



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	26-16-00-01-0067
School Name	Joseph C. Wilson Magnet High School
School Address	501 Genesee Street, Rochester, New York
District Name	Rochester City School District
School Leader	Uma Mehta
Dates of Review	February 4-5, 2014
School Accountability Status	Priority School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet												
Grade Configuration	9-12	Total Enrollment	1001	SIG Recipient	<input checked="" type="checkbox"/>	Title 1 Population	100%	Attendance Rate	89%			
Free Lunch	59%	Reduced Lunch	3%	Student Sustainability	%NP	Limited English Proficient	3%	Students with Disabilities	20%			
Number of English Language Learner Classes												
#Transitional Bilingual	0		#Dual Language	0		# Self-Contained English as Second Language			NP			
Number of Special Education Classes												
#Self-Contained	40		#Consultant Teaching	0		#Integrated Collaborative Teaching			50			
#Resource Room	7											
Number Special Classes												
#Visual Arts	25	#Music	24	#Drama	0		#Foreign Language	13	#Dance	0	#CTE	0
Racial/Ethnic Origin												
American Indian or Alaska Native	0%	Black or African American	74%	Hispanic or Latino	14%	Asian or Native Hawaiian/Other Pacific Islander	3%	White	9%	Multi-racial	0%	
Personnel												
Years Principal Assigned to School	newly assigned principal Sept. 2013		# of Assistant Principals	5		# of Deans	0		# of Counselors / Social Workers		9	
Teachers with No Valid Teaching Certificate	1%		Teaching Out of Certification	4%		Teaching with Fewer Than 3 Yrs. of Exp.	2%		Average Teacher Absences	4 days		
Credit Accumulation (High School Only) and Performance Rates												
% of 1 st yr. students who earned 10+ credits	8%		% of 2 nd yr. students who earned 10+ credits	88%		% of 3 rd yr. students who earned 10+ credits	95%		4 Year Graduation Rate		67% (2007 cohort)	
ELA Performance at levels 3 & 4			Mathematics Performance at levels 3 & 4			Science Performance at levels 3 & 4			6 Year Graduation Rate			

NP = Not Provided

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

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

1. Increase students' access to and participation in the International Baccalaureate Programme curriculum.
 - Growth goal: 2% increase in student registration in the IB programme.
2. Ensure all graduates have access to and are ready for college and career
 - Growth Goal: 5% increase in graduation rate
 - Growth Goal: 5% increase in performance rate on Integrated Math exam from 2012-13 for African-American, economically disadvantaged and special education students.
3. Improve school climate to improve academic outcomes as measured by school attendance.
 - Growth goals: 3% increase in school attendance.

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

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

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

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

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

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

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

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

	social and emotional developmental health needs.				
	OVERALL RATING FOR TENET 5: Developing			D	
Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.					
#	Statement of Practice	H	E	D	I
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.			X	
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.		X		
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.				X
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.		X		
	OVERALL RATING FOR TENET 6: Developing			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
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Debriefing Statement: Although new to the school, the school leader has organized resources to address the needs of students and the school community. While the school leader has collaborated with select stakeholders to create a vision and goals, not all stakeholders have embraced the vision and goals. Additionally the goals are not specific, measurable, results-oriented, or timely (SMART). The staff has begun to use data for monitoring implementation and progress of goals, but staff inconsistently uses data to drive instruction.

Strengths:

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

- Although new to the school, the school leader has made strategic decisions to allocate and organize resources to address the needs of students and the school community. The school leader told reviewers that she believes in the three Ls: Listen, Learn, and Lead. Therefore, before the school year began she conducted a comprehensive review of programs and data, scheduled meetings with, and administered surveys to stakeholders to identify needs and solicit feedback on school improvement initiatives. She worked with the school-based planning team (SBPT) to consolidate different versions of the schools mission into a single statement that aligns with the goals of the International Baccalaureate (IB) program. She is making strategic staffing decisions to ensure new and current personnel meet critical needs in the school. The school leader said she revised the School Improvement Grant (SIG) to focus on student-centered teaching and learning, and she wrote new job descriptions for the SIG-supported positions. The school leader reported that school staff is in the process of filling the SIG funded positions. Recently, an assistant principal (AP) retired and the school leader decided to move an AP experienced with the IB program to grade twelve to fill the vacancy. The school leader has re-organized school counselors by specific cohort groups and with grade level leaders and other school leaders to ensure seamless decision-making that focus on school priorities and goals. The re-organization of staff allows school leaders to ensure programs such as the Extended Day Program provides supports and enrichment for students that align with their needs. The school leader established a College and Career Center in the same area as the school’s Student and Family Support Center, which presents an opportunity for the guidance staff to collaborate with community partner organizations. School leaders make strategic decisions to organize and use available resources to address the identified needs of the school community, which positively contribute toward improved student achievement.

