



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTDSE)



BEDS Code/DBN	333200010291
School	JHS 291 Roland Hayes School
School Address	231 Palmetto Street, Brooklyn, NY 11221
District	NYC CSD 32
School Leader	Jacqueline Rosado
Dates of Review	March 5-6, 2013
School Accountability	Priority
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	6-8	Total Enrollment	601	% Title 1 Population	99.94	% Attendance Rate	90				
% Free Lunch	92.36	% Reduced Lunch	7.64	Student Sustainability	TBD	% Limited English Proficient	10	% Students with Disabilities	13		
Types and Number of English Language Learner Classes											
#Transitional Bilingual	0	#Dual Language	0	#Self-Contained English as a Second Language	4						
Types and Number of Special Education Classes											
#Special Classes	6	#Consultant Teaching	0	#Integrated Collaborative Teaching	3						
# Resource Room	1										
Types and Number Special Classes											
#Visual Arts	2	#Music	1	#Drama	0	# Foreign Language	2	# Dance	0	# CTE	0
Racial/Ethnic Origin											
% American Indian or Alaska Native	0.33	% Black or African American	20.4	% Hispanic or Latino	76.7	% Asian or Native Hawaiian/Other Pacific Islander	0.52	% White	2	Multi-racial	0
Personnel											
Years Principal Assigned to School	1	# of Assistant Principals	3	# of Deans	1	# of Counselors / Social Workers	1.3				
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	0	% Teaching with Fewer Than 3 Yrs. of Exp.	0	Average Teacher Absences	9%				
Overall State Accountability Status (Mark applicable box with an X)											
School in Good Standing		Priority School	X	Focus District	X	Focus School Identified by a Focus District		SIG Recipient			
ELA Performance at levels 3 & 4	16.33%	Mathematics Performance at levels 3 & 4	30.50%	Science Performance at levels 3 & 4	58%	4 Year Graduation Rate (HS Only)	N/A				
Credit Accumulation (High School Only)											
% of 1 st yr. students who earned 10+ credits	N/A	% of 2 nd yr. students who earned 10+ credits	N/A	% of 3 rd yr. students who earned 10+ credits	N/A	6 Year Graduation Rate	N/A				

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
X	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
X	Students with Disabilities	X	Limited English Proficient
X	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Science			
	American Indian or Alaska Native	X	Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
X	Students with Disabilities	X	Limited English Proficient
X	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, DIP, etc.)

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

1. To staff the school with effective and highly qualified teachers;
2. To promote professional learning communities, and empower teachers to improve and enhance curricula, and incorporate technology into the curricula;
3. To use data to track student progress and drive instruction;
4. To promote literacy through the content areas and support English language learners and students with disabilities by incorporating multiple entry points in the curricula;
5. To increase parent involvement and include them as partners in their children's education.

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:				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
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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 parents, students and school constituents centered on student learning and success.			X	
	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>D</p>
<p>Debriefing Statement: The school leader creates a school community and learning environment with the input of stakeholders, which embraces and promotes student achievement. However, the school has not yet developed or implemented overarching systems in all critical areas. This limits the school’s ability to improve.</p> <p>Strengths:</p> <p>2.4 The school has received a rating of <i>Effective</i> 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.</p> <ul style="list-style-type: none"> The school leader uses resources strategically to improve student achievement outcomes. Based on interviews and documents reviewed, the Integrated Intervention Team (IIT) determined that the school leader actively recruits highly qualified teachers, provides an extended-day program for at-risk students, develops partnerships with community-based organizations (CBOs), and has expanded the instructional program to include enrichment activities. The school leader reported that she works with the school support network to identify and actively recruit highly qualified candidates, allowing her to replace unsatisfactory staff. The school leader also reported that she developed an extended-day program to support English language learners (ELLs), students with disabilities, and students ranked academically in the bottom one-third of students. She identified teachers with high levels of expertise in their content areas to work with these students. These teachers meet regularly with other teachers during team meetings to ensure the students keep up with grade-level coursework and meet established learning goals. According to school leaders and parents, partnerships with CBOs provide supplemental and afterschool support to promote college and career readiness. The school schedule reflected and teachers stated that the school leader expanded the instructional programs to include the arts and dance, part of the school efforts to support student social and emotional developmental health. Through the recruitment of highly qualified teachers, the extended-day program, and other initiatives, the school leader’s strategic decision-making related to using resources helps the school to achieve school improvement goals and to improve student outcomes. <p>2.5 The school has received a rating of <i>Effective</i> 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.</p> <ul style="list-style-type: none"> The school leader has implemented a functional system to improve teacher instructional practices. Based on interviews, the IIT determined that school leaders conduct frequent, targeted observations of teachers and provide written feedback, guided by the Danielson Framework for Teaching. School leaders reported using information from informal classroom visits, formal classroom observations, and student work samples to provide teachers with timely feedback. The 		

