



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code/DBN	620600010022
School	Kingston High School
School Address	403 Broadway Street, Kingston, NY 12401
District	Kingston City School District
School Leader	Dr. Adrian Manuel
Dates of Review	May 20-22, 2013
School Accountability	Focus
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	9-12	Total Enrollment	2045	% Title 1 Population	37.8%	% Attendance Rate	90.46%				
% Free Lunch	39%	% Reduced Lunch	10%	% Student Sustainability	NP	% Limited English Proficient	1%	% Students with Disabilities	19%		
Types and Number of English Language Learner Classes											
# Transitional Bilingual	0	# Dual Language	0	# Self-Contained English as a Second Language	5						
Types and Number of Special Education Classes											
# Special Classes	202	# Consultant Teaching	3	# Integrated Collaborative Teaching	65						
# Resource Room	14										
Types and Number Special Classes											
# Visual Arts	53	# Music	32	# Drama	0	# Foreign Language	48	# Dance	0	# CTE	37
Racial/Ethnic Origin											
% American Indian or Alaska Native	1%	% Black or African American	17.7%	% Hispanic or Latino	9.1%	% Asian or Native Hawaiian /Other Pacific Islander	2%	% White	69%	% Multi-racial	1.5%
Personnel											
Years Principal Assigned to School	2	# of Assistant Principals	4	# of Deans	0	# of Counselors / Social Workers	10				
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	0	% Teaching with Fewer Than 3 Yrs. of Exp.	3	Average Teacher Absences	13.63				
Overall State Accountability Status (Mark applicable box with an X)											
School in Good Standing		Priority School		Focus District	X	Focus School Identified by a Focus District	X	SIG Recipient (a)		SIG Recipient (g)	
ELA Performance at levels 3 & 4	73%	Mathematics Performance at levels 3 & 4	36%	Science Performance at levels 3 & 4	n/a	4 Year Graduation Rate (HS Only)	73.55%				
Credit Accumulation (High School Only)											
% of 1 st yr. students who earned 10+ credits	n/a	% of 2 nd yr. students who earned 10+ credits	n/a	% of 3 rd yr. students who earned 10+ credits	n/a	6 Year Graduation Rate	75.25%				

NP = Not Provided

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
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	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
	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. Increasing attendance rate
2. Closing achievement gaps for sub-groups
3. Initiating a 9th grade Scholars academy
4. Integrating CCSS shifts
5. Improving cohort data analysis and tracking to improve graduation rate.

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 achievement outcomes.			X	
OVERALL RATING FOR TENET 3:				D	

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

#	Statement of Practice	H	E	D	I
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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:				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 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			X	

	families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.				
	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

Debriefing Statement: The school has a collaboratively developed vision that stakeholders know and understand. However, initiatives tied to the vision are in the planning stages; implementation is necessary to effect the changes needed for improvement. The incomplete implementation of a comprehensive improvement plan limits the school’s ability to sustain progress.

Strengths:

2.3 The school has received a rating of *Effective* for this Statement of Practice: Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum and teacher practices, leadership development, community/family engagement, and student social and emotional developmental health) that make progress toward mission-critical goals.

- The school leader is using a number of systems to improve individual and school-wide practices. Staff in the vertical teacher focus group reported to the Integrated Intervention Team (IIT) that each department has goals they are working to achieve. Staff reported that building leaders meet bi-weekly with school leaders to discuss data and academic interventions; the bi-weekly meetings are also used to discuss curricular initiatives, staff survey data involving the Common Core Learning Standards (CCLS), and school transition information. Staff reported that intervention plans have been put in place for some students. Staff further stated that an intervention monitoring form was created by the school leader to track the efforts of all teachers; the form details teacher intervention responses and student progress, and is also used to facilitate post-observation discussions of teacher instructional practices. Staff explained that each department also has to complete a spreadsheet reporting student progress for the school leader to review. Student support staff reported weekly support team meetings are held with the school leaders, social worker, guidance counselor, nurse, and psychologist; students at-risk, or in need of services, are reviewed by data indicators such as attendance, teacher reports, academic reports, behavioral referrals, and anecdotal data. The student support team reported that along with the school leader, they use the disseminated data to look at individual students and identify interventions. In addition, school staff stated that monthly safety committee meetings review campus incident reports, Dignity for All Students Act (DASA) reports, and suspension numbers. School staff informed the IIT that data on student performance and school culture was shared during mid- and end-of-year presentations. Use of systems that encourage staff to share individual and school-wide practices allows progress toward accomplishing goals.