Areas for Improvement:

2.2 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely

(SMART) goals/mission, and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).

- Although the school leader articulates a vision for high expectations for both staff and student performance, not all stakeholders embrace the school's vision and goals. The school leader worked with SBPT to consolidate five version of the vision/mission statement into one. Although parents are represented on SBPT, during discussions some parents expressed that their input is limited. The priorities identified in the school's SCEP are increasing student achievement on the math Regents exams, attendance, and the school's graduation rate. Plans to address the priorities include expanding the IB program, implementing the Middle Years Program (MYP), and increasing the rigor of instruction, as well as using data to inform decisions related to curricula, instruction, and professional development (PD). A review of the SCEP indicates that some school goals do not include ambitious targets. For example, the SCEP included a goal of "two percent increase in student registration in the IB programme from 2012-13 " A review of documents show that 47 or less than 20 percent of seniors are enrolled in the IB program; therefore, by enrolling just one student the staff would accomplish this goal. The school leader shared that the staff reviewed the DTSDE rubric and SCEP and revised individual tenets in September. Interviews with staff demonstrated to reviewers that while some school stakeholders have a general sense of the school's needs and priorities, most constituents interviewed have not fully embraced the school's goals. Teachers and parents shared concerns about the school's enrollment policies, demographics, and the capacity of the student population to meet the challenge of a rigorous MYP/IB curriculum. One staff member said, "The majority of staff does not think students are ready for it." When interviewed by the review team, teachers reported they are not comfortable with the MYP's collaborative planning and common assessment requirements. Not all stakeholders share a common understanding of the school's goals and priorities, which hinders all constituents from working together to implement the goals to increase student achievement and overall school improvement.

2.4 **The school has received a rating of *Developing* 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 established a plan, align to the district's APPR to assess student growth, conduct regular observations, and provide feedback to teachers. However, the plan lacks established structures to consistently implement and monitor the observation process. When interviewed by the Integrated Intervention Team (IIT or review team) the school leader reported that when she arrived at the school she discovered the school had no consistent process or protocols in place. As a result, she developed templates based on the DTSDE tenets for data collection and feedback including pre- and post-observation forms. The school leader assigns and schedules the APs to conduct walk-throughs and observations for specific content areas and grade levels. Observations focus on a different Danielson domain each week and the school leaders distribute appropriate sections of the Danielson rubric at the beginning of that week. The IIT found through a review of documents that the Leadership Team's meeting agendas include instructional walkthroughs and that staff bulletins include information on the domains that are to be the focus of

observations. A review of evaluations forms demonstrated that the feedback provided to teachers from both formal and informal feedback focuses on classroom management, rigor, engagement, and differentiation. During discussions with the IIT, the school leaders acknowledged that they have struggled to maintain and standardize the observation process. School leaders also reported that they have not scheduled and completed the team or joint observations, which they believe would assist them in ensuring consistency in the observation process. During discussion with the review team, teachers reported that classroom visits and feedback are inconsistent. Some teachers said they did not experience walk-throughs this year while others have had five. While some teachers note that the feedback the leaders provide is useful, others said the feedback was not helpful because it did not include suggestions for improvement. Teachers expressed to reviewers that they welcome the observations and feedback; however, the school's schedule does not provide common planning time for teachers to discuss and constructively respond to feedback. The school leader told reviewers that there is not a set expectation for PD attendance, which limits the leaders' ability to target training based on observation data and monitor the impact of PD on classroom practice. The school planned three assessments to measure student growth as part of the APPR process; however, staff notes that each assessment was designed by a different person and they expressed concern about the inter-reliability of the assessments in measuring teacher performance. While the school leader has developed a plan to conduct observations, the plan does not include consistent monitoring to ensure consistency in observations and follow-up for all staff. This minimizes the school leader's ability to hold all staff accountable for the improvement of instruction and achievement of school goals.

