



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

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



<b>BEDS Code</b>	27-01-00-01-0010
<b>School Name</b>	Amsterdam High School
<b>School Address</b>	140 Saratoga Avenue Amsterdam, NY 12010
<b>District Name</b>	Amsterdam City School District
<b>School Leader</b>	David Ziskin
<b>Dates of Review</b>	November 18-19, 2013
<b>School Accountability Status</b>	Focus School
<b>Type of Review</b>	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	9-12	Total Enrollment	1,131	SIG Recipient	<input type="checkbox"/>	Title 1 Population	17.9%	Attendance Rate	89.4%		
Free Lunch	46%	Reduced Lunch	5%	Student Sustainability	NP%	Limited English Proficient	2.7%	Students with Disabilities	23.2%		
Number of English Language Learner Classes											
#Transitional Bilingual	NP		#Dual Language		NP	#Self-Contained English as a Second Language			NP		
Number of Special Education Classes											
#Special Classes	20		#Consultant Teaching		47	#Integrated Collaborative Teaching			10		
# Resource Room	14										
Number Special Classes											
#Visual Arts	15	#Music	7	#Drama	2	#Foreign Language	16	#Dance		#CTE	10
Racial/Ethnic Origin											
American Indian or Alaska Native	%	Black or African American	5%	Hispanic or Latino	32%	Asian or Native Hawaiian/Other Pacific Islander	%	White	62%	Multi-racial	%
Personnel											
Years Principal Assigned to School	5		# of Assistant Principals		2	# of Deans		0	# of Counselors / Social Workers		5
Teachers with No Valid Teaching Certificate	0		Teaching Out of Certification		2	Teaching with Fewer Than 3 Yrs. of Exp.		1	Average Teacher Absences		NP%
Credit Accumulation (High School Only) and Performance Rates											
% of 1 <sup>st</sup> yr. students who earned 10+ credits		% of 2 <sup>nd</sup> yr. students who earned 10+ credits		% of 3 <sup>rd</sup> yr. students who earned 10+ credits		4 Year Graduation Rate		66.4 %			
ELA Performance at levels 3 & 4	68%	Mathematics Performance at levels 3 & 4	66%	Science Performance at levels 3 & 4		6 Year Graduation Rate		65%			

NP = Not Provided

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

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:**

The Amsterdam High School CEP Team has developed SMART goals and corresponding action plans for the following priority areas:

1. Improve instruction through continuing professional development via literacy Professional Learning Communities (PLC), focused professional development at faculty meetings, and coaching on best instructional practices.
2. Improve parent involvement and communication with the community by the creation of a parent liaison position, a web-based parent portal, frequent email and hard copy mailings to parents in both English and Spanish.
3. Improve student attendance through on-going data analysis, introduction of a variety of programs to increase student engagement of diverse groups of students, emphasis on building relationships between students and school staff, and using best practices in classes to increase student participation and engagement.

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

#	Statement of Practice	H	E	D	I
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission, and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).		X		
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	X			
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.				
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).		X		
	<b>OVERALL RATING FOR TENET 2:</b>		<b>E</b>		

**Tenet 3 - Curriculum Development and Support:** The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.

#	Statement of Practice	H	E	D	I
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.			X	
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.			X	
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.			X	

3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.			X	
<b>OVERALL RATING FOR TENET 3:</b>				<b>D</b>	

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

#	Statement of Practice	H	E	D	I
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.			X	
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.			X	
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.			X	
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).			X	
<b>OVERALL RATING FOR TENET 4:</b>				<b>D</b>	

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

#	Statement of Practice	H	E	D	I
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.			X	
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.			X	
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.			X	

5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.			X	
<b>OVERALL RATING FOR TENET 5:</b>				<b>D</b>	
<b>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.</b>					
<b>#</b>	<b>Statement of Practice</b>	<b>H</b>	<b>E</b>	<b>D</b>	<b>I</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.			X	
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strengths and needs are identified and used to augment learning.			X	
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.			X	
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.			X	
<b>OVERALL RATING FOR TENET 6:</b>				<b>D</b>	

**School Review Narrative:**

<b>Tenet 2 - School Leader Practices and Decisions:</b> 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.	<b>Tenet Rating</b>	<b>E</b>
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**Debriefing Statement:**

The school leader, in collaboration with staff, has established Specific, Measureable, Ambitious, Results-Oriented, and Timely (SMART) goals that align to the school vision. The school leader ensures all constituents are aware of the goals and monitors achievement of the strategic goals through a distributed leadership model. The school leader has a fully function plan to observe teacher practices and track their progress. The school leader encourages staff to use evidence-based systems to examine and improve school wide practices. The school leader’s decisions and practices position the school for continuous and sustainable improvement.

**Strengths:**

2.2 **The school has received a rating of *Effective* for this Statement of Practice:** The school leader ensures that the school community, including students and parents, shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission, and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).