2.5 The school has received a rating of *Effective* 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, provide feedback and professional development opportunities, and hold administrators and staff accountable for continuous improvement.

- The school leader has a system in place to conduct targeted, frequent observations, track progress of teacher practices based on data, and provide feedback and professional development (PD) opportunities to staff. The school leader reported that the school has implemented a new evaluation system to monitor teacher performance, which consists of at least one formal and two informal observations per year for all teachers; an additional formal observation was required for non-tenured teachers. The IIT found that all teachers have online portfolios, for which individual observation and evaluation data is stored. School leaders reported conducting periodic department walkthroughs in order to reflect and calibrate observations with one another. The IIT reviewed school leadership meeting agendas that showed evidence of formal and informal conversation notes around instructional improvement. Teachers reported being provided with PD on the CCLS, and the development of student learning objectives (SLOs). By regularly observing staff, tracking instructional practices, and encouraging consistency in the evaluation process, the school leader is holding staff and leaders accountable for continuous improvement, which promotes positive student achievement.

Areas for Improvement:

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

- School staff reported that the school vision is to “educate, inspire and graduate” our students. Members of the IIT found that school staff had posted the vision statement throughout the building and published it in the Kingston newspaper, *The Daily Freeman*. School staff stated that school goals included the expectation that the CCLS be fully implemented and to help students become college and career ready. Students in the large student focus group stated that school goals included preparing everyone for college and added that “teachers care about us.” However, at the time of the visit, the school had several initiatives in the planning stages. For example, the school leader described a plan for the creation of themed academies within the high school, a concept designed to further the school goals and vision and engender community involvement, starting with the ninth grade academy. In addition, teachers stated that the thematic academies would be piloted in areas that included law, government, and public service; the performing arts; sports and medical sciences; technology, engineering and math; and a virtual academy for struggling students. School stakeholders are aware of the school leader’s vision and efforts focused on ambitious goals for moving the school forward; however, the implementation of programs intended to further these goals has not yet occurred. As a result, the absence of implementing a clear plan limits the school’s ability to achieve its vision.

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 works with the district and school staff to make building-wide programmatic and personnel decisions. The school leader monitors school staffing and program effectiveness by meeting with the building leadership team three times a week and with lead teachers twice a month. The school leader reported creating long-term goals to improve teaching and learning outcomes for all teachers and students; teachers reported that each department has specific, measurable, ambitious, results-oriented, and timely (SMART) goals they are working toward. However, according to school staff, teachers are available to provide academic assistance to students who choose to seek help during the ninth period. The school leader approved the assignment of a number of English and social studies teachers to provide one-on-one academic support for small groups of students. The school leader reported that there are night school and online credit recovery programs in place that provide additional academic opportunities for at risk students. However, at the time of the visit, programs for students that are high performing was not evident. School leaders stated that the school partners with Bard College and other local institutions to provide pre-service teachers and counselors interning opportunities. At the time of the visit, the school leader reported that they were in the process of redesigning the night school program, expanding virtual offerings, cutting down on traditional programming to make fiscal efficiencies, and restructuring programs to encourage school improvement. Programs that are not fully in place limits the school’s ability to meet the immediate needs of the school community.

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.

Tenet Rating

D

Debriefing Statement: The school is developing the protocols and capacity to support the shift to the CCLS and the use of data to adjust curriculum and instruction.

Strengths:

All ratings for this Tenet are **Developing** 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 and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the CCLS in Pre K-12.

