



The University of the State of New York

The State Education Department



School Name: Sidney Johnson Center	School Number: N/A
Principal: John Dittman	District: Syracuse City School District
Date of Review: March 4-5, 2014	Lead Reviewers: Errick Greene, Antony Tolbert

Lead Reviewers: Errick Greene and Anthony Tolbert

School Information Sheet																							
Grade Configuration				Total Enrollment				Title 1 Population		Attendance Rate		%											
Free Lunch	%	Reduced Lunch	%	Student Sustainability	%	Limited English Proficient	%	Students with Disabilities		%													
Types and Number of English Language Learner Classes																							
#Transitional Bilingual		0		#Dual Language				#Self-Contained English as a Second Language		0													
Types and Number of Special Education Classes																							
#Special Classes				#Consultant Teaching				#Integrated Collaborative Teaching		0													
# Resource Room																							
Types and Number Special Classes																							
#Visual Arts				#Music				#Drama		0		# Foreign Language		0		# Dance		0		CTE		0	
Racial/Ethnic Origin																							
American Indian or Alaska Native		%		Black or African American		%		Hispanic or Latino		%		Asian or Native Hawaiian/Other Pacific Islander		%		White		%		Multi-racial		%	
Personnel																							
Years Principal Assigned to School				# of Assistant Principals				# of Deans		0		# of Counselors / Social Workers											
% of Teachers with No Valid Teaching Certificate		0		% Teaching Out of Certification		0		% Teaching with Fewer Than 3 Yrs. of Exp.				Average Teacher Absences											
Overall State Accountability Status (Mark applicable box with an X)																							
School in Good Standing				Priority School				Focus District				Focus School Identified by a Focus District				SIG Recipient							
ELA Performance at levels 3 & 4				Mathematics Performance at levels 3 & 4				Science Performance at levels 3 & 4				4 Year Graduation Rate (HS Only)											
Credit Accumulation (High School Only)																							
% of 1 st yr. students who earned 10+ credits				% of 2 nd yr. students who earned 10+ credits				% of 3 rd yr. students who earned 10+ credits				6 Year Graduation Rate											
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																					
Did Not Meet Adequate Yearly Progress (AYP) in Mathematics																							
		American Indian or Alaska Native						Black or African American															
		Hispanic or Latino						Asian or Native Hawaiian/Other Pacific Islander															
		White						Multi-racial															
		Students with Disabilities						Limited English Proficient															
		Economically Disadvantaged																					
Did Not Meet Adequate Yearly Progress (AYP) in Science																							
		American Indian or Alaska Native						Black or African American															
		Hispanic or Latino						Asian or Native Hawaiian/Other Pacific Islander															
		White						Multi-racial															
		Students with Disabilities						Limited English Proficient															
		Economically Disadvantaged																					
Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective																							
		Limited English Proficiency																					
Describe the school's top priorities (no more than 5) based on the school's comprehensive plans (SCEP, SIG, DIP, etc.):																							
<p>Developing a schedule that allows students to gain credits and be successful on regents exams</p> <p>Increase communication with parents regarding their child's progress</p> <p>Provide support for students utilizing a computerized curriculum through a blended model of instruction</p> <p>Provide a safe and secure learning environment</p>																							

School: Sidney Johnson Center	Principal: John Dittman	
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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.				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:				X

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:			X	

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.,			X	

	screening, interim measures, and progress monitoring).				
	OVERALL RATING FOR TENET 4:			X	

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

#	Statement of Practice	H	E	D	I
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.			X	
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.			X	
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.			X	
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.				X
	OVERALL RATING FOR TENET 5:			X	

