

SCHOOL LEADERSHIP TEAM MEETING

AGENDA

12/08/10

ATTENDANCE SIGN-IN (Please sign in above your name):

<div style="background-color: #cccccc; height: 15px; width: 100%;"></div> Vincent Maniscalco, SITHS Princ.	Ratio 6:6 ↔	<div style="background-color: #cccccc; height: 15px; width: 100%;"></div> Rosemarie Giovinazzo-Barnickel, Pres.	<div style="background-color: #cccccc; height: 15px; width: 100%;"></div> Philip Reilly, S.O. Pres.
<div style="background-color: #cccccc; height: 15px; width: 100%;"></div> Noelle Sanguinedo, Assistant Princ.	↔	<div style="background-color: #cccccc; height: 15px; width: 100%;"></div> Sue Dietrich, PTA	<div style="background-color: #cccccc; height: 15px; width: 100%;"></div> Amelia Tworek, S.O. V.P.
<div style="background-color: #cccccc; height: 15px; width: 100%;"></div> Eric Olsen, UFT Chapter Chair	↔	<div style="background-color: #cccccc; height: 15px; width: 100%;"></div> Jay Duskin, PTA	<div style="background-color: #cccccc; height: 15px; width: 100%;"></div> Jake Perez - Senior Class
<div style="background-color: #cccccc; height: 15px; width: 100%;"></div> Kristen Fusaro, Teacher	↔	<div style="background-color: #cccccc; height: 15px; width: 100%;"></div> Gary Johnson, PTA	<div style="background-color: #cccccc; height: 15px; width: 100%;"></div> Barbara Malenfant – PC <small>(Non-Member)</small>
<div style="background-color: #cccccc; height: 15px; width: 100%;"></div> Nataliya Ushakova, Teacher	↔	<div style="background-color: #cccccc; height: 15px; width: 100%;"></div> Julie Larsen, PTA	<div style="background-color: #cccccc; height: 15px; width: 100%;"></div> <small>(Non-Member)</small>
<div style="background-color: #cccccc; height: 15px; width: 100%;"></div> Alexis Kirschbaum, Teacher	↔	<div style="background-color: #cccccc; height: 15px; width: 100%;"></div> Cindy Mastrota, PTA	<div style="background-color: #cccccc; height: 15px; width: 100%;"></div> <small>(Non-Member)</small>

I.	WELCOME & RECORDING OF ATTENDANCE
II.	READING & APPROVAL OF THE MINUTES
III.	ESTABLISHING DATE OF NEXT MEETING
IV.	PTA’s HOLIDAY FAIR < Rosemarie Giovinazzo-Barnickel >
	<ul style="list-style-type: none"> • PTA’s Contribution to Tech’s Instructional Program
V.	PTA’s USE OF THE POLYCOM SYSTEM AT PTA AND PIC MEETINGS
	<ul style="list-style-type: none"> • General Membership Guidelines and CEP Bilingual Implications
VI.	SITHS SEVENTH ANNUAL “SING” < Noelle Sanguinedo >
	<ul style="list-style-type: none"> • Pros & Cons (“Family Friendly” – Do we want a “PG” or “G” show?) • Contract for Sportsmanship
VII.	“BEST PRACTICES” < Sue Dietrich >
	<ul style="list-style-type: none"> • Status report on OFEA’s videotaping of Tech’s “SLT Best Practices”
VIII.	2009-2010 PROGRESS REPORT - http://schools.nyc.gov/OA/SchoolReports/2009-10/Progress_Report_2010_HS_R605.pdf
	See Online Attachment of Updated CEP
	<p><i>School Leader’s Guide to Root Cause Analysis using data to Dissolve Problems</i> by Paul G. Preuss</p> <ul style="list-style-type: none"> • Root Cause Analysis “The deepest underlying cause, or causes, of positive or negative symptoms within any process that if dissolved would result in elimination, or substantial reduction of the symptom.” • Deepest “This means that we really have to dig deep to find most roots. They usually are not the most immediate, obvious, or proximate cause. Often, They are 3, 4, 5 layers down into the system.” <p style="padding-left: 40px;">Example: The number of Tech Students receiving a Regents endorsed Diploma vs. Regents endorsed Diploma with Honors. Taking a deeper look at the diploma recipients, it is found that fully 2/3 achieve the higher degree if certain criteria were to be met.</p>

• **Symptoms** “In dealing with problems, symptoms are found at the surface. They are the “Red Flag” that draws attention to the issue. A symptom is usually a noticeable gap between expectations and reality.”