- The school leader and staff are working toward full implementation of the CCLS. School leaders and lead teachers reported that staff had been provided with a series of workshops on CCLS implementation; and instructional staff was in the process of developing CCLS curricular resources. The school leader stated, “Although departments have not fully revised or updated their curricula based on the CCLS, they have spent time discussing the instructional shifts, examining materials on EngageNY, and discussing the implications of the CCLS on instructional practices.” The school leader informed IIT reviewers that ongoing co-teacher training over the past two years had focused on CCLS implementation in the areas of lesson development, student work, research-based

instructional models, and formative assessments in all core subjects. In addition, the school leader and teachers reported that the lead teachers received PD on the EngageNY close reading and evidence-based questioning techniques. Based on interviews, the IIT learned that school leaders discuss lesson objectives as they relate to the CCLS during formal and informal observations with staff. Teachers reported that the district provides CCLS resources for each department, but that the information for grades six through twelve was not yet available. During classroom visits, the IIT observed inconsistent lesson delivery that reflected the CCLS. Although the school was using various pathways to implement the CCLS, at the time of the visit, the school was still beginning to consider what students would need to know, which limits curriculum development and alignment toward college and career readiness for all students.

3.3 The school has received a rating of *Developing* 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.

- At the time of the visit, unit and lesson plans were not aligned to the CCLS. The school was beginning to develop resources to assist staff in CCLS implementation. The school leader reported that teachers are not contractually obligated to maintain daily lesson plans; however, the school leader directs staff to plan all new lessons and units using CCLS materials and shift awareness. The school leader stated that, “plans submitted for teacher observation purposes specify CCLS alignment.” In addition, the school leader reported that the school has identified CCLS curriculum units from EngageNY, disseminated it to staff, and downloaded it to the network shared drive for ease of access. According to the school leader, departments use the shared drive to store CCLS lessons and units as they are developed. The school leader mentioned that the English department was evaluating and addressing the need for an increase in the proportion of nonfiction materials used to supplement the study of literature. Through document reviews, the IIT learned that some staff created curriculum maps; however, the maps reviewed were incomplete and not aligned to the CCLS. The lack of implementation of a CCLS curriculum that fosters instructional practices around the use of complex materials and higher-order thinking skills diminishes the rate of student learning and achievement.

3.4 The school has received a rating of *Developing* 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 school leaders and teachers are ensuring that there is integration of the arts and technology in core subject areas, it is not yet a school-wide practice. For example, the school leader reported that the school offers a wide range of art, music, technology, and enrichment courses. The school leader also stated that the school has a partnership with the *Center for Creative Education* that brings resident artists into the classrooms. Teachers reported that interdisciplinary programs, such as the *Project Global* program and *Chemistry for Artists* were offered to students. Project Global combines English language arts (ELA), global studies, and art for tenth grade students, an ELA and social studies course for seniors. The school leader also informed the IIT that the school collaborates with local colleges to provide college credit for students in core subjects and languages

other than English. The school leader shared that a technology integration specialist was available to staff twice a week. The IIT observed students' use of school computers and computer labs, and electronic "clickers" to record formative assessment responses. While there is some collaboration and access to enrichment opportunities for students, it was not prevalent across vertical grade levels and not consistent school-wide. As a result, the absence of a curriculum that incorporates the arts, technology, and other enrichment opportunities limits student access to a robust learning experience.

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

- School leaders and staff are working toward establishing an instructional environment informed by data. The school leader was in the process of developing systems for the periodic monitoring of student progress with a focus on students at risk. The school leader reported that school staff was developing systems to complement the wealth of student data generated by the student learning objective (SLO) process. The school leader stated, "We are in the process of incorporating the *Performance Tracker* data collection software with our student management system, eSchoolData, in order to track SLOs for internal evaluation and state reporting." The student support team reported that the school leader breaks down data by indicators, such as gender, ethnicity, graduation rate, Regents exam scores, and attendance; they stated, "We look at individual students and interventions in our team meetings." Since the identification of student needs based on data is emerging, staff is not yet consistently using data based plans, which limits student ability to progress at high levels.

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

D

Debriefing Statement: The school is beginning to support teachers in the alignment of lesson plans around instructional practices and strategies that address student goals and needs. PD sessions are geared toward unit and lesson planning based on student data and needs, providing relevant feedback to students, and developing actions plans for students.

