



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	070600010020
School Name	Southside High School
School Address	777 South Main Street, Elmira, NY 14904
District Name	Elmira City School District
School Leader	Christopher Krantz
Dates of Review	February 4-5, 2014
School Accountability Status	Focus School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	9-12	Total Enrollment	995	SIG Recipient	X	Title 1 Population	99.5%	Attendance Rate	87.6%		
Free Lunch	41%	Reduced Lunch	6 %	Student Sustainability	84%	Limited English Proficient	0.1 %	Students with Disabilities	13.5 %		
Number of English Language Learner Classes											
#Transitional Bilingual		#Dual Language		#Self-Contained English as a Second Language	0						
Number of Special Education Classes											
#Special Classes	4	#Consultant Teaching		#Integrated Collaborative Teaching	22						
# Resource Room	2										
Number Special Classes											
#Visual Arts	7	#Music	14	#Drama		#Foreign Language	10	#Dance		#CTE	14
Racial/Ethnic Origin											
American Indian or Alaska Native	0.1 %	Black or African American	14 %	Hispanic or Latino	3 %	Asian or Native Hawaiian/Other Pacific Islander	0.3 %	White	82%	Multi-racial	0.6%
Personnel											
Years Principal Assigned to School	10	# of Assistant Principals	2.5	# of Deans		# of Counselors / Social Workers	5				
Teachers with No Valid Teaching Certificate	%	Teaching Out of Certification	%	Teaching with Fewer Than 3 Yrs. of Exp.	%	Average Teacher Absences	%				
Credit Accumulation (High School Only) and Performance Rates											
% of 1 st yr. students who earned 10+ credits	20%	% of 2 nd yr. students who earned 10+ credits	71%	% of 3 rd yr. students who earned 10+ credits	88%	4 Year Graduation Rate	68.4 %				
ELA Performance at levels 3 & 4	58%	Mathematics Performance at levels 3 & 4	20%	Science Performance at levels 3 & 4	63%	6 Year Graduation Rate	79%				

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
X	White		Multi-racial
X	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged	X	All Students
Did Not Meet Adequate Yearly Progress (AYP) in Math			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-racial
	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged	X	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:

Establish Professional Learning Communities to:

1. align curriculum with Common Core
2. analyze student work & data to inform instruction and assessment
3. share best practices among colleagues
4. Increase and improve student engagement, student cognition, and rigor in all areas
5. Implement www.engageny.org Algebra & Grade nine English Common Core modules.

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

Mark an "X" in the box below the appropriate designation for each Statement of Practice. Provide the letter rating in the OVERALL RATING row as the final overall tenet rating.

#	Statement of Practice	H	E	D	I
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission, and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).		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:			E		

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			X	

	planning that involves student reflection, tracking of, and ownership of learning.				
	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:			D	
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 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	E
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Debriefing Statement: The school leader is working to ensure the seamless merger of two Elmira high school communities, while also upholding the vision, values, and standards of Southside High School. The school leader has made important strategic decisions to organize, human, and fiscal capital resources, especially in the area of professional development (PD) to support the implementation of the Common Core Learning Standards (CCLS) and the Annual Professional Performance Review (APPR). The APPR system ensures that administrators and staff are held accountable for continuous improvement, and teachers value the actionable feedback they receive. The school has access to a wide range of data, but the lack of a system for utilizing it, impedes measurable progress.

Strengths:

2.2 **The school has received a rating of *Effective* 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 school leader ensures that the school community shares a vision aligned to the SCEP.

Evidence/Information that Lead to this Finding:

- The school leader reported that he is currently leading two schools in the district in preparation for a merger of these schools later this year, and that he divides his time equally between both buildings.
- The school leader shared that the district is in the process of creating and adopting a district mission statement and has requested that the school delay its plan for creating a new mission for the school merger. Consequently, the school leader suspended the work of a joint school committee that was drafting a new mission and SMART goals. As a result, the school is guided by a vision and goals created in prior years. Teachers stated that they respect and value these beliefs, which school leaders communicate to staff, students, and parents through PD, professional learning communities (PLCs), the school’s radio station, school assemblies, parent-teacher conferences, and the district website.

