



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	081501040000
District	Oxford Academy & CSD
District Address	PO Box 192, 12 Fort Hill Park, Oxford, NY 13830
Superintendent	David S. Richards, PhD
Date(s) of Review	February 4-6, 2014
Schools Discussed in this Report	Oxford Middle School

District Information Sheet											
District Grade Configuration	P-4, 5-8, 9-12	Total Student Enrollment	778	Title 1 Population	%	Attendance Rate	94%				
Free Lunch	43%	Reduced Lunch	15%	Student Sustainability	%	Limited English Proficient	%NP	Students with Disabilities	%NP		
Racial/Ethnic Origin of District Student Population											
American Indian or Alaska Native	2%	Black or African American	1%	Hispanic or Latino	3%	Asian or Native Hawaiian /Other Pacific Islander	2%	White	93%	Multi-racial	%
Personnel											
Number Years Superintendent Assigned/Appointed to District	1.5	Number of Deputy Superintendents	0	Average Years Dep. Superintendents in Role in the District	N/A	# of Directors of Programs	0				
% of Teachers with No Valid Teaching Certificate in District		% Teaching Out of Certification in District		% Teaching with Fewer Than 3 Yrs. of Exp. in District		Average Teacher Absences in District					
Overall State Accountability Status (Mark applicable box with an X)											
District in Good Standing		Focus District	X	Number of Focus School Identified by District	1	Number of SIG Recipient Schools	1	Number of Schools in Status			
ELA Performance at levels 3 & 4	47%	Mathematics Performance at levels 3 & 4	52%	Science Performance at levels 3 & 4	87%	4 yr. Graduation Rate (for HS only)	72%	6 yr. Graduation Rate (for HS only)	95%		

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

Tenet 1 - District Leadership and Capacity: The district examines school systems and makes intentional decisions to identify and provide critical expectations, supports and structures in all areas of need so that schools are able to respond to their community and ensure that all students are successful.

#	Statement of Practice	H	E	D	I
1.1	The district has a comprehensive approach for recruiting, evaluating, and sustaining high-quality personnel that affords schools the ability to ensure success by addressing the needs of their community.		X		
1.2	The district leadership has a comprehensive and explicit theory of action about school culture that communicates high expectations for addressing the needs of all constituents.			X	
1.3	The district is organized and allocates resources (financial, staff support, materials, etc.) in a way that aligns appropriate levels of support for schools based on the needs of the school community.		X		
1.4	The district has a comprehensive plan to create, deliver and monitor professional development in all pertinent areas that is adaptive and tailored to the needs of individual schools.			X	
1.5	The district promotes a data-driven culture by providing strategies connected to best practices that all staff members and school communities are expected to be held accountable for implementing.			X	
	OVERALL RATING FOR TENET 1:			D	

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
2.1	The district works collaboratively with the school to provide opportunities and supports for the school leader to create, develop and nurture a school environment that is responsive to the needs of the entire school community.		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
3.1	The district works collaboratively with the school(s) to ensure CCLS curriculum that provide 21st Century and College and Career Readiness skills in all content areas and provides fiscal and human resources for implementation.		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
4.1	The district works collaboratively with the school to provide opportunities and supports for teachers to develop strategies and practices and addresses effective planning and account for student data, needs, goals, and levels of engagement.			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
5.1	The district creates policy and works collaboratively with the school to provide opportunities and resources that positively support students' social and emotional developmental health.			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
6.1	The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families.			X	

District Review Narrative:

