



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code/DBN	332100011572
School	Expeditionary Learning School for Community Leaders
School Address	2630 Benson Avenue, Brooklyn, NY 11214
District	NYC CSD 21
School Leader	David O’Hara
Dates of Review	April 10 – 11, 2013
School Accountability	Priority
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	9-12	Total Enrollment	257	% Title 1 Population	NP	% Attendance Rate	87.88				
% Free Lunch	71	% Reduced Lunch	NP	% Student Sustainability	NP	% Limited English Proficient	21	% Students with Disabilities	20		
Types and Number of English Language Learner Classes											
# Transitional Bilingual	0	# Dual Language	0	# Self-Contained English as a Second Language		2					
Types and Number of Special Education Classes											
# Special Classes	17	# Consultant Teaching	0	# Integrated Collaborative Teaching		17					
# Resource Room	0										
Types and Number Special Classes											
# Visual Arts	3	# Music	1	# Drama	1	# Foreign Language	4	# Dance	1	# CTE	0
Racial/Ethnic Origin											
% American Indian or Alaska Native	0	% Black or African American	19.76	% Hispanic or Latino	41.5	% Asian or Native Hawaiian /Other Pacific Islander	17	% White	18.97	% Multi-racial	0
Personnel											
Years Principal Assigned to School	1.5	# of Assistant Principals	1	# of Deans	1	# of Counselors / Social Workers		1			
% of Teachers with No Valid Teaching Certificate	6	% Teaching Out of Certification	6	% Teaching with Fewer Than 3 Yrs. of Exp.	33	Average Teacher Absences	6.2				
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)		SIG Recipient (g)	NP
ELA Performance at levels 3 & 4	54%	Mathematics Performance at levels 3 & 4	60%	Science Performance at levels 3 & 4	N/A	4 Year Graduation Rate (HS Only)		NP			
Credit Accumulation (High School Only)											
% of 1 st yr. students who earned 10+ credits	92	% of 2 nd yr. students who earned 10+ credits	77	% of 3 rd yr. students who earned 10+ credits	85.4	6 Year Graduation Rate		NP			

NP = Not Provided

Did Not Meet Adequate Yearly Progress (AYP) in ELA (Mark an "X" in the field(s) where school is identified for not meeting AYP.)			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Science			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective			
	Limited English Proficiency		

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

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

The entire Leaders community has worked relentlessly to create and strengthen a strong college going culture that prepares all students for college and/or career. Our community has an intense focus on **1.) Writing**—as we strive to improve student achievement through rigorous writing products; and **2.) Reading**—as we strive to improve students achievement through additional independent and classroom reading and rigorous students discussions as we focus on two very strong school-wide practices: *Annotation* and *Socratic seminar*; and lastly **3.) Crew**—All staff members leverage Crew as a way to support high academic and character for all students. Students are gradually empowered to take responsibility, pride, and joy in their own and each other's success. Crew is a cornerstone of Leaders' school culture of consistent high expectations across all facets of school community life. This overall vision will be accomplished by having a strong focus on the following five goals within these very important facets of college readiness and the strengthening of a college-going culture:

GOAL 1: Teacher Effectiveness: In order to improve teacher effectiveness, including those new to the profession, the principal, AP, and instructional coaches (including Expeditionary Learning Instructional Guide) will visit each teacher's classroom at least 6 times over the course of the year. They will provide teachers with formative (not for file) written or verbal feedback aligned to 3 school-selected competencies (designing coherent instruction, using questioning and discussion techniques, and using assessment in instruction).

GOAL 2: Common Core Alignment: 100% of core classes will provide opportunities for students to experience Common Core aligned units of study that demonstrate our criteria for high quality tasks and promote college readiness.

GOAL 3: Teacher Practices and College Readiness: Of all the students taking the ELA Regents exam, 75% will pass the exam and 50% will meet the college readiness standard of 75% or higher.

GOAL 4: Student Social and Emotional Development: All students will experience academic advising and character development activities in Crew with a focus on college readiness and goal setting, having at least one adult in the school who knows them well and is able support them in successfully graduating high school and navigating the college enrollment process. As a result, graduation rate will increase by 20% and Post-Secondary Enrollment Rate will increase from 44.1% to 65% this year.

GOAL 5: Attendance, Family, and Community Engagement: School will collaborate with families and other stakeholders to increase attendance from 86.5% in 2011-2012 to 87.5% by June 2012-2013.