• **Process** “All work is process. A simple process has a minimum of three elements: (a) Input, (b) Added value, and (c) Output. ... Two large umbrella processes are teaching and learning.”

Example: Writing (and mailing) a letter is a process.

* Input - Blank paper, a blank envelope, a pen, a stamp, a source of the address as well as concept to be placed in the letter as content.

* Added Value - Composing and writing the letter.

* Output - Completed letter and the communication its contents.

• **Dissolve** “We have to concentrate on dissolving the root rather than “fixing” the symptom with a patch. Once the root is dissolved, than the symptom will go away of its own accord. Patches just add complexity and cost to the system.

Example: The DoE was faced with a high number of Out-of-School suspensions. Its solution to the problem was to implement an in-school suspension program. This resulted in space, staff and energy being assigned to what essentially was a patch on the system. They never looked at causes for the suspensions in order to substantially reduce or eliminate them.”

INQUIRY APPROACH TO THE 2009-10 PROGRESS REPORT

To open a conversation as to why Tech’s rating in the area of “School Environment” decreased from an “A” to a “B,” the following selected excerpts from Tech’s 2009-10 Progress Report’s School Environment section have been included below. The table shown below will enable us to gather and organize our findings with regard to our **root cause analysis** of the responses submitted. Let us be clear that our objective is to restore Tech to a “**Quadruple A**” rating that truly substantiates our schools resolve to meet the needs of all our students.

Our Team is already aware of the changes since last year that have been put into operation that will help bring about positive changes in student achievement: a greater number of Department Instructional Teams to examine and analyze student work, introduction of Common Core State Standards, Ed-Line and Daedalus for improved school-teacher-parent-student communication; as well as offering 915 Advanced Placement seats to Tech Students and outside professional development to our teachers to address their professional needs.

Wishing you and yours a New Year
of health, happiness and peace

Responses from Last Year's School Survey and Relevant Actions

Survey Statements/Questions with Scores that are Average / Below-Average	School & Faculty Actions Taken to Date	Suggested SLT Input (For Discussion)	
		Positive Reactive RCA Identify & replicate roots for existing success when appropriate	Positive Proactive RCA Identify & implant roots necessary for future success
<p>[P] 690 of the 1020 Tech Parents/Guardians failed to return the 2009-10 Progress Report Survey.</p> <p>690 of the 1020 Tech Parents/Guardians Failed to Return the Survey</p>	<p>School and PTA will e-mail parents stating the importance to return surveys. With such a large number of Parent/Guardian surveys not being returned, an accurate portrait of the school's program might have been skewed.</p> <p>The level of Parent/Guardian input is extremely important to the outcomes of this survey and how colleges and other outside organizations view Tech.</p>	<p>PC meets with parents/guardians during the summer to introduce them to Parent ARIS, Ed-Line, Daedalus, and Learning Environment Survey.</p>	<p>Parents Surveys to be distributed to students in school and back packed home.</p> <p>A special school letter explaining the importance of the Learning Environment Survey should be attached to each survey that is sent home. The letter should stress the importance of reading questions and choices carefully and the impact an unfair response may have on the school's rating.</p> <p><i>Grade Level Parent Incentive</i></p> <p>Grade Level Student Incentive - Pizza Celebration</p>
<p>[P] My child's teachers give helpful comments on my child's class work and tests.</p> <p>Disagreement 9% = 30 out of 330 Parents</p>	<p>ARIS, Ed-Line, Daedalus, ... Checking and returning homework in class. Posting classroom Smart Board notes on line. Opportunity provided within school schedule for student-teacher conferencing and academic tutoring.</p>	<p>Smart Music Posting HW in class on SmartBoards(Scanner Initiative)</p>	<p>On-line submitting of HW (subject specific)</p> <p>Collecting / Grading periodic HW's to count as a quiz.</p>
<p>[P] Tech contacts me to tell me about my child's academic progress.</p> <p>Disagreement 16% = 53 out of 330 Parents</p>	<p>ARIS, Ed-Line, Daedalus, ... Academic Intervention Services (AIS) Outreach Parent-Student-Teacher Conferences Student failing two or more classes have a guidance conference with principal and parent/guardian.</p>	<p>Encourage all faculty to post student academic progress on Ed-Line Releasing Ed-Line information in a timely fashion before report cards are issued.</p>	<p>Encourage faculty to contact parents/guardians with regard to upcoming student exams (via Daedalus email system).</p> <p>Encourage faculty to contact parents/guardians to celebrate student successes as well as to discuss academic intervention strategies.</p>

