased sense of school safety and security. In addition to a student survey, the school also organizes a parent survey to collect data about the social and emotional well-being of students.
- The school has a three-year AIS plan, an established Response to Intervention (RTI) program, and guidance counselors meet regularly with teams to identify at-risk students. The school is also partnered with a community organization that provides a part-time student assistance counselor who works with the counseling office to support at-risk students.

Impact Statement:

The school identifies student social and emotional health needs and provides targeted support.

5.3 **The school has received a rating of *Effective* 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:

The school uses the PBIS program to address student needs, and provides staff with PD to equip them with the skills and knowledge to identify and support students.

Evidence/Information that Lead to this Finding:

- The school leader ensures that staff know and use the research-based PBIS program and practices for the referral and support of students. The school’s PBIS expectations, “RISE Above – Be Respectful, Inspire, Be Safe, and Excel” are posted around the school, and students confirmed that these expectations were well known.
- Teachers reported that the school uses the student management system, eSchoolData, to monitor all aspects of students’ school experience, including tardiness, absences, referrals, and grades. The school leader ensures that all staff members use data to identify areas of need and use internal resources to promote student well-being. The school offers students the opportunity to respond to questions and give opinions through a student survey. Reviewers found that student referral and PBIS data reflect a safe and supportive school climate.
- Members of the student support team reported that the district had been responsive and supportive of their needs. Teachers signed up for training days and conferences through My Learning Plan, a PD management system, and participated in a functional behavior assessment boot camp.
- Teachers reported regular meetings with a grade-level counselor and school psychologist during planning meetings. Consequently, they felt informed and updated about student issues. The school PD plan also indicated a strong staff focus on RTI, PBIS, and training to create a safe environment. Discussions with teachers indicated that the school provides quality PD that enables them to meet the needs of students.

Impact Statement:

Student social and emotional development health needs are met, which impacts positively on the school environment and student achievement.

5.4 **The school has received a rating of *Effective* 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 fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.

Overall Finding:

The school has organized its work with stakeholders to ensure that student social and emotional health needs are consistently met.

Evidence/Information that Lead to this Finding:

- Discussions with stakeholders showed that they are aware of their roles, responsibilities, and school expectations for meeting the social and emotional needs of students. Stakeholders are aware of the school's vision for student social and emotional developmental health.
- The Parent-Teacher Association (PTA) organized three assemblies with a social-emotional health focus and gained the full support of parents. Additionally, an interactive theater group worked with students on a PBIS theme.
- The school's grade six parent night for new students clearly sets expectations for behavior. These expectations are reinforced in the student handbook, which is also available to parents. Parents are invited to participate in scheduled student meetings with guidance counselors. Interviewed parents spoke positively about the school's support of students' emotional well-being.
- An open-house for parents is organized during the day and evening to ensure that all parents can attend. The school has regular contact with parents by phone and email. Good news report postcards are sent to all parents every year. Two parents are full members of the Building Leadership Team and the student government is very active in fundraising for charities.
- The SCEP report and reviewer findings showed that the school closely monitors social and emotional health issues. School staff track student discipline, monitor below average grades on report cards, conduct follow-up meetings with parents, and have a clear policy on dealing with serious absence that uses the services of outside agencies as a final resort. Discussions with parents and students showed they are aware of school procedures and protocols about behavior, attendance, and discipline, and readily recite the school expectations for them to play their part in ensuring that the school is a safe, secure place in which to work and learn.

Impact Statement:

The school has implemented policies to ensure that students' social-emotional health needs are consistently met. All stakeholders work together to ensure a safe learning environment.

5.5 **The school has received a rating of *Effective* 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:

The school implements a plan to collect, analyze, and use data to identify and meet the social and emotional needs of all students.

Evidence/Information that Lead to this Finding:

- The school leader reported that data is used to address student social and emotional health needs. The school leader instituted the practice of monthly guidance department meetings involving student support staff, to analyze student data, identify at-risk students, and to monitor review processes.
- There is a three-year AIS program with clear criteria for collecting data to support at-risk students. Data is systematically collected for functional behavior assessments to inform behavioral intervention

plans. The SCEP showed, and reviewers confirmed, that discipline data is collected and monitored for counselor use to support students in developing positive learning behaviors. Meeting minutes showed that data is regularly monitored and discussed at PBIS, RTI, and guidance meetings.

Impact Statement:

The school staff works together to collect and analyze data to support the social-emotional health needs of students, which increases opportunities for academic and social success.

Areas for Improvement:

All ratings for this Tenet are **Effective** and therefore, comments are listed under **Strengths**.

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 community communicates the need to create a culture of school and family partnerships to improve student achievement and the home-school relationship. However, parental outreach efforts have resulted in limited engagement of families in students’ academic progress. Parents do not fully participate to support school goals and improve student progress.