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 Educational 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 continuous improvement.		X		
OVERALL RATING FOR TENET 2:			E		

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:			E		

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
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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:			E		

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:			E		

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' strength 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		X		

	parents, students and school constituents centered on student learning and success.				
	OVERALL RATING FOR TENET 6:		E		

School Review Narrative:

<p>Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.</p>	<p>Tenet Rating</p>	<p>E</p>
<p>Debriefing Statement: The school has a community and learning environment that embraces and promotes student achievement and college and career readiness. As a result, stakeholders understanding of the vision and goals promote success, well-being, and positive outcomes for all students.</p> <p>Strengths:</p> <p>2.2 The school has received a rating of <i>Effective</i> 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).</p> <ul style="list-style-type: none"> • During the Integrated Intervention Team (IIT) interviews, school leaders, teachers, parents, and students reported that the vision was frequently shared with all stakeholders; parents reported discussion of the school goals on “Back to School Night.” School leaders, with input from teachers, have created school goals that are aligned with the school vision, and have been shared with the school community. A review of the School Comprehensive Education Plan (SCEP) showed that the school vision and goals are focused on ensuring college-readiness for all students. Teachers stated that to further this vision they are accountable for building students’ skills, improving students’ work, and helping students achieve academic goals. Wide dissemination and understanding of the school vision results in the entire school community working toward measurable and realistic goals that promote student achievement. <p>2.3 The school has received a rating of <i>Effective</i> 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.</p> <ul style="list-style-type: none"> • School leaders have established systems to collect data about student progress that lead to school improvement. Staff members use these data systems to identify student needs, set student goals, and communicate student progress. In IIT interviews, school leaders stated that <i>JumpRope</i>, an online data management system, fosters the collection of attendance, anecdotal information, and grades to enable timely communication of data to all stakeholders in the community, including students and parents. Members of the school support team (SST) spoke about using attendance data to identify student needs; advisors discussed using data to conference with students about goal setting and academic progress, which is communicated to parents during parent meetings. The school leader instituted Crew Advisory, a school program with a rigorous coherent curriculum to support students’ academic progress that links to students’ social and emotional development. The teacher leader of each Crew Advisory monitors and supports student progress, socially and academically. These practices and systems allow the school to make information on student achievement accessible to the school community. As a result, the comprehensive system to 		

examine and improve practices across student needs promote progress to achieve school goals.

2.4 **The school has received a rating of *Effective* 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 school leader uses a hiring process to secure staff that is able to support the school’s vision in meeting students’ academic, social, and emotional needs. In IIT interviews, school staff discussed involvement in the hiring of new staff; and teachers reported being required to teach a demonstration lesson as part of the interview process. The school leader stated that the staff are appropriately assigned throughout the school. For example, the school leader hired additional social workers to support student needs, and reported assigning a social worker at each grade level to address the needs of students in pertinent sub-groups and scheduling English as a second language (ESL) teachers to provide both push-in and pull-out services to English language learners (ELLs). During interviews, the school leader reported frequent reviews of budget allocations to target student needs and acquire necessary resources. The school schedule includes programming to address student needs and other extended day programs, and the school leader has added resource programs to support students academically and socially. Based on documents reviewed, the IIT found that the school has several programs and partnerships in place to address students’ academic and social needs. These include extended learning time; Crew Advisory, which is a student advisory program that meets four times a week; enrichment activities; a Scholastic Aptitude Test (SAT) preparatory program; and Advanced Placement (AP) classes. The school formed partnerships with Teachers College, to provide attendance interventions, and the Church Avenue Merchants Block Association’s Attendance Improvement Drop Out Prevention (CAMBA AIDP), an attendance outreach program. The school leader also stated that upon completion of any assessments the school adjusts student schedules to include a re-teaching period to provide additional instructional time to students who have not met their learning targets. As a result, the strategic decisions about resources increase support in areas of student need, student success and overall school improvement.

2.5 **The school has received a rating of *Effective* 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.

- A fully functional system is in place to observe teachers, track teacher progress, and provide feedback and professional development (PD) within a system that holds school leaders accountable for continuous improvement. As written in the SCEP, the school’s teacher-effectiveness goal states that school leaders and instructional coaches, “will visit each teacher’s classroom at least six times over the course of the year, and provide teachers with written or verbal feedback.” During interviews, teachers reported that after observations they receive immediate feedback via conversations with school leaders or coaches. Based on documents reviewed, the IIT found that in four content area meetings, teachers set professional goals that included detailed next steps based on teacher observations feedback and these related to school-wide goals. The PD plan aligns to

teachers' professional goals and includes training in areas such as, Socratic Seminars and annotating texts to engage all students in rigorous tasks to support the Common Core Learning Standards (CCLS). IIT review of the PD plan confirmed the teacher goal-setting practices. The implementation of a system that ensures teachers have the opportunity to improve their practice to meet student needs increases the potential for student growth.