Responses from Last Year's School Survey and Relevant Actions

Survey Statements/Questions with Scores that are Average / Below-Average	School & Faculty Actions Taken to Date	Suggested SLT Input (For Discussion)	
		Positive Reactive RCA Identify & replicate roots for existing success when appropriate	Positive Proactive RCA Identify & implant roots necessary for future success
<p>[S] Tech helps me to develop Challenging Academic Goals.</p> <p>Disagreement 14% = 136 out of 975 Students</p>	<p>CEP Goals Student Class Contracts Guidance interviews (one per year) College and Career planning National Honor Society</p>	<p>SMART Goals: Dept/Teacher/Student ** These goals are listed at the beginning of the student planners which are distributed on the first day of classes in September.</p>	<p>Develop a clear articulation of high school, college and career academic paths and goals by grade level (Ex. Grade 9: What courses? How many credits? Service? ...). This can be done through meetings with the guidance department or with teacher leaders for each grade level.</p> <p>As part of each subject class contract discuss with students the indicators as well as criteria for meeting academic success.</p>
<p>[S] Someone helped me to understand what courses I needed to be promoted or graduate.</p> <p>Disagreement 15% = 146 out of 975 Students</p>	<p>Guidance interviews (one per year) School Profile document</p>		<p>Develop a clear articulation of student academic paths and goals by grade level (Ex. Grade 9: What courses? How many credits? Service? ...). This can be done through meetings with the guidance department or with teacher leaders for each grade level.</p>
<p>[S] Tech provides helpful counseling on how to get a good job after high school or how to get into college.</p> <p>Disagreement 14% = 136 out of 975 Students</p>	<p>Guidance interviews (one per year) College and Career planning PC has instituted lunch time career workshops hosting parent/guardian presenters. PIC Lunch Time Career Exploration Program</p>	<p>Sophomore/Junior/Senior College Planning Meetings Financial Aid Meeting College Fair PIC - College Visits PIC - Lunch Time Career Exploration Program</p>	<p>Implementing a work study program under the CTE curriculum sequence.</p>

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<p>[S] How comfortable are you talking to teachers and other adults at Tech about a problem that is bothering you? Uncomfortable 30% = 292 out of 975 Students</p>	<p>1:1 Counseling Student Organization – student issues Consultative Council – policy issues Tech Website – Teacher contact available School Leadership Team – student voice Crisis Prevention and Intervention/Dean SAPIS</p>		<p>Introduce a protocol to follow in order to create comfortable and neutral environment for students to express themselves (ex. Daytime Student-Teacher conferences). Peer mediation groups.</p>
<p>[S] How comfortable are you talking to teachers and other adults at Tech about something that is bothering you? Uncomfortable 44% = 425 out of 975 Students</p>	<p>1:1 Counseling Peer mediation groups. Student Organization – student issues Consultative Council – policy issues Tech Website – Teacher contact available School Leadership Team – student voice Crisis Prevention and Intervention/Dean SAPIS</p>		<p>Introduce a protocol to follow in order to create comfortable and neutral environment for students to express themselves (ex. Daytime Student-Teacher conferences). Round Table Discussion: Student-Principal</p>
<p>[S] Tech offers a wide enough variety of classes and activities to keep me interested in school. Disagreement 29% = 283 out of 975 Students</p>	<p>-- Advanced Placement Courses -- Electives in Core Subjects -- Engineering Courses -- College Now -- S.O. Clubs & Events -- Extensive PSAL Program -- Performing Arts/Music Program -- TV Production Studio</p>	<p>AP and Elective course descriptions/admissions process are articulated via literature electronically distributed.</p>	<p>AP and Elective course offerings need to generate greater awareness through communications. Survey students asking them what courses (electives) they would like to participate in. Look at statistics from other Specialized HSs and make note as to how they addressed specific issues. Conduct an informal anecdotal survey to determine student areas of interest.</p>

