



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code/DBN	662300010033
School	Enrico Fermi School For The Performing Arts
School Address	27 Poplar Street, Yonkers, NY 10701
District	Yonkers CSD
School Leader	Dr. Miriam Digneo
Dates of Review	March 6-7, 2013
School Accountability	Priority
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet												
Grade Configuration	PreK-8	Total Enrollment	874	Title 1 Population	52.7%	Attendance Rate	93.6%					
Free Lunch	90.8%	Reduced Lunch	1.8%	Student Sustainability	%	Limited English Proficient	33.2%	Students with Disabilities	5.7%			
Types and Number of English Language Learner Classes												
#Transitional Bilingual	7	#Dual Language	0	#Self-Contained English as a Second Language	0							
Types and Number of Special Education Classes												
#Special Classes	3	#Consultant Teaching		#Integrated Collaborative Teaching								
# Resource Room	1											
Types and Number Special Classes												
#Visual Arts	1	#Music	1	#Drama		# Foreign Language	1	# Dance		CTE	#	
Racial/Ethnic Origin												
American Indian or Alaska Native	.5%	Black or African American	10.8%	Hispanic or Latino	84.6%	Asian or Native Hawaiian/Other Pacific Islander	2.2%	White	2.1%	Multi-racial	--%	
Personnel												
Years Principal Assigned to School	4 YRS 0	# of Assistant Principals	3	# of Deans		# of Counselors / Social Workers	4					
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	0	% Teaching with Fewer Than 3 Yrs. of Exp.	4%	Average Teacher Absences						
Overall State Accountability Status (Mark applicable box with an X)												
School in Good Standing		Priority School	X	Focus District		Focus School Identified by a Focus District		SIG Recipient (a) (g)				
ELA Performance at levels 3 & 4	23.2%	Mathematics Performance at levels 3 & 4	34.1%	Science Performance at levels 3 & 4		GDE 4 - 76.9% GDE 8 - 44.0%		4 Year Graduation Rate (HS Only)				
Credit Accumulation (High School Only)												
% of 1 st yr. students who earned 10+ credits		% of 2 nd yr. students who earned 10+ credits		% of 3 rd yr. students who earned 10+ credits		6 Year Graduation Rate						

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

Describe the school's top priorities (no more than 5) based on the school's comprehensive plans (SCEP, SIG, DCIP, etc.):

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

No priorities provided by the school.

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.

Mark an "X" in the box below the appropriate designation for each tenet, and mark in the 'OVERALL RATING' row the final designation for the overall tenet.

#	Statement of Practice	H	E	D	I
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Education Plan (SCEP).			X	
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.			X	
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.			X	
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for			X	

	continuous improvement.				
	OVERALL RATING FOR TENET 2:			D	
Tenet 3 - Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student learning outcomes.					
#	Statement of Practice	H	E	D	I
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.			X	
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.			X	
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.			X	
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.			X	
	OVERALL RATING FOR TENET 3:			D	
Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students and pertinent subgroups experience consistent high levels of engagement, thinking and achievement.					
#	Statement of Practice	H	E	D	I
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.			X	
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.			X	
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.			X	
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.			X	
	OVERALL RATING FOR TENET 4:			D	
Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy					

relationships and a safe, respectful environment that is conducive to learning for all constituents.

#	Statement of Practice	H	E	D	I
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.			X	
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.			X	
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.			X	
5.5	The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.			X	
OVERALL RATING FOR TENET 5:				D	

Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.

#	Statement of Practice	H	E	D	I
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.		X		
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strengths and needs are identified and used to augment learning.			X	
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.			X	
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.			X	
OVERALL RATING FOR TENET 6:				D	

School Review Narrative:

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.	Tenet Rating	D
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Debriefing Statement: The school leaders have begun to implement systems and strategies to address the diverse needs of all students. The school leaders are in the process of building a culture that fosters expectations for academic success for all students. The lack of fully developed initiatives limits the school’s ability toward moving aggressively to sustainable school improvement.

Strengths:

All ratings for this Tenet are either **Developing** or **Ineffective** and therefore, comments are listed under **Areas for Improvement**.