school leader also collects data monthly from teachers and analyzes the data with the administrative and instructional cabinets in order to identify learning trends and areas of student need, to assess effectiveness of teacher practice, and to plan for adjustments by class, grade, and/or content. This information also supports the planning of ongoing professional development (PD) to improve teacher practices. Where needed, school leaders develop teacher improvement plans, which include targeted PD and timelines for implementation of recommendations. School leaders then track and monitor teacher progress in implementing the plans. The school's system of targeted and frequent observations, feedback, monitoring, and PD opportunities allows the school leader to hold supervisors and staff accountable for continuous 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 collaborated with representative staff and parents to create a school vision, which is outlined in the School Comprehensive Educational Plan (SCEP). Based on documents reviewed, the IIT found that the school has also created corresponding specific, measurable, ambitious, results-oriented, and timely (SMART) goals. A mission statement focusing on establishing high expectations for success and a safe environment where students can learn is posted in classrooms and other areas around the school in support of the vision. In interviews, however, the IIT found that while most school stakeholders understand the vision and goals in general terms as it relates to improving student achievement, they are not clear on the details or the specific steps needed to achieve the vision and goals. Teachers and student support staff reported to the IIT that the school is in the beginning stages of using findings from school data to develop concrete steps to meet school goals. Some school staff also reported to the IIT that they do not believe the goals are attainable. The lack of clear guidelines on how to accomplish the school's vision and goals limits the school's ability to improve and impedes the school's ability to foster a shared sense of urgency in the achievement of school-wide goals across the community.

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 has implemented some systems to examine and improve school practices. For example, the school has developed a systematic approach to teacher improvement that includes, ongoing observations, regular feedback to teachers, monitoring and tracking, and supports where needed. However, in most classrooms observed by the IIT, teachers were not challenging students to stretch their thinking or to analyze and synthesize information. Additionally, the school does not systematically ensure that all teachers are using data to identify and meet the needs of individual and groups of students. The lack of comprehensive systems to examine and improve school practices in all critical areas limits the school's ability to make progress toward mission-critical

goals.

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: While the school has implemented a number of initiatives to ensure that its curricula reflect the Common Core Learning Standards (CCLS), teachers are not consistently implementing CCLS-aligned strategies in all classrooms school-wide. Inconsistent implementation of CCLS-aligned instructional practices limits the school's ability to provide students with what they need to know across all grades and content areas.

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 has implemented a number of structures and processes to support and facilitate the implementation of the CCLS. Based on interviews with the school leader and staff, the IIT determined that teacher teams, which include instructional lead teachers, meet during common planning time in order to plan for and incorporate the CCLS into the curricula. The school leader reported to the IIT that she visits team meetings to provide support and feedback, including suggestions for improving grade-level teams' work. She has also established an instructional cabinet that includes the lead teachers which meets weekly to support implementation of the CCLS. Teachers reported to the IIT that they attend PD sessions, along with the school support network, that focus on the New York City Department of Education's (NYCDOE) online CCLS library, and other online resources. In these sessions, teachers are exposed to curricula, including units of study, performance tasks, and assessments that reflect the CCLS. However, based on additional interviews, documents reviewed, and classrooms observed, the IIT found that implemented curricula do not consistently support the CCLS in classrooms school-wide. The IIT found that not all teachers have included specific CCLS-aligned strategies into their lesson plans. Additionally, many teachers have not incorporated complex materials into their lessons that would assist students in building deep conceptual skills. Because planning and PD have not resulted in curricula that fully support the CCLS instructional shifts, students are not consistently exposed to what they need to know across all grades and subjects.