Areas for Improvement:

All ratings for this Tenet are **Effective** and therefore, comments are listed under **Strengths**.

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	E
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Debriefing Statement: The school has adopted curricula that supports the CCLS, and uses common assessments to track student progress. Therefore, students across all grades have access to curricula and units of study supporting the CCLS, which leads to college and career readiness.

Strengths:

3.2 The school has received a rating of *Effective* 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 supports all teachers in appropriately applying the expectations of the Common Core Learning Standards (CCLS) in the lesson planning. Documents reviewed showed that the curricula included clear descriptive units of study across all grades. Based on lesson plans and student work reviewed, the IIT determined that the implemented curricula support the CCLS. Based on the curricula reviewed and observation of a teacher team meeting, the IIT also found that all units and lessons, including those related to the Crew Advisory, included learning targets for all students. Therefore, students across all grades have access to curricula and units of study supporting the CCLS, which leads to college and career readiness.

3.3 The school has received a rating of *Effective* 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.

- Across content areas and grade levels, teachers use unit and lesson plans that require the use of higher-order thinking skills and expose students to a progression of sequenced materials in support of the CCLS. Based on documents reviewed, the IIT found that teachers incorporate higher-order questioning and tasks into their lesson planning that require students to analyze information. In all classrooms visited by the IIT, teachers used pacing calendars, lesson plans, and unit plans to support the CCLS. In team meetings across all four core-subject areas, teachers reported reviewing student

work to plan lesson and curricula revisions, making instruction more applicable to meeting student needs and supporting the CCLS. The development of lesson and unit plans that reflects the CCLS and includes the use of complex texts, inquiry based teaching and content focused information increases student understanding and knowledge and promotes school improvement.

3.4 **The school has received a rating of *Effective* 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.

- The school leader provides time for teachers to meet weekly across grade levels to examine student work and devise strategies to enable students to achieve academic success. Based on documents reviewed and the teacher team meeting observed, the IIT determined that English language arts (ELA), mathematics, social studies, and science teachers all work together to create plans designed to engage students. Teachers reported creating and implementing weeklong units, called “intensives,” that provide students with in-depth learning experiences and enrichment activities. According to the school leader and students, the weeklong units provide students with relevant learning experiences in areas such as social justice, the culinary arts, and women’s issues that also include experiments. Students reported that these experiences culminate with them giving presentations, which requires the use of technology and art to display the content and communicate what they learned. The availability of curricula that enables students to discover, create, and communicate information using the arts, technology, and other enrichment areas improves academic performance and student achievement.

3.5 **The school has received a rating of *Effective* 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.

- Teachers meet regularly to assess data, revise lesson plans, and develop instructional strategies to address student needs. Staff reported using data from interim assessments, given four times per year, to revise curricula and lesson plans, and to target instruction to meet the needs of struggling students. For example, teachers reported that students in grade nine sit for diagnostic tests in ELA and mathematics, and undergo a character assessment, which they then take the results and have “accountable talks” during their Crew Advisory groups. In team meetings, teachers stated that they analyze student work to plan interventions and strategies to aid students in meeting the rigor of the CCLS. As a result, collaborative data analysis and lesson planning map out a clear and timely plan for students’ progress and growth, which improves student achievement.

Areas for Improvement:

All ratings for this Tenet are **Effective** and therefore, comments are listed under **Strengths**.

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	E
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Debriefing Statement: Teachers use strategic practices and decision making to create lessons. As a result, the school provides opportunities to engage learners in higher-order thinking skills and address the gap between what students know and need to learn.

Strengths:

4.2 **The school has received a rating of *Effective* 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.

- Teachers develop plans informed by data, and establish grade-level goals for all groups of students; instructional strategies and short- and long-term student goals are aligned to the instructional plans to promote student engagement. Based on the review of lesson plans, student interviews, and classroom visitations, the IIT found that teachers use instructional practices and strategies aligned to plans that include accommodations for students with disabilities and ELLs. In addition, the school provides instructional interventions for students that lead to inquiry and engagement. In interviews, teachers reported that they place short- and long-term learning targets and standards-based goals in student-friendly language on materials provided to students, and use these to grade students. The use of targeted plans and explicit goals allows the school to monitor progress toward meeting objectives and promotes student engagement in learning.

4.3. **The school has received a rating of *Effective* 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.