Areas for Improvement:

2.2 **The school has received a rating of *Developing* for this Statement of Practice:** Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Education Plan (SCEP).

- The school leader reported that staff, in collaboration with the School Leadership Team (SLT), created the school vision. School leaders stated that the articulated vision centers on the notion that the school “is dedicated to achieving academic excellence by providing a safe learning environment that incorporates the fine arts and performing arts into the basic skills curriculum.” During interviews with school community stakeholders, the Integrated Intervention Team (IIT) found that some were knowledgeable about the school vision while others were unsure. For example, the school leader indicated to the IIT that the performing arts program is not the school’s primary focus. Some parents stated that the vision was, “No Child Left Behind.” When the IIT reviewers examined the School Comprehensive Educational Plan (SCEP), there was no evidence of parents or other community members listed among the SLT membership. During interviews, parents reported that they did not know that a committee developed the school vision. The IIT reviewers further studied the thirty-five school goals and found that the goals were not aligned with the school vision, as outlined in the SCEP. For example, although the timeline for achieving performance goals was during the school year (September 2012 - June 2013), the SCEP did not show any specific plan for periodic assessments throughout the school year, at specific times, to evaluate achievement and possibly revision of the school goals. The absence of a clearly articulated vision, to define the schools’ purpose and the core values for achieving short-term and long-term goals, limits the school’s capacity to work across the community toward the achievement of the school-wide goals and the full implementation of the school’s vision.

2.3 **The school has received a rating of *Developing* for this Statement of Practice:** Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas

(student achievement; curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.

- The school is beginning to implement a number of systems intended to collect and analyze data related to the school goals. The school leader reported that the school is developing systems to collect and analyze data to inform school-wide practices. In interviews with the IIT, a majority of staff recognized that evidence-based systems are needed to improve instructional practices. The school leader and staff indicated that they have weekly meetings to discuss student goals, assessments, and progress toward the school goals. However, they have not established a comprehensive system to examine student academic and social and emotional development data, curriculum, instructional practices, and stakeholder engagement. The absence of a fully implemented system for analyzing data to inform school-wide practices limits the school's ability to meet student needs and make progress toward mission-critical goals.

2.4 The school has received a rating of *Developing* for this Statement of Practice: Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.

- The lack of widely understood schoolwide goals impedes the school's ability to align its resources to make a concerted effort to address specific priorities. For the most part, hiring and fiscal decisions are made by the district. The school leader reported that staff assignments are made according to district policies and school leadership does not have the authority to re-assign staff to meet the needs of students. The school leader indicated to the IIT that the school budget is \$20,000 per year for supplies and, if more funds are needed, a written request may be sent to the district for consideration. At the time of the IIT review, all requests had been honored, though it was unclear to school leader how much more may be requested. Without a widely understood vision directing the work of the school, the school leader is not fully able to use resources strategically and advocate for the school.

2.5 The school has received a rating of *Developing* for this Statement of Practice: The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.

- School leaders reported that the school has adopted the practice of observing teachers and providing timely feedback. This practice is facilitated through the use of the Teacher and Principal Annual Professional Performance Review (APPR) system for evaluating school professionals. A review of formal and informal teacher observations and teacher improvement plans found the absence of accountability standards and expectations for teachers to use data that link student achievement to classroom practices and strategies to assist teachers to use data effectively. Student data are not included in observational feedback or in teacher improvement plans. During a document review, the IIT found that the agendas for administrative meetings included discussions about strategies to meet school goals without attention to the use of student data to identify challenges and determine root causes. In addition, the professional development (PD) documents did not indicate that teachers are provided with training on the effective use of data, how to use

data to identify student weaknesses, or how to use the data to develop appropriate instructional strategies. There is a significant gap in PD that links data analysis to improve teaching and learning, and making decisions about improving classroom instruction to meet the needs of all students. For example, student data are neither linked to teacher instructional progress nor are data connected to the teacher improvement plans. Therefore, the absence of using a range of data to track teacher progress and make decisions about staff PD needs, impedes the school’s ability to develop high levels of accountability standards to promote the expectation of continuous school improvement.

