



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

**DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)**



<b>DBN</b>	320700010161
<b>School</b>	PS 161 Ponce De Leon
<b>School Address</b>	628 Tinton Avenue, Bronx, NY 10455
<b>District</b>	NYC CSD 7
<b>School Leader</b>	Eliamarie Soto
<b>Dates of Review</b>	February 12-13, 2013
<b>School Accountability</b>	Focus
<b>Type of Review</b>	SED Integrated Intervention Team (IIT)

<b>School Information Sheet</b>											
Grade Configuration		PreK - 5	Total Enrollment		543	% Title 1 Population	92%	% Attendance Rate		NP	
% Free Lunch	92.2%	% Reduced Lunch	3.76%	% Student Sustainability	NP	% Limited English Proficient	23.16%	% Students with Disabilities		29.3%	
<b>Types and Number of English Language Learner Classes</b>											
# Transitional Bilingual		2	# Dual Language		9	# Self-Contained English as a Second Language		0			
<b>Types and Number of Special Education Classes</b>											
# Special Classes		3	# Consultant Teaching		0	# Integrated Collaborative Teaching		6			
# Resource Room		2									
<b>Types and Number Special Classes</b>											
# Visual Arts	0	# Music	1	# Drama	0	# Foreign Language	0	# Dance	0	# CTE	0
<b>Racial/Ethnic Origin</b>											
% American Indian or Alaska Native	.55%	% Black or African American	28.39%	% Hispanic or Latino	73.35%	% Asian or Native Hawaiian /Other Pacific Islander	.55%	% White	2.21%	% Multi-racial	0%
<b>Personnel</b>											
Years Principal Assigned to School		1 year 5 months	# of Assistant Principals		1	# of Deans	0	# of Counselors / Social Workers		3 / 2	
% of Teachers with No Valid Teaching Certificate		0	% Teaching Out of Certification		9	% Teaching with Fewer Than 3 Yrs. of Exp.		5	Average Teacher Absences		8.5
<b>Overall State Accountability Status (Mark applicable box with an X)</b>											
School in Good Standing	N/A	Priority School	N/A	Focus District	X	Focus School Identified by a Focus District		X	SIG Recipient (a) (g)		NP
ELA Performance at levels 3 & 4	28.3%	Mathematics Performance at levels 3 & 4		29.4%	Science Performance at levels 3 & 4		56.0%	4 Year Graduation Rate (HS Only)		N/A	
<b>Credit Accumulation (High School Only)</b>											
% of 1 <sup>st</sup> yr. students who earned 10+ credits	N/A	% of 2 <sup>nd</sup> yr. students who earned 10+ credits		N/A	% of 3 <sup>rd</sup> yr. students who earned 10+ credits		N/A	6 Year Graduation Rate		N/A	

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	X	Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities	X	Limited English Proficient
	Economically Disadvantaged		

**Did Not Meet Adequate Yearly Progress (AYP) in Mathematics**

	American Indian or Alaska Native	X	Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities	X	Limited English Proficient
	Economically Disadvantaged		

**Did Not Meet Adequate Yearly Progress (AYP) in Science**

	American Indian or Alaska Native		Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
X	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:**

1. By June 2013, all classroom teachers will gather and analyze both formative and summative assessment data in order to identify student needs, formulate flexible student groups, inform teacher's instructional practice, and monitor student progress which will result in an increase of student achievement.
2. By June 2013, 60 percent of the schools' curriculum will be aligned to the Common Core Learning Standards as evidenced by curriculum maps, instruction, assessments, and instructional resources.
3. By June 2013, the Administrative Team will provide timely feedback and next steps to 100 percent of teachers through the use of the Danielson Framework and support from the Teacher Effectiveness Pilot Program to guide instruction.
4. Through individualized and strategic grouping of all subgroups, all students in grades k-5<sup>th</sup> will be tiered and provided with various support initiatives, evidenced by progress in assessments, increase in student of the month listings, PBIS star points, reduced school-wide occurrence and suspension rates.
5. By June 2013, there will be a 5 percent increase of parent participation as evidenced by workshops and event sign in sheets.