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:				X

<p>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.</p>	<p>Tenet Rating</p>	<p>I</p>
<p>Debriefing Statement:</p> <p>The school leader has developed a vision statement for the Johnson Center. Not all stakeholders were engaged in the development of the vision statement, it does not meet the needs of all students, and it has not been communicated so that others can internalize it. Additionally, the creation and monitoring of SMART goals has yet to be implemented. Systems for the use of data for decision-making, as well as the monitoring of instructional practices are not in place. As a result, not all stakeholders understand their role and responsibilities towards assisting students to be college and career ready.</p> <p>Areas for Improvement:</p> <p>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).</p> <ul style="list-style-type: none"> The school leader has developed a vision for the school with limited stakeholder input. The school leader stated in an interview that the vision of the school is to “re-engage students,” and the one school counselor shared in an interview that the vision is “to work together collectively as a team to assist students who are in credit recovery and to be successful in and out of school.” She further stated that the vision is “to transition students.” In an interview, one parent stated that the school’s vision is “to get the students through to graduation.” They further indicated that the school leader alluded to the vision of the school when they entered, but that they weren’t aware of other instances or methods by which the vision was communicated. Teachers reported in their interview that the school is a re-entry program and this vision of their work was communicated to them via email. The principal indicated that SMART goals have not been created for the school. He further noted that he talked to the parents in September during orientation, open house, but admitted that this was not too effective given the low attendance. The school leader stated that the “intake process now talks about the program and our goals for the students,” and that they also talk with the students to determine their goals. As a result, there is no clear consensus among stakeholders of the school’s true vision or specific performance goals to ensure that everyone plays a role in moving the school toward success. <p>2.3: Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.</p> <ul style="list-style-type: none"> The school leadership is developing systems for organizing human and material resources to increase student achievement. While teachers reported during an interview that the school leader has developed a system of blended learning that includes APEX online learning and supplemental classroom instruction, plus afternoon Regents preparation classes, the school leader reported that this program is more successful for students with 17 or more credits and who have passed 3 or more Regents exams. The student support staff said that few students benefit from the credit recovery program. The school leader reported that he has advocated for and received additional teaching assistants and a Sentry staff person. The principal explained that the mentorship program, in which each staff member is assigned a segment of the student population, is a way to ensure that all students’ individual needs are met. The teachers and support staff reported in their interviews that the mentorship program was created, but stopped being implemented after a few weeks. As a result, the structures and resources are not being utilized to ensure that students’ needs are understood and met. <p>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.</p> <ul style="list-style-type: none"> There is no plan currently in place to conduct instructional observations, provide feedback to teachers on their performance aligned with established criteria, or to provide specific professional development targeted to staff needs. The school leader indicated in an interview that although there was an effort made to observe instruction at the start of the year, behavior concerns that increased in November 2013 have kept him from doing so since then. The school leader also noted that all professional development is provided by APEX to support teachers’ implementation of the program and understanding of blended learning strategies. The school leader acknowledged in the interview that there is no plan for gathering data on teacher practice (except for the Regents exams) and using it to inform the professional 		

development offerings. As a result, there are no opportunities for teachers to receive feedback on their practice and to improve professionally.

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).

- The school employs limited strategies to examine and improve teacher practices, improve student achievement, engage parents and the community, and to ensure that students' social emotional developmental health needs are addressed. In their focus groups and interviews, the principal, teachers and support staff all referenced the Friday afternoon meetings that are used to discuss general school-wide concerns and student achievement. Student achievement data was not evident during school observations or stakeholder interviews, and no student performance data (in binders or otherwise) was available for review. In an interview, the principal explained that teachers are expected to bring data from APEX to discuss in the large group. In addition, the principal noted that he conducts "spot checks" of the APEX data so that he is able to follow up on student progress. The counselor stated in an interview that she visits classrooms daily to provide support with social emotional learning. During classroom observations, none of the classes displayed any evidence of using data to address school-wide practices. As a result, the school community is not able to describe progress they may be making.

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

Tenet Rating

D

Debriefing Statement:

The school utilizes the district-approved APEX Learning Program, which is reportedly aligned with the Common Core Learning Standards and the New York State Content Standards. Supplemental resources are provided for the purpose of addressing any possible gaps between APEX and the Regents examination expectations. While lesson plans reference CCLS and content standards, such plans do not identify adjustments and interventions based on data and/or teacher reflection. Furthermore, there are no interdisciplinary plans in place, nor do these plans integrate technology and the arts. The planned use of formative and summative assessments is variable. As a result, students have limited access to a rigorous and engaging curricular program.