Responses from Last Year's School Survey and Relevant Actions

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		Positive Reactive RCA Identify & replicate roots for existing success when appropriate	Positive Proactive RCA Identify & implant roots necessary for future success
<p>[S] Students with <u>disabilities</u> are included in all school activities.</p> <p>Disagreement 27% = 263 out of 975 Students</p>	<p>Tech is a barrier free building due to current SCA building upgrades. Handicapped student are assured equal opportunities as appropriate. Medically excused students are temporarily excused from PE. 1:1 Paraprofessionals are used where needed.</p>	<p>Special Ed. paraprofessionals are assigned to attend school trips and after-school events as required by the students' IEP.</p>	<p>Tech needs to generate greater awareness through communications regarding the ability of all students to participate in school activities.</p>
<p>[S] My <u>teachers</u> enjoy the <u>subjects</u> they teach.</p> <p>Disagreement 11% = 107 out of 975 Students</p>	<p>All teachers according to UFT contract are given at least one of their selected choices program and budget permitting. 99% of our teachers are within their license area</p>	<p>Allow departments to offer elective/college level courses, budget permitting.</p>	<p>Teachers are encouraged to personalize their approach to the subject matter. Rotate electives for teachers, budget permitting. Create electives in subject areas that can be taken in lieu of core curriculum.</p>
<p>[S] My teachers <u>inspire me</u> to learn.</p> <p>Disagreement 24% = 234 out of 975 Students</p>	<p>Subject area extracurricular activities Subject-related school trips Expanded Advanced Placement Program</p>		<p>Identification and implementation of "ideal instructional modalities," which will help maximize student engagement.</p>
<p>[S] Most students in Tech <u>help</u> and <u>care</u> about <u>each other</u>.</p> <p>Disagreement 19% = 185 out of 975 Students</p>	<p>OORS data Multicultural Assembly Ally Week SING Anti-Defamation Program NHS/SO Activities</p>		<p>An initiative needs to be created to address school tone.</p>

Responses from Last Year's School Survey and Relevant Actions

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<p>[S] Most students in Tech just look out for themselves.</p> <p>Agreement 58% = 566 out of 975 Students</p>	<p>Multicultural Assembly Ally Week SING Anti-Defamation Program NHS/SO Activities Student representation on School Safety Committee</p>		<p>An initiative needs to be created to address school tone, a sense of community, and overall school spirit.</p> <p>Offer Ethics/Morality classes within the school to empower students to feel empathy towards one another.</p> <p>Question: "Are these disgruntled students or is this a true issue?"</p> <p>Look at statistics from other Specialized HSs and make note as to how they addressed specific issues.</p> <p>Offer an Ethic and Morality class in SS (Budget Permitting).</p>
<p>[S] I stay home because I don't feel safe at school.</p> <p>Agreement 11% = 107 out of 975 Students</p>	<p>OORS Data Additional Deans Assigned Hallway Patrols Counselor Intervention/Talk Kid</p>	<p>The position of dean has now become two positions in order to ensure that all areas of the building are covered at all times.</p>	<p>Encourage teachers to take greater ownership for school safety (administrators and faculty stand in threshold of classroom doorway during student passing).</p> <p>Introduce Deans and SSAs at orientation sessions as well as PTA meetings.</p>

