



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

DIAGNOSTIC TOOL FOR DISTRICT AND SCHOOL EFFECTIVENESS (DTDSE)



BEDS Code/DBN	360585005601
School	East High School
School Address	1801 East Main Street, Rochester, NY 14609-7495
District	Rochester City Schools
School Leader	Anibal Soler
Dates of Review	January 29-31, 2013
School Accountability	Priority
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet																							
Grade Configuration		7-12		Total Enrollment		1720		% Title 1 Population		100%		% Attendance Rate		77 (2011-2012)									
% Free Lunch		74%		% Reduced Lunch		2%		% Student Sustainability		79%		% Limited English Proficient		15%		% Students with Disabilities		20%					
Types and Number of English Language Learner Classes																							
# Transitional Bilingual		12		# Dual Language		0		# Self-Contained English as a Second Language						42									
Types and Number of Special Education Classes																							
# Special Classes		185		# Consultant Teaching		0		# Integrated Collaborative Teaching						119									
# Resource Room		3																					
Types and Number Special Classes																							
# Visual Arts		25		# Music		25		# Drama		1		# Foreign Language		27		# Dance		0		# CTE		37	
Racial/Ethnic Origin																							
% American Indian or Alaska Native		less than 1%		% Black or African American		58%		% Hispanic or Latino		30%		% Asian or Native Hawaiian /Other Pacific Islander		4%		% White		8%		% Multi-racial		less than 1%	
Personnel																							
Years Principal Assigned to School		3		# of Assistant Principals		3		# of Deans		0		# of Counselors / Social Workers						12					
% of Teachers with No Valid Teaching Certificate		2%		% Teaching Out of Certification		6%		% Teaching with Fewer Than 3 Yrs. of Exp.		5%		Average Teacher Absences						4 days					
Overall State Accountability Status (Mark applicable box with an X)																							
School in Good Standing				Priority School		X		Focus District				Focus School Identified by a Focus District				SIG Recipient (a) (g)		X					
ELA Performance at levels 3 & 4		11%		Mathematics Performance at levels 3 & 4		18%		Science Performance at levels 3 & 4		26%		4 Year Graduation Rate (HS Only)						43% (2007 cohort)					
Credit Accumulation (High School Only)																							
% of 1 st yr. students who earned 10+ credits		1% (2007 cohort)		% of 2 nd yr. students who earned 10+ credits		43% (2007 cohort)		% of 3 rd yr. students who earned 10+ credits		62% 2007		6 Year Graduation Rate						49% (2005 cohort)					

Did Not Meet Adequate Yearly Progress (AYP) in ELA (Mark an "X" in the field(s) where school is identified for not meeting AYP.)			
	American Indian or Alaska Native		Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-racial
X	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native	X	Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-racial
X	Students with Disabilities	X	Limited English Proficient
X	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Science			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective			
	Limited English Proficiency		

Describe the school's top priorities (no more than 5) based on the school's comprehensive plans (SCEP, SIG, DCIP, etc.):

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

1. Improve the school's performance on NYS English Language Arts and Mathematics Comprehensive Regents exams and NYS 7th and 8th grade State Assessments.
2. Improve the school's cohort graduation rate, school attendance and climate.
3. Improve the school's customer service and parent involvement.
4. Build school wide capacity with Response to Intervention.
5. The school will use data systems to monitor, track and review student data.

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

Mark an "X" in the box below the appropriate designation for each tenet, and mark in the 'OVERALL RATING' row the final designation for the overall tenet.

#	Statement of Practice	H	E	D	I
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).			X	
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.			X	
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.			X	
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.			X	
OVERALL RATING FOR TENET 2:				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 and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.			X	
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.				X
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.				X
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student				X