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

Tenet Rating

D

Debriefing Statement: The school leader and staff are beginning to develop and implement coherent curricula and assessments to support the CCLS to meet the needs of all students. As a result, not all lessons include differentiation to engage all students.

Strengths:

All ratings for this Tenet are either **Developing** or **Ineffective** and therefore, comments are listed under **Areas for Improvement**.

Areas for Improvement:

3.2 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.

- The school leader and staff are in the process of working together to align coherent curricula that is aligned to the CCLS. School leaders and staff reported that they meet to examine curricular materials and discuss CCLS curriculum and resources. For example, staff members reported that the district has adapted Open Court Curriculum Resources, which they assert aligns to the CCLS; and the school, uses supplemental materials to develop units and lesson plans. A review of the PD plan found opportunities available for teachers to attend sessions on CCLS curriculum development. However, seats are usually limited and not all teachers are able to attend. In addition, those teachers who attend the PD sessions are expected to turnkey the training to other teachers. At the time of the visit, the turnkey sessions were not provided in any of the school level meeting agendas, reviewed by the IIT. Further, staff reported that many of the scheduled curriculum alignment PD sessions were cancelled and never rescheduled. The difficulties encountered in identifying adequate CCLS curricular resources, embedding ongoing turnkey faculty-led PD, and the inability of all teachers to attend CCLS curriculum alignment training, limit the implementation of a rigorous and coherent curriculum for all students to make achievement gains across all grades.

3.3 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific

content.

- Teachers meet weekly to discuss and develop CCLS-aligned unit and lesson plans. However, a document review of these plans found an inconsistent use of lesson plans across grades. In addition, the lesson plans did not indicate accommodations and modifications to meet the diverse needs of students. The lessons observed by the IIT did not provide complex materials and questions to challenge students to access new content and understanding. In addition, the school lacked differentiated approaches to engage students and meet various literacy needs that were present in the classrooms visited. For example, a review of student work showed tasks that were below grade levels and did not reflect grade-level appropriate responses to higher-level questions. The absence of classroom experiences that help students to access high-quality learning and thinking skills restricts student engagement and ability to acquire and apply deep conceptual knowledge and build new learning.

3.4 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.

- Teachers have opportunities to collaborate on teaching and learning weekly in vertical team meetings. Students have limited access to robust curricula that include the arts, technology, and other enrichment areas. School leaders and teachers reported that they have weekly meetings to discuss strategies to teach the curricula to students. Teachers reported that the curriculum incorporates drama and singing. However, parents shared that opportunities for art and music are limited. Teachers reported after school enrichment experiences available include culture club, environmental club, science experiments, and technology. In addition, once a month the school hosts a Club Friday during the school day, so all students are engaged in enrichment activities. Consequently, the school leader stated that apart from the name, performing arts is not the focus for the school. The lack of a performing arts curricula program in this school limits students' opportunities to discover, create, and communicate robust and diverse content to enrich their learning experience.

3.5 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader and teachers develop a data-driven culture based on student needs, assessments, and analysis, which leads to strategic action planning that informs instruction and results in greater student achievement outcomes.

- The school leader and teachers stated that they collect and analyzes student data toward greater student achievement. According to the school leader, teachers are encouraged to use summative and formative data to assess and monitor student progress. Staff interviewed shared that the formative and summative assessments serve as indicators about whether students are on course to meet the learning goals. In addition, staff reported that when necessary, they use the data to adjust instruction, and make accommodations for differentiated learning needs before planning the next learning steps for all students. However, this practice was not seen in the classrooms visited across grade levels. For example, the school uses exit slips and portfolios but they were also piloting software to identify patterns of learning to inform the grouping of students based on skill strengths and weaknesses. However, at the time of the visit, the resources were not used to interconnect the instructional and grouping strategies observed in the classrooms visited. The absence of systemic

strategic-action plans that are interconnected and are based on data limits the school's ability to map out a clear and timely path to improve student achievement and school-wide improvement.