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<p>[S] Students threaten or bully other students at Tech.</p> <p>Agreement 8% = 78 out of 975 Students</p>	<p>OORS Data Additional Deans Assigned Hallway Patrols Counselor Intervention/Talk Kid Respect for All Peer Mediation sessions</p>	<p>Continue to have teachers report all incidents of bullying to school administrators.</p>	<p>Have counselors and deans question student about bullying. Establish on-line method for reporting bullying cases anonymously.</p>
<p>[S] Adults at Tech yell at students.</p> <p>Disagreement 17% = 166 out of 975 Students</p>	<p>Training provided to support staff Teachers assigned to Zero period cafeteria duty Deans assigned to lunch periods</p>		<p>Establish on-line method for students / parents to report alleged cases of staff-student disrespect.</p> <p>Underscore Tech's Chain-of-Command</p> <p>Assembly Program.</p>
<p>[S] Students use alcohol or illegal drugs while at school.</p> <p>Disagreement 12% = 117 out of 975 Students</p>	<p>Continue to train staff to immediately report all suspected cases of alcohol and drug abuse Youth Development Program Address alcohol and drug use in health and physical education classes Nurse/SAPIS intervention</p>		
<p>[S] Tech is kept clean.</p> <p>Disagreement 20% = 195 out of 975 Students</p>	<p>Review cleaning schedule with Custodian Post cleaning schedule</p>		<p>Cleaning walk-throughs daily. Bring in night crew after 4 p.m.</p> <p>Create floor committees of students who would report once a week to the COSA and/or principal regarding the conditions in each hallway and/or bathroom in a given period of time.</p>

Responses from Last Year's School Survey and Relevant Actions

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<p>[T] The principal places the learning needs of children ahead of other interests.</p> <p>Disagreement 21% = 11 out of 53 Teachers</p>	<p><u>Transparency with Accountability</u> Data Driven Discussion</p> <ul style="list-style-type: none"> - Comparison of Schoolwide Advanced Placement Grades - Regents Scores over 85% - Academic Intervention Services - Scholarship \$\$\$ Offerings - Safety and Compliance Data - Observation Evaluations & Feedback - Securing grant money for the enhancement and/or creation of schoolwide programs: Media Center (Interdisciplinary Dept Experiences); Black Box Theatre (Required Performing Arts Classes); Dance Studio (PE Electives/Extra Curricula Activities) <p>Distributive Leadership Approach</p> <ul style="list-style-type: none"> - Russian Exchange Program - TV Production - Robotics - Performing Arts - Scholarship Committee - Department Teams (Inquiry) <p>Observation Evaluations & Feedback</p> <p>Continue with a collaborative leadership team approach in the hiring of new faculty that will best meet student and program needs (budget permitting)</p>	<p>Continue to provide for AP PD for teachers.</p> <p>Question/ Item Analysis Ed-Line & Daedalus</p> <p>Continue to maximize utilization of classroom space, i.e. creation of a Health Education classroom; development of department PD areas within existing designated space.</p>	<p>Increased faculty participation at SLT and PTA meetings.</p>
<p>[T] The principal has confidence in the expertise of the teachers.</p> <p>Disagreement 15% = 8 out of 53 Teachers</p>	<p>Professional Development workshops are afforded to teachers upon their request.</p> <p>Continue to evaluate teachers based on current Quality Review rubrics so that they may better self assess and align their individual goals, classroom assessments, and instruction with Common Core State Standards, Dept of Education expectations, and schoolwide CEP Action Plan Objectives.</p> <p>Further explore the concept of Distributive Leadership with Tech's faculty and how it might serve their professional needs.</p>	<p>Professional Development workshops are afforded to teachers upon their request.</p> <p>Continue to evaluate teachers based on current Quality Review rubrics so that they may better self assess and align their individual goals, classroom assessments, and instruction with Common Core State Standards, Dept of Education expectations, and schoolwide CEP Action Plan Objectives.</p> <p>Further explore the concept of Distributive Leadership with Tech's faculty and how it might serve their professional needs.</p>	<p>Refine and make known departmental teacher rotation policies for the selection of Advanced Placement instructors. Selected AP teachers will be expected to attend College Board training.</p> <p>Establish Department Inquiry Teams in each subject core area so that teachers may better self-assess and assume a more proactive Distributed Leadership role (Target: 90% teacher participation).</p> <p>Encourage administrative and faculty discussions pertaining to the impact "Face Value Funding" and "Free Agent" hiring can have on Tech's instruction program.</p>