Strengths:

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

- Teachers have created classroom environments that feel safe and are responsive to student needs. The school leader reported that departments celebrate the diversity of students in varied ways. The school leader reported that he expects all teachers to uphold the code of conduct that the Kingston High School's *Jefferson Code* delineates. He mentioned that teachers consistently refer to the code

to write student referrals and report incidents to school leaders and security. The school leader maintained that students understand the *Jefferson Code* and that school leaders hold semi-annual assemblies to reiterate school policies, review changes to policies, and reinforce behavioral expectations. Students mentioned that their input was valued, and expressed that they could trust adults in the school. Some students stated that the school does not usually have any misbehavior, but if they break rules, the school has a peer court. In classrooms visited, the IIT observed safe learning environments; students contributed to discussions and participated in activities within the lessons; teachers used positive reinforcement and recognized the efforts of students. Students reported that teachers guide them to an answer if they do not know it, and all students stated that constructive feedback and comments from teachers help them in their learning. Because teachers are providing access to safe, diverse learning opportunities, students feel safe and comfortable in participating in higher levels of inquiry.

Areas for Improvement:

4.2 **The school has received a rating of *Developing* 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 plan for class instruction and provide interventions to students; however, they are in the emergent stage of using data to establish goals and plan for high levels of student engagement and inquiry. The school leader reported that the move toward the Danielson Framework to evaluate teacher effectiveness has provided leverage for school leaders to insist on the use of data to inform the instructional design. According to the school leader and teachers, the school had begun the process of understanding and being mindful of differences in language proficiency, cultural attributes, and the skill development of their students. Therefore, staff reported that planning required they now identify and provide interventions based on student learning needs and attendance patterns. However, students interviewed stated that differentiation by ability groups did not occur in classrooms. For example, students stated that if a student was in one level, whether high, medium, or low level and it was too easy, they just go to the next level. During classroom visits, the IIT found inconsistencies in classroom strategies, specifically with the varying levels of whole class and small group instruction. For example, instruction did not always adhere to the posted objectives and scaffold content to improve learning. There was little clarification provided of the expectations for what students needed to learn and should be able to do; while in other classrooms, staff checked for student understanding and provided timely and specific feedback. There was inconsistent evidence that staff addressed the needs of students who had difficulty understanding concepts or learning the skills. The minimal use of data to inform lesson planning and goal setting hinders high levels of inquiry, engagement, student involvement in their own learning, and efforts toward school improvement.

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

- While the school provided unit plans that reflect the CCLS, there are inconsistent instructional practices regarding multiple points of access for students. The school leader stated that the school leadership monitors the use of re-teach and intervention strategies, and that staff are available during ninth period for remediating and providing help to struggling students. However, classroom visits showed varying levels of staff using rubrics, re-teaching, interventions, differentiated instruction or engagement strategies, and the use of whole class or small groups for instruction. In addition, students reported using rubrics for self-monitoring their work, but felt “rubrics needed to be handed out before projects are completed rather than after.” Because of the uneven application of instructional methods, not all students are able to achieve at high levels or reach their targeted goals.

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

- At the time of the visit, the school was beginning to use some data sources to inform instruction and provide ways for students to become involved in their own learning. Teachers reported the use of quarterly benchmarks and SMART goals in each department. The school leader stated that teachers in all courses gave pre-assessments to satisfy SLO requirements. The school leader reported a greater emphasis on formative assessments in the classroom the past two years; however, at the time of the visit, only the school was analyzing the data. During classroom visits, the IIT found the use of formative assessment and the analysis of summative assessment was inconsistent throughout the school. Teachers mentioned that they focus on re-teaching during class, when necessary, but reserve the last period of the day, for students who volunteer to get help. At the time of the visit, only one department was differentiating projects and using intervention plans based on assessments, targeting reading and writing skills. In addition, the school leader reported that student feedback ranged from teachers having frequent one-to-one conferences with students to five and ten week mandated reporting sessions. At the time of the visit, this practice was inconsistent and not fully implemented. Because the use of data to inform instructional practice is limited, students do not have the opportunity to appropriately self-assess, self-reflect, and adjust their rate of learning and 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

Debriefing Statement: The school has systems in place to support and sustain the safety and social-emotional developmental health of families, students, and staff. There are partnerships with several community-based organizations that help to sustain additional student support systems toward overcoming the barriers to social and emotional health and student success. However, the school has experienced a rapid turnover of student support staff. As a result, the lack of internal staff to consistently provide student support limits student academic, social, and emotional success.