Strengths:

6.2 **The school has received a rating of *Effective* 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:

The school communicates high expectations for student success and provides families with information to help students reach those expectations.

Evidence/Information that Lead to this Finding:

- It is a school priority that all students and their families be aware of school expectations at the middle school, and at the high school. Staff reported that a letter is sent to parents about academic programs, and high school students prepare a presentation for grade eight students about experiences at the high school. There is a grade eight family night for parents to meet with high school teachers, and grade eight counselors invite parents to join their children’s scheduling meeting where they deliver a “when you get to high school” presentation. High school technology teachers make presentations on elective programs, and students participating in foreign language or life and workforce skills programs gain half a high school credit for satisfactory completion of these programs.
- Parents commented that some teachers have their own websites, which provides them with useful information about the curriculum, homework assignments and general academic expectations. PTA

minutes showed that the school leader spoke to parents about CCLS and EngageNY.

- As part of the DTSDE Review process, two surveys asking parents and students to share their views on a number of issues, including the curriculum, assessment, and achievement have been administered. Reviewers found that survey feedback had been positive regarding the school's communication of expectations; one parent reported that more information was needed about the common core.
- There is an active PTA, although at the time of this review, membership is low. School staff reported a high percentage of parents attended the grade six parent information night. The school uses its website to communicate with stakeholders on a wide range of issues; parents reported that this means of communication was very helpful.

Impact Statement:

Students and many of their parents understand school expectations for student success, which increases students' ability to become college and career ready.

Areas for Improvement:

6.3 **The school has received a rating of *Developing* for this Statement of Practice:** The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.

Overall Finding:

The school provides some opportunities for reciprocal communication with families, but does not monitor their impact or effectiveness.

Evidence/Information that Lead to this Finding:

- The school communicates with families and staff in numerous ways to increase their understanding of student needs. Information is published on the school website, a newsletter is distributed, "telephone blasts" are organized, report cards and progress reports are sent out, and student planners are provided that parents can review and write comments in. Reviewers noted that parents spoke positively about the homework hotline. Student support team members spoke about a close relationship and valuable communication with teachers and parents, which was confirmed through parent interview. Some communications are written in languages other than English, but this is not a consistent practice and restricts the school's ability to build strong relationships with all parents.
- At the time of this review, the school did not monitor and evaluate the effectiveness of its communication with parents. School leaders and staff did not have a well-defined perspective on parental views based on feedback, which limited their ability to strengthen family communication and relationships to fortify the bond between home and school.

Impact Statement:

The school provides some opportunities for reciprocal communication with families, but does not monitor the impact of efforts to increase staff and family understanding of student needs and support for student achievement.

Recommendation:

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

- Ensure that all communications are offered in the home language of parents, and monitor communication strategies to ensure widespread use and effectiveness.

6.4 **The school has received a rating of *Ineffective* 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:

At the time of this review, the school was not providing training to parents and staff on home-school partnerships that motivate both parties to work together in support of student achievement.

Evidence/Information that Lead to this Finding:

- Reviewers noted that an identified school priority was to work in partnership with families and develop parent engagement activities linked to student achievement; at the time of the review, no program was in place to help teachers build relationships with parents.
- There have been some limited initiatives to provide information about the CCLS to parents, and some teachers provide ad hoc information on their websites. However, efforts are insufficient to support the development of fruitful home-school partnerships that inspire stakeholders to work together to support student learning. Reviewers found no formal plan for guiding parents to better support their child's academic learning.

Impact Statement:

A lack of specific training for parents and staff on developing rich home-school partnerships impedes student achievement.

Recommendation:

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

- Create training programs for parents and staff on developing successful home-school partnerships; ensure a majority of parents participate to learn ways in which to promote student achievement.

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:

Data is collected, but not consistently shared, which limits stakeholder's ability to understand both student and family needs, and advocate for services that address those needs.

Evidence/Information that Lead to this Finding:

- The resultant data from two surveys of parent and student views have not been used systematically or consistently across the school community. The school leader stated that he had received family engagement data from a district survey, but had not yet analyzed it; the school leader reported plans to address this data in a future Building Leadership Team meeting.
- Data related to free or reduced lunches had been used to identify beneficial services for some families. Analysis of some data related to discipline has led to a targeted, school-wide initiative called, "Gotcha," to counteract negative behaviors.
- Reviewers found that, although the student support team collects a considerable amount of data on family needs it is not widely shared.
- The SCEP and school self-assessment identified the need to share data more widely to increase parental engagement and increase the involvement of stakeholders in addressing family and student needs. Reviewer discussions with parents revealed that they would welcome more guidance and support on accessing and interpreting the data the school provides on their child's academic and social progress.

Impact Statement:

Although data is collected, it is not consistently shared with stakeholders, which limits their ability to support student learning and achievement.

Recommendation:

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

- Create a policy for data sharing across the school; monitor data use to ensure family needs are identified and supports targeted.