

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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



2016-17 District-Led Review

BEDS Code	41150402000	
School Name	New York Mills Union Free School K-12	
School Address	1 Marauder Blvd. New York Mills, NY 13417	
District Name	New York Mills Union Free School District	
School Leader	Ms. Mary Facci	
Dates of Review	May 16-18, 2017	
Lead Reviewer	Karen L. Markoff	
School Accountability Status	<input type="checkbox"/> Priority School <input type="checkbox"/> Focus School	
Type of Review	<input checked="" type="checkbox"/> District-led Review	
Review Team Member Name	Role	
Ms. Kathleen Houghton	Superintendent	
Ms. Aimee Lamitie	Herkimer-Oneida BOCES Curriculum Consultant	
Ms. Barbara Walls	SEIS Representative, Oneida BOCES	
Ms. Becky Nugent	Madison-Oneida Regional Information Center Data Specialist	

School Information Sheet for

School Configuration (2016-17 data)					
Grade Configuration	K-12	Total Enrollment	533	SIG Recipient	
Types and Number of English Language Learner Classes (2016-17)					
# Transitional Bilingual	0	# Dual Language	0	# Self-Contained English as a Second Language	0
Types and Number of Special Education Classes (2016-17)					
# Special Classes	6	# SETSS	0	# Integrated Collaborative Teaching	0
Types and Number of Special Classes (2016-17)					
# Visual Arts	6	# Music	7	# Drama	2
# Foreign Language	11	# Dance	0	# CTE	33
School Composition (most recent data)					
% Title I Population		47%		% Attendance Rate	
% Free Lunch		35%		% Reduced Lunch	
% Limited English Proficient		1%		% Students with Disabilities	
Racial/Ethnic Origin (most recent data)					
% American Indian or Alaska Native		0%		% Black or African American	
% Hispanic or Latino		4%		% Asian or Native Hawaiian/Pacific Islander	
% White		88%		% Multi-Racial	
Personnel (most recent data)					
Years Principal Assigned to School		5 mos		# of Assistant Principals	
% of Teachers with No Valid Teaching Certificate		0%		% Teaching Out of Certification	
% Teaching with Fewer Than 3 Years of Experience		0%		Average Teacher Absences	
Student Performance for Elementary and Middle Schools (2015-16)					
ELA Performance at levels 3 & 4		33%		Mathematics Performance at levels 3 & 4	
Science Performance at levels 3 & 4 (4th Grade)		100%		Science Performance at levels 3 & 4 (8th Grade)	
Student Performance for High Schools (2015-16)					
ELA Performance at levels 3 & 4		98%		Mathematics Performance at levels 3 & 4	
Global History Performance at levels 3 & 4		83%		US History Performance at Levels 3&4	
4 Year Graduation Rate		88%		6 Year Graduation Rate	
Regents Diploma w/ Advanced Designation		17			
Overall NYSED Accountability Status					
Priority School		No		Local Assistance Plan	
Focus School (indicate subgroups identified below)		No		In Good Standing	
Focus School Identified Subgroups					
<p>Identify the school's top priorities (no more than 5) based on the school's comprehensive plans (SCEP, SIG, DIP, etc.):</p> <p>SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:</p> <ol style="list-style-type: none"> 1. Consistent articulated unified Curriculum K-12 2. Response to Intervention (RtI) Implementation 3. Special Education Program/Model Review 4. Decrease of Opt-Out Numbers 5. Mission/Vision/Core Beliefs Developed 					

Purpose of the visit

This school was visited because of its identification as a Focus District. The purpose of this review is to provide the school with feedback regarding the practices across the school and to provide actionable recommendations to direct the school's work in the immediate future.

This report is being provided as a feedback tool to assist the school and to help identify areas for improvement. These areas can address the subgroups identified or they may be broader and cover additional subgroups or the entire school. The report below provides a critical lens to help the school best focus its efforts.