	achievement outcomes.				
	OVERALL RATING FOR TENET 3:				I
Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students and pertinent subgroups experience consistent high levels of engagement, thinking and achievement.					
#	Statement of Practice	H	E	D	I
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.				X
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.				X
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.			X	
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.				X
	OVERALL RATING FOR TENET 4:				I
Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.					
#	Statement of Practice	H	E	D	I
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.			X	
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.			X	
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.			X	
5.5	The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.			X	
	OVERALL RATING FOR TENET 5:			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 atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.			X	
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.			X	
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.			X	
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.				X
OVERALL RATING FOR TENET 6:				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	D
<p><u>Debriefing Statement:</u> The school leader has created a vision that focuses on improving student achievement, school climate, attendance, and academic/behavioral interventions. However, the school leader has not set measurable targets for each goal, and the school systems/structures do not always support the desired outcomes for students.</p> <p><u>Strengths:</u></p> <p>All ratings for this Tenet are either Developing or Ineffective and therefore comments are listed under Areas of Improvement.</p> <p><u>Areas for Improvement:</u></p> <p>2.2 <u>The school has received a rating of <i>Developing</i> for this Statement of Practice:</u> Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).</p> <ul style="list-style-type: none">• The school leader has articulated a mission/vision to increase student achievement and student attendance and improve school climate and academic/behavioral interventions. The Integrated Intervention Team (IIT) observed the mission/vision posted in classrooms and hallways. Based on interviews with teachers, students, and parents, the IIT concluded members of the school community do not understand the connection between the SCEP goals and the mission/vision. The school leader reported in the self-assessment that teachers teach the school mission to students and post the mission throughout the school; however, a review of the mission/vision shows no that school-wide goals are neither measurable nor aligned to the mission/vision. Therefore, the school community cannot work toward a vision that has specific, measurable, ambitious, and timely goals that hold all constituents accountable for student improvement. <p>2.3 <u>The school has received a rating of <i>Developing</i> for this Statement of Practice:</u> Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.</p> <ul style="list-style-type: none">• The school leaders, teachers, and student support staff use data to examine individual and school-wide practices. School leaders and teachers reported that feedback loops are inconsistent. During		

the interview with the review team, school leaders stated that they expect staff to use data systems to collect and analyze data. School leaders also stated they are working on developing a professional development (PD) plan to provide additional support to staff in their use of data. During interviews, teachers expressed their desire to receive PD on how to use data to support instruction. Teachers also expressed in interviews that they do not have all of the data they need to plan interventions and instruction for students. The lack the school's use of evidence-based systems to improve school-wide practices has impeded progress toward achieving mission-critical goals.

2.4. The school has received a rating of *Developing* for this Statement of Practice: Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.

- The school leader has indicated that he has attempted to maintain adequate staff, but states that it is a challenge due to budget cuts. The school leader controls a small percentage of funding allocated to the school. The school leader reported having received funding through a number of grants, which have been used to add staff, purchase supplies, and improve technology. The school leader also reported that key staff members have left, and that this has affected the ability of staff to provide programming to students. The school leader and teachers stated in interviews that there is a need for additional full-time bilingual education teachers. In addition, bilingual teachers reported there is also a need for an agreed upon curriculum for English for Speakers of Other Languages (ESOL) classes and criteria for placing English language learners in ESOL classes. Bilingual and ESL teachers reported they lacked instructional materials for differentiation and were not aware of a supplemental instruction budget. As long as the school struggles to provide the resources needed to achieve its goals, the school will be limited in its ability to increase student achievement.

2.5 The school has received a rating of *Developing* for this Statement of Practice: The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.

- The school leader has begun to develop a system conduct observations and provide feedback and PD opportunities. During interviews, staff reported they received PD on Danielson, Annual Professional Performance Review (APPR) and Teachscape. Teachers stated that professional development (PD) is available; however, PD is not always based on individual teacher needs. Teachers reported the school leaders conduct evaluations; however, teachers reported there is no time set aside to conduct post observation conferences and teachers are not receiving timely feedback. The school leaders have yet to develop a method to track teachers' progress in using the feedback provided after observations and to align PD to the needs identified. School leaders have not fully implemented the system to conduct targeted and frequent observations, limiting the school leaders' ability to hold staff accountable to improve instruction and student achievement.

<p>Tenet 3 - Curriculum Development and Support: The school has rigorous and coherent curriculum and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.</p>	<p>Tenet Rating</p>	<p>I</p>
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Debriefing Statement: The school lacked a rigorous and coherent curriculum aligned with the Common Core Learning Standards (CCLS) and instructional differentiation that meets the needs of all students. This limits the ability of the school to maximize teacher instructional practices and improve student learning.