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

- Teachers are scheduled for daily grade-level planning periods, and part of the weeklong cycle is designated for lesson planning and reviewing of materials to support units of study. However, in documents reviewed, the IIT found that unit plans were not always developmentally appropriate, grade-specific, or CCLS-aligned. Additionally in classrooms observed, the IIT determined that even when teacher plans reflect the CCLS, instruction does not consistently follow pacing calendars, provide a progression of sequenced complex materials, or provide students with rigorous tasks and assignments consistent with the CCLS. In most lesson plans reviewed and classrooms observed, the IIT determined that teachers are not promoting higher-order thinking skills or pushing student thinking to enable them to deeply analyze or synthesize information. Because unit and lesson plans do not consistently support the CCLS, introduce complex materials, or stimulate higher-order thinking, teachers' capacity to support students to build deep conceptual understanding and knowledge around specific content is limited.

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.

- The arts, technology and other enrichment areas, although available to some students, are not explicitly built into curricula within and across grades and content areas. Based on interviews, observations and documents reviewed, the IIT found that teachers meet daily for common planning time, and the schedule designates one day a week for interdisciplinary work. However, lesson plans reviewed by the IIT across grades and subjects did not uniformly include enrichment activities, the arts, or technology. The school schedule reflected and teachers reported that the school leader expanded the instructional program to include the arts and dance. Teachers also reported that, to encourage students to express themselves with the arts, they use the School Arts Support Initiative (SASI), a research project that contains structural, curricular, and pedagogical policies as they pertain to the arts in the school. SASI enables middle school teachers with little or no arts programming to provide arts instruction to their students. Enrichment activities are available to students in after-school programs. However, teachers and students reported that not all students participate in after-school programs. Additionally, in classrooms observed and in conversations with students, the IIT found limited evidence that students are exposed to the arts and technology that is aligned with implemented academic curricula during class time. In some classrooms, the IIT observed teachers using Smartboard, but these were generally used as replacement chalkboards, and their use did not deepen the learning experiences for all students. Because common-planning time is not consistently used for teacher collaboration to integrate the arts, technology, and enrichment content into curricula, students do not have access to a robust, CCLS-based curriculum that ensures that all students are provided with opportunities to discover, create, and communicate information using the arts, technology, and other enrichment areas.

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 IIT found that the school collects and uses some formative and summative assessment data to inform instruction and to develop instructional plans for some groups of students. School leaders

and teachers reported to the IIT that the school collects benchmark assessments, unit tests, and formative assessments to inform their planning. The IIT found that the school also uses student data to monitor student and teacher progress. However, based on documents and data reviewed, as well as in classrooms observed, the IIT found that these efforts do not result in higher levels of student learning and success across all grades and subject areas. Instruction does not consistently reflect the use of data-based strategies to meet individual student needs, as is evidenced by the lack of multiple entry points in instruction. The IIT also concluded that staff does not consistently consider all available data when developing strategic plans. For example, most of the staff does not use New York State English as a Second Language Achievement Test (NYSESLAT) to inform instruction for ELLs. The lack of a comprehensive system to ensure the collection, analysis, and use of timely data to inform instructional decision-making limits strategic action planning to identify and address student needs and promote greater student achievement outcomes.

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 observed by the IIT during classroom visits lacked consistent opportunities to engage all learners in higher-order thinking activities and discussions, especially for pertinent subgroups. Therefore, not all students and subgroups experience instruction that fosters high levels of engagement, thinking, or academic achievement.