Strengths:

5.4 **The school has received a rating of *Effective* 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.

- All school community members interviewed by the IIT felt that the school was a safe and encouraging learning environment. The school leader cited changes in security measures, such as adding cameras and security personnel, the creation of a school safety team, and a decrease in bullying. Students stated they felt safe with the new security and new school leader. Student support staff mentioned the school crisis team, which supports student social and emotional developmental health and safety, and that students hold Peer Court cases weekly to resolve student behavior issues. Teachers reported that their goals for helping students include the provision of interventions for struggling students. The school leader reported that support teams meet weekly to discuss the well-being of students and the success of the implemented interventions. Parents shared that they felt welcome in the school, adults in the school knew who their children were, and reported that the school was preparing students academically and socially. Because all school stakeholders are aware of the efforts to improve school safety, the school environment promotes teaching and learning to improve student outcomes.

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 practices in place that support social and emotional developmental health. The school leader reported that social workers have been strategically located next to the recovery and suspension rooms to provide services such as one-to-one counseling and group counseling. The school leader stated that the student support team meets weekly to target and provide services for students in need. While students reported there was someone at the school they can talk to or feel safe with, the school has experienced a rapid turnover of support staff. In addition, the student support staff expressed concerns about the stability of the counseling and psychology staff in the school. They reported that there might be movement of staff between schools, and stated that these staff positions at the school were critical in developing and maintaining relationships with students and families. The school leader stated that support team meeting agendas, minutes, and documents are available in each assistant school leader's office and identify student areas of need. The school leader reported plans that include a partnership for next school year with the Young Men's Christian Association (YMCA) for 15 student interns who will serve as "wellness mentors" to suspended students. However, this was not in place at the time of the visit. The rapid turnover of student support staff diminishes the level of accountability for the most vulnerable students, which decreases student performance.

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.

- Members of the school constituents have an understanding of the vision for the social and emotional developmental health needs of students in the school. There are limited opportunities offered to teachers, parents, and support staff to provide interventions and support for a balance between the social and emotional needs and student academic performance. The school leader reports that their health department provided a series of approximately ten workshops called “WOW Workshops” that covered decision-making, healthy choices, and awareness of public health issues and supports. The program brought in local services, such as Planned Parenthood and Cornell Cooperative Extension. The school leader stated that the school has launched a new partnership with Cornell Cooperative Extension to train high school students in healthy decision-making and the mentoring of younger students in the district. The school leader mentioned the creation of an advisory program they will pilot the academy in grade nine next year. The school leader communicated that last year the school launched the first annual anti-bullying conference for the community; there were over 15 workshops by local organizations that were free to parents, students, and local community members. The school leader also reported that faculty conferences and bulletins have also promoted the idea of supporting the whole child and creating an environment that supports emotional well-being. However, at the time of the visit, the school did not have a curriculum or program in place to support the vision for social and emotional developmental health. In addition, the school was still developing its advisory pilot. The absence of a curriculum that focuses on a vision that targets the social, emotional, and developmental health needs diminishes the student support system leading to sustain student academic 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 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 leader and student support staff are working together to develop the capacity of school staff in the use of data to respond to students' social and emotional developmental health needs. However, at the time of the visit, the school did not have an established system for all staff to conduct data analysis to respond to student support needs. For example, student support staff reported that the school leader breaks down data, which was used during support team meetings to identify interventions for individual students. In addition, teachers stated that during meetings they had just begun to ask each other questions like, “Who has a relationship with a student at risk of failure? Who has expertise? Who has time in common with the student that is not reaching reading proficiency?” The school leader mentioned that the school inquiry team has developed an environmental student survey that focuses on academic rigor, college and career readiness, social and emotional development, and the school environment. The school gives the survey to ninth and tenth grade students annually. School staff uses the data results from the survey in department meetings, faculty meetings and other professional meetings as evidence of students' perceptions and feelings about the school. However, at the time of the visit, the school was not using the data to inform any changes to the school's academic, social, or emotional development. Because of the data collection and analysis practices, the school limits staff ability to help students 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 well being.