Strengths:

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

Areas for Improvement:

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

- The curriculum documents reviewed by the Integrated Intervention Team (IIT) were not fully aligned to the Common Core Learning Standards (CCLS). The review team observed that standards are provided for specific instructional areas on the District SharePoint site. School leaders have attended the Network Training Institute (NTI) in Albany and have begun to turnkey elements of the CCLS to staff. Review team members observed units and lessons that did not reflect rigor or higher-order thinking. Teachers interviewed have received some training on ELA, Science, and Social Studies standards; however, some reported they have not received adequate training to effectively implement the CCLS. The lack of training limits the quality of the implementation of a rigorous and coherent curriculum aligned to the CCLS.

3.3 The school has received a rating of *Ineffective* for this Statement of Practice: Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.

- The IIT found that the lesson plans reviewed and the lessons the team observed did not align with the CCLS. Most classrooms visited did not incorporate complex materials or new vocabulary into the lesson. In bilingual and ESL classes visited, only two of eleven classrooms used strategies that deepen understanding, such as using graphic organizers to identify and understand key elements of lessons. The school has not developed pacing guides, and lessons did not reflect higher-order activities. As a result, students are not being introduced to a curriculum that provides them with the deep understanding around content needed to be college- and career-ready.

3.4. The school has received a rating of *Ineffective* for this Statement of Practice: The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.

- While the school provides some opportunities for students to learn through music, art and

technology, the limited amount of collaborative meeting time hinders the school’s ability to provide a curriculum that connects across classrooms and grades. The review team observed students using SMART Boards and laptops in the classrooms the IIT visited. School leaders and teachers collaborate during common planning time within grades. Self-contained classroom and Foundation Academy (7th & 8th grade) cluster teachers meet multiple times during the school week. Teachers in the arts and technology meet, but do not have formal common planning time. The school leader stated that bilingual and ESL teachers do not have time allotted to collaborate with peers and with other subject area teachers. Teachers reported there are no formal opportunities to meet across grades or subjects to plan and discuss strategies. As a result, there are minimal opportunities for staff to meet across different grade levels, which limit the ability of teachers to provide a comprehensive curriculum.

3.5 The school has received a rating of *Ineffective* for this Statement of Practice: The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.

- The school leadership team (SLT) demonstrated to teachers how to access the District internal Student Data Warehouse. Teachers use the warehouse to review report cards and conduct item analysis on math and ELA scores. Both the school leader and teachers revealed that data is being collected on formative assessments to help students determine their strengths and weaknesses; however, data are not used to drive the delivery of instruction. The school uses Response to Intervention (RtI) to help struggling students; however, the IIT did not see evidence of differentiated instruction in 20 of the 21 classrooms visited. Bilingual and ESL teachers reported they did not use data to support instruction, nor did they use assessments to identify patterns of student learning. The school leader and teachers are not consistently using data to inform instruction and, as a result, students are not receiving instruction that meets their needs.

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

Tenet Rating

I

Debriefing Statement: Teachers instructional practices were observed to be limited in regards to their use of CCLS, student engagement, differentiated instruction and academic rigor. Lessons were teacher directed. As a result, instructional practices are not addressing the gap in student performance and students are not experiencing high levels of engagement and achievement.

Strengths:

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

Areas for Improvement:

4.2 The school has received a rating of *Ineffective* for this Statement of Practice: Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.

- Teachers reported to the IIT that they develop lesson plans together for units that last six weeks. The lessons observed by the IIT did not promote high levels of student engagement or inquiry. Many of the classrooms visited by the review team had minimal student interaction, and many students could not articulate the lesson objective when asked by reviewers. The review team found minimal evidence of instruction differentiated based on student ability. In addition, high levels of student engagement and inquiry were not common in the classrooms visited. During an interview, one student noted, "Some teachers are boring because they just talk." Teachers have lesson plans; however, they did not align with student individual achievement goals, and teachers do not always promote high levels of student engagement. As long as teachers are not using strategies that promote engagement and are not developing lesson plans aligned to student goals, the school will struggle to increase student achievement.