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<p>[T] Most Tech teachers work together on teams to improve their instructional practices.</p> <p>Disagreement 15% = 8 out of 53 Teachers</p>	<p>Department Teams (Inquiry) Collaborative Learning Centers Formal and Informal Faculty Collaboration</p>	<p>Continue to provide \$\$\$ in Tech's budget to cover the cost of Dept Inquiry Teams.</p>	<p>Strive to have at least 90 % of all teachers involved in a Department Inquiry Team.</p>
<p>[T] Teachers in this school use student achievement data to improve instructional decisions.</p> <p>Disagreement 12% = 6 out of 53 Teachers</p>	<p>Student achievement is considered when considering students for advanced electives and selecting students for small-group tutoring</p> <p>Data used to assign classroom cluster groups</p> <p>AP Selection Process</p>	<p>Ed-Line & Daedalus</p>	
<p>[T] School Leaders encourage open communication on important issues.</p> <p>Disagreement 16% = 9 out of 53 Teachers</p>	<p>Mission Statement Advanced Placement Criteria SBO Bell Schedule SBO Circular 6 Dept CCSS Curriculum Development Textbook and Equipment Purchasing Technology Enhancements Pledge for Educational Excellence Scholastic Honest Policy Attendance and Lateness Policy National Honor Society Guidelines Staffing and Hiring Faculty & Department Agendas SLT – Consensus Special Projects Consultation on the Creation of Master Program</p>	<p>Continue to encourage open communication on important issues with teachers by following an affirmative interaction protocol (see current "School & Faculty Actions to Date").</p> <p>Continue to request teacher input with regard to individual Progress Report items.</p>	<p>Establish Department Inquiry Teams in each subject core area so that teachers may better self-assess and assume a more proactive Distributed Leadership role.</p> <p>Encourage administrative and faculty discussions pertaining to the impact "Face Value Funding" and "Free Agent" hiring may have on Tech's instruction program.</p>

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<p>[T] The Principal is an <u>effective manager</u> who makes the school run smoothly. Disagreement 27% = 14 out of 53 Teachers</p>	<p>Academic Program & Course Offerings Budget and Staffing Space Utilization / Building Upgrades Organization Chain-of-Command Ladder-of-Referrals Development and Use of Data tools Upgrade/Advance use of Technology in Tech</p>	<p>Provide additional time during SLT, faculty and department meetings to ascertain teacher feedback as to how administration can support them more effectively.</p>	
<p>[T] I <u>trust</u> the Principal at his word. Disagreement 23% = 12 out of 53 Teachers</p>	<p>Adheres to UFT Contract Enforces Chancellor's Regulations & SOPM Guidelines Staff Handbook Bi-weekly Calendar Updates Promotes an Open Door Policy for Discussion Hold school administrators and teachers accountable for enforcing DoE and schoolwide policies with regard to discipline, attendance, safety, ... Provide teachers with schoolwide information and data so that the faculty can offer alternative perspectives with regard to key organizational decisions, i.e., creation of master program.</p>	<p>Continue to meet individual teachers and their UFT Rep with regard to contract infractions. Continue to stress that Tech teachers are expected to develop and implement data driven developmental lessons aligned with Common Core State Standards and Quality Review criteria.</p>	<p>Make known Dept of Education confidentiality policy with respect to "total" disclosure.</p>
<p>[T] Teachers <u>communicating with parents</u> about student progress. Less than 5x's/yr 39% = 18 out of 53 Teachers</p>	<p>Report cards are sent home 6 times per year ARIS, Ed-Line, Daedalus, Naviance, Website... Individual teachers and counselors contact parents as needed via phone and e-mail</p>		<p>Increased professional development in the usage of electronic communications (ex. Daedalus).</p>