Strengths:

All ratings for this Tenet are either **Developing** or **Ineffective** for this Statement of Practice and therefore, comments listed are under areas of 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.

- Teachers do not consistently establish student goals or use data to inform instructional plans to implement instructional strategies, interventions, and groupings. Based on interviews with the school leader and staff, the IIT found that not all teachers have developed short- and long-term goals for individuals and groups of students. While the IIT determined that some teachers help students generate goals based on summative and formative assessments, the goals varied from generic to content-specific, skills-based goals. The IIT also found, in interviews and documents reviewed, that the school is not tracking student progress toward goal achievement systematically. In most classrooms observed, the IIT determined that student groupings did not reflect student needs based on common assessments and that teachers did not base academic tasks on the analysis of data from sources such as the NYSESLAT and interim assessments. Because instruction and annual, unit and daily lesson plans are not consistently based on timely data and established

student goals, the school's ability to improve student outcomes, promote student participation in their own learning experience and achieve high levels of student engagement and inquiry is limited.

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.

- While some lesson plans reflect the CCLS, these plans are not consistently implemented. In classrooms observed by the IIT, instruction did not consistently include strategies that engage students or differentiate to meet the needs of all students. The IIT observed the use of small instructional groups in classrooms, but the grouping strategies did not ensure differentiation leading to multiple points of entry for students. In classrooms observed, the IIT found that lessons did not reflect the consistent use of strategies that maximize cognitive engagement. In reviewing documents, the IIT found that some lesson plans generally support the CCLS, but these plans are not consistently implemented during classroom instruction. The IIT determined that Instructional plans also did not include strategies to ensure accommodations and best strategies to enable all students to accomplish tasks. Because teachers do not consistently use instructional strategies that lead to multiple points of access for all students and their ability to achieve targeted goals is limited.

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.

- Although school policies and expectations for acceptable behavior are explicit, teachers do not uniformly enforce these policies and students do not always follow these expectations. The school leader reported that students attend assembly programs and small group sessions where guidance counselors explicitly teach behavioral expectations. However, during school-wide classroom observations, the IIT noted that students do not always follow directions and teachers do not consistently apply behavioral policies. In many classrooms observed, the IIT found that teachers use some strategies that are sensitive to the needs of diverse groups of learners and individual students. However, the IIT also observed that teachers do not consistently stimulate student thinking by asking questions that lead to higher-order thinking. In interviews, teachers reported that PD on inquiry techniques has enabled teachers to improve their skills to ask open-ended questions. The IIT observed, however, that inquiry techniques in many classrooms consisted of asking for rote recall of information or brief responses to fact-based questions. Many questions did not require inference, analysis, or lead to discussion. The inconsistent enforcement of behavioral policies and a lack of higher-order questioning techniques limit the school's ability to promote higher-order thinking, 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.

- While school leaders expect teachers to use assessment results and other data sources to inform

instructional decision-making, the IIT found that this use of data was not a consistent practice school-wide. The school leader reported to the IIT that teachers receive information in meetings and PD sessions in order to support their analysis and use of data from multiple sources. Additionally, the school leader indicated that, across content areas and grades, instructional lead teachers engage teachers in analyzing student work products. In some instances, data analysis results in some revisions to units of study, lesson plans, and student goals. For example, many lesson plans and curriculum maps provided to the IIT included plans and strategies for adjusting student groups. However, classroom instruction observed by the IIT did not reflect the use of data-based strategies to provide targeted interventions to students based on identified student strengths and needs. The IIT also saw limited evidence of teachers using data to inform the use of instructional materials to provide students with multiple entry points. While the IIT saw some evidence of teachers using rubrics to provide feedback to students, the feedback was not specific regarding student progress, goals analysis, and adjustments needed. The school's ability to support all students and foster student participation in the learning process is limited by the inconsistent use of data to inform instructional decision-making.