- The school leader ensures that the school community, including staff, parents, and members of the broader community, understand the SMART goals and school vision. When interviewed by the Integrated Intervention Team (IIT), the school leader reported that members of the School Comprehensive Education Plan (SCEP) team, which includes staff and parents used SUNY Albany’s COMPASS tool to identify priority areas for improvement, compare school practices to those that are successful in higher performing high schools, and to develop SMART goals with corresponding action plans. The three goals are to improve instruction through the work of the literacy Professional Learning Community (PLC),to improve parent and community involvement in the school, and to increase attendance align with the priorities listed in the SCEP. Additionally, the SCEP team and other staff review the goals annually. The school leader stated that the school community is “living our SCEP.” During discussions with students, parents, and staff, all constituents indicate that they know the vision and are aware of the school’s goals for school-wide improvement. The school leader told reviewers that all school-wide programs and initiatives stem from these goals including community partnerships, professional development (PD), expanded learning, and others. The school leader also said that strategic planning with incremental goals built in has resulted in steady growth in student achievement. The school data reviewed by the IIT, confirms that students have made achievement gains. Documents reviewed by the IIT and discussions with school staff indicate that the school leader encourages the entire community to use available to data to support student’s success. The school uses EdVista, an online system to collect, retrieve and analyze data. All staff has access to the system and parents can access student data from EdVista. The involvement of all stakeholders and a shared understanding, by the school community, of the vision

for success contributes positively to the pursuit of achieving the identified goals.

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

- The school leader has made strategic decisions to organize programmatic, human, and fiscal resources to meet the needs of the school community. The school leader has created transparent systems and protocols with a focus on providing robust programs for all students, including an expanded learning time. The school leader informed reviewers that he uses the Professional Learning Communities (PLCs) to assist him in creating and implementing hiring plans and to ensure proper monitoring of the school's goals/mission. The school leader works with the SCEP Team to provide PD at every staff meeting. The SCEP team also meets one Saturday a month to monitor progress on the strategic goals. When interviewed by the IIT, one teacher said the school leader is "not afraid to delegate" but clarified that to mean that the leader "shares leadership." The school leader told reviewers that he formed partnerships with community agencies to bring needed programs and resources to students and families including, T City of Amsterdam, St. Mary's Hospital, Centro Civico, and the NYS Department of Social Services. In addition, the school has partnerships with the teacher preparation programs at SUNY Albany for special education and Union Graduate College for math. School staff mentors the college interns and the interns practice the skills they are learning in classroom setting. The high school staff, in turn, receives PD opportunities focused on the Common Core Learning Standards (CCLS) from the colleges. The school leader pursued and won grants from a variety of sources to include the NYS Division of Criminal Justice. This grant supports a program to provide a successful transition into grade nine for youth involved with the Juvenile Justice System. The school leader analyzes the fiscal capital that is available to the school and makes targeted decisions to use resources to meet the needs of students, staff, and the wider school community. The school leader reported that when the school building underwent extensive renovations, he met regularly with the project manager and architect to ensure that the classrooms and facilities would be conducive to learning opportunities for students in the 21<sup>st</sup> century. He strategically allocated resources to ensure that wireless technology was available throughout the school, including Smart Boards in every classroom. The school leader's effective use of available resources addresses the immediate needs of the school community.

**2.4 The school has received a rating of *Effective* for this Statement of Practice:** The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.

- The school leader has a fully functional system for observations of teachers that aligns with the district's APPR and the Charlotte Danielson Framework. Documents examined by the review team and discussions with teachers show that the school leaders conduct formal and informal observations of teachers, and provide timely feedback to teachers. School leaders are assigned specific teachers to observe and evaluate. In this way, school leaders are better able to monitor individual teacher growth over time. The school uses EdVista, which is a web-based portal housing

school-wide and individual assessment data for all teachers. School leaders use the evaluation template within the program and evidence gathered from teachers to monitor success. During discussions with the IIT, teachers shared that leaders use the pre- and post-observation conferences to review performance data with teachers and to plan next steps. In addition, conferences and observations allow school leaders to assess each teacher's use of the CCLS-aligned curriculum in Rubicon Atlas as well as to discuss and support best practices to ensure student learning. The school leader shared that he feels the APPR leads to "more productive conversations" and allows school leaders to provide honest feedback to teachers in order to support instructional improvement. The school leader provides targeted PD based on the observations. The school leader has an effective system for observing, monitoring, and evaluating teacher practices, which holds all staff accountable for school improvement.

**2.5 The school has received a rating of *Effective* for this Statement of Practice:** Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).

- Evidence from meetings with school leaders and staff as well as a review of school documents demonstrate that school leaders are using data and evidence-based systems to make strategic and critical decisions about school-wide practices. School leaders, including members of the SCEP Team, have adopted the five lenses of the COMPASS tool. These include rigorous curriculum and instruction, innovative programs and practices, transparent communication, evidence-based decision making, and strategic targeting of resources. Placards with these lenses, spelling RITES, are visible in every classroom. The school leader stated that the placards are to remind staff of the lenses as well as the school's commitment to a common language to drive the school's improvement efforts. Monthly meeting agendas of the SCEP Team are organized around the five RITES themes and the work of the team is disseminated to all staff through staff and department meetings. Using the RITES theme of evidence-based decision making the staff has used data to improve school practices. For example, staff now monitors progress by student cohort. The school leader reported to the IIT that staff examined subgroups and targeted interventions to address their academic and social issues. The result of this effort is that the school's graduation rates are climbing steadily, including those of the most underperforming sub-groups. In the math department, teachers examined data for students in grade nine and found that students enrolled in the Integrated Algebra Regents Exam course performed better than those automatically enrolled in the two-year algebra course. Consequently, the staff decided to stop enrolling students in the two-year algebra course. The school leader encourages staff to use data and systems to improve individual and school-wide practices, which results in staff making measurable progress toward school goals.