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

- School leaders have begun to implement support structures that allow staff to collect and use data. However, not all staff effectively uses the systems to access data to address student needs. The attendance committee identifies students with high absentee rates and targets them for home visits. The IIT reviewed agendas from monthly Instructional Council meetings, which include department team leaders, indicate a focus on analysis of student performance data and implementation of instructional programs. School leaders work with teachers to develop student learning objectives (SLOs). A review of documents demonstrates that the school leaders use the SLO process to encourage teachers to raise their expectations for student learning. The school leader informed reviewers that she recently changed expectations for counselors to hold them accountable for regular analysis of individual student and cohort data, including attendance, grades, discipline, credit accumulation, and assessment results. Similarly, the Coordinating Administrator of Special Education (CASE) established new protocols for special education teachers and case managers. Through individual meetings and group meetings, the CASE has worked with teachers to establish individual data folders that include report cards, progress notes, attendance, transcripts, Individualized Education Plans (IEPs), and behavioral plans. Although support staff acknowledged the need for data, during discussion with the IIT, some staff members shared that they feel the changing demands for collecting and reporting on data compromises their ability to deliver services

to students. In addition, while staff has begun to discuss the alignment of class grades and internal assessments to student performance on state Regents exams, staff has not evaluated the available data to modify instruction to address students' needs. The School staff has begun to use -systems to collect data. However, staff does not yet consistently use data to inform decisions and adjust practices, which hinders progress towards increase student achievement.

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

Tenet Rating

D

Debriefing Statement: The school staff is beginning to create curricula that align the Common Core Learning Standards. While teachers are using unit and lesson plans align to the standards, the lessons observed lack rigor and differentiation. The lack of common-planning time limits effective curricula development, instructional planning, and cohesive professional development options, which negatively affects staff's ability to provide curricula that meet the needs of all students.

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 is in the process of reviewing and aligning its curricula to the CCLS. However, the lack of common planning opportunities limits staff ability to consistently plan, implement and monitor the curriculum. The school staff adopted the MYP for students in grades nine and ten and uses units in the Developing Core Proficiencies Series. Curriculum documents reviewed by the IIT include unit plans and horizontal/vertical planners that integrate MYP objectives, state standards, areas of interaction, and assessments. Lesson plans reviewed by the IIT included references to CCLS. In discussions with the IIT, teachers shared that staff is revising the MYP program and the school leadership is purchasing the ManageBac system, an online platform for IB schools, to share, archive, and evaluate curricula. In addition, the school has a number of supplemental programs in place to support students achieving below their grade levels, such as RampUp, Regents Review and credit recovery programs. The school leader stated that the District assumed responsibility for scheduling this year and shortened the school day by eliminating the ninth period. Teachers expressed concern about the scheduling change as they used the ninth period for common planning and scheduling additional courses. Currently, departments meet informally and teacher participation is voluntary. Teachers note that the MYP program is inherently rigorous, but they need time to align it to the CCLS and state assessments. One teacher said, "I used to complain about collaboration, but now I miss it." Leadership is attempting to monitor curricula development and implementation by

examining lesson/unit plans at end of the semester. Although the district provides PD on CCLS implementation, teacher participation is voluntary. The school has a math and an English coach provided by the district who works with teachers and departments on curricula development; however, teachers can elect to work with the coaches or not. School leaders and teachers have limited opportunities to collaborate to develop and align curricula to the CCLS, which impacts their ability to ensure students are exposed to curricula that prepare 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.