Impact Statement:

In spite of the difficulties of combining two schools, the vision is uniformly seen, heard, and known by stakeholders and guides the school’s work.

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 resource.

Overall Finding:

The school leader makes strategic decisions to organize programmatic, fiscal, and human resources.

Evidence/Information that Lead to this Finding:

- The school leader and teachers reported that the school has not been able to recruit new staff over the last three years due to economic restraints. Cuts in the budget have resulted in a quarter of staff members being transferred, reassigned, or terminated, which resulted in a reduction in the number of courses offered and a higher student-to-teacher ratio in classes. Additionally, the school leader shared that, when he is able to hire, he actively tries to recruit candidates from minority backgrounds in order to mirror the school population and that he has hired a part-time mentor to work with diverse groups of students.
- The school leader and the instructional support teacher (IST) plan bi-monthly PD for the staff in order to support the CCLS and APPR implementation. Additionally, the school leader has put into place programs to enable students to take advance placement, honors, and distance learning courses that lead to college credits. Further, students have 40 minutes at the end of each school day to seek advice and support from teachers regarding personal or academic issues. Some flexible scheduling enables staff to provide students with after-school instruction to meet the needs of groups and individuals. In addition, the school leader reported that there are booster clubs organized by parents to support sports teams and the school choir. However, cutbacks in transportation impact student access to after-school opportunities.
- There are clear systems in place to enable the school to monitor purchases and to track expenditure. Teachers reported that they are encouraged to share ideas and make requests for purchasing resources and materials. The school has developed some partnerships with the district and external organizations to develop a pool of resources to help the school meet the academic and social needs of students.

Impact Statement:

Due to effective management, the available resources address the immediate needs of the school community.

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 APPR to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.

Overall Finding:

The school leader has a fully functional systems aligned to the district's APPR to conduct targeted and frequent teacher observations.

Evidence/Information that Lead to this Finding:

- Teachers stated that school leaders conduct frequent observations and provide teachers with actionable feedback on their instructional practices based on the Danielson Framework for Effective

Teaching, which creates a common language around observations and evaluations within the school. As part of the APPR, teachers provide evidence of their development through the collection of artifacts and written rationales.

- Teachers reported that school leaders provide feedback via Teachscape, which they received PD on, and that school leaders give them actions for improvement based on the four domains of the Danielson Framework. Additionally, school leaders provide general feedback at staff meetings and provide teachers with individual feedback on observations upon request. Further, the school leaders shared that they develop specific Teacher Improvement Plans (TIPs) to improve instructional performance when needed.
- Discussions with teachers and school leaders demonstrated that observation data is used to guide and inform PD activities that are matched to teacher needs.

Impact Statement:

The embedded APPR system, focused feedback, and subsequent PD ensure that administrators and staff are held accountable for their practice and continuous improvement.

Areas for Improvement:

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:

School leaders do not consistently use evidence-based systems to examine and improve critical school-wide practices.

Evidence/Information that Lead to this Finding:

- The school leader reported that while there is a wide variety of data available to staff, there is no formal system for using data to monitor the performance of the school in order to make adjustments to achieve school-wide goals. The review team found that the school collects and reviews data about attendance, suspensions, assessments, graduation, and dropout rates, but the data does not consistently inform strategic planning and actions for school improvement.
- School-wide assessment reading data is available through the Northwest Educational Assessment, (NWEA), including Lexile scores for students. The school leader shared that while PLCs are beginning to use this data to determine interventions and strategies to support student learning, he is developing a plan to monitor these teams and to communicate the importance of NWEA scores to stakeholders.

Impact Statement:

The lack of a systematic approach toward using data limits measureable progress toward critical school-wide

goals and hinders student achievement.