Tenet Rating

D

Debriefing Statement: The school has a welcoming atmosphere where parents and families feel connected and supported. The school has a positive relationship with families. In addition, the school regularly communicates with families and provides translation services upon request. However, the school inconsistently shared data with families, and many did not understand how it was used. As a result, the lack of a clear plan for partnership with families that includes training about data, limits families contributions toward meeting students' needs.

Strengths:

6.2 The school has received a rating of *Effective* 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 was welcoming, promoted a reciprocal atmosphere with parents and the community, and offers chances for parents to volunteer. Parents reported that they feel welcome in the school and that the school leader was very hands-on, and could be seen everywhere throughout the building. The school leader reported that many parents have a unique connection to the school because they are graduates, and through experience, they know the school well. The school leader stated that there are scheduled parent-teacher conferences daily and the counseling department coordinates these meetings and keeps pertinent records. The school leader also communicated that the school hosts semi-annual English language learner (ELL) parent meetings with the student support teams to address parent needs and hear parent concerns. Teachers reported that there was an increased awareness and level of accountability among the staff to make more parent phone calls in an effort to present a uniform message and maintain mutual communication. The school leader stated that many of the parents communicate with school leaders and faculty during school events such as athletic events, performances, and fundraising events. The school leader reported that the school re-established the school's Parent-Teacher Association (PTA), which had been dormant for years, and teachers mentioned that the Building Leadership Team (BLT) includes parents. Parents reported they are able to volunteer sometimes through sports, band, and in language classes. Because parents feel free to engage with the school community, there is enrichment of student learning and development.

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 students' strength and needs are identified and used to augment learning.

- The school participates in multiple forms of mutual communication with families and the community. Parents interviewed reported that the school was diverse and that students are

respectful of each other. Parents shared that the posters in the school halls address respect and non-bullying, as well as the school has clubs related to diversity. Parents stated that they get information sent home in English and Spanish; and if they speak another language, they get information from the school and district in a language they can understand. The school leader reported that messages are sent to parents through phone calls, emails, guidance department outreach letters for seniors in jeopardy of not graduating, quarterly reports, and report cards. The school leader stated that parents send emails to school leaders daily regarding issues, concerns, and ideas, and receives responses daily. The student support team reported that they provide parent sessions on financial aid for college, grade eight visitations to the high school, and support student groups on the autism spectrum disorder; the social worker and psychologist developed ten parenting modules. The school leader reported that the BLT has a family and community engagement committee that is designing an extensive parent portal for the school website to increase parent communication. Parents reported learning about their children's achievement through Individualized Education Plan (IEP) quarterly reports and report cards. They also stated that the school leader has made huge progress with the school website. Parents mentioned the school leader's emails, blogs, and Facebook messages as methods of communication with families and the community. The school engages in various forms of reciprocal communication and shares information about student strengths and needs, which contributes to a positive student learning environment.

Areas for Improvement:

6.4 **The school has received a rating of *Developing* for the 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.

- At the time of the visit, the school had just begun to develop partnerships with community-based organizations and did not have a clear system in place to engage all constituents in the programs of the school. The school leader started to improve communication between the school, community, and families to increase the levels of family engagement in the school. Student support personnel reported that they build relationships with parents and caseworkers of students with special needs but did not indicate how they collaborated with all parents of students throughout the school. In addition, staff reported concerns about the stability of the support staff and maintaining the relationships and supports that had been developed at that time. The school leader reported that the school has established a Kingston High School Student Success Center in partnership with Family of Woodstock, a community services organization. However, the school leader reported that they were still in the planning stages to open a parent resource center in partnership with the county mental health department, which would provide access to informational resources, workshops, and other services to parents. Because the school has not fully utilized the family and community agencies as partners, this limits the school's ability to engage all families to support all students' learning and growth.

6.5 **The school has received a rating of *Developing* 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 learning and success.