- Classroom instruction supports the CCLS and provides multiple points of access for students. In classroom visitations, the IIT assessed that teachers use of instructional practices support the CCLS. Based on classroom observation and teacher lesson plans reviewed, the IIT found that teachers provide students with multiple points of access to the curricula through a wide variety of strategies and techniques, including turn and talk, Socratic seminars, annotation, role playing, student designed experiments, graphic organizers, use of real-world problems, and opportunities to engage with experts. Student work reviewed in the small student focus group included feedback from teachers and multiple revisions by students that indicate that next steps provided were monitored for student understanding and short-term goal achievement. Curricula and instructional strategies that provide multiple ways for students to engage in learning and achieve targeted learning goals provide opportunities for high levels of achievement.

4.4 **The school has received a rating of *Effective* 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 school engenders and nurtures a supportive learning environment to address the social and academic needs of individual students and the larger school community; behavioral expectations taught in advisory groups are embedded in academic classroom instruction. Teachers create multiple learning opportunities that are sensitive to the diverse needs of students, and stimulate higher-order thinking using Socratic seminars and annotation of text. In addition, from the IIT classroom observations and reviews of lesson plans we found that students read complex non-fiction and informational texts. The IIT observed that behavioral expectations are conveyed during classroom instruction. Lesson plans reviewed and classrooms observed by the IIT found that academic and behavioral learning targets are included in lessons, and students reported receiving grades on progress made toward meeting the established targets. Students and school leaders stated that upper classmen (grades 11 and 12) act as peer mentors to grade nine Crew Advisory groups by acting as role models, engaging students in team building, and showing them how to be citizens (and leaders) of the Expeditionary Learning School. School staff reported that they are all sensitive to diverse groups of students. The IIT observed this sensitivity in classrooms. For example, teachers engaged students and provided social opportunities using varied instructional strategies such as turn and talk, jot and talk, the *4 As Protocol*, and the use of leveled texts. In addition, students reported that they create hypotheses and design science experiments, select their own “intensives” and, in Crew Advisory Council, they create school-wide activities, including spirit week and pep rallies, and influence the school improvement process. Teachers engage students in real-world learning experiences that are relevant to their lives, and ask questions and create tasks that facilitate higher-order thinking. As a result, the academic and social supports in the school provide students with varied experiences, tailored to their strengths and promote high levels of engagement.

4.5 **The school has received a rating of *Effective* 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.

- Teachers use a variety of data sources to inform instructional decision-making such as student groupings and choice of instructional strategies, and provide frequent feedback to students. Teachers reported using student work, and interim, attendance and grade nine diagnostic data to develop targeted plans, which are used to adjust student groupings and instructional strategies. The Based on teacher interviews and classroom observations, the IIT determined that student groups are based on reading level, ability level, or interests, as the lesson plan outlines. Students reported that they regularly reflect on their progress by using the JumpRope data system, rating their own work using the provided rubrics, and considering teacher feedback from prior work. The use of data to adapt student grouping and instructional strategies fosters student participation in their own learning process, which increases the levels of student achievement.

Areas for Improvement:

All ratings for this Tenet are **Effective** and therefore, comments are listed under **Strengths**.

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	E
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Debriefing Statement: By supporting the social and emotional skills of students, the school community has developed a culture that is safe and conducive to student success; the school has developed a safe environment based on mutual respect.

Strengths:

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

- To address the social and emotional health of students, the school has designated an adult to coordinate each student’s needs, has a referral and support system, uses data to identify needs, and developed partnerships to provide necessary interventions. The school has a program called Crew Advisory, which provides supports for student academic progress and social-emotional development. The teacher leader of each Crew Advisory is the designated adult responsible for monitoring and supporting student growth and progress, both socially and academically. According to the SST, the Crew Advisory leader is the point person for referrals and support for students in each advisory group. The school leader and SST reported that an assigned social worker attends team meetings, and the team uses the student information available on JumpRope to address barriers to social-emotional developmental health and academic needs. According to the school leader, the school has also formed a partnership with Teachers College to provide attendance interventions and hired additional social workers to support student needs. The comprehensive system to support and sustain student social and emotional developmental health promotes academic and social success for all students.

5.3 **The school has received a rating of *Effective* 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.

- All school constituents can voice the school’s vision for promoting and supporting the social and emotional health of students. In addition, the school provides student-learning experiences connected to the vision, and PD to build adult capacity to achieve the vision. Students were able to describe a shared understanding of the skills and behaviors that demonstrate positive social and emotional development, and explained how these lead to academic success. The Crew Advisory program provides learning experiences for students that are connected to social and emotional health, which includes weekly community meetings to establish and sustain a safe and healthy learning environment for all members of the school community. Through a review of documents related to the Crew Advisory program, the IIT found instructions on how teachers can communicate and interact positively with families to build and sustain healthy relationships. The system of interconnecting the school vision, the Crew Advisory program for students, and appropriate PD for

school staff cultivates a safe and healthy learning environment to increase student achievement.