**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	
<b>OVERALL RATING FOR TENET 2:</b>				<b>D</b>	

**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	
<b>OVERALL RATING FOR TENET 3:</b>				<b>D</b>	

**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	
<b>OVERALL RATING FOR TENET 4:</b>				<b>D</b>	

**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		
<b>OVERALL RATING FOR TENET 5:</b>			<b>E</b>		

**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 parents, students and school constituents centered on student learning and success.		X		
	<b>OVERALL RATING FOR TENET 6:</b>		<b>E</b>		

<b>Tenet 2 - School Leader Practices and Decisions:</b> 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.	<b>Tenet Rating</b>	<b>D</b>
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**Debriefing Statement:** With the input of stakeholders, the school leader is developing a learning environment to promote student achievement, but a systemic approach leading to school improvement is in the initial stages. This lack of comprehensive systems schoolwide limits the school’s ability to achieve success, well-being and high academic outcomes for all students.

**Strengths:**

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 strategically uses resources to address students’ academic and social/emotional needs. The school leader reported to the Integrated Intervention Team (IIT) that decisions to organize resources include hiring instructional and support staff, including coaches, to assist teachers in integrating the Common Core Learning Standards (CCLS) into instruction; assigning three guidance counselors to push in to classrooms to work with students’ social and emotional developmental health needs; and programming students for Integrated Co-Teaching (ICT) classes, dual language classes, and bilingual classes to address the needs of student sub-groups. The school leader has also programmed students scoring in the lowest third of New York State tests in English Language Arts (ELA) and mathematics for daily interventions and extended learning time during the school day, as well as after school. The principal shared when she has a vacancy, she reaches out to Human Resources, attends hiring fairs, and asks for network and superintendent support in order to widen the pool in her search for the most qualified candidate. The school leader’s ability to direct resources toward improvement efforts increases the likelihood that students will receive the support needed to increase achievement.

**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 schoolwide goals aligned with the vision as outlined in the School Comprehensive Education Plan (SCEP).

- During interviews with the IIT, school leaders articulated a common vision, as outlined in the School Comprehensive Educational Plan (SCEP), which focuses on improving student achievement. Leaders reported that the vision is understood and shared across the school community. Teachers reported to the IIT that the school leader convened a meeting of the school community at the conclusion of the previous school year to develop a shared vision and belief system as to how students learn best.

These commonly agreed-upon concepts were then incorporated into the school's vision statement. Teachers and parents indicated that the vision has the support of the staff, families, and students across the community. However, based on interviews and documents reviewed, the IIT found that school leaders have not clearly defined and widely communicated school goals to support the vision. Additionally, many school stakeholders were not clear on the specific steps necessary to achieve the goals and vision. This lack of a consistent focus schoolwide on the goals and vision impedes student achievement and school improvement.

**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 leader has implemented some systems to address school-wide practices. For example, the IIT found, based on interviews and documents reviewed, that the school is using data to support student achievement. The school leader has created school-wide accountability systems for improved instructional practices based on data analysis of summative data, such as New York State English Language Arts (ELA) and mathematics assessments, and the New York State English as a Second Language Achievement Test (NYSESLAT) results, as well as benchmark results, in order to identify and support student strengths and needs. The school leader is developing systems to improve instruction and, in support of this work, the school participates in the New York City Department of Education (NYCDOE) Teacher Effectiveness Pilot Program, which is intended to help schools identify and implement an effective system for teacher evaluation and development. With the support of this program, school leaders and coaches model lessons in classrooms and work with teachers to help them implement best instructional practices. Teachers reported to the IIT that participation in this program has helped them to develop instructional strategies to address students' academic needs. However, the IIT found that much of the instruction is teacher-dominated, lacked rigor, and did not provide consistent opportunities for students to develop higher-order thinking skills. Because the school has not yet implemented comprehensive systems in all critical areas to examine and improve individual and schoolwide practices, this limits its ability to make progress towards improving student achievement outcomes.

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

- The school has a plan in place, including mechanisms and procedures, to conduct formal and informal teacher observations, with feedback and professional development (PD). The school participates in the Teacher Effectiveness Pilot Program, a coaching program to support teacher development offered by the New York City Department of Education (NYC DOE). The school leader indicated that teachers have formal and informal observations, followed up with feedback. Teachers stated that they received informal visits during the year, and the school leader revisits

classrooms to monitor implementation. According to the school leader, this observation feedback is stored in The Achievement Reporting and Innovation System (ARIS) Learn, a data portal for staff to monitor feedback and teacher growth. Based on documents reviewed, however, the IIT found that next steps outlined for teachers were general and not teacher specific. The IIT also found that the school does not disaggregate the data of ELLs, students with disabilities, or ELL/students with disabilities subgroups to identify their specific strengths and weaknesses. Consequently, the school is neither tracking student progress by subgroup nor teacher instructional practice based on student data. The IIT observed in classrooms and in documents reviewed that professional development resulted in minimal school-wide impact in terms of improving teacher practice and student outcomes. The lack of a fully-functional system to monitor and improve instruction limits the school's ability to hold administrators and staff accountable for continuous improvement.