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

Debriefing Statement: The school leader schedules time for teachers to meet to work collaboratively to implement CCLS curricula and provides teachers with access to pedagogical materials aligned to the CCLS and instructional shifts. Teachers have started to collaborate to develop unit and lesson plans based on student data to meet the demands of CCLS, but the inconsistent use of higher-order questions, complex tasks, and data to differentiate instruction limits student achievement. Current structures do not promote the integration of interdisciplinary curriculum. Teachers are at the early stages of developing a system to analyze and use data to make curricular decisions. The lack of consistent alignment between the curriculum and assessment negatively impacts student achievement.

Strengths:

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

Areas for Improvement:

3.2 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the CCLS that is monitored and adapted to meet the needs of students.

Overall Finding:

The school leader is beginning to support the implementation of a rigorous and coherent curricula aligned to the CCLS.

Evidence/Information that Lead to this Finding:

- The school leader shared that he recognizes the need to support staff in implementing the CCLS, and is putting a plan in place to support this process, but that this is at an early stage of development.
- Teachers reported that the school leader scheduled time for teachers to plan collaboratively in order to implement CCLS aligned curricula and that he has provided teachers with pedagogical support, materials, and training on the CCLS and instructional shifts. However, classroom visits, and a review of documents, demonstrated that teachers are not consistently implementing CCLS aligned curricula across the school.
- The school leader has planned monthly PD sessions to develop teacher capacity to incorporate the CCLS shifts including close reading, text-based questions, and the use of protocols to engage

students. Algebra and grade nine English teachers receive on-going training in implementing www.engageny.com modules. Further, teachers of non-core subjects including special education, PE, art, and music are being introduced to the instructional shifts. However, the review team found that not all teachers are incorporating the CCLS shifts into planning and instruction across the school.

Impact Statement:

The school is developing its curricula to meet the needs of students, which will improve academic achievement.

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 NYS content standards and address student achievement needs.

Overall Finding:

Teachers do not consistently ensure that unit and lesson plans include DDI protocols and align to the CCLS to meet student needs.

Evidence/Information that Lead to this Finding:

- The school leader shared that he has begun to encourage teachers to collaborate in PLC meetings to develop unit and lesson plans based on student data to meet the demands of CCLS, but this is not yet leading to accelerated improvements in student learning and achievement.
- Teachers reported that they are beginning to analyze formative and summative assessments, to inform curricula planning decisions. The school leader and teachers shared that teachers are encouraged to use a graphic organizer focusing on Rick DuFour’s “Four Essential Questions” during PLC sessions to align curriculum, develop common formative assessments, and identify strategies to re-teach and enrich learning for students, but the review team found limited evidence of teachers implementing this work during classroom visits.
- While most teachers had lesson plans that aligned to the CCLS during classroom visits, teachers did not consistently use a variety of complex materials or scaffold learning.
- The review team found evidence from a review of documents that some teachers are beginning to monitor and adjust curricula based on data, but this was not consistent across the school.

Impact Statement:

The inconsistent development of plans that align to the CCLS and DDI protocols limits student achievement.

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:

Teachers do not consistently partner across grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.

Evidence/Information that Lead to this Finding:

- While the school leader shared that PLCs provide teachers with opportunities to collaborate, the review team found that these teams are configured based on common content, which limits teacher opportunities to work across subjects to design interdisciplinary curricula.
- The school leader shared that he has provided teachers with PD on Marzano's Effective Instruction, Bloom's Taxonomy, and Kagan's Cooperative Learning to increase expertise in planning for interdisciplinary curricula. Additionally, the review team found that some teachers are working informally to create interdisciplinary curricula, such as a grade 11 chemistry lesson where the teacher combined chemistry, literacy, and health education into a real-life context. However, there are limited plans in the SCEP to address interdisciplinary curricula and develop partnerships across the school.

Impact Statement:

Students have limited opportunities to engage in thoughtful cross-curricula activities, which hinder student success.