**Areas for Improvement:**

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

<b>Tenet 3 - Curriculum Development and Support:</b> 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.	<b>Tenet Rating</b>	<b>D</b>
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**Debriefing Statement:**

The school leader, in collaboration with the district, curriculum coordinators, and Professional Learning Communities (PLC), has supported a systematic initiative to develop curricula that aligns with the Common Core Learning Standards (CCLS). The school leader makes it a priority to ensure that curriculum is comprehensive and adaptive by supporting learning through scheduling with teacher planning time, embedded coaching on pertinent topics such as the use of data. However, the staff has yet to create curricula that lead to lessons that differentiate to meet all students’ needs. The school leader has worked with staff to use data for planning and teachers are starting to use data to inform the development of curriculum, units, and lesson plans. While teachers in every content area are beginning to collaborate on lesson designs, activities, student work samples, and formative assessments to provide students with rigorous curricula, this practice is not yet consistent across the school to maximize teacher effectiveness and student learning outcomes.

**Strengths:**

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

**Areas for Improvement:**

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

- The school leader supports many initiatives to create and strengthen rigorous and coherent curricula throughout the school. However, implementation of the curricula is not yet consistent across all classrooms. The NY Kids COMPASS project drives the school’s curriculum development and implementation process. The school leader makes it a priority to support curriculum development and implementation by scheduling common planning time, arranging teachers in collaborative teams through the scheduling, and providing PD such as embedded coaching and time at department and staff meetings for teachers to confer. The school leader and teacher leaders on the Literacy PLC have launched a school-wide literacy initiative that includes PD at staff meetings and monthly literacy strategy meetings for all departments. Many teachers interviewed by the review team shared that the monthly PD at staff meetings was valuable. One teacher at the vertical teacher focus group meeting commented that the school leader “gives every single staff member a chance to share a passion and work on curriculum.” However, teachers are at varied stages in their implementation of the curricula. Document reviews, classroom visits, and interviews conducted by the IIT indicate that while some teachers plan for and implement effective instructional practices

such higher-order questioning, grouping, and multiple access points, teachers do not plan and execute these strategies consistently across all classrooms. The review team's discussion with the school leaders and teachers in the vertical teacher focus group and the subject level team meeting demonstrate that teachers focus on the CCLS shifts in ELA and math. However, during classroom visits reviewers saw limited evidence of instruction that reflects the CCLS. The school has many initiatives to support the staff development of curricula that aligns to the CCLS. However, the staff inconsistently implements strategies in their instruction practices, which limits students' access to curricula that meets students' needs and prepares them to become college- and career- ready.

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

- Teachers are writing lesson plans and units based on the Tri-State rubric as well as a district template. Although leaders provide staff PD on lesson design and curriculum mapping that focuses on data, not all teachers are consistently including data-driven protocols that align the CCLS in their plans. The review of documents by the IIT show that written lessons plans follows the Rubicon Atlas format based on the work of professor and curriculum mapper Heidi Hayes Jacobs. While the SCEP Plan and the Rubicon Atlas maps indicate that all department staff are updating unit and lesson plans to include differentiation to meet the needs of all students, reviewers saw limited evidence that staff consistently implement this practice school-wide. The review of the SCEP, interviews, and conversations with the vertical teacher focus group indicate that school leaders, curriculum coordinators, and all departments are receiving PD on data-driven instruction using EdVista and other data tools. Teachers and other school leaders note that the school leader frequently shares data and involves the staff in discussion and analysis of various types of school data. The strategic plan is for this information to be incorporated into unit and lesson plans but it has not been achieved as of yet. Teachers and teacher leaders are currently in the process of including data-driven instruction protocols in their instruction and aligning them with CCLS and the NYS content standards. However, this strategy, along with other strategies to improve planning and ensure instruction to better meets the needs of all students, are not embedded in practice and this hinders students' academic progress and college readiness.

**3.4 The school has received a rating of *Developing* for this Statement of Practice:** The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.