Information about the review

- The review was led by Karen L. Markoff. The team also included: Ms. Kathy Houghton, Superintendent; Ms. Aimee Lamitie, Curriculum Consultant; Ms. Barbara Walls, SESIS Representative; and Ms. Becky Nugent, Data Specialist.
- The review team visited a total of 71 classrooms during the three-day review.
- The lead reviewer visited 7 classrooms with the Principals during the review
- Reviewers conducted focus groups with students, staff and parents.
- Reviewers examined documents provided by the school, including curriculum maps, lesson plans, schoolwide data, teacher feedback, and student work.
- In advance of the review, the school provided results of a student survey that 171/247 (69%) completed.
- In advance of the review, the school provided results of a staff survey that 63/70 (90 %) completed.
- In advance of the review, the school provided results of a parent survey that 68 completed.
- **EXTRAORDINARY CIRCUMSTANCES:** The school has had six administrators this school year, and the district is currently concluding the search for a new superintendent. Therefore, most of the evidence and the ratings are representative of previous leaders and their leadership efforts as the current school leaders were hired mid-year. Additionally, the community is very divided over the New York State Education Department's Focus Designation, Common Core Learning Standards and 3-8 Assessments and have demonstrated this through high "opt-out" rates despite strong communication efforts by the current school leaders. Lastly, the district is transitioning from two schools of K-6 and 7-12 to one K-12 school configuration which poses some challenges.

The Review Team concluded that the school's current systems and practices most closely align with Stage One and Stage Two on the DTSDE Rubric.

SUCCESSSES WITHIN THE SCHOOL THAT THE SCHOOL SHOULD BUILD UPON:
1. The school and community represent a strong culture of tradition where the school provides a center for many community events.
2. The school is physically and intellectually safe, and discipline is not an issue; students are very

respectful and polite to all adults in the building and to each other.

3. Parents and students possess a pride in the school and its students.

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.

Recommendation for Tenet 2 – School Leader Practices and Decisions:

By, June 15, the school leaders will create a comprehensive hierarchal chart which identifies structures required for a school-wide data system that collects, monitors and analyzes data routinely for continuous and sustainable school improvement. To be considered are:

- identification of groups (i.e. grade level or department teams, Response to Intervention team, school counselors...) who must analyze data, what data they need to look at and timelines for status reporting to the school leaders (i.e. bi-weekly, quarterly, mid-year), and
- identification of existing and needed formative and summative school-wide assessment data.

Rationale that led to the recommendation:

- The current school leaders inherited no system for tracking and monitoring school-wide practices and achievement data, limiting their ability to make informed decisions leading to continuous improvement in teaching and learning. Since coming to the district, the school leaders have communicated weekly with the school community, stressing the importance of the New York State 3-8 Assessments in providing specific information to the school regarding the curriculum and instruction in meeting the Common Core Learning Standard (CCLS) needs of students. This resulted in a 17 percent increase (50 percent took the test) in the number of students taking the assessments. Last year, 33 percent of the students in grades three through eight took the New York State assessments. This affects the data available for curricula or instructional decisions, especially since there are more assessments available in elementary than in secondary levels. Grades kindergarten through six use Renaissance STAR data, Fountas and Pinnell, and Houghton-Mifflin-Harcourt's Journeys reading assessments; grades seven and eight commenced using STAR assessments mid-year, and grades nine through twelve rely only on teacher-made assessments. Therefore, in elementary and middle school grades STAR data and the limited NYS 3-8 Assessment data is reviewed, analyzed and used for intervention instruction, but the high school has no normed assessment data, and there is no requirement for quarterly benchmark assessments, although core subject teachers do give mid-terms and final exams (in courses without New York State Regents Exams). Furthermore, the school lacks a Comprehensive School Improvement Plan with established goals and action steps to increase student achievement, so there is little or no evidence-based data being collected and monitored for student achievement, curriculum and program effectiveness, instructional practices, and family engagement.
- School leaders have worked closely with the superintendent to produce a K-12 budget that addresses the needs of all students, especially as they reviewed special education and 504 data and have worked with the BOCES SESIS consultant to move the district toward an Integrated Co-Teaching Model to best support students in general education settings. The school leaders have also aligned the budget with the school's newly written and Board adopted Rtl and Professional Development Plans.