Areas for Improvement:

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.

- The school leader has taken limited steps to help ensure implementation of CCLS-aligned curricula. In an interview, the school leader noted that teachers implement the APEX program as well as supplemental instruction to address the content found on the Regents exam but not in the APEX curriculum. He further explained that the afternoon planning blocks listed on the master schedule are for Regents preparation instruction or for helping students who enrolled later in the year. Teachers explained in their interview that the Regents prep class is content specific. ELA and Math lesson plans referenced the common core standards. During the student focus group, some students indicated that they are not getting the number of credits that they need in order to graduate on time. Teachers report that staff development is delivered through Saturday academies, yet the school leader indicated that APEX provides the resources and professional development to support instruction. As a result, the teachers have limited and inadequate opportunities for continued learning about the Common Core and effective implementation of CCLS-aligned curriculum.

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.

- Teachers are developing practices around collaboration and using data to inform their instruction. As reported by the teachers in their interview, teachers informally collaborate on the development of instructional plans. In some classrooms observed, all students were engaged in the same exact task. In

other classes the teachers were observed providing direct instruction and modeling for all students with no discernable differences in process, product, or task. The lesson plans that correspond to the observed lessons included references to the Common Core standards and NY state standards. The school leader reported in his interview that the teachers are expected to review and utilize data from APEX to inform their instruction, and to develop the supplemental lessons based on student learning needs, but could not provide a process by which that data should be analyzed. As a result, students are not consistently challenged with deeper content knowledge and higher-level skills that the CCLS demands, which leads to lower achievement.

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.

- The school does not have a comprehensive plan to collaborate on and implement interdisciplinary curricula. A review of the master schedule indicates that there are no art or technology classes offered. Additionally, in an interview, the school leader identified a time in the provided schedule as one for teachers to engage in interdisciplinary planning, but it conflicts with the time for student tutoring. Teachers reported that they meet during their common planning time and Friday afternoon meetings to do interdisciplinary planning and discuss student achievement. The school leader noted that the team discussed the need for interdisciplinary planning at the start of the year and created a cross-curricular program for the first half of the year. He further explained that in the second half of the year, there is a much greater focus on the Regents. The school leader shared that the program coupled math and science, as well as ELA and social studies; programs, such as the welding class, were not included in this interdisciplinary planning effort. As a result, students have limited opportunities to engage in cross-curricular learning experiences in their classrooms.

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.

- Teachers are developing a system to use multiple assessment tools and take action on student achievement data; and they are still building toward increased student reflection and ownership of their learning. The principal noted in his interview that the teachers utilize the data from APEX as well as teacher made assessments to track student progress. During their Friday afternoon meetings, the principal inquires about the students whose data he reviewed in his “spot check” and discusses their progress with the teachers. Teachers reported in their focus group that they use the item analysis from APEX, quizzes and tests to guide them in improving achievement. During classroom observations, classrooms used formative assessments that included checking for understanding during instruction (through questioning) and exit slips. During the student focus group, students report that they can see their progress on a daily basis and that teachers helped them to make progress. They stated that when they noticed discrepancies in their achievement, teachers intervened. As a result, teachers and students are have a some measure of student learning across all subject areas.

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

Tenet Rating

D

Debriefing Statement:

Teachers are expected to implement the APEX program and to supplement with instruction that will further prepare students for success on the Regents examination and CCLS. Professional development is limited to that focused on APEX implementation and blended learning instructional strategies, as opposed to other instructional practices to meet students’ wide-ranging academic needs. Some classrooms are orderly, safe and welcoming. Students engage with the teachers and peers. APEX data and student progress on teacher-made assessments are reviewed, though it is unclear how the analysis is used to inform instructional practices. As a result, teachers are in the nascent stages of implementing data-driven instruction.

Areas for Improvement:

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.