- Although there have been opportunities for teachers to partner across and within grades and subjects during designated planning times, the school staff lacks a coordinated plan for staff to create interdisciplinary curricula that targets the arts, technology, and other enrichment opportunities. As outlined in the SCEP Plan, the school leader has divided the staff into four groups, which include teachers of the arts and technology. The school leader provides planning time each month for teachers to work on lesson and unit plans aligned to CCLS. An instructional coach provides embedded PD on creating engaging instruction based on curriculum and aligning lessons to

CCLS. The school leader shared that all staff participate in various PD on a lesson designing that includes mini lessons, demonstrations, modeling, guided practice, and independent practice. All staff members have been involved in monthly literacy strategies developed by a cross-curricular Literacy PLC. These strategies include, close reading of text, using foldables, and open response writing. Staff during vertical teacher focus group reported that leaders developed a schedule for implementation of these strategies. During classroom visits, reviewers observed students reading aloud or being read to and teachers asking low-level questions. In other classes, reviewers noticed that teachers asked students to circle action words and underline other words that are important to the instructions they are reading. Although the school staff shared that the goal is for teachers in all disciplines to focus on literacy strategies, this practice is not yet consistent across all subjects. The review team visited 50 classes and found that the lessons observed included no integration of other content areas. While staff meet to discuss curriculum across subjects, this practice is not widespread enough to expose students to thoughtful cross-curricula activities that promote high levels of student participation and increase students' ability to be academically successful.

3.5 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.

- Through the school-wide initiative on literacy and the Literacy PLC work, teachers are beginning to use formative assessments such as, active reading, foldables, and open response writing. However, the school lacks a comprehensive system for utilizing assessments consistently. School leaders indicate that content area teachers are working to increase the use of formative assessments. For example, all departments are administering interim assessments throughout the school year. Data from these assessments is stored in the EdVista's database, which allows teachers to analyze data for individual students and for class trends. The SCEP team members in attendance at the vertical teacher meeting told reviewers that PD on EdVista support teachers' use of data and formative and summative assessments. Teachers told reviewers that they use pretests to assess background knowledge. During the small student group meeting, one senior commented that she felt the pretests given in her courses are helpful. Other students agreed with this student's comment. During class visits, reviewers found that teachers used quick formative assessments such as exit tickets and bell ringers. Although some teachers use bell ringers, reviewers found that the not all bell ringers aligned to the actual lesson for the day. For example, one bell ringer was about pollution in China and its effect on the U.S., which did not relate to the story students' read about Ancient Greece. While teachers are starting to use formative and summative assessments, this practice is not uniform or used effectively to advance student learning. The lack of a comprehensive system to use formative and summative assessments limits students in their ability to take greater ownership and responsibility for their own learning.

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

The school and teacher leaders are actively developing and implementing unit plans and lesson plans, as well as instructional strategies aligned to the CCLS. While teachers are beginning to include some elements of CCLS in lessons, the lessons observed by the review team did not include differentiations that addressed the needs of all students. The learning environment in classrooms and the school is physically safer. However, not all instruction meets the needs of all subgroups of students, which negatively impacts students’ level of engagement and achievement

**Strengths:**

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

**Areas for Improvement:**

4.2 **The school has received a rating of *Developing* for this Statement of Practice:** School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.

- The school and teacher leaders, in collaboration with the district staff have created maps and unit plans to ensure staff instructional practices and strategies meet the needs of students. However, the curriculum maps reviewed by the team did not reflect differentiation of content or instructional practices that address the needs of all learners such as English language learners (ELLs) and students with disabilities. The school leader told reviewers that staff uses Rubicon Atlas curriculum mapping software to develop curriculum maps and unit plans. The school leader also told reviewers that school leaders are beginning to monitor staff’s use of curriculum maps through departmental meetings and teacher observations during the APPR process. Reviewers found that much of the instruction seen during classroom visits was teacher-directed, whole-class, with little or no differentiation. Reviewers noted that students worked on the same materials, which did not address students’ varying ability levels. While students in both the large and small group interviews reported that some teachers work with them to develop individual goals reviewers found limited evidence that this practice is common throughout the school. The lack of differentiation in planning and the inconsistent practice of goal setting diminish opportunities for students to reflect on their own progress and to work towards increased academic achievement. diminishes opportunities

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

- Teachers do not consistently provide instruction that allows multiple points of access for all students. During class visits, reviewers noticed some evidence of CCLS shifts, including the use of close reading tasks, attention to vocabulary, and increase use of nonfiction texts and text-based evidence. However, this was evident in less than half of the 50 classrooms visited. One of the school’s goals is to improve instruction via literacy. Reviewers noticed components of this initiative, such as word walls and students’ writings on displays in classrooms and during classroom instruction. While some teachers provided students with multiple entry points to lessons, such as a tiered research project in one class and word walls with many words also in Spanish in others, reviewers found that the majority of students in the classroom observed were working on the same material and using the same resources, with little differentiation evident. Although students engaged in independent reading, in some cases, the text complexity was of a low-level. Classroom visits and a review of lesson plans showed some evidence of higher-order thinking questions; however, this practice was inconsistent. Teacher instructional practices do not consistently challenge students or address students’ varying learning needs, which do not lead to high levels of student engagement and achievement.

4.4 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.