<p>Tenet 1 - District Leadership and Capacity: The district examines school systems and makes intentional decisions to identify and provide critical expectations, supports and structures in all areas of need so that schools are able to respond to their community and ensure that all students are successful.</p>	<p>Overall Tenet Rating</p>	<p>D</p>
<p>Statement of Practice 1.1: The district has a comprehensive approach for recruiting, evaluating, and sustaining high-quality personnel that affords schools the ability to ensure success by addressing the needs of their community.</p>	<p>Tenet Rating</p>	<p>E</p>
<p>Debriefing Statement: The district has developed and implemented a plan for recruiting quality personnel, with an orientation and mentoring process for new teachers. The district has negotiated and established a formal Annual Professional Performance Review (APPR), and the district’s professional development (PD) initiatives support achievement of teacher goals related to the Common Core Learning Standards (CCLS) and lesson development to address the needs of student subgroups. This is combined with a framework of timely feedback, instructional coaching support, and a bank of resources designed to support both untenured and tenured staff. As a result, teachers are provided with the support structure needed to ensure success.</p> <p>Strengths:</p> <ul style="list-style-type: none"> The district has developed and implemented a plan for recruiting high quality personnel, with an orientation and mentoring process for new teachers. The district has broadened its outreach for candidates by posting jobs on OLASJOBS.org and has thereby increased its pool of quality candidates. The district does not have a dedicated human resource (HR) person, but district and school leaders work collaboratively to identify the key characteristics of an ideal candidate, conduct interviews, observe model lessons, and review candidate-identified references. After the district-initiated reference check is complete, an offer of employment is made. In his first year, the superintendent negotiated and established a formal APPR, with one formal and one informal evaluation annually, aligned to NYSUT rubric. However, while class walk-throughs occur regularly, no written feedback for accountability purposes may be given beyond the one formal and one unannounced informal evaluation conducted by the school leader, which includes a pre- and post-conference and feedback provided to teachers within five days. The district’s PD initiatives support achievement of teacher goals related to the CCLS, technology integration, and lesson development to address the needs of student subgroups. Teachers are provided incentives to participate in PD workshops beyond the school day, on Saturdays, or during the summer. These district efforts to recruit and sustain high quality personnel, and to provide timely feedback, instructional mentoring, coaching, and technology resources supports both non-tenured and tenured staff. As a result, teachers are provided with the tools and the support structure needed to sustain their professional growth and meet the needs of the school community. 		

Statement of Practice 1.2.: The district leadership has a comprehensive and explicit theory of action about school culture that communicates high expectations for addressing the needs of all constituents.	Tenet Rating	D
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Debriefing Statement: The district develops an annual comprehensive district education plan identifying a mission, core beliefs, parameters, SMART goals, objectives, and strategies. However, the plan does not consistently ensure high quality instructional practices address the needs of groups of students.

Areas for Improvement:

- The district has developed a theory of action about school culture and the superintendent described it as focused on the individual success of all students. The district’s mission, “to develop self-directed learners who are able to make intelligent choices and contribute positively to society,” is seen on the website and appears on district written communication with staff; however, it was not present on the parent letter sent in August to inform parents at the middle school of the focus school designation. While this mission is also included in the 2011-2014 PD plan, it did not appear in the District Comprehensive Improvement Plan (DCIP), which mirrored the Oxford, 5-8 School Comprehensive Education Plan (SCEP). Both plans lacked specific, measureable, action-oriented, realistic, and timely (SMART) goals for leadership, the monitoring of instructional practices, social and emotional developmental health, and family and community engagement. While the district’s plan did focus on the implementation of CCLS aligned ELA and mathematics curricula, no SMART goals or action plans to ensure pedagogical improvement, student achievement, and stakeholder support were evident in the plan. The superintendent recognized this omission and stated that he and the middle school leader would create and disseminate SMART goals for all tenets for the SCEP and district plan. While parents interviewed could not articulate the school’s vision, they were aware of the district’s CCLS focus and teachers stated they are making every effort to implement the modules with fidelity. However, since high expectations for student performance were not evident during classrooms visits, and curricular modifications for students with disabilities are still in their early stages of development, the alignment of high quality instructional practices to address the individual needs of all students is limited.

Statement of Practice 1.3: The district is organized and allocates resources (financial, staff support, materials, etc.) in a way that aligns appropriate levels of support for schools based on the needs of the school community.	Tenet Rating	E
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Debriefing Statement: The district uses a collaborative model centered on the needs of students to allocate financial and human resources. School leaders receive budgetary allocations for their most articulated needs. This responsiveness benefits the school community.