- The school is ineffective in its implementation of data-driven instruction since teachers are beginning to provide instructional interventions for students based on data, but it is unclear how those supports/goals are determined and tracked. The school leader, teachers and student support staff all indicated that they meet weekly to discuss instructional practices and student achievement. Although the teachers indicated that they discuss ways of meeting individual students’ needs during the Friday meetings, classroom observations showed instruction that was the same for all students across classrooms. During classroom observations students were observed in grade groupings within a classroom (9th/10th and 11th/12th) even though the instruction was the same for both groups and all four grade levels. Students reported in their focus group that they set personal goals such as making the honor roll for the semester and increasing their grades. As a result, students rarely receive instruction that is differentiated to their specific needs and goals.

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.

- Teachers are continuing to learn how to deliver the APEX curriculum and supplemental instruction to meet students’ unique learning needs as well as the Common Core standards. During classroom observations, reviewed lesson plans included CCLS and addressed key academic vocabulary for content areas. In some observed classrooms, the essential questions that were posed included higher-level thinking, such as: “How do angles and sides compare to size and shape?” and “How are the process of meiosis and mitosis similar/different from each other?” In few observed classrooms, the questions asked during lesson delivery were higher-level (for example: “ Why did the Articles of Confederation fail? Explain your answer.”). In other observed classrooms, the students were asked lower-level questions such as, “Any thoughts about what altitude is?” As a result, students have limited opportunities to grapple with complex tasks and questions that are aligned the CCLS and their required shifts.

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.

- Teachers and students are working together on a limited basis to implement a plan to create a learning environment that is responsive to the strengths and needs of all students. In some observed classrooms, there were individual classroom expectations for students. In few observed classrooms, five behavioral expectations were listed, but the teacher only enforced some of those expectations. In some observed classrooms, behavioral expectations called ‘protect and respect’ were posted in the classroom but were not referenced. Students reported that they feel comfortable asking questions, that they aren’t embarrassed if they make a mistake, and that they would all laugh together if they do make a mistake. Also, during the student focus group, students explained that teachers locked their doors to keep them safe and so that they do not feel worried while in the classroom. One teacher was observed using visual aids and gestures to help a student gain understanding of the concept being taught. As a result, students feel physical and intellectual safety in a learning environment that is not structured to support all students’ learning needs or to hold all students accountable for their actions.

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).

- Teachers are beginning to use plans for adjusting instructional strategies, but teachers provide inconsistent data-based feedback to students. Teachers and the school leader stated that teachers utilize APEX data as well as teacher made assessments to inform instruction. Some observed classrooms used a ticket out of the door. Another teacher was observed giving a quiz. Although a few teachers were observed providing purposeful feedback to students (specific next steps were provided), the feedback observed in other classrooms was not data-based or purposeful and tended to provide general praise. As a result, academic support for students is not consistently adjusted and students do not receive specific academic feedback to extend their thinking and increase mastery of the content.

<p>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.</p>	<p>Tenet Rating</p>	<p>D</p>
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Debriefing Statement:
 The school provides social and emotional developmental health services daily to support students’ academic

progress. Supports are provided primarily by the school counselor and outside partners. Students feel safe and welcomed in the school, which helps them to engage with school community members in a positive manner. The Friday meeting and teacher mentoring have been positioned as the primary systems by which students' needs are discussed and monitored; however, both lack clarity and structure to ensure their effectiveness. Data gathering, analysis and action planning are especially lacking from the Friday meeting and teacher mentoring efforts. As a result, students aren't consistently receiving the supports to continue to develop socially and emotionally.

Areas for Improvement:

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.

- The school leader has developed strategies to address students' social-emotional developmental health needs. During interviews, the school leader, student support staff and teachers all referenced the mentorship program that the principal created to allow each adult to monitor a small group of students and to inform their parents if there is ever a problem. The school leader explained that he conducts "spot checks" to randomly monitor the mentoring program. The counselor reported that she works with students on goal-setting and provides individual and small group counseling to assist with substance abuse and chemical dependency, and she connects with outside agencies' social services, medical care and child care. She further reported that the majority of her services focus on the social-emotional needs of students. The school leader and counselor also mentioned a person from Justice who comes in a few hours a week to support students' social emotional needs. As a result, efforts to support and develop students socially and emotionally are limited given the students' needs and challenges.