- Teachers and students work together to create a safe learning environment. However, teachers do not consistently use instructional practices that address the strengths and needs of all students. Staff indicated to reviewers that the school has implemented Positive Behavior and Instructional Supports (PBIS) and has developed a common set of behavior expectations for students. Reviewers observed these expectations, titled “RAMS PRIDE” displayed on posters in every classroom and hallway. The PBIS program at the school includes a system of reinforcement and recognition for students, whereby they earn opportunities for weekly prizes. During discussions with the IIT, students told reviewers that they feel safe in class, but they would like more opportunities to work with other students. One grade nine student said she enjoyed class discussions in English class, stating, “I like getting involved.” When asked what teachers do when students do not understand the materials, students said many of their teachers “help them out” and try to explain the material “in an entirely different way.” All students in the focus group agreed with one student’s comment that “it’s not that big of a deal when someone makes a mistake.” Students in the focus group shared that they would like to interact more with other students in the class. Many commented that they do packets by themselves in class. The school has implemented a teacher model, in which special education teachers work with content-area teachers to support students with disabilities in accessing the general education curriculum. However, reviewers found through classroom visits and a review of documents that teachers do not consistently employ strategies that address the needs of this subgroup of students. For example, although reviewers saw word walls in many classes, reviewers did not see objectives or essential questions regarding the lesson posted in classrooms. The absence of such supports disadvantages students who need scaffolding in order to access the material in the lesson. Staff indicated that the school librarian has added more multicultural books that reflect the diversity of the school. Some of these books were on display in the library. While

the learning environment is generally safe, there is limited evidence that students from diverse backgrounds and those who come to school with varying levels of preparation and background knowledge are sufficiently supported to ensure that they are academically successful.

4.5 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).

- The school staff is beginning to use the EdVista software program to develop, store, and use data to inform instructional decision-making, but teachers inconsistently implement this practice in the classroom. Presently, the program includes data from state assessments, Student Learning Objectives (SLOs) assessments, and some benchmark/interim assessments. Teachers have spent half-days and time during the summer working with the Director of Data Management and Human Resources on developing summative and formative assessments using Castlelearning, EdVista, and other resources. The SCEP Team has identified evidence-based decision making as a priority over the past two years. Although teachers have made progress in using data, not all teachers routinely use formative and summative assessments to involve students in their own learning process. Staff reported to the IIT that the math department received a Learning Technology Grant, which allowed teachers to focus on the development of interim assessments and ways to administer them using iPad technology. Staff told reviewers that students receive a variety of feedback including traditional grading for assignments, use of rubrics, progress reports, and report cards. However, reviewers found limited evidence of teachers using data to provide students opportunities to participate in their own learning, which limits students' 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 a system of referral, the Child Study Team (CST), for social and emotional, and academic supports for students. In addition, the school staff is pursuing many initiatives to support social and emotional development including the Comprehensive Education Plan sub-committees, Positive Behavioral Intervention Supports (PBIS), and partnership with Saint Mary's Hospital. The adults in the school have also worked on establishing positive relationships with the students and the atmosphere in the school is welcoming. Although the school is working towards creating consistency with strategies and systems in the school, not all stakeholders understand their role in fostering social emotional developmental support tied to the school's vision. The majority of the school community expressed that students feel safe in the school but there are some concerns about bullying, and the school is continuing to try to address these issues. Although the school staff does collect some data, staff does not regularly use this data to address the developmental health needs of all students. As a result, there is not yet an integrated plan to address fully the students' social-emotional needs.

### **Strengths:**

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

### **Areas for Improvement:**

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

- The school leader has initiated or adopted many programs to support and sustain student social and emotional development. However, the school lacks a coordinated approach to interconnect these programs and services to maximize support offered to students. The school leader told reviewers that staff uses Positive Behavioral Interventions and Supports (PBIS), and Sources of Strength, a suicide prevention program to train student peer leaders and staff to create more civil and supportive environments. The school leader stated he uses building resources as much as possible, including the social worker, the school psychologist who is bilingual and the guidance counselors. Additionally, a counselor from St. Mary's Hospital spends one day per week in the school to meet with students on his caseload. The school leader also informed reviewers that he has developed partnerships with the National Coalition Building Institute (NCBI), Junior ROTC, and Centro Civico to foster a positive school climate and provide additional support to students and families. The school leader indicated that Centro Civico plays a vital role in involving the Hispanic community in school programs and the school psychologist is vital to reaching out to Hispanic parents and involving them in school functions. Students interviewed by the IIT told reviewers that they feel supported by caring adults at the school. Students say they feel comfortable going to teachers with their concerns. Guidance counselors are confident that teachers try to support the students as much as possible but know when to call in additional resources. Teachers agreed that the climate of the school has improved over the last several years. However, some students reported to reviewers that bullying occurs in the school. Although staff indicated the programs are successful, the review team found limited evidence of the data staff used to document the success of these programs. The school has established the Child Study Team (CST) to review and monitor areas that impact student success. However, reviewers' discussions with staff demonstrate that the team is still developing protocols and does not have an embedded process to disseminate data. While the school staff collaborates on initiatives to support students, the lack of a comprehensive approach to coordinate and monitor programs minimizes the effect the program and services have on students' social and emotional developmental health.

5.3 **The school has received a rating of *Developing* for this Statement of Practice:** The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.