Strengths:

- The process of allocating resources in the district is collaborative. According to the business manager, and confirmed through interviews with the superintendent, the director of special programs and the middle school leader, the entire leadership team works together to prioritize the budgetary and human resource needs of the district. The district has a long-term plan and the superintendent and business manager meet with the three school leaders to determine the needs of their schools, such as staffing needs, and to address concerns as they relate to the budget. The business manager shared that expenditures must be fiscally responsible to the community and aligned to student needs, which in turn align to the board of education goals, the district goals, and infrastructure and program priorities. Since a priority of the middle school was to implement ELA Expeditionary Learning and math EngageNY modules, the district paid BOCES print shop to duplicate all materials and provide resource tools to implement the CCLS-aligned modules with fidelity. SCEP documents demonstrate the district has allocated School Improvement Grant (SIG) funds for PD for special education, Academic Intervention Services (AIS), and ELA teachers and for PD to support data-driven instruction to address re-teaching skills, with a particular focus on students with disabilities. The district allocates general fund money to maintain staff and programs; Title Grant funds to provide student support, AIS, and reading and math teachers in after-school programs; and SIG funds to support DCIP and SCEP goal completion. The district leadership team reviews the implementation and expenditures of the Quality Improvement Plan (QIP) and the board of education and superintendent conduct a periodic review of class sizes, enrollment projections, and three and five year financial plans. SIG funds paid for leveled texts for leveled-literacy instruction (LLI) as well as guided reading materials recommended by Expeditionary Learning to promote independent reading. Funds have been allocated for mobile learning devices, such as iPads, iPods, mp3 players, SMART Boards, and software to enhance student learning, while Race to the Top (RTTT) funds were also used to purchase software. As a result, school leaders receive budgetary allocations for their most articulated needs and the districts' responsiveness promotes school improvement, which benefits the entire school community.

Statement of Practice 1.4: The district has a comprehensive plan to create, deliver and monitor professional development in all pertinent areas that is adaptive and tailored to the needs of individual schools.

Tenet Rating

D

Debriefing Statement: The district has a PD plan with a range of training and supports to address staff needs. These PD activities are delivered through NYSED or the regional BOCES. The district has supported Expeditionary Learning and specialized student with disabilities coaching and monitors the implementation of the training provided with written feedback from participants. However, decisions are teacher-driven, without a strategic focus on identified school needs or tailored to meet the needs of all students, including subgroups.

Areas for Improvement:

- The district has a three-year PD plan for 2011-14 with a range of training and supports to address staff needs aligned with the Regents Reform Agenda. These PD activities are delivered through NYSED or the regional BOCES. The district approaches the process of providing PD primarily through outside vendors, such as Expeditionary Learning and DCMO BOCES, who provide a Special Education Services Instructional Specialist (SEIS) for classroom coaching as determined by the district Quality Improvement Team. The SEIS and teachers follow a structured coaching protocol delineated in the QIP that “will in no way be evaluative or be reflected in teaching evaluations” and “evidence of each lesson component will be shared with the individual teacher.” However, classroom visits conducted during the school review, a review of student work, and SEIS progress reports revealed that special education teachers have not set high expectations for students with disabilities, nor did teachers articulate an urgency to close the achievement gap. The district promotes school collaboration in district initiatives by using one of the daily Professional Learning Periods (PLP) for a variety of committee meetings and plans district-wide conference days in September and during the school year. BOCES provides multiple CCLS PD opportunities based on scaffolding and students with disability needs identified in the QIP. The district has supported Expeditionary Learning and specialized coaching to support students with disabilities, and monitors the implementation of the training provided with written feedback from participants. However, PD decisions are teacher-driven, not student-centered or goal-driven, and they are based on teacher motivation for implementation, without a strategic focus on identified school needs tailored to meet the needs of all students, including subgroups. Therefore, despite the fact that the district consistently allows teachers access to quality PD, there is limited evidence of impact on student achievement.

Statement of Practice 1.5: The district promotes a data-driven culture by providing strategies connected to best practices that all staff members and school communities are expected to be held accountable for implementing.

Tenet Rating

D

Debriefing Statement: Effective use of data-driven instructional practices is one of the district’s goals. Data is available to staff from multiple sources, but not all staff are using these data sources consistently to drive instruction.