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

**Tenet Rating**

**D**

**Debriefing Statement:** The school has developed and discussed units of study during teacher collaborations and common meeting times. While opportunities for teachers to collaborate on instructional planning exist, lesson plans and instructional practices lack consistent rigor and alignment to the standards. This lack of consistency hampers the school's ability to maximize instructional practices and student learning outcomes.

**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.

- Based on classroom observations and teacher interviews, the IIT found that while school leaders support teachers in the development and implementation of CCLS-aligned curricula, lesson plans and instruction do not consistently demonstrate instructional strategies that support the CCLS. School leaders have established a team consisting of the coach, a teacher from each grade, administrators and volunteers that meets regularly after school and on Saturdays in order to align units of study with the CCLS. With the support of the instructional coach, teachers also develop units of study and pacing calendars in ELA and mathematics during grade-level and staff meetings. However, in classrooms observed by the IIT, most lessons did not demonstrate high levels of rigor or include tasks that engage students in higher levels of thinking. Teacher questions were at the basic level and did not elicit a variety of responses. Because the school has not yet fully implemented rigorous curricula appropriately aligned with the CCLS, most students do not have access to what

they need to know across all grades to become college and career ready.

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

- Teachers collaborate weekly during common planning time and during inquiry meetings to ensure that unit and lesson plans support the CCLS. However, the IIT found a lack of consistent rigor and alignment to the standards in lesson plans reviewed and instructional practices observed. Some of the lesson plans that mentioned the CCLS did not consistently include rigorous tasks and assignments. The IIT observed teachers using unit plans to customize their class plans and to execute their lessons, but there was limited evidence that this work results in students being exposed to complex materials that challenge their thinking and help them develop higher-order thinking skills. Many teachers observed by the IIT also did not provide differentiated strategies or scaffolding that would enable all students to develop these skills. The lack of coherent CCLS-supported curricula across grades and content areas that introduce complex materials limits the school's ability to build deep conceptual understanding and knowledge around specific content.

**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.

- Teams of teachers, including cluster teachers, collaborate weekly by grade levels in order to examine student work, use data to identify practices that lead to student improvement, share student needs by grades, identify additional supports across grades, and develop units to support the CCLS. However, based on classrooms observed, the IIT found that many teachers have not planned for and implemented a robust curriculum that incorporates the arts, technology and other enrichment opportunities. While technology is used in some instances to support student learning, especially for English language learners (ELLs) through Imagine Learning, a language and literacy software program, this is not a consistent practice schoolwide. This lack of a robust curriculum limits students' abilities to discover, create, and communicate 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 school has implemented some practices consistent with a data-driven culture. To identify students' academic needs, the school uses multiple assessments, including running records, conference notes, formative assessments such as Fountas and Pinnell and Acuity, and benchmark tests three times a year. The school leader reported that the school uses data to make curricular decisions, such as to identify deficiencies in student learning. In interviews with the IIT, teachers reported collecting data on an ongoing basis to identify patterns and trends in student learning. In documents reviewed, the IIT did not find that the school is using formative assessments to monitor progress or inform strategic action planning by teachers to improve the delivery of instruction and students achievement. In documents reviewed, the IIT found that data was analyzed for all

students, but not broken down by subgroup performance. As a result, teachers are not monitoring and tracking subgroup performance throughout the school year and identifying the necessary interventions for these subgroups of students. The lack of on-going use of formative assessments and evaluation to address students' individual needs hinders student progress and growth.

**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.

**Tenet Rating**

**D**

**Debriefing Statement:** Teachers have created positive classroom learning environments; however, most instruction is teacher-directed and generic. Instructional practices that do not include multiple entry points for all students impedes students from experiencing high levels of cognitive engagement, thinking, and achievement.

**Strengths:**

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

**Areas for Improvement:**

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

- Teachers collaboratively develop units of study and lesson plans in ELA and mathematics. However, these plans do not consistently inform rigorous instruction that reflects the CCLS. Teachers reported to the IIT that they work with academic coaches and develop units of study that support the CCLS, and they plan lessons based on grade-specific units of study discussed during their weekly meetings. However, many lesson plans reviewed by the IIT did not include tasks that allowed for high levels of student engagement or multiple points of entry for all learners. The IIT also saw limited evidence of instruction challenging students in most classrooms. Additionally, while the school collects data and discusses it during grade-level team meetings, the IIT did not find consistent evidence of instructional plans and practices that were based on data. The school leader reported to the IIT that teachers set goals with students based on data, and students interviewed by the IIT stated having goals based on their assessments. However, the IIT found limited evidence in documents reviewed and classrooms observed of goal setting and monitoring for specific student subgroups. Because lesson and unit plans do not promote high levels engagement and inquiry for all students, the school is not meeting the academic needs of all students.