- While teachers establish goals, administer assessments, and collect data, teachers inconsistently implement these practices across the school. Teachers developed SLOs, but a review of documents by the IIT shows that teachers inconsistently set rigorous expectations for their students' learning. During discussion teachers confirmed reviewers findings as some teachers acknowledge their expectations are low. The school administers diagnostic assessments used to measure student growth and inform instruction. Although the school staff administered a pre-test in September, the teachers informed reviewers that they have not had time to evaluate the results. During discussion with the IIT, school leaders informed reviewers that teachers are "just starting to analyze individual student's data." Classroom visits and a review of lesson plans demonstrate that while teachers used formative assessments and checks for understanding, such as questioning, quizzes and exit tickets classroom instruction, teachers' lesson plans and classrooms instruction included limited differentiation, grouping, or re-teaching strategies. For example, although lesson plan templates include sections to identify sub-groups of students and describe differentiation strategies, these sections were blank. Reviewers found limited evidence of teachers using a variety of complex materials that incorporate a progression of sequenced and scaffolded skills to meet the needs of all students. There is some evidence of departments examining student work, but staff does not consistently use this information to adjust the curricula. In addition, observations indicate few examples in the curricula of planned learning experiences that consistently challenge students or stimulate their higher-order thinking skills. Teachers do not consistently use data to measure student growth and adapt instruction to help students meet the demands of CCLS.

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.

- The school is in the early stages of implementing the MYP program and expanding the IB program, which are interdisciplinary by design. However, the school lacks formal and consistent protocols to for staff to collaborate create Interdisciplinary curricula school-wide. The IIT observed some evidence of interdisciplinary connections in student work, discourse, and classroom displays. For example, teachers incorporated art into English and Global Studies lessons and poetry into a Living Environment lesson. In addition, the Expanded Learning Program includes enrichment activities in core subjects as well as in the arts and technology. During discussions with students, they

expressed a desire to have a more diverse selection of arts courses and noted that although the IB arts program is strong, it is limited to few students. Partnerships to build interdisciplinary connections are limited since the school does not provide teachers with common planning time and the Extended Learning Program limits opportunities for after school staff meetings. Consequently, the school relies on voluntary and ad hoc meetings of teachers within and across grades and subjects to vertically and horizontally align curricula. As a result, school staff members are unable to create and implement programs that target and integrate the arts, technology and other enrichment opportunities in the core subjects.

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.

- Teachers are inconsistently discussing and developing systems to analyze and use data to make informed curricula decisions aimed at accelerating student achievement. The MYP and IB programs require common assessments and a link between learning objectives, student activity/tasks, and assessment/demonstration of learning. During class visits, reviewers observed limited evidence of the alignment of the curricula with assessments. Teachers exhibit inconsistent practice with regard to establishing the purpose for a lesson or activity and providing closure or reference to the goal. While teachers’ unit and lesson plans included essential questions or checks for understandings, teachers infrequently used the questions or checks in class discussion or assignments. Teachers administer a variety of formative and summative assessments, including quizzes and tests, questioning strategies, exit tickets, assignments and homework, but they do not systematically use results to adapt curricula. For example, teachers did not evaluate results of a diagnostic assessment completed at the beginning of the year to determine student strengths and areas for growth, missing a critical opportunity to plan curricula that would meet students’ needs. Students informed reviewers that teachers provide rubrics at the beginning of assignments to set expectations and use the rubrics to evaluate written work. In addition, some students report they receive feedback in the form of rubric scores including comments and have the opportunity to revise the assignment. However, evidence indicates that not all teachers use rubrics or conference with students to encourage students to take a greater ownership of and responsibility for their own learning. Consequently, the school exhibits disparate activities linking assessment and curricula, which limit opportunities for students to self-reflect and improve academic performance.

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

Tenet Rating

D

Debriefing Statement: Teachers are beginning organize plans around data. However, teachers do not implement lessons that reflect established plans. In most classrooms, students and teachers demonstrate mutual respect for each other and for learning. However, students are not consistently engaged in rigorous instruction, including higher-order thinking and challenging tasks, that reflect the CCLS instructional shifts. In addition, there is limited evidence of teachers using formative assessment to differentiate instruction. As a

result, the academic expectations for students do not support achievement of the school's goals.

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.