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

Tenet Rating

D

Debriefing Statement: Lessons are teacher directed, whole group, and do not engage all students or provide opportunities for higher-order questioning and thinking for all students. As a result, these practices prevent students from achieving their highest potential.

Strengths:

All ratings for this Tenet are either **Developing** or **Ineffective** and therefore, comments are listed under **Areas for Improvement**.

Areas for Improvement:

4.2 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.

- The school leader reported that while teachers are required to have lesson plans, they are not required to submit lesson plans for review and feedback. Teachers reported that they conduct formative assessments on a weekly basis to garner feedback about the effectiveness of the instruction and the extent of student learning. In most classrooms visited, the IIT found that the lessons were not prescribed with opening activities such as "Do Now" or closing activities such as lesson summaries. The school did not have planned structures to facilitate step by step instruction. For example, the IIT observed whole class and teacher-directed instruction where students had few opportunities to be actively engaged. During interviews, students reported that they receive feedback on exams and portfolio data about their performance progress. However, at the time of the visit, students reported they do not work with staff to set individual academic goals; students set their own personal goals for academic improvement. During classroom visits, the IIT observed no review of student work in the classroom and a lack of student engagement because there was no conversation about what they were learning. In addition, students had little opportunity to write about what they were learning and there was not discussion of how to apply it to their daily lives. The absence of instructional practices and strategies to connect and motivate student learning limit student engagement and academic achievement.

4.3 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.

- The IIT observed that in several classrooms there was a lack of questioning requiring depth of knowledge (DOK) Level 3 and Level 4 higher-order thinking. In addition, the IIT observed instruction that was teacher-directed and did not include learning strategies that support the CCLS.

Questioning techniques were not used effectively to provide students with wait time to think before responding to questions or in some classes did not allow time for students to ask questions. Because the school does not plan for multiple points of entry and the use of exemplary practices using CCLS strategies students experience barriers to learning and academic success.

4.4 The school has received a rating of *Developing* for this Statement of Practice: Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.

- The IIT observed positive student behaviors throughout the school. For example, although the IIT did not observe explicit instruction about behavioral expectations, the IIT observed that students were respectful of each other. The school did not have posted behavioral expectations in or around the classrooms and hallways. The classroom environment does not support a culture of learning consistent with student behavior. For example, in classrooms visited, instructional strategies repeatedly ignored the use of higher-order questioning. In addition, did not challenge student learning or encourage active participation at different point is the lessons. During classroom visits, the IIT observed that students were called on one at a time to respond to a specific content question with down time for the rest of the class without any engagement. The failure to provide a classroom culture that is centered on academic rigor, instruction, and promoting diverse strengths curbs student engagement and inquiry.

4.5 The school has received a rating of *Developing* for this Statement of Practice: Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.

- School staff reported using various assessments during weekly meetings to discuss student progress and adjust instructional practices. However, during classroom visits the IIT found inconsistent use of data to provide, monitor, or adjust the lessons to meet the needs of all students. The IIT observed a lack of student participation in the learning process. For example, while students receive feedback on their performance, at the time of the visit, there was no feedback provided to students with next steps. As a result of the classroom climate, students lack opportunities to be challenged to think and participate in the progression of their own learning.

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

Tenet Rating

D

Debriefing Statement: The school has yet to design and implement comprehensive systems, experiences, and an environment to support the social and emotional development needs for students. As a result, the school has an environment that is not conducive to optimal learning for all members of its diverse community.

Strengths:

All ratings for this Tenet are either **Developing** or **Ineffective** and therefore, comments are listed under **Areas for Improvement**.

Areas for Improvement:

5.2 **The school has received a rating of *Developing* for this Statement of Practice:** The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.