<p>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.</p>	<p>Tenet Rating</p>	<p>D</p>
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Debriefing Statement: The school community works together to develop a culture that is safe and conducive to improving student success by supporting the social emotional skills of students. However, the school has not yet implemented a systematized approach to using data to identify and support student social and emotional needs. This limits the school's ability to ensure social, emotional, and academic success for 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:

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 has implemented strategies to support students' social and emotional developmental health needs that include partnerships with outside agencies. Based on interviews and documents reviewed, the IIT found that the school uses a "ladder of referral," which specifies student referral protocols, to coordinate social and emotional supports for students. The school leader also reported to the IIT that the school has partnered with a number of outside agencies to provide social and emotional supports to students. She also meets with all service providers, including the school's pupil personnel team, to ensure that student needs are being met. Counseling in Schools,

the CBO which provides the school with a family and student support team consisting of a social worker and two college interns, is an example of the school's partnerships. Other partnerships include Brooklyn College Community Partnership and Coalition for Hispanic Family Services. However, based on documents reviewed and on interviews with staff, the IIT found limited evidence that the school is using a comprehensive, systematic approach to using data in order to identify and support the needs of all students school-wide. The lack of an overarching system to ensure that all students receive the support they need limits the school's ability to improve the well-being and academic achievement 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.

- The school does not have a comprehensive curriculum or program in place to teach and measure social and emotional developmental health. The IIT found that the school provides limited PD to build adult capacity to support students' social and emotional developmental health. School Support Team (SST) members reported that students know the "Respect for All" anti-bullying initiative and the Chancellor's *Code of Conduct*. However, student behaviors observed do not consistently comply with the school's behavioral expectations. The SST provides PD and support to teachers to address the needs of students with Individualized Education Plans (IEPs). Some teachers indicated receiving training in conflict mediation. The absence of a social/emotional developmental health (SEDH) curriculum for students and limited PD for staff and the community on SEDH hinders the school's ability to systematically promote a unified vision for social and emotional developmental health to build a safer and healthier environment for families, teachers and 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.

- The school has established a safe and supportive environment according to most members of the school community. Students reported feeling safe in school and were able to identify school-based individuals to whom they could turn in time of need. Parents interviewed by the IIT also expressed their belief that their children are safe in school. However, teachers interviewed noted the connections between the school's vision and the need for them to do more to support student social and emotional developmental health. In addition, based on interviews and documents reviewed, the IIT found that the school has not yet clearly defined and widely communicated the role that each stakeholder plays in supporting student social and emotional developmental health. For example, although teachers interviewed by the IIT indicated their need to support the whole child, teachers were not able to define their specific role(s) as part of an interconnected system supporting student social and emotional health. This lack of defined and systematized roles to support student social emotional health limits the school's ability to establish a school community culture that fosters a sense of ownership by constituents to promote greater student outcomes.

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.

- The IIT found that that the school has not yet developed a comprehensive system to identify and address the social and emotional developmental health needs of all students, although the school does use data in some instances to support student needs in this area. The school leader reported to the IIT that she meets with the student support staff to review data in order to support student needs. For example, as the result of this process, the school has referred twelve “over-age” students to a program designed to assist at-risk students. The SST also reported to the IIT that a social worker has provided PD to assist teachers in reading and understanding IEPs. However, based on interviews, the IIT found that the school lacks a structured approach to ensure that teachers have the capacity to use data to identify and respond to the social and emotional developmental health needs of all students. The IIT also found limited evidence that the school leader and student support staff consistently work together to build teachers’ ability to use data. The absence of an overarching data-based structure that builds teachers’ capacity to use data effectively, limits the school’s ability to promote social and emotional developmental health and help students become academically and socially successful.

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: While the school is developing a culture of collective responsibility, with partnerships with families, external community members, and school staff to support student social and emotional growth and well-being, results in academic progress have not yet been realized.

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.