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

- The Integrated Intervention Team (IIT) reviewers observed that the high school curriculum did not support the CCLS. The review team did not observe any documentation to support that teachers have developed specific achievement goals for students. Instruction in many classrooms was teacher-led and did not offer a variety of access points for bilingual and ESL students. In addition, the students had limited opportunities to participate in small group discussions. Teacher direct instruction was observed in 20 of the 21 classrooms visited by the IIT. The review team saw little evidence of students using informational texts, writing from source documents, using text-based questions and answers, or learning new vocabulary. The school leader provided evidence of several data collection databases; however, teachers stated they are not using the data sources to differentiate lessons and modify instruction to support students. Without instructional strategies that promote student engagement, teachers are limited in their ability to ensure that students are learning material at the depth required by the CCLS.

4.4 The school has received a rating of *Developing* for this Statement of Practice: Teachers create a safe environment that is responsive to diverse learners, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.

- During interviews, teachers expressed that they perceive the school to be safe and orderly. The school has a strategy of positive incentives. The school leader reported that staff members meet to discuss Response to Intervention (RtI) strategies that staff can use to provide interventions to students who need extra behavioral support. The school has an In-School Suspension (ISS) room where students are placed who are disruptive. During the visit, 40 students were placed in this room during one day of the visit. Behavioral expectations varied in the classrooms visited by the IIT. Some classrooms were well managed, and the students were on task. Other classrooms were not well managed, and students were off task and disruptive. During interviews by the review team, student support staff stated that staff has received training in classroom management techniques. Teachers reported that students typically feel safe in the classroom, but some students feel unsafe in the hallways. Without a safe learning environment, the school is limited in its ability to ensure that students can be comfortable at school and remain focused on their learning.

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

- School leaders and teachers have access to a variety of student data through the District data warehouse. The school leader and student support team indicated they have problem solving teams to identify students who are in need of Tier 1 and 2 interventions based on RtI criteria. However, the review team found that most lessons were teacher directed, and that students were not involved in actively participating in their own learning in the classrooms the team visited. The school leader and teachers stated that English language development goals and objectives have not been determined for ESOL classes, and the criteria for placing ESL students has not yet been formally established. School leaders and teachers have access to data; however, based on interviews and documents reviewed, the IIT team concluded that data is not analyzed to inform and modify lesson planning. Since teachers do not use data to modify instruction, students are limited in their ability to be active participants in their own learning.

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

Tenet Rating

D

Debriefing Statement: The school community has systems and partnerships to support the social and emotional growth of students; however, there is inconsistency in who receives supports and services. There is a lack of consistent behavioral expectations in the classroom and hallways. Attendance remains a challenge at the school. Students who are absent from class due to attendance or behavioral issues are not receiving the instruction and social emotional supports needed to be successful.

Strengths:

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

Areas for Improvement:

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

- The school has established systems and partnerships to provide support to students. The Student & Family Support Center (S&FSC) has partnerships with the following organizations: American Red Cross, AmeriCorps, Center for Youth, Hillside Work Scholarship, University of Rochester-Upward Bound and Nursing Program, Ibero, MCC Liberty Partnership Program, Rochester Police Department, YWCA-Youth Parent Support, Step Up. The Health Clinic provides social and emotional developmental health support, substance abuse counseling, and attendance advocacy. The student support staff reported there are an increased number of students identified who need social and emotional developmental health supports. The school has developed a referral system to track the needs of students and to provide intervention services. The review team reviewed data that track student attendance, along with data that track which students are receiving academic tutoring and counseling services. The team reviewed attendance and incident data and found that attendance

and behavior remain challenges at the school. While the school does have a number of supports for students, the supports available have not done enough to prevent the attendance and behavior issues at the school. As long as those issues persist, some students will continue to have difficulty reaching academic goals.

5.3 The school has received a rating of *Developing* for this Statement of Practice: The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.