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.

- Members of the school community inconsistently implement the school's expectations, and, therefore, inconsistently contribute to the vision for social and emotional developmental health. The school leader reported in an interview that students see themselves as a small family of people who have been through similar issues. He also stated that they discussed the code of conduct at the beginning of the school year and how the students will respond to a non-verbal cue if they do something wrong like swearing. The principal noted that every classroom should have posted the rules that were created at the start of the year. Although behavior expectations were posted in all of the classrooms, only half of them were observed to have the same set of rules posted. The principal indicated in the interview that some teachers allow students to play music as long as it doesn't impact others negatively. As a result, students receive various messages about what it means to be safe and healthy at school, and, therefore, sometimes operate outside of the school's code of conduct.

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.

- The school has not developed a clear vision for providing social and emotional support for students, but there is a process through which stakeholders can discuss their roles. Teachers and the school leader noted that students' specific needs are voiced during the Friday meetings to determine strategies to support them; however, the teachers noted that there is no agenda for that meeting or protocol for that discussion. Parents stated in their interview that if there is a problem with their student, they receive notification from the school about it. Teachers and the counselor both noted that when there are problems with the students, they often bring that issue to the counselor to contact the parent and schedule a meeting. The teachers and counselor reported that the mentoring program was established but lasted for a couple of weeks. As a result, students experience inconsistent messaging about the expectations for their behavior, and inconsistent support for their continued development.

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.

- The school leader doesn't work closely with the student support team to provide the appropriate supports for students. The school leader noted that the school reviews APEX data for achievement and attendance, and then they identify the students that they want to discuss and develop a plan for them. The school

leader stated that he is monitoring student progress data, but he notes that he is not always clear what interventions are being implemented by teachers. As a result, somewhat informal supports are provided in a somewhat unilateral manner with little support from the school leader.

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

I

Debriefing Statement:

The school has limited partnerships to support the students and their families. Although the school is considered a welcoming environment by parents and students, there is limited and inconsistent communication with parents or the broader community on the needs of the school/students. Sustained parental engagement is non-existent. Community ownership of the school's improvement efforts and in students' academic or social-emotional progress are not apparent in daily operations, nor are they communicated by stakeholders. As a result, many students with significant academic and social-emotional challenges do not benefit from wrap-around services and support.

Areas for Improvement:

6.2: The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.

- The school community does not communicate regularly with students and families to foster high expectations for student academic achievement. The school leader reported that there was an orientation and open house at the beginning of the year, as well as parent teacher conferences during the year. Parents reported in their focus group that they receive little communication regarding expectations for academic achievement. The principal and counselor both reported that those students who are close to graduation receive support from On Point. The teachers reported in their focus group that they contact the counselor to schedule a meeting with the parents when needed. As a result, parents are not consistently prepared to support student achievement and development.

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.

- The school does not communicate effectively with families about school and student issues. The school leader reported that he communicated to parents that if a student doesn't work on the APEX program outside of school, they will not be successful. The school leader also indicated that teachers are mentors and are expected to follow up with parents regarding students having difficulties; teachers are also expected to reach out to parents when they observe something in their own classroom whether they're the student's mentor or not. The counselor indicated in the interview that they provide APEX lesson demonstrations for parents. The school leader indicated that all communications are sent home in English, even though there are students with limited English proficiency or those whose parents might speak another language. Parents indicated in their focus group that they have received no communication from the school other than the report cards. As a result, parents are not aware how to engage with the school community to support their child's overall growth.

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.

- The school community has not been able to partner effectively with families and community agencies to provide training across all areas to support student success. The parents reported in their focus group that they sometimes receive a phone call if there is an issue, but there is no ongoing and consistent communication. Teachers indicated in their focus group that they receive professional development from the software company that supports online instruction and from the District during the Saturday Academies. The principal indicated in his interview that based on what he has seen thus far, this is the training that teachers need most. As a result, all staff members are not receiving training across all areas to more effectively partner with others and meet the specific needs of the students in this school.