- Parents have many opportunities to engage with the school staff and to be an integral part of the school community. The school leader reported to the IIT that the school has an open-door policy. During interviews with the IIT, parents reported that they feel welcomed and that teachers are accessible as needed via phone or email. Parents also reported that they are encouraged to observe students in the classroom. According to the school leader, the parent coordinator meets with parents to address their needs and/or requests. The school leader and parents stated that staff respect and are sensitive to the diversity of students and the school community. Parents reported meeting with the school leader, attending student council meetings, and attending Saturday information sessions. To accommodate working parents and encourage more parent involvement, parent-teacher association (PTA) meetings begin at 5 p.m. Parents reported volunteering for the Learning Leaders Program, a volunteer program that supports student learning. The school’s welcoming atmosphere and multiple opportunities for involvement

encourage families to freely and frequently engage with the school in order to foster student 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' strengths and needs are identified and used to augment learning.

- From interviews and document reviews, the IIT learned that school staff provide families with information about student achievement and other school concerns using various means. The school also provides translations of written communications and Spanish translators at meetings. According to the school leader, the school communicates to parents using a variety of modalities, including letters, flyers, telephone messages, progress reports, and school calendars. In documents reviewed, the IIT found school translations of all pertinent letters, flyers, and other communications sent to families. According to parents, an interpreter is available during meetings to provide Spanish translations. Based on interviews with the school leader and staff, the IIT found that the school has a bilingual guidance counselor and a bilingual parent coordinator who facilitate communication between the school and families. Parents reported to the IIT that the school keeps parents informed through various communications. The school leader reported that some parents access the Achievement Reporting and Innovation System (ARIS), NYCDOE's online system for collecting and reporting student data. School leaders reported sharing information about English as a second language programs, e.g., testing, services, the Language Assessment Battery, and curricula in English language arts and mathematics. The school leader and parents also expressed that the staff respects and acknowledges the diversity and needs of families in the school community. The school's reciprocal communication with family and community stakeholders fosters the identification of students' strength and needs to augment learning.

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.

- The school makes connections between families and the community to support student learning and growth. The school provides PD to targeted staff on actively seeking partnerships with community organizations. The school leader, SST, and the Counseling-in-Schools staff provide families with referrals to outside agencies to support physical and mental health, parenting and student learning, student academic achievement, and social and emotional growth. Parents described the school partnership with the Coalition for Hispanic Family Services, indicating that the Coalition assists families new to the school community. In documents reviewed, the IIT found the school offers an extensive schedule of learning opportunities for families even though there was no information on outcomes of these scheduled events. 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 families and family engagement. The parent coordinator and SST reported that they attend PD sessions offered by the district on academic, social, and emotional health. The school community partners with families and community agencies to promote and provide PD to support student success.

Areas for Improvement:

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 parents with some learning activities to increase their understanding of student data. The IIT was presented with little evidence that the school shares data in ways that help families fully understand student learning needs and successes. A parent resource room has two computers to provide parents access to student data, but documents reviewed noted that few parents use these computers. The school leader reported that the school offers training to understand data, including using ARIS, on the NYCDOE website. It was also indicated by a school leader that the school shares information about the assessment programs for ELLs to increase parent understanding of how student progress in learning English is measured. Although evidence from documents reviewed by the IIT indicated that the school offers numerous learning activities for parents, including workshops and Saturday information sessions to help parents understand their children's progress reports, parents reported that attendance at meetings and other activities is consistently low. Because the school has not developed effective ways to increase families' understanding of student data, the dialogue between parents, students, and school constituents centered on learning and success is limited.

Recommendations:

Tenet 2: School Leader Practices and Decisions

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

- 2.2: Widely communicate to all stakeholders the vision, goals, and specific steps needed to achieve the goals. Develop a shared sense of urgency regarding achieving the vision and school-wide goals.
- 2.3: Develop and implement data-based systems in all critical areas, monitor, and make necessary adjustments to ensure the school is making progress toward mission-critical goals.