Areas for Improvement:

- Supporting data-driven instructional practices is one of the district’s goals. The district has incorporated mechanisms for gathering summative data and distributing that data to school leaders, parents, and teachers. In addition, the superintendent articulated the expectation that school leaders and classroom teachers inform their instructional practice using the Acuity performance data and monitor student progress and skill development using pre- and post-

assessment data from AimsWeb, local assessments, curricular modules, and NYSED assessments. The district makes data accessible to all stakeholders through the PowerSchool internet-based student recordkeeping system with the expectation that parents use the progress reports, report card grade, and teacher comment data contained in this system to support and monitor their children’s academic growth. There is a current emphasis at the building level to utilize strategies for gathering formative data by looking at student work during the PLP at the end of each day. However, since this after-school period is also available to meet with students or attend parent conferences, no strategic, systematic data analysis plan to impact instruction was evident to the review team. In addition, classroom visits and a review of unit and lesson plans confirmed that teachers are at an early stage of DDI implementation and data analysis. Only ten percent of plans reviewed contained student-specific data from the Fountas and Pinnell benchmark system or guided reading lexile levels, despite the fact that the SDIP and SCEP goals prioritize closing the achievement gaps of students with disabilities. The superintendent also indicated that he often attends the monthly data discussions of the middle school data inquiry team and supports the LLI initiative with coaching, mentoring, and the hiring of a district outside educational expert (OEE) from BOCES, using Title I funds. The consistent understanding of DDI protocols is not evident among all stakeholders and the inconsistent use of data-driven strategies to inform instruction limits student achievement.

This section provides a narrative that communicates how school communities perceive the support provided by the district.

<p>Statement of Practice 2.1 - School Leader Practices and Decisions: The district works collaboratively with the school to provide opportunities and supports for the school leader to create, develop and nurture a school environment that is responsive to the needs of the entire school community.</p>	<p>Tenet Rating</p>	<p>E</p>
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Strengths:

- The district works collaboratively to provide opportunities and support for school leaders. Given the size of the district, the three school leaders all have some district responsibilities and work together to support one another. One school leader shared that they feel supported by district leadership, particularly since their offices are only fifteen feet apart. Last year the district conducted a review to enable the school and district to address the needs of students with disabilities, which were designated as low performing. This also allowed for the development of a QIP under the auspices of the director of special programs. Further, the superintendent regularly attends the QIP meetings. A review of school documents and building goals demonstrated direct alignment with district goals, which had evolved from the input of school leaders. The district and school’s mission are identical as well, and are posted on the district and school websites. PD is purchased from BOCES and there are incentives for teachers to attend PD workshops if workshops are held after school hours. The

superintendent shared that he supports the network team institute (NTI) for school leaders and that the district sent the school leader to a network institute in Albany to receive hands-on training on implementing the CCLS. As a result of the flexible, collaborative support from the district, the school leader reports that it is possible to create, develop, and nurture a school environment that is responsive to the needs of the school community.

Statement of Practice 3.1 - Curriculum Development and Support: The district works collaboratively with the school(s) to ensure CCLS curriculum that provide 21st Century and College and Career Readiness skills in all content areas and provides fiscal and human resources for implementation.

Tenet Rating

E

Strengths:

- The district and school leader have collaboratively established a short- and long-term plan for implementation of CCLS-aligned modules in ELA and mathematics, and the instructional shifts, by constructing systems for building awareness, initiating implementation in all core areas, monitoring implementation in grades five to eight, and modifying modules and resources to reach all students. The director of special programs, who is also the elementary principal, indicated that the district-review concluded that the middle school curricula in place last June was not rigorous enough to provide college- and career-readiness skills. Working with the school’s shared decision-making team, the superintendent and district leaders selected the Expeditionary Learning curriculum for ELA after researching its success in meeting the needs of all students in many high-performing middle schools. They also decided to implement the EngageNY modules in mathematics to ensure that the CCLS instructional shifts were embedded in the modules. Discussions with school leaders indicated that the superintendent and three school leaders then conducted a community forum in September to inform parents of the new CCLS curricula and the more rigorous expectations in student performance tasks. The school leader indicated that the district promotes her growth in understanding the focused CCLS implementation by allowing her to attend monthly NTI PD workshops. Teacher PD support was evident by the entire school staff’s attendance at the National Middle School Association conference where teachers selected the workshops specific to their content area and shared best practices at a subsequent staff meeting. The district then assessed the school’s progress by reviewing the results of module and mid-module assessments and found an increase in rigor. The superintendent indicated that he provides fiscal and mentoring support to school leaders, has conversations with teachers, and ensures that all necessary CCLS text and technology resources are present in all classes, which was confirmed by school leaders and teachers. The recent district-wide conference day included a William Daggett presentation on “Leading Change in Challenging Times,” which described the need for rigorous, relevant, engaging curricula to achieve skill development. The district APPR for school leaders uses the McRel rubric for school leaders, with evidence of achieving organizational goals collected in a portfolio. The school leaders stated that the superintendent provides on-going feedback to them on managing

change, instructional strategies, and community outreach and monitors growth scores from the state. With the district's support for the school in regard to the alignment of instructional needs and the use of CCLS curricula, improved student achievement is a shared target for both the district and schools.