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:

Teachers do not consistently implement a system for using assessment to plan curriculum.

Evidence/Information that Lead to this Finding:

- The school leader reported that teachers administer pre-and-post assessments and identify student-learning objectives (SLO) in planning as required by the APPR. However, the review team found little evidence that teachers are using data from assessments to adapt instruction or materials to meet student needs. While a grade ten math teacher scaffolded learning based on an analysis of student data, this was not consistent across the school.
- The school leader shared that teachers received PD on how to utilize formative assessment data to drive instructional decisions, but the review team found limited evidence of this in practice during classroom visits.
- During classroom visits, some teachers gave feedback to students. However, students shared that most teachers do not provide them with feedback or guidance on how to improve their learning.

Impact Statement:

The lack of consistent alignment between the curriculum and assessment limits student academic achievement.

Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking, and achievement.

Tenet Rating

D

Debriefing Statement: The school leader is engaging teachers in conversations about aligning plans to data during PLCs, but planned scaffolding, differentiation, and the use of challenging texts and tasks is inconsistent across the school. While teachers post learning targets, there was limited evidence of a close match between the target and formative assessments. In only a minority of lessons were students required to read, discuss, or write at levels that elicited extended thinking. Most lessons did not require students to develop evidence-based responses to questions. The use of formative and summative data to make instructional decisions and provide data-based feedback to students is inconsistent.

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

Areas for Improvement:

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

School leaders and teachers do not consistently ensure that instructional practices are organized around unit and lesson plans that address student needs.

Evidence/Information that Lead to this Finding:

- The school leader shared that he encourages teachers to collaborate in PLCs and use information from assessments to establish goals for students. A review of documents demonstrated that most teachers create lesson plans that align to the CCLS. Additionally, approximately half of the lesson plans reviewed included complex materials, tasks, and higher-order thinking skills. However, few plans were differentiated for groups of students, and only a third contained references to assessment.
- Teacher leaders are beginning to engage teachers in conversations about goal setting based on assessment data. However, a review of documents and classroom visits demonstrated that this is inconsistent across the school.

Impact Statement:

Inconsistent plans and instructional practices that address student needs limit student academic achievement.

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

Overall Finding:

Teachers do not consistently provide coherent instruction that aligns to the CCLS that leads to multiple points of access for all students.

Evidence/Information that Lead to this Finding:

- Classroom visits demonstrated that approximately half of teachers use instructional practices aligned to CCLS, but these practices were not consistent across the school. In 40 percent of the classrooms visited, teachers lectured whole class with limited small group work, even though students were seated in a variety of configurations, such as pairs or groups of four.
- Most teachers posted learning targets; however, teachers did not discuss these targets with students or provide them with any information concerning what they would learn during a lesson.
- While in 40 percent of classrooms teachers asked students higher-order questions, this was not consistent across the school, as most questions required students to think at the literal level. Further, in some classrooms, students were required to read text closely and develop responses using evidence, such as in a grade 12 government and economics class where students read and responded to a text by John Locke, but this was not consistent across the school.
- Most instructional material was similar and teachers did not differentiate this material, or instruction, to meet the needs of learners.

Impact Statement:

Teacher instructional practices do not consistently lead to high levels of student engagement and achievement.

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:

Teachers do not consistently implement a plan to create a learning environment that is responsive to the needs of all students.

Evidence/Information that Lead to this Finding:

- Teachers stated that the Danielson component for promoting a positive school culture is an integral part of teacher evaluation.

- School leaders hold grade-level assemblies at the beginning of each semester to articulate to students behavior expectations for the cafeteria, hallways, classrooms, and offices. Additionally, teachers use the school television station, assemblies, and athletic events to reinforce appropriate behavior and encourage positive character development. However, the review team found that teachers do not consistently differentiate instruction in order to meet the needs of diverse groups of students. Classroom visits, and a review of documents, demonstrated that teachers do not consistently promote and celebrate diversity in classrooms through culturally rich literature, activities, and projects.
- While some students stated that they like being at school and that the environment is safe, several students shared that behavior was better during the review than at normal times.