- The S&FSC articulates and promotes a vision for social and emotional developmental health that is connected to learning experiences. The S&FSC has compiled information on the varied services that are available to support students and families. Several staff members reported that there were not enough supports and programs to meet student needs. Staff received training in various social and emotional learning topics, such as trauma prevention and Positive Behavioral Interventions and Supports (PBIS); however, implementation of PBIS is sporadic. School leaders, teachers and students reported that the school climate has improved over the past three years. Students are learning from school counselors how to address bullying and harassment. The school has instituted an In-School Suspension (ISS) program and has begun to implement a transition program to support students returning to the classroom. The attendance office tracks long-term absences and provides outreach as needed. There are many services available to support students; however, the school continues to struggle with student attendance and student behavior. The inability of the school to promote a vision that addresses social and emotional development for all students limits the likelihood that there will be adequate supports to ensure that all students are successful.

5.4 The school has received a rating of *Developing* for this Statement of Practice: All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.

- The school leader has a vision for school safety that focuses on using PBIS. The school leader stated that the school was removed from the persistently dangerous list for high schools in 2012-2013, and students reported that safety has improved over the past few years. Some students expressed feeling safe in the classrooms, but these students said they do not always feel safe in the hallways. During an interview, teachers reported that sometimes teachers decide to keep disruptive students in the classrooms so they do not miss instruction. Several review team members observed students being disruptive in hallways and stairwells between classes. In most cases, security did not intervene. Although school leaders, teachers, and students agree that school climate has improved, the school is still developing its ability to create a school community that is consistently safe and conducive to learning. Without a safe school climate, the students will not fully develop a sense of ownership in their work and their school, which can hinder student performance.

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

- The school has developed programs and established partnerships to address the social emotional and developmental health needs of students. The school attendance office collects data and reviews school incident data to look for trends and patterns. The S&FSC has conducted a survey of services to evaluate the degree to which students used services. The student support staff has members that participate on the school-based planning team to discuss data related to student

services. While the school does provide a number of services to students to support their social and emotional developmental health, teachers expressed that even more students could benefit from these services. The staff continues to struggle with student attendance and student behavior, and the staff is still developing its ability to assess the effectiveness of the supports and interventions provided to students. The staff is also still developing its ability to use social and emotional data to be proactive instead of having to respond to issues that arise. Without a fully developed system that utilizes social and emotional data to identify specific needs, provide specific supports, and continually modify and revise supports, the staff will struggle to ensure that the supports provided are sufficient to allow students to be academically and socially successful.

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 wellbeing.

Tenet Rating

D

Debriefing Statement: The school has strategies and practices in place to improve communication with parents. However, there is no parent organization, nor is there a parent involvement plan in place to offer opportunities for parents to partner with the school. The lack of parent partnerships prevents reciprocal communication and the sharing of responsibility for student academic success.

Strengths:

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

Areas for Improvement:

6.2 **The school has received a rating of *Developing* for this Statement of Practice:** The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.

- The school leadership and staff are welcoming to the community. The School Comprehensive Education Plan identifies as a goal that the school to be a welcoming place for parents. Parents have access to teachers via e-mail and scheduled conferences. The school also conducts a variety of workshops, such as college advisement. The school leader reported the school community encourages relationships between families and teachers, and the school is responsive to parental needs and requests. However, there is no active Parent-Teacher Organization (PTO) or parent involvement plan to promote parent involvement in the school. Parents interviewed by the IIT reported that there is minimal parent involvement. The lack of parent involvement limits the school’s ability to ensure that parents are working together with the school to increase student achievement.

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

- School leaders, student support staff and teachers indicated in interviews that they reach out to parents using email, robo-calls, the school website and mailings to provide information and

communication with parents regarding conferences. The school leader reported that translations are provided upon request. The school leader told the IIT that the school is working to improve communication with the diverse population of students and families. Reviewers found that the existing methods of communication did not provide adequate opportunities to engage in a reciprocal dialogue with parents. In addition, without a PTO, parents do not have opportunities to participate as stakeholders in the direction of the school. The lack of reciprocal communication limits the ability of the school and families to work together to students' academic and behavioral needs.

6.4 **The school has received a rating of *Developing* for this Statement of Practice:** The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.