- As for walk-throughs and an informal system for seeing classroom practices, school leaders have informally and infrequently conducted walk-throughs or participated in elementary classroom common planning time, limiting their provision of specific feedback. Coming to the school mid-year without a schedule for daily walk-throughs and formal teacher structures to vertically and horizontally co-plan, review student work and use data-driven instructional (DDI) protocols, it has handicapped the new leaders in knowing, prioritizing and pro-actively responding to teaching and learning needs.

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.

Recommendation for Tenet 3 – Curriculum Development and Support:

By June 21, the school leader and the Professional Education Committee (PEC) will identify the Danielson APPR aligned and research-based effective lesson planning elements that teachers will include in their lesson planning frameworks beginning in the 2017-18 school year. School leaders will collect and provide targeted feedback on two-weeks' of lessons every two weeks. When identifying the lesson planning elements consider:

- student-friendly learning targets (aligned to CCLS),
- explicit instruction
 - Anticipatory Set
 - Whole group, direct instruction ("I do")
 - Guided Practice ("We do")
 - Independent Practice ("You do", Specifically Designed Instruction/Differentiation, Student Engagement)
 - Closure (Formative Assessment),
- higher-order questions(Webb's), and
- reflection.

Rationale that led to the recommendation:

- Teacher intentional lesson planning is inconsistent within the school, limiting students' abilities to have CCLS curriculum and instruction that meets the needs of all students and prepares them for college and career readiness. Lesson plans reviewed varied in content and in lesson planning elements: some including standards and learning targets, some containing essential questions and procedures, some using a common template the school had previously adopted while others included varying elements such as: student/class profile, learning outcomes, assessments, cognitive engagement, closure, grouping, differentiations, academic vocabulary, interdisciplinary connection, graphic organizers, materials, grammar, procedures, and writing. Few had higher order questions to stretch student thinking in plans. The teacher focus group said a few years ago there was an agreed upon lesson planning template, but teachers were not required to use it, and they have not received feedback on lesson planning. There is no current scope and sequenced curriculum K-12 for all content areas to guide unit and daily lesson planning, although English language arts and mathematics are working on curriculum mapping and unit development. Only one out of three classrooms had posted and/or referenced student-friendly learning targets. There is no indication in general education lesson plans that curriculum is modified or that work is differentiated based on student data. Only in special

education 12:1:1 classrooms did specially designed and differentiated instruction exist. Furthermore, in focus groups with students, parents and teachers, the groups indicated that textbooks are rarely used in secondary instruction. Only one textbook was named, and the review team noted several teacher-compiled resource materials and packets, but rarely were students seen reading a complexity of text at the secondary level. In elementary grades, students were reading from the CCLS aligned Houghton-Mifflin Harcourt Journeys reading program. In intermediate and secondary grades, student learning is primarily passive and includes taking notes or filling out packets/workbooks. There is also limited evidence of planned interdisciplinary connections or ways for students to demonstrate learning through different disciplines. In elementary classrooms, teacher said the art teacher tries to connect for interdisciplinary work aligned to general class instruction, but the school in grades kindergarten through twelve has no plan for interdisciplinary ways students can demonstrate their learning. The reviewers rarely saw students using technology, although there are laptop carts and three computer labs available in the building. Therefore, existing curricular and unit/lesson planning practices minimize school-wide ability to evidence CCLS instruction and student opportunities to demonstrate learning through multiple venues.