Impact Statement:

While physically safe, the learning environment does not consistently meet the needs of all students, which limits student success.

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.

Overall Finding:

Teachers do not consistently use data to inform planning or to foster student participation in their own learning.

Evidence/Information that Lead to this Finding:

- The school leader shared that teachers are beginning to align plans to data through PLC meetings and are beginning to set goals based on assessment data. Additionally, teachers shared that they have received PD on how to use formative assessment to drive instruction. However, the review team found limited evidence of teachers adjusting student groups, lesson plans, or instructional practices to meet student needs based on data during classroom visits.
- While some teachers provide data-based feedback to students, a review of documents and classroom visits demonstrated that most teacher feedback does not include clear next steps for students to improve their learning.

Impact Statement:

- Inconsistent data-based feedback that is timely and purposeful limits student achievement.

Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.	Tenet Rating	D
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Debriefing Statement: The school leader has implemented PBIS and ensures that each student is known by a designated adult. PBIS is established and used to teach and reinforce character education that focuses on social-emotional health. The school promotes a clear vision of student social and emotional developmental health aligned to a curriculum that provides learning experiences and a safe school environment for families, teachers, and students. School staff collects student social and emotional developmental health data and the school leader is developing a plan to use this information to support students and families.

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 leader establishes overarching systems to support student social and emotional developmental health.

Evidence/Information that Lead to this Finding:

- The school leader shared that the school uses PBIS and SOAR to teach and reinforce character education. These systems incorporate a monthly behavior focus and recognize student success through school news broadcasts and by awarding SOAR tickets to encourage positive behaviors. The review team found that SOAR posters are displayed throughout the school to further reinforce those positive behaviors.
- Students shared that they have a designated adult who knows them and who they can approach if they have concerns. Further, the school leader stated that student diversity is valued and the review team found that there are a number of student clubs dedicated to diverse groups of students.
- Teachers stated that they build positive relationships with students by regularly eating with them in the cafeteria. Additionally, school counselors meet individual students throughout the year to plan individualized support to meet their social and emotional developmental health needs.
- Teachers stated that PLC meetings provide a forum for discussing individual student’s social, emotional, and developmental health needs. Further, Response to Intervention (RTI) team meetings are held throughout the year to develop and monitor plans to support student needs.
- Monthly “Kid-Talk” meetings are held between school leaders, counselors, community agencies, the

school nurse, the school psychologist, and social workers to discuss and develop plans for at-risk students. All students with an IEP are assigned a special education teacher as a case manager for their high school career to ensure social and emotional developmental health needs are met and to support academic and personal growth.

Impact Statement:

The implemented systems address barriers to student social and emotional developmental health and improve student success.

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 articulates a vision for student social and emotional developmental health that is aligned to a curriculum to meet student needs.

Evidence/Information that Lead to this Finding:

- The school leader reported that staff use research-based programs, including PBIS and SOAR's monthly behavior themes, to teach student social and emotional developmental health. The school staff receives regular PD to address the social and emotional developmental health needs of students and to promote the school's vision for a safe and healthy environment.
- Teachers stated that they know and understand the school's system of referral. Additionally, the school leader reported that the school's policy is for staff to refer students who they have concerns about to a school resource officer (SRO) or a school counselor. The school then collects information on students in need, organizes reviews with the psychologist, checks attendance data, and convenes a meeting with the school nurse, guidance counsellors, SRO, and external agencies in order to develop a plan to support referred students.
- Resources are available to families, such as the school-based mental health program, support from children's integrated services, and other outside agencies.

Impact Statement:

Students learn in a safe and healthy school community, which improves student success.

Areas for Improvement:

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 fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.

Overall Finding:

All stakeholders are developing a common understanding of their contributions in supporting student social and emotional developmental health.