- The school leader and teachers have developed programs to support the social and emotional developmental health needs of students. However, the available services are not sufficient to meet the needs of all students. For example, the instructional staff works as a team to develop strategies and practices for appropriately intervening in the classroom but the strategies are not formalized or consistent. Staff reported that the Pupil Support Team (PST) coordinates social and emotional developmental health services for students. However, the student support staff members are only in the building once a week. School leaders and teachers reported they support students in and out of the classroom due to the limited availability of the student support staff members. For example, students are referred to the PST for intervention using forms that include discipline and academic data. However, not all students who are identified as needing services receive it. A document review found that the school has partnered with many community-based organizations (CBOs) to provide services to students and their families. The school leader reported that the school has connected with mental and physical healthcare CBOs to support the school. The school staff reported that when data reports are available to connect students with services. However, parents reported inconsistent academic and behavioral support from the district and the school. Because of limited support resources, not all services are available to sustain the social and emotional developmental health of all students.

5.3 **The school has received a rating of *Developing* for this Statement of Practice:** The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.

- School leaders and teachers spoke about community presentations on weapons and gangs to staff and students; mental and physical health services; teacher-sponsored gifts/programs for students and families; CBOs sponsored trips; and various other supports. The school staff and students have adopted Positive Behavior Interventions and Supports (PBIS) expectations. However, school leaders reported that they do not collect, analyze, or monitor data on these supports to assess how behaviors, supports, and academic progress are linked. School leaders and teachers reported they provide support to students in and out of the classroom due to the limited assignment of the student support staff members in the building. Although, the school provides many supports in response to student social and emotional developmental health needs, they have not linked these supports to academic success in order to proactively build adult capacity. As a result, the gaps in support limit the school's ability to identify and address the social and emotional developmental health needs of all students.

5.4 **The school has received a rating of *Developing* for this Statement of Practice:** All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.

- In meetings with the IIT, students and parents expressed that they felt safe at school. The students

also indicated that they were aware of the PBIS expectations, which are the “Three Rs: Respect Yourself, Respect Ourselves, and Respect the Environment.” Parents reported that not all families receive information of the various support programs in place. For example, although requested, the school did not provide information beyond handouts on how CBO partners communicate services to all families. However, families shared that through the Family Support Center they receive support services. The school did not have data that connects or communicates the impact of the support services to the performance progress of the school. In addition, students shared that they determine their own personal goals for academic improvement but could not articulate how it related to the overall school improvement. For example, students reported they are not engaged with staff on the development of their individual academic goals. In addition, classroom visits by the IIT found that students were not engaged in activities requiring them to consistently read, write, or speak because of the instructional strategies utilized. As a result, although stakeholders feel safe the lack of structures to engage students and families in setting goals for individual and school improvement reduces students’ abilities to foster an ownership in the learning process that leads to positive student results for the school.

5.5 The school has received a rating of *Developing* for this Statement of Practice: The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.

- There is little evidence that the school is using data to support the social and emotional developmental health of students. School leaders reported that they do not collect and analyze data on services provided to students to show how behaviors, supports, and academic success are linked. The student support staff members reported to the IIT that they are assigned to the school one day per week. However, teachers and school leaders support students when they are not in the building and during those times data collection is inconsistent. As a result, the lack of understanding on how to use data to respond to students' social and emotional developmental health needs limits the school’s capacity to address those students’ needs.

Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well being.

Tenet Rating

D

Debriefing Statement: The school culture values partnerships with families and CBOs to work together and share responsibility for student academic progress and social-emotional well-being. However, there is insufficient communication relative to data collection. Therefore, the gap in data usage to address student needs limit student achievement and social and emotional growth.

Strengths:

6.2 The school has received a rating of *Effective* for this Statement of Practice: The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.

- The school atmosphere is welcoming to students, parents, and visitors. The school offers

opportunities for families to volunteer. For example, parents said that they are able to volunteer in the school and in their children's classroom. The school leader spoke about English as a second language (ESL) courses offered to families in the community by Yonkers' Pathways to Success. Parents reported that the school has an active Parent-Teacher Association and Family Center. As a result, parents feel encouraged to volunteer in the school at various times throughout the year to build a supportive learning environment and foster student success and continuous growth.