Statement of Practice 4.1 - Teacher Practices and Decisions: The district works collaboratively with the school to provide opportunities and supports for teachers to develop strategies and practices and addresses effective planning and account for student data, needs, goals, and levels of engagement.

Tenet Rating

D

Areas for Improvement:

- School leaders reported that the district communicates regularly with them about the PD needs of teachers regarding instructional practices and decisions aligned to school data. For example, after students with disabilities were designated in ELA as an area of concern, the district reached out to BOCES for a SESIS instructional coach to conduct targeted training for ELA, AIS, and special education staff to respond to instructional issues and to provide individualized training to teachers. This year's data also indicated a decline in school-wide mathematics scores, so the district team interviewed a curriculum specialist for math to share with another district. However, as of February 2014, school leaders reported that no candidate to support math in grades six through eight was identified. As a result, the superintendent has requested support for a BOCES math specialist in the spring. In addition, the RSE-TASC walk-through data summary revealed inconsistent levels of formative data collection to assess student understanding within classrooms, and only three out of ten visits revealed that students are responding to higher-order questions involving problem solving and application of content. These efforts demonstrate the support of school and district leaders for a transition to a data driven culture and informed teacher decision-making, but discussions with teachers and school leaders indicated that teachers are not regularly held accountable for the effective use of data since lesson plans are optional. School leaders and teachers stated that the district also provides PD opportunities to help teachers identify best practices to increase student engagement, such as the four-window pane strategy to internalize academic vocabulary, note-taking, and SMART Board use to engage students. However, while 25 iPads were purchased for each grade level to help students access alternative texts, their use is limited to warm-ups and games because teachers do not possess the necessary technology integration skills. As a result, the teachers are not consistently providing rigorous, relevant, and engaging instruction to all students.

Statement of Practice 5.1 - Student Social and Emotional Developmental Health: The district creates policy and works collaboratively with the school to provide opportunities and resources that positively support students' social and emotional developmental health.	Tenet Rating	D
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Areas for Improvement:

- The district works with the school leader to support student social and emotional development and makes improvements to the school facilities to provide a safe and inviting learning environment for all stakeholders. The board of education uses the ERIE 1 BOCES policy service to ensure that the district is in compliance with NYSED mandates for the implementation of the Dignity for all Students Act (DASA) and bullying prevention. The district also has a health committee that develops a wellness policy, and revises the district safety plan in conjunction with the safety office and the district safety coordinator. Since the schools are viewed as the hub of this rural community, a district-wide health fair is held annually and family fun nights are district-sponsored events. Field trips are offered through an Arts-in-Education grant, and outside counseling services are provided in the school setting through DCMO BOCES and Catholic Charities. The district has a code of conduct with behavior expectations, which students described as fair during the large student group meeting. The school's behavior expectations are reinforced with a DASA three-day workshop that was presented at the district level. Each building rolls out DASA according to school needs and the middle school aligned it to the OLWEUS anti-bullying program. The district also has a part-time counselor for students identified for drug and alcohol abuse or issues outside of school. A migrant tutor works with students who move from district to district and the school guidance counselor coordinates this support. District-level PD funding also allows the school counselor to attend a suicide response program recommended by the funeral director in the community. However, while the district collects Violent and Disruptive Incident Report (VADIR) data as part of DASA, and the school collects information in the Oxford MS Student Conduct Summary regarding infractions that occur at the school, there was no articulation of how this data drives services and supports for students. The data is not disaggregated into student sub-groups. In addition, the three-year summary of middle school conduct data revealed 911 infractions in 2010-11 when data collection began, a decrease to 572 infractions in 2011-12, and an increase to 609 in 2012-13. With a middle school enrollment of 230 that has declined by over 60 students the past few years, incidents of fighting have minimally been reduced from 67 to 54, cutting from 102 to 63, insubordination from 423 incidents to 311, harassment from 15 to 12, and misconduct from 174 to 169. With 403 of 609 incidents occurring in the classroom setting, the district has yet to rigorously follow-up on behavior management and classroom environment PD to decrease classroom disruptions. Only 27 incidents that resulted in out-of-school suspensions were reported, but the school leader and guidance counselor responded to 164 student warning meetings or parent conferences, and supervised 309 lunch detentions and 57 days of in-school suspension. This data and evidence indicated that the district does not consistently support student social and emotional developmental health, which

hinders academic success.