- The school has a vision for improving social and emotional developmental health; however, it is not yet systematically aligned to all the programs that exist within the school to make the vision cohesive. The school has programs like PBIS, Source of Strength, and NCBI to support a healthy school environment. Teachers post the school wide expectations, RAMS PRIDE in classrooms. During discussion with the review team, students shared that they felt programs like Sources of Strength and NCBI were important to improve school climate and support a positive environment in the school. However, discussions with stakeholders and reviewers observations show that staff and students do not consistently adhere to the expectations with fidelity. During classroom visits, students were not always on task. Reviewers noticed students using cell phones or laying their heads on desks without reprimand by the teachers. During the focus group interview, one student stated that hall monitors “want to be buddy” and in doing so lost respect. He felt stricter boundaries between monitors and students would be better. Students in both the small and large focus groups said they felt safe in the school. However, students also shared that bullying was a problem for some students. They explained that bullying begins online and continues in person when students arrive at school. The students said there are areas in the school they do not go to for fear of intimidation by other students. The school has programs and initiatives to address the social and emotional development health of students. However, these programs do not align to the vision and stakeholders do not consistently implement the programs, which hinders students from learning in an environment that is safe and conducive to learning.

5.4 **The school has received a rating of *Developing* for this Statement of Practice:** All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.

- Although the school staff is working towards creating consistency with strategies and systems in the school, not all stakeholders understand their role in fostering social emotional developmental support. The school leader indicated that all staff is responsible for a civil environment. Teacher-student interactions are built on fostering positive relationships. When interviewed by the IIT, staff shared that the school’s code of conduct promotes students’ academics. For example, students are not assigned full day suspensions that would keep them out of class. The Faculty Senate worked with the school leader to use detention at lunch to address discipline issues. Teachers are expected to “work it out with kids” rather than resorting to suspensions. Teachers, especially, are expected to “hold kids accountable in classrooms first.” While reviewer did not observe any particular behavior issues in the hallways, reviewers did notice some disruptive behaviors in the classroom that the teachers did not address. All parents stated that they feel the security at school is “very good here.” They appreciated the hall monitors as well as having to show identification upon entering the school. Parents, when asked who they would call at the school if they had a problem, said they felt comfortable calling “everybody.” Students interviewed by the IIT, said they generally feel safe at the school but that there are some incidents of bullying. Although students shared that, they feel comfortable talking to teachers and guidance counselors bullying, students said there are areas in the school they do not go to for fear of intimidation by other students. Many stakeholders articulate that the school environment is safe; however, not all understand the importance of their

contributions in making the school environment conducive to effective learning.

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

- The school leader and student support staff work together to establish structures to address students' social and emotional developmental health needs. However, staff does not consistently use available data to identify and respond to students' needs. The school leader reported to reviewers that the Child Study Team (CST) meets weekly to discuss individual students and their mental health issues. Participants include guidance counselors, the school social worker, and the school psychologist. Minutes of the meeting are kept and follow-up may include a home visit. A member of the CST told reviewers that staff is conducting an ongoing study to correlate high absentee numbers with those students living within a two-mile radius of the school. It appears that those students have the highest absentee rate but a definitive answer will depend on the data collected. Staff members from the CST told reviewers that discipline referrals are difficult to get from the school's database and they would like to see a better flow of information between the school and Department of Social Services, particularly Child Protective Services. The student support team sees the benefit of having data available to use when providing services for student social and emotional development needs. Team members say they "document everything." However, the staff did not provide reviewers with evidence of the types of documents and data that was collected from these CST meetings. Nor was there information given about how staff analyzed data to target interventions or show trends in the social and emotional health needs of the students. A system for consistently collecting and disseminating data is not in place. Without current data available to school leaders and support staff, students are in jeopardy of not receiving the services and support required to respond to their needs.

**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 promotes a welcoming environment. The school staff is aware of the diversity of its students' cultures and languages and of the need to continue efforts to reach out to non-native speakers. The school provides school-related news and notices in both English and Spanish but language barriers do exist and parents remain disconnected as they are not able to partner with the school in support of their children's education and academic progress. The school staff is in process of establishing better communication paths with parents, particularly non-native speakers and those without internet access. However, beyond communication about grades and events there is not yet a universal culture of partnership with families, community members, and school staff where stakeholders share responsibility for student success and well-being.

### **Strengths:**

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

### **Areas for Improvement:**

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

- The school leader is establishing many ways in which staff can communicate with parents. However, the school does not consistently communicate with all families. The school staff sent the vision statement home in both Spanish and English. In addition, the staff also displayed the vision in all classrooms in both languages. A High School Transition Night was held in the spring to explain the Ninth Grade Academy, a smaller learning community within the school. Staff told reviewers that the school invites parents to an evening session to learn about the various academic support programs available at the school. Parents can also access information on the district's web page. . During interviews with the IIT, students explained that some teachers provide individual goals for them, other teachers provide class goals, and some provide both. Students articulated their knowledge of pre- and post-assessments and indicated that these assessments are important. Although students indicated to reviewers that they share information with parents, parents in the focus group stated that they often do not know how their child is doing in class until the report cards come out. Other parents said they learn through interim reports. While some parents shared that not all communication is sent home in English and Spanish, during the parent focus group meeting, several parents agreed that the communication with the school is much better than it has been. They enthusiastically referenced the new Parent Portal. All agreed that the Parent Portal would be very helpful in monitoring their child's progress. While communication with parents has improved, the current communication from leaders and teachers is not yet consistent to all families, which limits some families' ability to fully support their children in becoming college and career ready.