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 teachers have collaborated to infuse the CCLS into the English language arts (ELA) and

mathematics curricula, the instruction and plans reviewed by the IIT were not consistently supporting the CLLS. The IIT found a lack of rigorous CCLS-aligned tasks in many lesson plans reviewed, and plans did not include multiple entry points for all students. Instruction observed by the IIT also lacked rigor and differentiated strategies to meet the needs of all students. Because the school is not consistently providing CCLS-based instruction that leads to multiple points of access for all students, the school is limiting students' ability to achieve targeted goals.

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

- The school has established a learning environment where students feel safe and valued. In some classrooms observed, the IIT saw evidence of instructional techniques such as partner work and small group table work that allowed students to feel comfortable taking risks. The school has initiated a Positive Behavioral Interventions and Supports (PBIS) program in order to modify student behavior and create a safe and orderly environment. Based on interviews and observations, the IIT determined that the guidance counselors provide professional development for the teachers throughout the school year on how to implement the PBIS program. Charts are posted in hallways outlining behavioral expectations. However, in classrooms observed by the IIT, teachers are inconsistently implementing strategies to address the needs of diverse groups of students. Many lesson plans reviewed by the IIT, for example, did not include accommodations for ELLs or students with IEPs. The IIT also found that much of the instruction is teacher-directed where teachers foster a compliant classroom environment. In many classrooms observed by the IIT, teachers did not use questioning techniques to stimulate and promote higher-level thinking or to develop inquiry skills. Because instruction is not consistently tailored to the strengths and needs of all students, the school's ability to generate high levels of student engagement and inquiry is limited.

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.

- Teachers collect data in order to monitor and track student progress. The school leader indicated that staff use data from multiple sources, including pre and post assessments, running records, conferencing notes, reading levels, Integrated Education Programs (IEPs), New York State English as a Second Language Achievement Test (NYSESLAT), subgroup data, Acuity, and Achievement Reporting and Innovation System (ARIS). Teachers also indicated that assessment data from multiple sources informs teacher planning and lesson development. However, when questioned in interviews with the IIT, many teachers could not specifically describe how they use data to address student needs. Additionally, based on lesson plans reviewed and classrooms observed, the IIT found limited evidence of teachers adjusting grouping, including next steps for individual or groups of students, or providing feedback to students based on data. The school does not consistently use data to inform lesson planning, develop explicit teacher plans, and provide data-based feedback to students, which hampers students' participation in their own learning and limits their ability to progress.

<b>Tenet 5 - Student Social and Emotional Developmental Health:</b> 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.	<b>Tenet Rating</b>	<b>E</b>
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**Debriefing Statement:** All stakeholders have embraced the social and emotional development of the school by promoting safety, respect, and the school motto to support student learning and emotional well-being. As a result, the school has developed a conducive learning environment where students feel safe and supported.

**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.

- The school has developed and implemented a system of referral, support, and follow-up to address the social and emotional developmental health and academic success of students. In interviews with the IIT, the school-based support team (SST) indicated that the school provides interventions based on students’ academic data, teacher referrals, anecdotal records and information shared at SST meetings. According to the school leader, teachers, and the SST, three guidance counselors regularly provide social and emotional supports to students in classrooms by working with students for a cycle of six weeks. The school has also implemented a Positive Behavior Intervention Support program (PBIS) program, and information and strategies related to the program are shared with classroom teachers and support staff to promote a classroom culture that is conducive to learning. The school has also established partnerships to support students’ social and emotional needs. These partnerships include Northside Mental Health Clinic and Friends, located on site. The school’s implementation of a data-based referral process, the provision of guidance counselor support in classrooms, and the implementation of PBIS contribute to the school’s ability to address barriers to social and emotional development health and promote student social and emotional development.