Tenet 3: Curriculum Development and Support

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

- 3.2: Ensure that teacher planning and PD result in the school-wide development and implementation of curricula that are consistently aligned with the CCLS.
- 3.3: Ensure that common planning time is used to collaboratively create and examine coherent CCLS-appropriately aligned curriculum unit plans across the grade levels and subject areas. Provide PD, ongoing support and monitoring of instruction to ensure teachers have the skills, knowledge and responsibility to develop and use pacing calendars and unit and lesson plans that support the CCLS, expose students to a progression of sequenced complex materials, promote higher-order thinking skills, and help students analyze information.
- 3.4: Ensure that teachers across grades collaborate with special area teachers to build robust curricula that expose all students to the arts, technology, and enrichment across all content areas and grade levels.
- 3.5: Develop a comprehensive system to collect, analyze, and use timely data to inform instructional decision-making. Ensure, through PD, ongoing support and monitoring, that instructional staff systematically uses data to assess school effectiveness, identify and address student needs, identify patterns of student learning, and adapt instruction to maximize student achievement.

Tenet 4: Teacher Practices and Decisions

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

- 4.2: Provide PD, ongoing support and monitoring to ensure that all teachers use data to develop short- and long-term goals for individual and groups of students. Ensure that data and student goals inform annual, unit and daily lesson plans and that plans include accommodations to target identified student needs. Ensure that teachers implement instructional practices that activate student participation in their own learning experience.
- 4.3: Ensure, through PD and monitoring, that teachers provide CCLS-based instruction with multiple points of access for all students to achieve targeted goals.
- 4.4: Enforce behavioral policies throughout the school to ensure students meet expectations for acceptable behavior. Ensure, through PD and monitoring, that teachers use strategies that are sensitive to the needs of diverse student groups and that teachers use CCLS-based instructional practice and materials that stimulate

higher-order thinking, engagement, and inquiry.

- 4.5: Through PD and monitoring, ensure that all staff effectively analyze information from data sources to inform instructional decision-making, student grouping, lesson planning, and identify targeted interventions for students based on identified student strengths and needs. Use formative assessments to monitor progress and provide frequent feedback to students on student progress, individual goals and next steps to achieve success to empower 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 align fully with the concepts in the Effective column of Tenet 5 the school should:

- 5.2: Develop a school-wide, systematic approach to using data in order to identify, support, and track the social and emotional developmental health needs of all students.
- 5.3: Ensure the development and school community-wide understanding of a vision for social and emotional developmental health. Promote the connection to and an understanding of how learning experiences foster academic, social, and emotional success. Develop and implement an ongoing program for students that teach explicitly skills and behaviors that demonstrate social and emotional developmental health leading to academic success. Ensure that the program or curriculum teaches, supports, and measures social and emotional developmental health for students and results in a significant number of students developing and demonstrating acceptable behaviors. Provide PD and ongoing support that builds adult capacity to support students' social and emotional developmental health resulting in a safer, more respectful, and healthier environment for students and their families.
- 5.4: Clearly define and widely communicate the role that each stakeholder plays, as part of an interconnected system, in supporting the social and emotional developmental health of all students. Ensure the system fosters a sense of ownership among constituents in promoting greater student outcomes.
- 5.5: Ensure that the school develops and implements a structured approach to identify and respond to the social and emotional developmental health needs of all students. Ensure the development of an overarching data-based structure that builds teachers' capacity to use data effectively. Provide school leaders and staff with ongoing PD opportunities and support to ensure effective use of data to respond to and monitor students' social and emotional health needs.

Tenet 6: Family and Community Engagement

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

- 6.5: Provide PD and ongoing support to staff on understanding and communicating school and individual student data to constituents. Develop and implement effective strategies to share school and individual student data with constituents in ways that enable families to understand student learning needs and successes. Foster greater family engagement in children's educational experience, and understanding of student data through strategies such as teacher-initiated contact with parents and more frequent progress reporting to parents on their child's academic and social emotional health needs.