Areas for Improvement:

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

- The school tries to engage families using various types of communication. The school leader reported that the school uses a telephone broadcasting system, to send school information to families in English and Spanish. Parents reported receiving academic information in English and Spanish. Parents also spoke about receiving some phone calls from the teachers. The school provides four Title I parent workshops, which are mandated each year. Parents spoke about the lack of recognition of Black History Month and its impact on a subgroup of students. For example, parents reported that although the school is responsive when they have expressed concerns, African American students still do not receive enough positive attention within the school. As such, parents and students requested additional services around planning cultural events and recognition ceremonies, so school staff can improve the cultural competence of the building. The absence of effective communication systems to increase family participation in the school limits the extent to which families can support the school and the academic progress for their children.

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

- The school does not provide PD to school staff on how to engage families and community stakeholders, but it does host a Family Center to provide services to families. Based on a document review and interviews, the IIT found that the school does not provide professional learning opportunities on how to seek and sustain partnerships with families and the community. For example, during interviews school staff described talking with families one-on-one about academic data and student progress at open houses and parent conferences as the primary source of engagement. However, parents reported that they did not consistently receive information on CBOs because the school relies on its Family Center to share resources. The absence of PD for staff on developing multiple methods for partnering with families and the community hinders the maximization of stakeholder participation and engagement in support of student success.

6.5 The school has received a rating of *Developing* for this Statement of Practice: The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on learning and success.

- The school provides families with student achievement data. However, the IIT found that the school

provides generic information to help families understand the data. For example, school staff reported talking with families about academic data and student progress at open houses and parent conferences. However, during interviews parents were unable to articulate the results of the school-wide achievement data or how to access the information. In addition, at the time of the visit, parents reported they had only received one academic report. Further, parents were not aware of the online student management system that provides student academic information to families. Therefore, the lack of opportunities for families to understand individual student or school-wide progress, the school hampers stakeholder engagement and reciprocal communication centered on student learning and success.

Recommendations:

Tenet 2: School Leader Practices and Decisions

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

- 2.2: Develop a vision statement with all stakeholder groups (school leaders, teachers, students, parents, and CBOs). Establish a manageable set of mission-critical SMART goals that connects to the vision, and develop a plan for implementing them. Distribute the vision and goals to all members of the school community. Make clear, through multiple means of communication, the daily work of the school staff is to implement that vision and achieve the goals.
- 2.3: Implement a system for analyzing student data, improving practice, and measuring progress toward achieving goals. Develop specific short- and long-term goals based on the vision statement; prioritize them; identify the means and systems that will be used to attain them; create measurable benchmarks; and monitor time lines for achievement of the benchmarks. Regularly share this information across the school community and articulate them in the SCEP.
- 2.4: Base allocation decisions and requests on a widely understood vision and set of priorities. Proactively advocate for meaningful involvement in the recruitment, hiring, and assignment of staff for the school. Proactively advocate for a school budget to support programs, services and materials aligned to school goals. Within district restrictions, develop programs and scheduling to make progress toward mission-critical goals.
- 2.5: Develop protocol for using a range of data that interconnects and informs instruction. Provide PD to all staff on the use of various data elements and how it interconnects to impact student learning. Create tools to track teacher progress and decisions after PD is provided to support the data usage needs. Develop and communicate high levels of accountability standards to promote the expectation of continuous school improvement.

Tenet 3: Curriculum Development and Support

In order for the school's strategy and practices to fully align with the concepts in the Effective column of Tenet 3 the school should:

- 3.2: Provide consistent and systematic PD and support for teachers across grades and subjects to ensure implementation of a rigorous and coherent curriculum that supports the CCLS.
- 3.3: Ensure that teachers are provided with opportunities to meet regularly in appropriate groups to collaboratively create and examine CCLS-aligned curriculum units and lesson plans. Ensure that the lesson plans and instruction include sequenced complex materials that promote the skills required by students in all grades. Provide teachers with aligned pacing calendars and unit plans to increase student exposure to sequenced rigorous curriculum that promote higher-order thinking skills to help students analyze information, while staff implement and monitor the embedding of a CCLS-aligned curriculum.
- 3.4: Provide an opportunity for all teachers, including special-area teachers, to meet across grades. Ensure that curricula include opportunities for students to discover, create, and communicate information using the arts, technology, and other areas of enrichment throughout their learning experience.
- 3.5: Develop a comprehensive system to collect and analyze data and conduct interim assessments to ensure student learning needs and interests are being met. Use this information to develop strategic action plans that map out paths for progress and growth for all students.