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		Positive Reactive RCA Identify & replicate roots for existing success when appropriate	Positive Proactive RCA Identify & implant roots necessary for future success
<p>[T] Teachers writing to parents about what they are teaching and what students are expected to learn.</p> <p>Less than 5x's/yr 65% = 31 out of 53 Teachers</p>	<p>Distribution of Grading Policies</p>	<p>Homework posted on school website</p> <p>Edline, Daedalus, and Naviance are used as a means of communication.</p>	<p>Course contracts deliver expectations</p> <p>Course catalog issued every spring</p> <p>Goal is to have materials online for next year</p> <p>Post State Curriculum</p>
<p>[T] Teachers sent home information on services to help students or parents.</p> <p>Less than 5x's/yr 55% = 20 out of 53 Teachers</p>	<p>Enrichment and Academic Tutoring schedules distributed in classes, posted online, and e-mailed home</p> <p>Scholarship Process</p> <p>College Fair</p> <p>Grade-Level Parent Meetings</p> <p>PTA Newsletter</p> <p>Naviance and Daedulus</p> <p>Website Calendar</p> <p>NHS Gulls Giveback Newsletter</p>		<p>Academic Tutoring schedule – Distribute at PTA Meetings</p> <p>Use of Daedalus, CAASS, Polycom to distribute information</p>
<p>[T] Teachers who feel supported by the Principal.</p> <p>Disagreement 6 % = 10 out of 53 Teachers</p>	<p>“Voice” & “Opportunity” Leadership Approach</p> <p>SBO's</p> <p>Outside PD Compensation</p> <p>Data Driven Budgeting & Staffing</p> <p>Establishment of Collaboration Centers</p> <p>Celebration of Teacher Success/Professionalism</p> <p>Observation Process: Next Learning Steps</p> <p>OTPS Spending (Equipment and Materials)</p> <p>Designing & Creating Learning Environments</p> <p>Consultation with department teachers as to whom will teach Advanced Placement classes</p>	<p>Continue to adhere to UFT Contract and demonstrate / apply “evenhandedness” in all decision making.</p>	<p>Refine and make known departmental teacher rotation policies for the selection of Advanced Placement instructors. Selected AP teachers will be expected to attend College Board training.</p> <p>Establish Department Inquiry Teams in each subject core area so that teachers may better self-assess and assume a more proactive Distributed Leadership role.</p>

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<p>[T] School leaders invite teachers to play a meaningful role in <u>setting goals and making</u> important decisions.</p> <p>Disagreement 19% = 10 out of 53 Teachers</p>	<p>Goal Setting – Teacher Voice is Represented: CEP Department Goals</p> <p>Decision Making –Teacher Voice is Represented: Mission Statement Advanced Placement Criteria SBO Bell Schedule SBO Circular 6 Dept CCSS Curriculum Development Textbook and Equipment Purchasing Technology Enhancements Pledge for Educational Excellence Scholastic Honest Policy UFT Consultation Attendance and Lateness Policy National Honor Society Guidelines Staffing and Hiring Faculty & Department Agendas SLT</p>	<p>SMART Goals</p>	
<p>[T] School leaders encourage <u>collaboration</u> among teachers.</p> <p>Disagreement 16% = 9 out of 53 Teachers</p>	<p>Teacher Collaboration Centers Inquiry Teams Circular 6 Faculty and Dept Meetings Professional Development Opportunities Inter-visitations Teacher Mentoring</p>		

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		Positive Reactive RCA Identify & replicate roots for existing success when appropriate	Positive Proactive RCA Identify & implant roots necessary for future success
<p>[T] Obtaining information from parents about student learning needs is a priority at Tech.</p> <p>Disagreement 18% = 10 out of 53 Teachers</p>	<p>PPS Conferences Parent-Student-Teacher Conferences Ed-Line, Daedalus, ... Encourage school leaders and teachers to respond to parents/guardians inquiries / questions in a timely fashion. Availability of Parent Coordinator</p>		
<p>[T] Teachers and administrators in Tech use information from parents to improve instructional practices and meet student learning needs.</p> <p>Disagreement 12% = 6 out of 53 Teachers</p>	<p>Monthly PTA meetings and PIC and parent representation on SLT provide opportunities for parents to inform school-wide decision-making Learning Environment Survey Availability of Parent Coordinator</p>		
<p>[T] In 2009-10, teachers received helpful training on the use of student achievement data to improve teaching and learning.</p> <p>Disagreement 23% = 12 out of 53 Teachers</p>	<p>Observation Process: Intro to Cause Root Analysis Ed-line and ARIS Supervisory Support</p>		