**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.

- The school community articulates and systematically promotes a vision for social and emotional developmental health connected to learning experiences that results in building a safe and healthy environment for families, teachers and students. Based on interviews, the IIT found that school constituents, including parents, teachers, and students have a clear understanding of the school-wide vision for student social and emotional well-being. In interviews, parents also reported to the IIT that the skills and behaviors promoted by the school’s PBIS program result in a safe environment that leads to healthy relationships. In interviews with the IIT, staff, students, and parents were able to identify the skills and the behaviors that the PBIS program promotes on a monthly basis. The school leader, teachers, and the SST indicated that counselors provide schoolwide and grade specific PD to staff to support students’ social and emotional developmental health. The SST shares a curriculum with teachers to support the social and emotional developmental health of students.

The SST reported that counselors provide PD to staff monthly, and each month the PD targets a different skill to address students' social and emotional needs. Teachers reported that the monthly PD helps them support students' social and emotional well-being. Students cited the PBIS program as a reason why bullying and incidents of fighting have diminished. Because of the schools' coordinated efforts to articulate and systematically promote a vision for social and emotional developmental health, the school has established a safe environment for families, teachers, and students.

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.

- The school has established a safe environment that is conducive to learning. In interviews with the IIT, students expressed that they feel safe and supported in the school, and they know where to turn for social and emotional support. Students also reported that their voices are heard in the school, and teachers tend to them with care. All stakeholders interviewed by the IIT reported that the PBIS program has had a positive impact on the school environment, and teachers indicated that they have had related PD on how to support students' social and emotional developmental health needs. Parents interviewed by the IIT could explain in detail what the school is doing to support student social and emotional health. Parents also noted that their children come home sharing their experiences at the school and appear motivated by the acknowledgements that teachers make of their progress and efforts. Because the school has established a safe learning environment that fosters a feeling of ownership, the school is better able to improve student outcomes.

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.

- Staff analyzes and uses data in order to identify student trends and to address barriers to student academic and social-emotional success. School staff reported to the IIT that the school analyzes data from the Online Occurrence Reporting System (OORS) containing student behavioral incidents and other infractions, attendance records, and anecdotal reports, in addition to academic assessments, in order to identify and respond to the social and emotional developmental health needs of students. The school leader and the SST also reported in interviews with the IIT that the SST assists teachers in using data to tailor and implement classroom strategies to sustain the emotional well-being of students. Because school leaders ensure that staff uses data to identify and support student needs, the school is fostering students' academic and social success.

**Areas for Improvement:**

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

<b>Tenet 6 - Family and Community Engagement:</b> 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.	<b>Tenet Rating</b>	<b>E</b>
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**Debriefing Statement:** The school community has developed a culture of collaboration and reciprocal communication as well as a welcoming environment where parents feel valued and respected. As a result, families serve as partners with the school in supporting student achievement outcomes.

**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 leader has an open door policy for parents and families that fosters a feeling of belonging and trust and offers families’ opportunities to engage frequently with staff. Members of the school community reported to the IIT that the school climate is one where all families feel welcomed. Parents indicated that families feel respected and valued regardless of their cultural background. Parents also reported that they trust the school leadership, are comfortable with the teachers, and have volunteer opportunities through the Parents’ Association and as participants in the Learning Leaders Program, a structured program where parents volunteer in the school to support student success. Parents also indicated that their voices are heard during School Leadership Team meetings. In addition, the IIT found that the school offers numerous parent workshops, many of which are offered by the parent coordinator. Workshop topics include nutrition, shifts in testing, English instruction for non-native parents, and Learning Leaders training. Because the school is a welcoming and respectful environment with an open door policy that gives parents opportunities to volunteer and participate in school activities, families engage with the school to support student learning 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’ strengths and needs are identified and used to augment learning.

- The school plans for and regularly communicates with families in order to support student success. Based on interviews and documents reviewed, the IIT found that the school sends parents information on student progress via two progress reports each year, newsletters, and notices. In addition to the translation services provided by the New York City Department of Education, the school ensures that communication to parents on issues, concerns, and events is provided in the primary languages spoken in the homes of students (i.e. English, Spanish and French). Teachers communicate with families on a regular basis through notes, newsletters, and monthly academic progress slips. Based on documents reviewed, the IIT also found that the school provides tutorials to parents on the Achievement Reporting and Innovation System (ARIS) to enable them to access diagnostic assessments, monitor their children’s progress, and interpret data. The school also works to respect, acknowledge and celebrate the diversity of the school community and the cultures of its students by sponsoring celebrations such as Hispanic Heritage and other multicultural events. Parents reported that school staff is respectful of the diversity of students and families throughout

the school community. Because of school efforts to promote and provide access and opportunities for families to access and understand students' strengths and needs, families engage in ongoing communication with the school and are better able to support student 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 maintains partnerships with families and community agencies in order to support student academic and social-emotional developmental health needs. The school has a health clinic on site and is in the process of bringing in a mental health clinic. Community-based organizations also sponsor activities in the school, such as chess and Road Runners clubs, to support student growth and success. The school invites families to a variety of events, such as Open Houses, Meet the Teacher meetings, CCLS workshops, and Learning Leaders workshops to provide parents with information focusing on student learning. Because the school maintains connections between families and the community and provides PD on how to support students' social and emotional developmental health, the school community is better able to partner with families to address student needs and support student 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.