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

- A review of the documents provided showed that there staff uses multiple forums to share information about students' strengths and needs. However, parents have limited opportunities for reciprocal communication. Currently the school support staff works collaboratively to communicate with families via email, phone calls, and utilizing staff, when available, to assist with interpreting for non-native speaking parents and students. Although the primary methods are emails and phone calls, the school is beginning to use other avenues such as Twitter, texts, and the school website. Staff indicated to reviewers that documents sent to parents are in English and Spanish. Teachers primarily rely on email for communication, so those parents without internet access are limited in

having regular communication with teachers. In the parent focus group, three of seven parents stated they had no communication issues with the school. All parents in the group agreed they felt comfortable calling guidance counselors, teachers, or the school leaders with any problems or concerns about their child. The school leader shared with reviewers that Increasing parent and family involvement is one of three main goals of the school's SCEP. A Parent and Community Outreach Team has been formed and has begun work to foster greater community involvement with the school, such as the Homecoming Festival this fall. Discussions with the school leader confirm that the parent focus group meetings are planned for this school year. While a parent coordinator position exists, the school lacks a parent organization. The parent focus group, consisting of seven parents assembled for purposes of the DTSDE review. Parents in this group told reviewers that this was the first time the school invited them to share feedback about the school and programs. Although there are plans for parent committees, currently parents have few opportunities to engage in two-way communication with the school. As a result, some families are hindered in their ability to support their children's academic progress.

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

- The school partners with the community agencies and other entities to provide services to support student success. However, through review of documents and interviews with the staff, reviewers found that not all staff is aware of these partnerships. The Amsterdam Community Task Force (ACT) was established by an external school entity in July 2012 to promote a healthy and safe community. Members include the mayor, the district superintendent, and a variety of agencies including the Spanish outreach agency Centro Civico, Catholic Charities, YMCA, Amsterdam Police Department, representatives from Wishful Thinking, a neighborhood organization to provide positive programming for teens, Domestic Violence and Crime Victims Services, Project Action, and St. Mary's Healthcare. Parents interviewed expressed positive comments about ACT and other school partnerships including PIC – county summer work program, Smart Scholars, and the Liberty Partnerships Program. Students indicated that Smart Scholars, which gave them the opportunity to do college work in high school and receive college credits, and Liberty Partnerships Program, which focuses on students graduating high school, were both very valuable for them. Counselors are using the Naviance program to provide information to students on college and career opportunities. Additionally, the BOCES Career Development and Occupational Studies (CDOS) Commencement Credential program provides alternative options for students with disabilities. One day each week a counselor from St. Mary's Hospital children's clinic is at the high school to work with students on his caseload. The school provides a variety of opportunities to address student needs. However, there was little evidence of strategies to make staff aware of all these opportunities and show staff how to engage families in ways to support student learning. Additionally, evidence from the PD calendar shows that while there were many PD opportunities for school staff, workshops did not focus on establishing, and maintaining partnerships with families and community agencies linked to engaging parents in supporting student success. Although the school has partnerships, there are limited opportunities to engage staff in establishing relationships with families that supports a robust

home-school connection.

6.5 **The school has received a rating of *Developing* for this Statement of Practice:** The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.

- The school staff shares data but there are limited opportunities to promote dialogue among stakeholders. The school shares academic data with parents in the form of five-week progress reports and report cards every ten weeks. One parent in the parent group stated that she did not receive interim reports but the other six parents agreed that have received these reports. In addition, parents whose children are receiving special education services receive information from the student's Individual Education Plan (IEP). In discussions with support staff reviewers learned that while data is available within the school through the databases, staff has challenges in accessing discipline referrals. Although data can be shared through the database on e-school, not all parents have access to computers. Not all parents can access data equally. As a result, not all parents gain a deeper understanding of the support services available for their children and learn how to advocate for services, tailored to the specific needs of their students.

## **Recommendations:**

### **Tenet 3: Curriculum Development and Support**

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

- 3.2:
  - a) Ensure that all staff use the comprehensive and adaptive curricula developed over the last several years across all subject areas to meet the needs of all students Include differentiations in plans that needs of all subgroups of students.
- 3.3:
  - a) Ensure teachers collaborate to develop units and lesson plans, adjusting and revising where necessary to meet the needs of all students. School leaders should monitor the implementation and impact of these actions on improving student achievement.
  - b) Ensure that all teachers are using units and lesson plans across all grades, content areas, and classes that sequence and scaffold the skills for all groups of students.
  - c) Make sure that staff consistently uses EdVista and Castlelearning for formative classroom assessments and the information from these assessments is used rigorously across classrooms to drive instruction and to establish a data culture that focuses on improving student achievement.
- 3.4:
  - a) Develop and use a comprehensive plan to create interdisciplinary curricula, including the arts and technology, within and across all grade levels and subjects. Implement the plan school-wide.
  - b) Provide additional opportunities for teachers to meet and collaborate to develop, assess, and revise necessary innovative strategies to deliver interdisciplinary curricula.
- 3.5:
  - a) Ensure that teachers have access to and use a comprehensive system for using data including a process for adapting the curriculum based on data analysis. School leaders should monitor the impact of these actions in the classroom and assess improvements in student achievement.
  - b) Collaborate with staff school-wide to develop ways to share data with students so they can take greater ownership of their own learning through reflection, rubrics, and self-evaluation.
  - c) Ensure teachers consistently use pre-, post-, formative, and summative data across all grades and subject areas, align curriculum and assessment tools, and assess the impact on student learning and achievement.