- School leaders are beginning to engage teachers and staff in conversations about using data to help plan instruction and interventions. While school staff organized plans around the MYP/IB program, Regents preparation, and graduation requirements, much of the instruction observed during the review demonstrated limited use of data to address individual or small group needs. School leaders review grades each marking period and the instructional council, which is comprised of instructional leaders and teacher team leaders from each department, is working on grading policies and alignment of internal assessments with the Regents format and rigor. The school leader has established differentiation and the use of data as priorities for PD priority and the ELA and math coaches are working with teachers on a voluntary basis to improve their practices in this area. However, reviewers observed limited evidence of these strategies and initiatives reflected in teachers' instruction. While teachers are beginning to identify intervention strategies, interventions are primarily provided through separate classes such as Ramp-up or during after school or Saturday classes. Evidence indicates that teachers are working with coaches to develop long- and short-term goals for students, but these goals are not used to drive or adjust instruction. Teachers' instructional practices do not adequately address student goals and needs, which limits student achievement.

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.

- Classroom visits demonstrated to reviewers that teachers' instructional practices vary in rigor and engagement across classrooms and do not consistently reflect CCLS shifts. While objectives and essential questions are sometimes apparent, instruction did not regularly challenge students to develop higher-order thinking skills. In classes observed by the team, teachers did not consistently ask higher-order questions or utilize instructional materials that contain high levels of text and content complexity. In addition, most lessons observed were teacher-centered. Several teachers ask leading questions and/or answer questions themselves rather than allow students to respond to questions. Many teachers do not press students for text- or evidence-based responses, asking instead for students to respond to text with questions such as, "What do I find interesting?" and "What do I want to learn more about this topic?" One teacher asked students, "Do we still use censorship today" and with an answer of "yes" moved on without eliciting any examples of

mentorship to determine if students understood the concept. In a number of classes, teachers read texts aloud and identified key ideas rather than eliciting them from students. While one teacher employed other students to help a student with a wrong answer and asked students to explain their answers and show their work for problems they presented at the board, this was not typical of what the review team observed. Although several classrooms had co-teachers, reviewers noted limited evidence of differentiation within classrooms. Many co-teachers use a “lead and assist” model with all students working on the same tasks with the same texts and materials. In a few classes, reviewers observed students worked cooperatively in small groups, but usually with the same tasks and resources. Teachers’ instruction does not consistently reflect rigor or provides multiple point of access, which hinders students’ level of engagement and academic growth.

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.

- While most constituents express that the school is safe, reviewers found that the learning environment is not responsive to students varied experiences. In most classrooms, teachers had routines and procedures that students follow. Reviewers observed that students were orderly and respectful in public spaces and in classrooms. For example, though students were tardy to a number of classrooms, due to weather conditions, students’ entry into the classroom was rarely disruptive and teachers quickly included them in instruction. An effort is underway to increase the use of positive recognition for achievement, including celebrations and award ceremonies for academic success and attendance. For instance, in one classroom a teacher posted the names of students in the “100% club.” Some teachers use strategies that acknowledge diverse groups of students and their needs, particularly in special education classes. For example, teachers pre-taught material to some students, and provided modified reference notes and printed copies of presentations for other students. However, the majority of lessons observed did not include differentiations to address students’ varying needs. Students interviewed by the IIT expressed concern about the diversity of materials and texts to which they are exposed, wishing there were culturally relevant. Additionally, some teachers’ comments did not reflect responsiveness to students’ needs. For example, staff expressed that the school is not the right placement for some students and that a selective admissions policy and exclusion of a set of challenging students would be an effective strategy for school improvement. While the school environment is generally physically safe, the classroom environment is not consistently reflective of an intellectually safe environment for all students, which negatively affects student learning.

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).

- Teachers are beginning to use formative and summative assessments. However, teachers do not use data uniformly across the school to identify student needs and adapt instruction to meet those needs. The school administers a baseline assessment to measure SLOs, but teachers acknowledged that they have not evaluated the results, and therefore are not able to use this information to learn

about their students' strengths and modify their instruction. During class visits the review team observed few examples of teachers making effectively using data to adjust student groupings. In addition, discussions with the IIT teachers expressed a lack of confidence in their ability modify instruction to meet the needs of individual and groups of students. A review of teacher lessons plans showed that many plans had blank spaces under the sections designated for differentiations. Most classroom instruction observed by the review team was whole group. In the few classroom where teaches used questioning to check for understanding, teachers primarily called on the small group of students who volunteered, which limited the teachers' ability to ascertain the level of understanding of all students. In classes where teachers employed small group instruction, teachers did not consistently group students based on performance data and tasks and materials were seldom differentiated. Discussions with students illustrate that some teachers provide individualized and useful feedback that helps students understand what they need to do to improve. However, this is not a consistent school-wide practice. The absence of consistent school-wide strategies for using data to provide feedback hinders students from taking an active role in the learning process and ownership of their learning.