- Student work and student focus groups revealed that there is little ownership and tracking of students' own learning resulting from explicit feedback on student work. No rubrics were attached to student work, and frequently student work was a percentage grade or fractional grade, and students said the teachers go over the work in class. However, an exception was in English classes, where most students said they receive explicit feedback on writing assignments and know what to replicate or do differently in future papers based on teacher comments. The student and teacher focus groups indicated that all students work on the same practice exercises unless in elementary small guided groups or in Academic Intervention Services (AIS) blocks of instruction. Therefore, lesson planning, resources used for instruction and limited feedback and student ownership of learning impact student CCLS achievement levels.

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

Recommendation for Tenet 4 – Teacher Practices and Decisions:

By June 23, school leaders will identify resources, strategies, and supports, including possible books for book study, to improve student engagement and increase student voice and ownership of learning. School leader walk-throughs commencing in September 2017 will include feedback on implemented strategies for increased student engagement.

Rationale that led to the recommendation:

- Most instruction is teacher-directed with passive student engagement that does not promote student interaction or higher-order thinking. Students for the most part were observed sitting in rows, listening to teachers while copying notes or completing packets. Some classrooms had essential questions posted but they were not used to cultivate high levels of discourse, discovery and higher-level thinking. Students interviewed said the questions were put on the board because some of their teachers said

they had to for the review, but students could not identify the purpose. Reviewers did not see these questions used as links to instruction or as ways to monitor student learning through exit tickets or other formative assessment. Students in focus group further explained that they did not think their teachers should have to plan for lessons, indicating to reviewers the classroom dialogue in some classrooms about review requests that teachers have lesson plans available during the review. Students identified most instruction as: using teacher guided notes, copying notes, completing packets, going over or starting homework, and using teacher copied readings rather than any textbook resources. Binders of collected materials were noted in secondary social studies classrooms. Students also said they rarely have opportunities to turn and talk to another classmate or have designed instruction where they each work in a group on different tasks but then bring the work together as collaborative learning. Student focus group students identified only advanced courses as having challenging work, and that basically schoolwork and expectations were “just right” and did not force them to really stretch their thinking or to work hard to complete the work. In classrooms visited, an average of two out of seven had higher-order questions; most required recall or summary responses. Furthermore, when looking at differences between advanced and non-advanced regular Regents’ level courses, the master schedule and course description book were inconsistent in course information and expectations. Instruction revealed little differentiation in secondary courses, but elementary levels had guided group and differentiated instruction for English language arts and mathematics. Another instructional practice that was infrequently utilized was formative assessment during and at the close of instruction. Closure to instruction was often abrupt as the period ended. However, students are very respectful and compliant in completing teacher-directed tasks. Physical and intellectual safety are not issues within the school; no disciplinary infractions or disrespect was evidenced by reviewers while in the school, and students said they do not feel intimidated to risk answering questions incorrectly or making mistakes in class. The environment is conducive for learning, so student learning is dependent on the quality of curriculum, planning, resource selection and actual instruction.

- There is more involvement of students in their own learning and use of formative and summative assessments in elementary instruction than in secondary. Secondary students use the student portal as a means of checking on their grades and average, but are not engaged in self-assessment of their learning through regular use of rubrics or other assessment guidelines. Another practice that hinders student independence and ownership of learning is an over-provision of special education modifications/supports to non-special education and/or 504 students. Students are receiving supports which are enabling and preventing them from experiencing independent, non-restrictive supports. If they do not qualify for special education supports, the guidelines for 504 should be adhered to as the supports are also effecting scheduling and services of students who need the supports.

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.

Recommendation for Tenet 5 – Student Social and Emotional Developmental Health:

By June 23, school leaders will meet with grade level and department teams to discuss and unpack the newly BOE adopted RtI Plan for consistent understanding of responsibilities and changes in practice for teaching and learning as the school provides tiered supports to meet students’ academic and social-emotional

developmental health (SEDH) needs.