- d) Include diverse forms of assessment in curriculum maps so that students are provided with varied ways to demonstrate their learning.

#### **Tenet 4: Teacher Practices and Decisions**

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

- 4.2:
  - a) Ensure teachers consistently align unit and lesson plans to the Common Core Learning Standards.
  - b) Develop a plan to maximize the use of data from summative and interim assessments, attendance, IEPs, NYSESLAT, as well as those data found in EdVista to make decisions to support and enhance the learning of all students.
  - c) Ensure that teachers' use instructional practices meet the needs of diverse groups of students and provide interventions when needed. Monitor teacher practices to assess the impact on student learning and achievement.
  - d) Make sure teachers establish short- and long-term goals for students based on grade-level benchmarks.
- 4.3:
  - a) Provide PD focusing on lesson development that reflects the CCLS shifts to instruct all groups of students, including ELLs and students with disabilities. Monitor staff's use of strategies learned from PD to ensure uniformity in the implementation.
  - b) Ensure teachers use instructional practices and materials that reflect the CCLS shifts and include appropriate rigor and differentiation. Monitor classroom practices to ensure staff consistently implements practices that lead to improvements in instruction and student achievement.
  - c) Encourage teachers to use questions that are reflective of high levels of text and content complexity.
- 4.4:
  - a) Expand efforts to create thoughtful learning environments and use learning strategies that are responsive to the strengths, changing needs, and values of all students, especially students with disabilities and ELLs.
  - b) Provide PD focused on consultant and content teachers' partnerships to maximize the role of the consultant teacher instruction.
  - c) Ensure all staff uses a program/plan to promote common understandings of classroom and behavioral expectations and ensure that these expectations are consistently adhered to in all classrooms.
- 4.5:

- a) Ensure teachers consistently use formative and benchmark assessments aligned to the CCLS as well as targeted plans for using data to inform decisions regarding student grouping and instructional strategies.
- b) Provide students with timely feedback based on formative and benchmark data so that students can take next steps to improve their progress.
- c) Expand PD for teachers focused on data-driven decision making about instruction. Monitor staff's use of strategies to ensure staff implements PD information with fidelity in all classrooms.

### **Tenet 5: Student Social and Emotional Developmental Health**

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

- 5.2:
  - a) Ensure that all staff members understand and use research-based practices and protocols for referring students to appropriate resources.
  - b) Put accessible data systems in place for staff to use when identifying students in need.
- 5.3:
  - a) Continue and/or reinstitute programs such as Positive Behavioral Interventions and Supports (PBIS), National Coalition Building Institute (NCBI), Sources of Strength, and Toolbox for Education and Social Action (TESA) aligned with school vision.
  - b) Provide professional development for all staff in skills and behaviors to better support the social and emotional developmental health of all students.
- 5.4:
  - a) Develop and use a plan that incorporates protocols and processes to ensure all stakeholders understand their roles in supporting all students.
  - b) Ensure that parents, teachers, and students all work together to support the school's vision of social and emotional development for all students. Implement a system for monitoring and responding to the social and emotional needs of students.
- 5.5:
  - a) Implement a plan to successfully collect and analyze data to address student academic and social emotional development needs.
  - b) Use data to develop a plan to deliver services to students that fully meet their social and emotional needs.

## **Tenet 6: Family and Community Engagement**

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

- 6.2:
  - a) Strengthen and augment ways to communicate with parents, especially with parents and families that do not have available Internet access at home and non-native-speaking families.
  - b) Establish a school priority that all students and their families are aware of high school-wide expectations that lead to graduation.
  - c) Foster conversations with students and parents about academic achievement
  - d) Assess how parents respond to the school's efforts to build and support relationships and act on the findings to create a strong and effective partnership between school and home.
- 6.3:
  - a) Utilize the parent liaison to increase reciprocal communication with parents. Implement the plan for the parent outreach subcommittee as outlined in the SCEP.
  - b) Develop and utilize a plan for using multiple ways to communicate with families. Assess its impact on improving the partnership between school and home. Develop ways to monitor the effectiveness of the plan in communicating to families in all languages.
- 6.4:
  - a) Develop a plan to ensure school staff including teachers and guidance counselors can foster and enhance parent engagement. Assess the impact on student outcomes and on communication and partnerships between parents and the school community.
- 6.5:
  - a) Use data to identify not only student needs but family needs as well and develop strategies to address them.
  - b) Enhance ways to share data with families that will encourage dialogue about individual student needs and successes.