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

Tenet Rating

D

Debriefing Statement: The school staff is developing structures and processes to identify and support students with social and emotional needs and is working to ensure that every child is known by an adult in the building. Although there are programs to promote positive behavior and engagement, staff inconsistently embrace and implement the programs. As a result, not all stakeholders know and understand their role in supporting a healthy learning environment for all students, which limits their ability to support students at optimal levels.

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 is supporting many initiatives to promote student social and emotional development health and academic success. However, the lack of a coordinated plan to interconnect systems hinders all stakeholders from working together to implement the initiatives. The school leader informed reviewers that the counseling department has been re-organized to align counselors with grade level leaders to focus on cohorts of students. The counselors have the responsibility to use data to analyze the progress of students within cohorts and develop actionable

plans for individual students. A few years ago, the school staff eliminated the homeroom structure. The school leader reported to reviewers that school leaders are using SIG funds to establish an advisory program to ensure each student develops a relationship with at least one adult in the building. However, interviews with staff indicate that staff cannot implement this plan until an official schedule change has been negotiated. The school does have a response to intervention (RTI) system in place to identify student needs, including social-emotional supports. The staff supports Tier 2 needs through programs such as Ramp Up and Expanded Learning, and a referral process exists to address Tier 3 academic and behavioral needs. The RTI team meets weekly but some staff believes it is less effective than in the past due to changes in resources and personnel. The school has a Student and Family Support Center (SFSC) that accepts referrals from teachers for social-emotional supports. However, there is no clear process for determining when to refer students to the SFSC rather than the school's response to intervention (RTI) team for social-emotional or behavior issues. Although school staff has structures to address students' social and academic needs, the lack of interconnected systems that are consistently monitored limits staff from addressing the barriers to students' social and emotional developmental health and academic success.

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.

- As a school committed to the MYP/IB programs, the school has adopted the IB Learning Profile that articulates ten attributes valued by IB World Schools. Although the school staff is using attributes from the IB World Schools to frame programs and procedures, the school lacks a comprehensive plan to fully implement the program school-wide. One attribute of the program is "Balanced", which staff uses to encourage students to balance different aspects of their lives, including intellectual, physical, and emotional to achieve well-being for themselves and others." Teachers say they do not want "separate schools," but with the MYP program newly implemented, they are just beginning to break down barriers. In addition, teachers express concern about a perceived halt to the school's development of restorative justice practices, peace circles, and peer mediation opportunities. Teachers shared that they voted down a proposal for a Positive Behavioral Interventions and Supports (PBIS) program, because they believed it would limit consequences for misbehavior. The school has a STAR room designed as place for students to "cool down" by using reflection resources but school leaders indicate it is being used more as a "holding room" and teachers need more training to make they make appropriate referrals. There is limited communication to ensure that the Expanded Day program is linked directly to students' identified needs. The school is using its SIG funds to create a position to address some of these issues. However, presently the school staff lacks a coherent system to implement a plan or program that encourages all stakeholders to consistently support a safe and healthy school environment for all students.

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.

- The school's leadership is in the process of implementing different initiatives to support students' social and emotional developmental health. However, stakeholders unevenly understand and take ownership for their roles in contributing to a community that is safe and conducive to learning. The school leader says she has created multiple opportunities for stakeholder discussion and input, but decisions regarding scheduling and the number of periods in the day limit opportunities for staff to collaborate effectively. The instructional council meets regularly and is focused on implementing the MYP program and providing supports to teachers and students to ensure that all students have the opportunity to benefit from the program. The school also has an RTI team that meets regularly to examine and address academic and behavioral concerns, but those involved indicate teachers do not understand the referral process. Similarly, teachers' aides and counselors suggest that their roles are not clearly understood. Counselors now work closely with their grade cohort administrative counterparts and guidance and support staff work together in a suite to facilitate increase collaborations on student issues. Although parents participate in the SBPT, during discussions with IIT some parents expressed that their input was sometimes "lost in translation" or revised. Parents of students in the IB program, a minority of the student population, are actively involved in the school and well represented the SBPT and parent organization. Some parents interviewed said they participate in special education decision-making, including attendance at Committee on Special Education (CSE) meetings. The school leader reported to reviewers that she meets regularly with an advisory council comprised of two students from each grade. Some of the students interviewed by the IIT shared that although they participate on the advisory council they do not believe their input was not considered. Additionally students expressed that the advisory council's focus on discipline has had a negative impact on students who were positive members of the community. The lack of clearly defined roles limits stakeholders contributing toward the school's vision for students' social and emotional developmental health.