- The school was just starting to share data with families, and planning ways to increase parental engagement in student achievement. The school leader reported that the school shares school achievement data, performance data, and improvement plans with parents. In addition, the school leader explained that the Student Success Center provides daily support for students in exploring colleges and preparing materials for college applications. Parents reported that the school informs them about student achievement through progress reports and report cards. In addition, parents expressed the need for more information about the new academies and making students more aware of applying for extended time for the Scholastic Aptitude Test (SAT). Student support staff reported providing parenting modules, financial aid sessions, and outreach letters for seniors in danger of failure. However, at the time of the visit, the school leader reported that the school was creating systems for monitoring and supporting student learning through a plan for internship and community service experiences. In addition, the school leader and student support staff shared the plan for the parent resource center. These plans were not implemented at the time of the visit. Because there is only some degree of data information shared and understood by parents, as well as limited resources to engage with families, they are not empowered enough to advocate fully for student academic success, support, and sustainability.

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: Follow through with the planned implementation of initiatives aligned to the school vision. Regularly monitor progress toward achieving goals.
- 2.4: Follow through with the planned restructuring of programs to better meet the needs of students and staff. Regularly monitor program efficiency and analyze progress toward achieving school goals.

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 PD to support teachers' understanding and application of the CCLS instructional shifts to ensure consistent implementation in all classrooms. Monitor and facilitate development and implementation of rigorous and coherent CCLS-aligned curricula in all subjects and grade levels.
- 3.3: Ensure that teachers align unit and lesson plans with CCLS-aligned curricula across all grades and content areas. Provide embedded PD, ongoing support and opportunities for staff to collaboratively examine and design CCLS-aligned curriculum maps, pacing guides, and unit and lesson plans that expose all students to complex materials and higher-order thinking across all grades and subject areas.
- 3.4: Provide more opportunities for all teachers to participate in vertical teacher group meetings. In addition, provide opportunities to include teachers of the arts and technology in planning to help enrich student learning through integration of these content areas in core subject areas.
- 3.5: Provide PD to support teachers on using student performance data (formative, interim and summative) to create instructional groups. Design skill-based activities for small groups of students with similar needs and adjust the instructional strategies to accommodate students' varied learning levels. Include in teachers' observation feedback a review of how the outcome of data analysis is informing instructional delivery.

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 more support for all teachers to use data to inform lesson planning and strategies to measure goal attainment, allowing students to self-assess their progress, and take ownership for their learning. Provide ongoing monitoring of classroom instruction with clear expectations for teacher performance and student learning.
- 4.3: Provide continuous PD in CCLS-based strategies and lessons that include the use of rigor, data-driven instruction, differentiation, and student goal setting to ensure that students with differing academic needs are

offered appropriate points of access, and are engaged and challenged at their own level, so they actively participate and are more involved in their learning.

- 4.5: Develop a comprehensive plan to provide ongoing, job-embedded PD to assist all teachers on the management and use of data to inform instructional decision-making, adjust student groupings, set targeted student goals, and provide students with specific, timely, frequent data based feedback.

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: Develop a coordinated system that incorporates all the support services available to students in the school. Ensure that the system is implemented as planned and monitored, with interim evaluation leading to goal revision and its impact on student behavior, learning, and achievement.
- 5.3: Ensure that the school vision includes the importance of a connection between student social and emotional health and the learning process. Ensure the development and implementation of a plan, which includes targeted PD, to build adult capacity to understand, measure, and support student social and emotional wellness critical to academic success.
- 5.5: Continue to build on the current practices of collecting data, and develop a coordinated system of collecting and analyzing social, emotional, and academic data. The system should involve school leaders, teachers, student support staff, and parents working together to monitor and support student success. Establish a plan, with protocols and procedures; and provide PD to all staff members, so that support for students can be targeted and effective.

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:

- 6.4: Provide ongoing PD for staff members on how to engage families and the community in the school. In addition, develop a plan on how to align the available resources in the school and community, so that all parents, teachers, and community members can effectively collaborate on behalf of all students.
- 6.5: Develop consistent strategies for all staff to share data regularly with parents in ways that help them understand school-wide and individual student goals. Arrange for targeted PD for teachers and staff on how to manage and communicate data to families, so their efforts are more efficient in addressing all student needs. Provide a wide range of communication modes to ensure parent comprehension of student data, so they can use the knowledge to help support student success.