- The school has established a student support center that offers support to families. The school has identified many partners and community agencies that provide support to students; however, few parents are involved in the support services that are provided by school partners. Parents stated the school has held family events during the school day and in the evening, but few parents attend these programs. Based on a review of the school PD plan, it was not evident that professional development included strategies for teachers to connect with parents. Low parent participation and the lack of staff training on collaborating with parents hinders the school's ability to develop strong partnerships with parents, impacting the school's ability to work with parents to increase student achievement.

6.5 **The school has received a rating of *Ineffective* for this Statement of Practice:** The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.

- The school shares data through report cards and teacher conferences. The school leader and teachers stated that while report cards are mailed home, the school does not require parent conferences. Consequently, not all parents are fully aware of their child's progress. Parents interviewed reported they have not received information on the CCLS or the school's curriculum. By not reaching out to parents to ensure that they understand student learning and student progress, the school is limited in its ability to ensure that parents can fully support their child's academic growth.

Recommendations:

Tenet 2: School Leader Practices and Decisions

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

- 2.2 Use baseline data to set specific goals for achievement, behavior, and attendance.
- 2.3 Use teacher evaluations to provide consistent feedback staff and provide examples of best practices that are connected to student achievement.
- 2.4 Prioritize needs based on the vision and goals to ensure that the available resources are being maximized. Create an instructional plan for ESOL and bilingual courses and fund supplemental materials for ESOL and bilingual programs.
- 2.5 Create an observation schedule and provide professional development (PD) activities that match the individual needs of teachers.

Tenet 3: Curriculum Development and Support

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

- 3.2 Provide support to teachers across all grade levels and subjects to ensure that a coherent curriculum is being implemented. Refer to the Rochester Central School District Network team for additional professional development on CCLS.
- 3.3 Create PD activities that demonstrate how teachers can align and implement CCLS and lesson plans that expose students to complex materials and promote higher order learning.
- 3.4 Provide and monitor common planning time and promote vertical team discussions so teachers can implement a robust curriculum that incorporates the arts, technology, and other enrichment areas. ESL/bilingual teachers should collaborate with other content area teachers so ELLs have full access to educational opportunities.
- 3.5 Provide PD on the use of assessment tools to identify patterns of student learning and develop plans to improve student progress and growth.

Tenet 4: Teacher Practices and Decisions

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

- 4.2 Provide PD on how teachers can use instructional practices to support all students and create goals for students based on grade-level benchmarks. Provide students with opportunities to discuss their learning with others and to apply new concepts to novel situations.
- 4.3 Ensure that teachers are incorporating the CCLS instructional shifts in lessons. Provide PD for teachers to create lessons that lead to high achievement and engagement.

- 4.4 Review and disaggregate data on student referrals by classroom and location and provide professional development for staff on strategies to maintain a safe environment.
- 4.5 Provide data on individual student performance and create strategies for how teachers can provide feedback to students to improve their performance.

Tenet 5: Student Social and Emotional Developmental Health

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

- 5.2 Create and implement a system to coordinate more conversations between classroom teachers and support staff to address the social and developmental needs of students.
- 5.3 Ensure that implementation of social and emotional development programs is done with fidelity. Provide more supports and programs to meet the needs of all of the students. Develop a plan to target issues with student attendance and behavior.
- 5.4 Further develop a school-wide plan to maintain a safe school environment.
- 5.5 Use data to develop and implement an action plan that identifies behavioral needs and provides services to students. Monitor the effectiveness of services to ensure that students are receiving proper supports. Analyze data to identify trends and respond to identified trends by revisiting systems and structures within the school to look for ways to be proactive and prevent issues from occurring.

Tenet 6: Family and Community Engagement

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

- 6.2 Provide further outreach to parents and help organize a parent group that can participate in school-based planning.
- 6.3 Develop an action plan for parent outreach that provides for opportunities for reciprocal communication. Make an effort to translate parent notification letters and other correspondence in languages other than English.
- 6.4 Provide PD to teachers on strategies they can use to connect with parents.
- 6.5 Provide for opportunities for parents to participate in regularly scheduled conferences on their child's progress. Ensure that information on student progress is easy to understand. Provide parents workshops and other opportunities to further understand the data that is collected at the school.