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.

- Multiple stakeholder interviews confirmed that staff is in the beginning stages of using data to respond to student social and emotional developmental health needs. However, staff lacks a systematic approach to monitoring programs and services. Various teams and departments are increasing their collection and analysis of data and using the results to inform decision-making about students' social and emotional needs. The counseling staff is collecting data regarding students' academic performance, credit accumulation, attendance, and discipline to identify individual student's needs and target supports and interventions. The school leader used data to identify 81 at-risk seniors and sought volunteer teachers and other staff to mentor these students. The RTI team is working on processes to identify students and match them to appropriate supports. School leaders are monitoring program implementation, but a systematic approach to evaluating the efficacy of intervention and support programs is not in place. As a result, the school staff is not yet using available data to maximum levels, which limits staff's ability to ensure programs and services meet students' academic and social developmental 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 uses multiple ways to communicate with families. The school provides parents with access to data. The school staff is beginning stages of communicating to parents and students information about high expectations for student achievement. Although school staff provides some training opportunities for parents, the school provides limited training to support staff and parents in developing partnerships to support students. As a result, some students do not benefit from robust home-school connection.

Strengths:

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

- The school uses multiple tools to communicate with families about school and student issues and concerns. The school staff informs families of upcoming events through letters, bulletins, and robo-calls. All of the available parent communication and correspondence is available in pertinent languages. The school leader uses different forums to gather parents and other stakeholders' feedback and viewpoints such as "cookies and conversations sessions," town hall meetings, and surveys. In addition, when parents attend RTI and special education meetings provided they have an opportunity discuss student issues and participate in identifying appropriate interventions. The school website includes a description of the MYP and IB programs with contact information for the school's coordinators of those programs. The calendar includes events for parent involvement, including financial aid training, school-based planning team meetings, parent organization meetings, and parent-teacher conferences. The school staff provides multiple ways for families to engage in reciprocal communication with the school, which increases opportunities for parents to support their child's academic achievement and social emotional growth and opportunities.

6.5 **The school has received a rating of *Effective* 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 community shares data in ways that supports student learning and achievement. The staff uses mailings, conferences and electronic communications to inform parents about their child's academic development and the school ensures that access to data is understood. The school leader shared that staff makes data available to parents and teachers provide additional guidance to families that may experience difficulties understanding the data. The school provides workshops to help parents understand available data including topics, such as the parent connect portal, individual academic plans, and report cards. Counselors meet with all of their students to develop a plan to ensure that students acquire the credits and Regents scores necessary to graduate. The school staff sends course registration forms home to parents for review and signature. The special

education department works closely with parents to evaluate students for Individualized Education Programs (IEPs). The student support staff shared during IEP planning staff uses a range of data to determine the placement for students and that parents are actively involved in the conversations. Staff members reported to the IIT that they use data to target home visits for chronically absent students and to identify supports for these students and families. The school community shares data in ways that empowers parents to use data to advocate for their child's needs.

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 staff ensures regular communications with students and families. However, not all families are aware of the school's high expectations for student achievement. A review of documents shows that school staff communicates with families via meetings, letters, and a monthly bulletin. Counselors meet with each student to review their graduation requirements, complete a four-year plan and send a letter to families indicating what Regents exams their child needs to pass to graduate. The school leader reports that he expects teachers to communicate with parents. A review of phone calls and conferences logs confirms that teachers regularly with parents. However, reviewers found limited evidence that consistent messages are communicated about the MYP program. According to school staff all students in the grade nine and ten are now expected to participate in the MYP program. However, during discussions with the review team, parents and students were unclear about the requirements of MYP program. The school is developing an MYP fact sheet for families and intends to use orientations to better familiarize families with the program. However, currently the lack of clear message about the program limits some students and families understanding of the school's expectations for student achievement, which affects families' ability to support student success.