5.4 **The school has received a rating of *Effective* 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.

- Students feel safe and supported in the school. Students reported that their school is safe, that Crew Advisory leaders and teachers support them, and through the Crew Advisory, they have a voice in the decisions that influence their lives at home and at school. Students reported that they have designed programs that are now part of the school culture, including *A Day of Silence*, *School Spirit Week*, *Crew Advisory Clean-up*, and a weeklong *Respect for All* initiative. Parents shared that they receive information on their child’s social, emotional, and academic growth through progress reports, student-led conferences, and the JumpRope data system. Similarly, parents stated that students have become advocates for themselves by taking responsibility for, and being proud of, their own work. The open communication and shared decision-making, sustain a physical, social, emotional, and intellectually safe environment that is conducive to learning for the entire school community.

5.5 **The school has received a rating of *Effective* 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.

- The school has systems in place to support students academically and socially. For example, school staff reported that they use a wide variety of data, including attendance data, changes in academic progress, data from JumpRope, and interim assessment data to target students’ social and emotional developmental health needs. Students use various forms of data, such as progress reports from the JumpRope data system, ratings from their own work, and teacher feedback to monitor their progress and inform peer discussions for next steps to improve. The collaborative practices and data analyses promote an environment for students to become academically and socially successful.

Areas for Improvement:

All ratings for this Tenet are **Effective** and therefore, comments are listed under **Strengths**.

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

E

Debriefing Statement: A culture of partnership with families, external community members, and school staff fosters a collective responsibility for student academic progress, and social-emotional growth and well-being. The school has implemented programs designed to increase parent engagement.

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 communicates with families in languages parents understand. Parents reported that they receive frequent communication from the school in multiple languages; methods of contact included email and phone calls, and parents reported receiving information from the school website and progress reports in the mail. School leaders and parents stated that staff members frequently invite parents to the school and provide volunteer opportunities, such as the opportunity to serve as panel members in student-led conferences. The welcoming school atmosphere encourages family engagement to increase student academic growth and success.

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

- School staff has respect for the diversity of the school community and communicate with families in languages they understand, such as English, Cantonese, Spanish, Russian, and Arabic. The school leader reported that the school uses Department of Education (DOE) translation services, as well as bilingual staff and students, to communicate with families in writing, in person, and on the telephone in the various languages. According to students and parents, translators are present at parent-teacher conferences and student led presentations, and staff assists with bilingual needs in Spanish, Russian, Arabic, or Cantonese; a pamphlet welcoming new parents to the school are provided in English and those four languages, as well. The school leader also reported that the school sends academic reports to families in a timely manner. Based on interviewd, the IIT determined that the school has a reciprocal communication protocol between the staff and families. For example, parents expressed that the school staff respects and acknowledges the diversity and needs of families in the school community. The school's ability to maintain reciprocal communication with families in languages they understand enables the identification of students' strengths and weaknesses, which allows families to support student social and academic growth.

6.4 **The school has received a rating of *Effective* 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.

- Staff receives PD to provide social and emotional health supports and foster student success. A review of the PD binder showed offerings for teachers about how to positively communicate and interact with families to build and sustain healthy relationships linked to student needs. The school leader reported, and documents confirmed, that staff attends PD offered by the Children First Network, District Family Advocate, and Division of Family and Community Engagement focusing on family services and family engagement. In addition to the guidance team and the Crew Advisory, the school staff provide families with referrals to outside agencies such as the CAMBA AIDP to support physical and mental health, as well as parenting and student learning. Parents and students

reported that they support one another and help each other address academic and social-emotional issues to ensure success in the school. As a result, the consistent collaboration between school constituencies connects families and community agencies to optimize the supports and increase student engagement and success.

6.5 **The school has received a rating of *Effective* 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 information to assist parents in understanding students' learning needs and successes. According to school staff, academic information includes progress reports and data on the JumpRope online system. Parents reported that they receive six progress reports via mail, per year that inform them of how their students are progressing toward meeting standards. Parents also reported that they use online data tools to understand student learning needs and successes. Parents stated that the school provides learning opportunities for families to understand student data, such as Achievement Reporting and Innovation System (ARIS) and JumpRope through workshops at the school. Because the school shares data between staff and parents, it enables continuous dialogue about improving student achievement and school improvement.

Areas for Improvement:

All ratings for this Tenet are **Effective** and therefore, comments are listed under **Strengths**.

Recommendations:

As all ratings are **Effective**, therefore, no recommendations are provided for this report.