Evidence/Information that Lead to this Finding:

- The school is developing protocols and processes for stakeholders to discuss their role in providing appropriate supports for all students. Students, teachers, and parents are beginning to work together to ensure that the school's vision for student social and emotional developmental health is achieved; however, the review team found this is inconsistent across the school.
- Some parents reported that they are aware of the programs and agencies available to support families and students. However, not all parents confirm that this information is widely available and this restricts their role in supporting the school's vision for the social and emotional well-being of all students.
- The school leader shared that there is no communication system in place between support staff and teachers in order to meet student social and emotional developmental health needs.

Impact Statement:

School constituents do not consistently articulate their contributions in creating the school's vision for student social and emotional developmental health, which hinders student success.

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:

The school leader and support staff do not consistently work with teachers to establish structures to use data to support student social and emotional developmental health.

Evidence/Information that Lead to this Finding:

- While the school leader shared that staff collect data regarding student social and emotional developmental health, the school leader stated that he is first beginning to develop a plan to use this data to support student needs. Additionally, while support staff shared that they use data to assist students who receive Academic Intervention Services (AIS), there was no formal plan in place to use data to address all student needs.

Impact Statement:

The lack of a plan to use data to support student social and emotional developmental health hinders student success.

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

Tenet Rating

D

Debriefing Statement: The school makes it a priority for all students and their families to be aware of the expectations regarding student achievement. The school provides information about college, and other post-secondary programs, to students and their families and provides data to parents about their children's academic progress. However, the school is not effective at providing training for staff on how to engage families and sustain relationships with them, or to guide parents on how to support their children's learning and advocate for appropriate services.

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 leader ensures that regular communication with students and families fosters high expectations for student academic achievement.

Evidence/Information that Lead to this Finding:

- The school leader shared that the school communicates its expectations for student achievement and information pertaining to graduation through a family communication folder that is mailed home before the start of each school year. This folder contains information about graduation requirements, school contact information, the code of conduct, the school calendar, PBIS information, and school-wide expectations. Student schedules are also included in the folder so that parents and students have the opportunity to meet with school counselors regarding changes or questions. Calendars also include information about school events and testing dates.
- The guidance department shared that there is a systematic plan for communicating with families via email, the school website, and an auto-dialer regarding visits by college representatives, scholarship opportunities, application deadlines, and college placement testing dates.
- The school also uses the auto-dialer to inform parents and students about events, such as open houses, parent-teacher conferences, and concerts. The parent partner attends parent-teacher conferences as an advocate for parents. During open houses, each department provides specific information to parents about curricula. The district also provides training for parents on the CCLS and NWEA testing

Impact Statement:

The relationship between families and the school helps improve student academic success.

6.3 **The school has received a rating of *Effective* 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 does not consistently engage in reciprocal communication with families and community stakeholders in order to support student learning.

Evidence/Information that Lead to this Finding:

- The school leader shared that the school communicates with families about school and student issues and concerns using a variety of tools. Parents stated that they receive school information and data regularly, in an easy to read format, and feel comfortable calling the school to address any questions or concerns.
- The school has no English language learners (ELL) and few parents speak languages other than English. Therefore, the school leader shared that school staff accommodate families that do not speak English on an individual basis when needed, but there is a plan in place to communicate with families in other languages if needed once the merge takes place. Additionally, the school offers individual support to parents who have hearing or visual impairment.
- Parents stated that they are comfortable contacting the school and that they are welcome to attend “Kid Talk” and annual meetings between support staff and individual students to discuss concerns.
- The school staff reported that they monitor the effectiveness of communication with families and are open to creating new channels of communication, such as YouTube, webinars, and the school TV broadcast.

Impact Statement:

The school engages in reciprocal communication with families in order to provide parents with opportunities to support their children’s academic and social-emotional growth.

Areas for Improvement:

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:

The school community is developing a plan to partner with families and community agencies to provide training to support student success.