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

- The school provides some opportunities for staff and families to collaborate to support student success. However, the school does not have a coordinated plan to ensure parents and staff receives trainings on how to develop partnerships to support student success. The staff mailed home a list of community agencies available in the school and then provided families with information about these agencies at Open House. The school staff also offers trainings on the Parent Connect portal. The parent organization provides workshops on student development topics. Although school leaders and parents attend the parent organization's sponsored training, discussions with staff and a review of sign-in sheets show that a small groups of parents attend these meetings. Interviews with staff demonstrate that Professional development for staff concerning developing partnerships with families and/or the community is uneven. For example, ten staff members received training in restorative justice practices, which focuses on parent-school collaborations but at the time of the team visit, the staff expressed uncertainty about plans for the training of additional staff and the

implementation of the program. Limited training opportunities for staff and parents to develop partnerships to support students hinder students from benefitting from a strong home-school connection.

Recommendations:

Tenet 2: School Leader Practices and Decisions

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

- 2. 2: Build consensus around the value of implementing the MYP program for all students leading to an expansion of the IB program in later years. Establish SMART goals and then align programs and supports to ensure that staff and students have the capacity to meet these goals.
- 2.4: Use available data to monitor student growth and inform professional development. Conduct regular and targeted teacher observations and provide timely actionable feedback that helps teachers achieve school-wide and personal goals.
- 2.5: Continue to raise expectations and provide PD for staff to use data to improve instructional practices and evaluate the efficacy of supports and interventions.

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: Ensure teachers have regular opportunities for collaborative planning and curricula development and provide common guidance and PD to establish consistent practices.
- 3.3: Set student goals and then evaluate student progress on these goals and, use the results to modify instructional practices and provide supports to ensure all students achieve the goals.
- 3.4: Implement the MYP and IB programs with fidelity by providing a schedule that accommodates all required courses as well as opportunities for teachers to collaborate on vertical and horizontal alignment of the curricula. Ensure that supplemental programs, such as Expanded Learning Time, are aligned with the MYP program and classroom instruction.
- 3.5: Enhance the use of formative assessment techniques that provide teachers with the information with which to improve and differentiate instruction and students with useful feedback and opportunities to take ownership of their learning.

Tenet 4: Teacher Practices and Decisions

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

- 4.2: Use identified student goals to inform unit and lesson planning that includes differentiation techniques and aligns with supplemental support programs.
- 4.3: Ensure rigorous and engaging instruction through the use of higher-order questioning and tasks that require students to provide evidence-based responses and demonstrate conceptual understanding.

- 4.4: Ensure teachers establish classroom environments that are responsive to the needs of all students by providing engaging instruction, using culturally relevant curricula resources, and fostering opportunities to build relationships between teachers and students.
- 4.5: Teachers should systematically use formative and summative assessment data to plan lessons that serve all of their students and provide feedback to students to foster their participation.

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: Improve practices that evaluate and identify the needs of individual students and allow each student to be well-known by at least one adult to sustain social and emotional developmental health. Monitor referral systems to ensure students receive appropriate interventions.
- 5.3: Create a comprehensive plan to ensure staff implements the MYP/IB program school-wide. Implement the advisory program.
- 5.4: Clarify and communicate all stakeholders role in supporting the vision for students' social emotional developmental health. Increase parent participation in decision-making to ensure the whole community is represented and informed of these decisions and the decisions are supportive of the goals and vision stated in the SCEP.
- 5.5: Use a range of data points to monitor student progress and evaluate the efficacy of programs to ensure students' social and emotional needs are met.

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: Ensure that entering families and students understand the school's mission and vision, as well as the expectation that all students will take part in the MYP program and may participate in the IB program in the upper grades.
- 6.4: Develop a comprehensive plan to provide PD to families on how to support their child's academic development and for staff to build and sustain relationships with families so that they work in a partnership to better promote the academic and social emotional success of all students.