Tenet 4: Teacher Practices and Decisions

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

- 4.2: Provide PD and support to ensure that instructional planning and implementation are designed and meet established student goals. Regularly monitor classroom instruction, provide written and verbal feedback and support to ensure that CCLS-aligned lesson plans, strategies, and instructional practices are implemented and effectively promote high levels of student engagement and inquiry. Provide PD and support to ensure that teachers are able to create short- and long-term goals for/with students based on grade-level benchmarks. Ensure teachers are able to use instructional practices and strategies to increase student involvement in their own learning.
- 4.3: Provide focused and systemic PD to help teachers incorporate differentiated instruction that supports the CCLS and leads to multiple points of access for all students to achieve long- and short-term goals.
- 4.4: Formulate, clearly articulate, and explicitly teach behavioral expectations and consistently reinforce these expectations across the school community. Ensure a safe environment where students and teachers are able to participate in instruction that is tailored to highlight individual student strengths and meets individual needs.
- 4.5: Ensure that appropriate data informs instructional decision-making for all student groups, including decisions about student grouping and instructional strategies. Provide frequent feedback to students on their examinations and work with next steps to improve performance and encourage students to actively participate in and take ownership of their own learning process.

Tenet 5: Student Social and Emotional Developmental Health

In order for the school's strategy and practices to fully align with the concepts in the Effective column of Tenet 5 the school should:

- 5.2: Identify additional resources to ensure that the social and emotional needs of all students are addressed. Create a comprehensive system of student referral and support that identifies and addresses for all students barriers impeding students' social and emotional developmental health and academic progress. Explore designating a specific adult to coordinate addressing the social and emotional developmental health needs of each student. Develop positive behavior strategies to promote student social and emotional developmental health. Create a system to measure the effectiveness of the strategies in providing supports and sustaining the social and emotional health of all students.
- 5.3: Develop a school vision for student social and emotional developmental health and ensure that all stakeholders can articulate it and understand how it connects to academic success. Implement a rigorous and transparent curriculum to teach and measure student skills related to PBIS. Provide PD for all stakeholders to build adult capacity to support student social and emotional developmental health.
- 5.4: Develop an evidence-based plan for responding to students' needs, improving behavior, and creating a safer learning environment. Share this plan with families and community stakeholders and explain how it interconnects social and emotional developmental health and positive student outcomes. Develop a system to provide all school staff PD and support in using data to respond to students' social and emotional health needs.

- 5.5: Provide all staff PD on understanding the various data elements that relate to social and emotional developmental health. Ensure that PD is not limited on the usage of data to respond to students' needs but also how to correlate data to identify the trends that interconnect the needed academic social-emotional intervention strategies to address students' needs.

Tenet 6: Family and Community Engagement

In order for the school's strategy and practices to fully align with the concepts in the Effective column of Tenet 6 the school should:

- 6.3: Implement additional ways of acknowledging the diversity of students and the community. Using multiple tools, regularly communicate information about student achievement with families in ways that are accessible to all, culturally sensitive, and in languages they can read and understand. Ensure that all families receive information in their native language and can have multiple opportunities to communicate with teachers and other staff members beyond standard group meetings to discuss their child's academic and social-emotional progress.
- 6.4: Continue to develop connections with families and community stakeholders focused on supporting student learning and growth. Ensure that parents are aware of all support systems that are available to them from the school and directly from the CBOs. Provide PD for all staff members on how to seek and sustain healthy partnerships with families and community organizations that are linked to student needs.
- 6.5: Expand upon current strategies and forums to share data with families that include helping them to understand both school-wide data and their individual child's data, and the implications of the data results. Ensure opportunities are accessible to all in languages spoken throughout the school community. Develop and implement strategies to share school-wide and individual data with parents in ways that enable families to understand student strengths and learning needs. Foster greater family engagement through increased communication and reporting on their child's academic and social-emotional progress.