Evidence/Information that Lead to this Finding:

- The school leader reported that the school is in the process of developing a plan to teach parents ways to support student learning and growth. Parents reported that they feel welcome in the school and that they are provided with opportunities to become involved in their children's academic and extra-curricular activities.
- The school leader shared that the parent partner is a liaison between families, students, and staff who disseminates information regarding school activities, community opportunities, and needs throughout the school.
- The school resource officer works as an advocate for students and a source of information for families about external agencies such as Family Services, the Department of Social Services (Family Assessment Response program), Glove House, Crisis, Elmira Psychiatric Center, and the Probation Service.
- The school leader shared that he is in the process of implementing a plan to provide PD to school staff on how to develop partnerships with families and the community.

Impact Statement:

The school is working to establish partnerships with families and community agencies to support student success.

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:

The school does not consistently share data in a way that promotes dialogue with parents to empower families to advocate for appropriate services for their children.

Evidence/Information that Lead to this Finding:

- The school leader shared that he is working to develop a plan to share data with parents in order to empower them to support student learning. For example, there is a new parent portal in place, but it does not yet contain detailed information about their children's progress. However, families receive communication about their children's progress through report cards, progress reports, parent-teacher conferences, phone calls, and emails.
- While there are systems in place to support families, parents and staff shared that these are not being widely accessed or used. In addition, parents stated that they were unclear regarding the procedures to access support and intervention services from community agencies.

- Parents shared that the data that the school sends home is relevant and easy to understand. Additionally, an auto-dialer is used to inform parents and students about upcoming events, such as open houses, parent-teacher conferences, and extra-curricular activities.

Impact Statement:

- The school is developing a plan to empower families to use data to advocate for their children to receive appropriate support services, which will improve student success.

Recommendations:

Tenet 2: School Leader Practices and Decisions

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

- 2.5: Use strategies and protocols to evaluate how well the school is performing academically and to hold teachers accountable for the progress of students.

Tenet 3: Curriculum Development and Support

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

- 3.2: Establish systems for planning and monitoring rigorous and coherent curricula aligned to the CCLS that meets the needs of all students.
- 3.3: Ensure that lesson plans include a focus on higher-order questions, complex tasks, and differentiated activities based on data.
- 3.4: Develop a plan to promote interdisciplinary curricula across all subjects.
- 3.5: Develop systems to use data to place students in courses, to ensure all teachers use data to align assessment with curricula, and to give students clear feedback that leads to student ownership of their learning.

Tenet 4: Teacher Practices and Decisions

In order for the school's strategy and practices to align with the concepts in the Effective column of Tenet 4 the school should:

- 4.2: Ensure teachers plan and use instructional practices and strategies that address all student goals and needs.
- 4.3: Ensure that all teachers provide coherent CCLS-aligned instruction that leads to multiple points of access for all students.
- 4.4: Ensure that teachers use appropriate and effective strategies to deal with the small number of students whose behavior disrupts learning and that all classrooms provide an intellectually safe learning environment where cultural diversity is recognized and celebrated.
- 4.5: Ensure that teachers use data in order to differentiate instruction for individuals and groups of students and to provide feedback that leads to improvements in student learning.

Tenet 5: Student Social and Emotional Developmental Health

In order for the school's strategy and practices to align with the concepts in the Effective column of Tenet 5 the school should:

- 5.4: Develop a communication system that ensures all stakeholders have a common understanding of their role in promoting student social and emotional developmental health and in creating a school community that is safe and conducive to learning.
- 5.5: Establish a plan to ensure the use of data to provide supports that respond to the social and emotional developmental health needs of all students.

Tenet 6: Family and Community Engagement

In order for the school's strategy and practices to align with the concepts in the Effective column of Tenet 6 the school should:

- 6.4: Develop a plan to teach parents ways to support student learning and growth, and provide PD to staff on how to develop partnerships with families and the community in order to improve student and family engagement and increase attendance.
- 6.5: Improve the system and strategies used to share data with parents, students, and school community members so that families are able to advocate for appropriate support services for their children.