Rationale that led to the recommendation:

- Because there are few disciplinary issues within the school, the social emotional developmental health (SEDH) needs of students have not been prioritized in the school. The school leaders, the student support, parent, teacher and student focus groups report most students are known by an adult or have an adult to turn to if there are SEDH concerns. The school social worker who is at the school four days per week is accessible to all students K-12 and has a full schedule with prescribed counseling and with students who seek a supportive counseling relationship with this person. The elementary counselor is only in the building three days per week, and the secondary counselor fills in on the one day when there are no additional counselors in the building. With three people and only one full-time, it makes it difficult to be accessible to students who may need support when their regular counselor is not at the school. Furthermore, with attendance at Child Study and Committee on Special Education meetings, scheduling responsibilities and home visits/communication, the Student Support Team identifies the limited time spent on character education push-in to classrooms or evening supports provided to students and families. This fragmentation has also resulted in little data being collected to identify a possible need for a second full-time counselor and whether the SEDH needs of students are being met. The district has a newly adopted Response to Intervention Plan, although it has yet been implemented. Few people have seen the Plan, and know only the old Child Study Team process and procedures that were used in support of students who were being considered for special education services. The Student Support Team said they have not been involved in discussing the fall formal implementation of the tiered supports for academics and SEDH. One of the new school leaders is facilitating these meetings and will be maintaining data on tiered supports and follow-up for all Rtl and 504 students. The Student Support Team also said the individual roles and responsibilities of the two school leaders and the continuous turnover this year have made it difficult for them to know who to go to and who to involve when student issues arise. For this review, the team was provided the 2015 Cornell University's Oneida County Teen Assessment Survey which is conducted every two years. This survey provides primarily secondary level information. It indicated that 30 percent of students drink alcohol; 14 percent use over the counter drugs; 42 percent of the students do not enjoy school; 23 percent of the students skip school; 31 percent have felt depressed; 8.5 percent have thought about suicide and 25 - 42 percent of students have received share or sent naked selfies. When asking focus group members about these statistics, they said they had never seen them or been involved in discussing a plan to provide tiered and differing supports, so students' non-academic needs were met. Therefore, without a clear plan and articulation of this to all school and community members, it is not known if all students SEDH needs are being met.

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.

Recommendation for Tenet 6 – Family and Community Engagement:

By August 30, the school leaders will redesign and update the Student/Parent Handbook, making it a K-12 handbook aligned with the current K-12 school configuration. To be included are:

- delineation of school leader responsibilities (who to contact for what content, grade levels, discipline,

- RtI, CSE, athletic, busing, etc.),
- common expectations and policies, and
- school-wide goals, mission, vision and core beliefs.

Rationale that led to the recommendation:

- The school is using a variety of venues to communicate with parents and community partners, yet parent involvement in the school varies, dependent on the event. Parents said the new school leaders are sending weekly newsletters that keeps them apprised of upcoming events, and they referenced the clear communication from school leaders regarding the New York State 3-8 Assessments. They also said that many teachers call home or email regularly about their child's performance, from kindergarten through grade twelve. The school Parent Teacher Student Organization holds monthly meetings and publicizes them regularly, but often has only six in regular attendance. They said it is difficult to get people involved in large school-community events like the annual craft fair.
- In the parent focus group, parents were asked about parent use of the School Tools Portal to monitor their student's grades which they said they use, as do their students. They noted that most grades are maintained current on the portal, but they did feel at times the policy for secondary level final averages inclusive of equal quarter grades, midterm, and final is unfair if a student has a bad day on an assessment. They also noted that tri-semester elementary report cards do not provide as much opportunity for parents to know how elementary students are doing as did the former quarterly reports. Regarding knowing how their children are doing if receiving support services, parents raised the following concern: not all receive IEP/CSE, or 504 meetings to know how their child is doing, and they also said they do not get specific information regarding all services, such as speech language or reading. The largest hindrance to parents advocating for their children they identify as the new district K-12 grade configuration with two leaders sharing responsibilities. They said they do not know who to call or respond to for different issues, or should they be responding to both school leaders? For example, they said if it is a math issue, they go to one school leader, but for English language arts, a different school leader, and who is responsible for attendance, tardiness, extra-curricular concerns, special education or 504 concerns, etc.? They also note the lack of a unified support for the school by all parents as a struggle for the school as it moves forward to improve student achievement and remove the Focus District designation. Therefore, lack of unity, clarification and clear delineation of roles and responsibilities is limiting the parent reciprocal communication with the school and advocacy for their children.