Responses from Last Year's School Survey and Relevant Actions

Survey Statements/Questions with Scores that are Average / Below-Average	School & Faculty Actions Taken to Date	Suggested SLT Input (For Discussion)	
		Positive Reactive RCA Identify & replicate roots for existing success when appropriate	Positive Proactive RCA Identify & implant roots necessary for future success
<p>[T] The PD teachers received in 2009-10 provided them with content support in their subject area.</p> <p>Disagreement 27% = 14 out of 53 Teachers</p>	<p>PD designed in consultation with selected faculty and school leaders. Share fair for "Best Instructional Practices/Ideal Modalities" provided for at Faculty & Department meeting. Money allocated for professional development</p>	<p>PD has been designed by teachers for teachers and has resulted in more productive workshops.</p> <p>Addressed PD as part of the observation process – "Next Learning Steps" for Teacher: - Visiting similar Schools - Teacher Inter-visitiation - Library database training</p>	<p>Provide PD that is aligned with Common Core State Standards (CCSS). Use C-6 assignments as a means of allowing for teacher sponsored PD in the area of content support.</p>
<p>[T] The PD teachers received in 2009-10 provided them with teaching strategies to better meet the needs of their students.</p> <p>Disagreement 22% = 12 out of 53 Teachers</p>	<p>PD designed in consultation with selected faculty and school leaders. Share fair for "Best Instructional Practices/Ideal Modalities" provided for at Faculty & Department meeting. Money allocated for professional development Computer Associate</p>	<p>Continue during the observation process to recommend / provide differentiated PD to teachers in terms of instructional teaching strategies.</p>	<p>Provide PD that is aligned with CCSS & QR criteria in key areas such as:</p> <ul style="list-style-type: none"> - Adjustment and Alignment of Instruction based on various Assessments - Analyzing Data - Exchanging Information with parents at a timely fashion - Differentiated Instruction - Questioning/ Critical Thinking based on Bloom's Taxonomy <p>Use C-6 assignments as a means for teacher-to-teacher tum keying information regarding the above areas of instructional accountability.</p>

Responses from Last Year's School Survey and Relevant Actions

Survey Statements/Questions with Scores that are Average / Below-Average	School & Faculty Actions Taken to Date	Suggested SLT Input (For Discussion)	
		Positive Reactive RCA Identify & replicate roots for existing success when appropriate	Positive Proactive RCA Identify & implant roots necessary for future success
<p>[T] Crime and violence are a problem in Tech.</p> <p align="center">Agreement 14% = 8 out of 53 Teachers</p>	<p>OORS Data Additional Deans Assigned Hallway Patrols Counselor Intervention/Talk Kid Coordination with NYPD Building Response Team protocols</p>		<p>Video Surveillance Systems Installed</p>
<p>[T] Student's use of alcohol and illegal drugs in Tech is a problem.</p> <p align="center">Agreement 27% = 14 out of 53 Teachers</p>	<p>Continue to train staff to immediately report all suspected cases of alcohol and drug abuse Youth Development Program Address alcohol and drug use in health and physical education classes Nurse/SAPIS intervention District Attorney Guest Speaker Program Dynamite Youth Counseling Classroom Push-In</p>		<p>Video Surveillance Systems Installed Awareness Programs</p>
<p>[T] There is a person or program in Tech that helps students resolve conflicts.</p> <p align="center">Disagreement 12% = 6 out of 53 Teachers</p>	<p>Mediation</p>		<p>Create a peer mediation class or group to help with the discussion of conflict resolution, as well as to be proactive in preventing conflicts.</p>

Responses from Last Year's School Survey and Relevant Actions

Survey Statements/Questions with Scores that are Average / Below-Average	School & Faculty Actions Taken to Date	Suggested SLT Input (For Discussion)	
<p>[T] Teachers at Tech use formative assessment data to improve instructional decisions.</p> <p>Disagreement 8% = 4 out of 53 Teachers</p>	<p><u>Transparency with Accountability</u> Data Driven Discussion</p> <ul style="list-style-type: none"> - Comparison of Schoolwide Advanced Placement Grades - Regents Scores over 85% 	<p>Positive Reactive RCA Identify & replicate roots for existing success when appropriate</p>	<p>Positive Proactive RCA Identify & implant roots necessary for future success</p>