- Through ongoing communication, the school shares data with families in order to help them support their children's progress and success. Communications to families centered on student data include telephone conversations, notes, newsletters, monthly progress slips, bi-annual progress reports, and report cards. The IIT also found that the school offers ARIS workshops and tutorials to increase parent understanding of student and school data. School leaders reported to the IIT that the school and District Superintendent provide learning opportunities for parents to focus on data, including ARIS and Acuity. Because the school shares data and offers opportunities for families to learn how to understand data to support their children, the school is promoting dialogue among parents, students, and school constituents centered on learning and success.

**Areas for Improvement:**

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

## **Recommendations:**

### **Tenet 2: School Leader Practices and Decisions**

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

- 2.2: Ensure that goals to support the school vision are clearly defined and widely communicated. Specifically articulate the steps needed to achieve the goals and vision. Develop mechanisms, such as benchmarks and timelines, to ensure a sense of ownership and urgency to achieve school-wide goals that align with the school vision.
- 2.3: Develop and implement comprehensive schoolwide systems to examine and improve individual and schoolwide practices. For example, develop a system (including inquiry, observation feedback, inter-visitations, common planning, walk-throughs and a CCLS committee) to examine how the process for planning, inquiry, curriculum development, and instruction are connected and collectively impact student growth outcomes and teacher improvement. Ensure the inclusion of feedback loops to inform the use of best practice to support continuous progress to mission-critical goals.
- 2.5 Develop and implement a system to provide differentiated PD tailored to provide support and address individual teacher and student needs as identified through data generated from teacher observations, the analysis of teacher practice, and the analysis of student performance. Assess and adjust supports provided to teachers and other staff members as warranted. Ensure the system includes the use of teacher improvement plans and the tracking of teacher practices and student growth. Ensure that the school leader conducts periodic check-ins of other school administrators and staff members and that these check-ins result in the clear communications of next steps necessary to yield positive outcomes.

### **Tenet 3: Curriculum Development and Support**

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

- 3.2: Develop rigorous and coherent curricula (including unit plans, curriculum maps, and pacing calendars) across all grade levels focused on alignment with the CCLS.
- 3.3: Ensure the development and implementation of unit and lesson plans that include the use of complex materials, consistent use of differentiated instructional strategies to provide multiple points of entry for all students, and scaffolding, and incorporate the use of instructional strategies that promote higher-order thinking for all students that is consistent with the CCLS.
- 3.4: Provide opportunities for all teachers to collaborate in and across grades and subjects on a regular basis to target what is taught and why it is taught to ensure all students have access to robust and challenging curricula that enable them to discover, create, and communicate information using the arts, technology and other areas of enrichment.
- 3.5: Design a process to analyze formative and summative assessments, including screening and interim measures, to monitor and track progress by subgroup performance, and identify patterns of student learning and trends throughout the school year in order to adapt instruction and provide necessary interventions for all students.

#### **Tenet 4: Teacher Practices and Decisions**

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

- 4.2: Develop a system to ensure that all teachers are developing plans informed by data and providing instructional interventions leading to high levels of student engagement and inquiry. Scaffold instruction for multiple entry points to ensure all students can experience high levels of engagement.
- 4.3: Provide systematic support to teachers to use differentiated CCLS-based instructional strategies that offer multiple points of access to all students.
- 4.4: Develop and implement PD to assist teachers in the creation of unit and lesson plans that include instructional strategies and accommodations to meet the academic needs of all students. Move away from teacher-directed instruction to ensure that students play an active role in their own learning. Ensure that all teachers are using questioning techniques to stimulate and promote higher-level thinking and develop inquiry skills.
- 4.5: Develop a system and provide PD to ensure teachers use formative and summative data to inform instructional decision-making. Ensure that teachers have the skills adjust student grouping and provide next steps based on data. Ensure that feedback to students promotes student ownership of their own learning process.