SUBGROUP SPECIFIC RECOMMENDATIONS

Recommendation for Students with Disabilities:

Work with SESIS to provide support for the new Integrated Co-Teaching Model teachers and implement the new RtI Plan which will provide tiered supports to 504 students but without them "being special education students without the designation". Cleaning up the distinction and regulations pertaining to special education and 504 supports will benefit students, staff and parents who do not have a clear understanding of the two

programs and services.

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Rationale that led to the recommendation:

This spring, at three meetings, there were differing numbers of special education students and supports they were receiving. Review found that many of the students that were counted for special education service scheduling were 504 students who were receiving all supports and modifications of their student with disability peers, but without special education classification. Of the thirty-seven 504, students, some of them were receiving modifications not aligned with their 504 designation. The scheduling and staffing for the upcoming school year was complicated by these numbers receiving Resource, etc. In working closely with the school's SESIS representative, the school now has the clear delineation of the special education and 504 programs, and she is working with the two new school leaders on facilitation of the two programs and supports for the 2017-2018 school-year. This work has resulted in the school's ability to provide least restrictive supports for all students in the upcoming school year, meeting their needs while maximizing their independence for learning.

ADDITIONAL AREAS TO ADDRESS

PART 2

DISTRICT: Please complete the following information and submit both PART 1 and PART 2 to DTSDereviews@nysed.gov by June 30, 2017.

SUMMARY OF EXPECTATIONS

TEMPLATE	PART DESCRIPTION	GOES TO NYSED	GOES TO THE SCHOOL
PART ONE	REPORT	YES, by 6/30/17	YES, when complete
PART TWO	ATTESTATION AND RATINGS	YES, by 6/30/17	Not required. It may be sent at the district's discretion.

Report Quality Assurance from the District

I certify that I have led this review on behalf of the district and assert that this District-led Review aligns with NYSED expectations and protocols.

School Reviewed	New York Mills Union Free School District, K-12 School
Name of Lead Reviewer	Karen L. Markoff
Title	Outside Educational Expert, PLC Associate
2016-17 District Lead Credential status (choose one)	<input checked="" type="checkbox"/> Issued by NYSED on <u>April 2017</u> <input type="checkbox"/> Pending -- The requirements have been fulfilled, but I have yet to receive word from NYSED <input type="checkbox"/> Pending -- I have not yet fulfilled the requirements, but plan on doing so by the June 30, 2017. I will be applying for: <input type="checkbox"/> an Initial Credential <input type="checkbox"/> a Renewal Credential <input type="checkbox"/> N/A This is the only District-led review I am responsible for.

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 Statement of Practice. Provide the letter rating in the OVERALL RATING row as the final overall tenet rating.					
#	Statement of Practice	Stage 4	Stage 3	Stage 2	Stage 1
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
OVERALL RATING FOR TENET 2:					1
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	Stage 4	Stage 3	Stage 2	Stage 1
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
OVERALL RATING FOR TENET 3:					1
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	Stage 4	Stage 3	Stage 2	Stage 1
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
OVERALL RATING FOR TENET 4:				2	

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	Stage 4	Stage 3	Stage 2	Stage 1
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
OVERALL RATING FOR TENET 5:				2	

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	Stage 4	Stage 3	Stage 2	Stage 1
6.2	The school leader ensures that regular communication with students and families	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	fosters their high expectations for student academic achievement.				
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	OVERALL RATING FOR TENET 6:			2	