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.

- The school community inconsistently shares data regarding student learning needs and success that families can access and understand. The school leader stated in an interview that parents receive grade reports and that teachers will call parents when there is a concern. The school leader also noted that those parents who signed up to receive notices from APEX are provided with weekly updates on their student's progress. When asked, the parents in the focus group were not signed up to receive these messages and knew nothing about them. One of the parents enrolled his son in the school two months ago and has received no communication from the school on his progress. As a result, families are not given an opportunity to be fully supportive and engaged in their child's learning and achievement.

Recommendations:

Tenet 2: School Leader Practices and Decisions

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

2.2: engage all stakeholders to develop a shared vision with SMART goals; develop and implement systems for monitoring the effectiveness of school-wide strategies and initiatives.

2.3: create systems to better determine where your students are at enrollment and to craft individual plans that will help them to meet their goals; ensure that the academic program provides the coursework and credits necessary for graduation "on time."

2.4: develop a clear plan to conduct frequent classroom observations (more targeted than walk-throughs) and clarify the protocols for providing feedback to teachers on their instruction.

2.5: once the vision and SMART goals are established and communicated (the school improvement plan should then reflect these), determine the process by which data is gathered and analyzed to determine the effectiveness of the programs and practices in moving toward those goals and the vision.

Tenet 3: Curriculum Development and Support

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

3.2: collaborate with the Apex consulting team and District content staff to examine the Apex curriculum and support teachers in determining the gaps that will need to be filled with supplemental instruction.

3.3: focus on developing teachers' capacity in creating lesson and unit plans aligned with CCLS/NYS (Common Core Learning Standards/New York State) standards and execute DDI (Data-Driven Instruction) protocols to support the incorporation of complex materials for all groups of students. This should be prioritized as high or higher than developing teachers' capacity in blended learning strategies.

3.4: create opportunities and an expectation for all teachers to meet and collaborate outside of the grade level groups in order to develop interdisciplinary learning opportunities for students during classroom instruction and throughout the school year.

3.5: create and implement a comprehensive plan to use multiple assessment tools for curricular decision-making, and ensure that all teachers consistently provide students with meaningful feedback.

Tenet 4: Teacher Practices & Decisions

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

4.2: ensure teachers document how they have informed instructional decision-making in their lesson plans with data that is tailored to the academic goals they have for their students.

4.3: provide ongoing professional development and coaching to teachers to ensure that instruction provides the level of rigor that is called for in the Common Core Learning Standards.

4.4: refine and re-communicate school-wide rules and expectations so that staff members consistently implement them with fidelity and students are held accountable to live up to those expectations – even if it means they sometimes feel challenged.

4.5: develop a formalized use of data analysis and monitoring to more accurately track student achievement progress.

Tenet 5: Student Social and Emotional Developmental Health

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

5.2: work with the counselor and outside agencies to better understand the needs of the student population and provide ongoing PD on the systems, language and practices that address their needs.

5.3: engage all stakeholders to establish and communicate a vision for the school's social emotional health that is responsive to the needs of the school's student population.

5.4: ensure that the Friday or other structures provide the clear guidance for each stakeholder regarding their responsibility in support students' social and emotional health.

5.5: continue to develop teachers' capacity to address students' social emotional health needs in the classroom, and hold teachers accountable for taking actions to address those needs before engaging the student support staff.

Tenet 6: Family and Community Engagement

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

6.2: continue to provide various opportunities for families to be informed and engaged in the school's expectations for student achievement.

6.3: promote the coach role that parents can sign up for with Apex, the mentorship program and the need for a PTO to assist parents in becoming more engaged and informed.

6.4: identify the community entities that might provide additional training and support to members of the school team and/or to parents.

6.5: ensure that the data collected is shared as appropriate with the larger community so that parents are able to better support the school's vision for achievement, and provide additional workshops and materials to parents so that they understand how their student is progressing toward graduation.