Statement of Practice 6.1 - Family and Community Engagement: The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families.

Tenet Rating

D

Areas for Improvement:

- The district seeks to engage in meaningful partnerships with parents and community organizations to support the goals of the district. The district website describes the afterschool program as a comprehensive recreational afterschool program that promotes responsible behavior and social growth. A Future Farmers of America club serves as an alternative for those who are not involved in sports or other school activities. Parents reported that the new superintendent and school leaders have an open door policy and are responsive and respectful of parent and community needs. Parents participate in school-based shared-decision making teams. Further, the Hanson Foundation provides scholarships and sponsors a middle school trip to Broadway, while the Mead foundation, funded by a long-term Oxford resident, provides for school enrichment activities and a teacher coordinator to oversee them. The district communicates with constituents via website, the district newsletter, and the parent portal through its PowerSchool record-tracking system for reciprocal conversations between schools and families via e-mail. However, both the superintendent and parents reported low levels of parent attendance at open houses and parent conferences, as well as limited technology access in some homes. Parents stated that they feel challenged by the new CCLS, but only 80 parents attended the superintendent’s forum on the CCLS, sixty of them from the elementary level. While the district is eager to establish a better partnership with the community and parents, the lack of an effective, comprehensive strategy to increase parent understanding and community engagement, limits student success.

DISTRICT LEVEL RECOMMENDATIONS:

In order for the District's strategy and practices to align with the concepts in the Effective column of the Tenets the District should:

Tenet 1: District Leadership and Capacity

- 1.2: Ensure that the District Comprehensive Education Plan reflects clear, focused SMART goals with prioritized instructional strategies, protocols, and data driven systems that will be used to attain school improvement goals. Monitor measurable benchmarks with realistic timelines for achieving a vision that supports student learning. Leadership should ensure that all stakeholders internalize and actively support this vision in order to promote high expectations for all students, including students with disabilities, to provide multiple points of entry to instructional content and 21st century skill development.
- 1.4: The district should establish a monitoring system for all PD to ensure opportunities for all sub-groups of students to use technology as an integral part of instruction in all content areas. Seek the addition of a curriculum specialist to model, monitor instruction, and help integrate the arts and other enrichment opportunities into lessons to increase student engagement and broaden student exposure. The district should seek to create inter-disciplinary real-world opportunities and internships for secondary students, beginning at the middle school, to help support all sub-groups of students as they prepare for college and career.
- 1.5: Ensure that formative and summative assessment data collection is purposeful and serves to improve teacher pedagogical practice, feedback, and student engagement. Monitor the goal completion of the QIP SMART goals, particularly for students with disabilities, and use data to ensure the improvement of student achievement.

Tenet 4: Teacher Practices and Decisions

- 4.1: Conduct district walk-throughs with school leaders to ensure that formal and informal observations provide high quality feedback aligned to the NYSUT rubric and the district's expectations to promote higher-order thinking skills and active student engagement in learning. Ensure that the explicit instruction provided is systematic, direct, engaging, and promotes achievement for all students. Ensure that district and school leadership arrive at a normed understanding of instructional excellence by reviewing NYSED exemplary student performance tasks, and then monitor teacher practice and progress in achieving excellence. Utilize the district OEE and SESIS and Expeditionary Learning coaches to provide modeling and mentorship focused on implementing student accommodations and interventions that lead to greater student inquiry and engagement in their own learning.

Tenet 5: Student Social and Emotional Developmental Health

- 5.1: In response to the high number of disciplinary referrals at the middle school level, the district should institute a program of teacher training in Positive Behavior Intervention Strategies (PBIS).

Tenet 6: Family and Community Engagement

- 6.1: The district should create and implement a comprehensive strategic plan to engage parents and the community in promoting and supporting high expectations for student achievement. A focus of this comprehensive strategic plan should inform parents and the community of the demands of the CCLS, the instructional shifts, and the school's efforts to promote and support higher expectations for student achievement.