



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code/DBN	332300010165
School	P.S. 165 Ida Posner Public School
School Address	76 Lott Avenue, Brooklyn, NY
District	NYC CSD 23
School Leader	Fran Eilers
Dates of Review	June 4-5, 2013
School Accountability	Priority
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	PreK-8	Total Enrollment	534	% Title 1 Population	100%	% Attendance Rate	88%				
% Free Lunch	100%	% Reduced Lunch	0	% Student Sustainability	77%	% Limited English Proficient	4%	% Students with Disabilities	21%		
Types and Number of English Language Learner Classes											
# Transitional Bilingual	0	# Dual Language	0	# Self-Contained English as a Second Language			0				
Types and Number of Special Education Classes											
# Special Classes	6	# Consultant Teaching	0	# Integrated Collaborative Teaching			4				
# Resource Room	1										
Types and Number Special Classes											
# Visual Arts	1	# Music	0	# Drama	0	# Foreign Language	1	# Dance	1	# CTE	0
Racial/Ethnic Origin											
% American Indian or Alaska Native	1%	% Black or African American	89%	% Hispanic or Latino	9%	% Asian or Native Hawaiian /Other Pacific Islander	0%	% White	1%	% Multi-racial	0%
Personnel											
Years Principal Assigned to School	9 years	# of Assistant Principals	2	# of Deans	1	# of Counselors / Social Workers			1.2		
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	1	% Teaching with Fewer Than 3 Yrs. of Exp.		0	Average Teacher Absences		10.98		
Overall State Accountability Status (Mark applicable box with an X)											
School in Good Standing		Priority School	X	Focus District		Focus School Identified by a Focus District		SIG Recipient (a)	(g)		
ELA Performance at levels 3 & 4	26.1	Mathematics Performance at levels 3 & 4	24.4	Science Performance at levels 3 & 4	52.2	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 (Mark an "X" in the field(s) where school is identified for not meeting AYP.)			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged	X	All Students
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		Limited English Proficient
X	Economically Disadvantaged	X	All Students
Did Not Meet Adequate Yearly Progress (AYP) in Science			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective			
	Limited English Proficiency		

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

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

1. By June 2013, all staff will receive a minimum of 40 hours of professional development around the key Danielson Competencies to move across the continuum from developing to effective as measured by cycles of short frequent observations, formal observations and peer observations.
2. By June 2013 all staff will have met the expectations set forth through the 2012-13 Citywide Instructional Expectations by completing 4 units of study (1 in ELA, 1 in Science, 1 in Social Studies and 1 in Math) in grades K-6 and Two units in each content area in grades 7 and 8.
3. All African American students scoring below proficiency in ELA/Math will increase their performance level by 10% by June 2013 as measured by their scale scores.
4. By June 2013, the overall school score for safety on the Learning Environment Survey will increase by .9 to meet the city average score of 7.7.
5. By June 2013, at least 10% of all parents will attend at least 6/10 parent workshops.

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

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

#	Statement of Practice	H	E	D	I
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).		X		
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.		X		
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.		X		
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.		X		
OVERALL RATING FOR TENET 2:			E		

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

#	Statement of Practice	H	E	D	I
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.		X		
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.			X	
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.			X	
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.			X	

	OVERALL RATING FOR TENET 3:			D	
Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students and pertinent subgroups experience consistent high levels of engagement, thinking and achievement.					
#	Statement of Practice	H	E	D	I
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.			X	
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.			X	
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.			X	
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.			X	
	OVERALL RATING FOR TENET 4:			D	
Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.					
#	Statement of Practice	H	E	D	I
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.			X	
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.			X	
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.		X		
5.5	The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.			X	
	OVERALL RATING FOR TENET 5:			D	

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

#	Statement of Practice	H	E	D	I
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.		X		
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' 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:

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.	Tenet Rating	E
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Debriefing Statement: The school leaders are creating a school community and culture focused on students' academic success and well-being with feedback mechanisms to sustain this growth.

Strengths:

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

2.2 **The school has received a rating of *Effective* 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 has a schoolwide vision for increasing student achievement that is uniformly articulated by students, parents, and school staff and is aligned to the goals outlined in the SCEP. The vision, "We are all family committed to our students' social and emotional well-being and academic success," was stated in interviews of stakeholder groups conducted by the Integrated Intervention Team (IIT) and is embraced by the entire school community.. According to the school's self-assessment and interviews with school leaders and teachers, the school's instructional focus, "Engage, Enhancement, Enlightening (Triple E)," and the professional development (PD) offered to staff and student learning experiences, such as Saturday learning opportunities, align with this vision. The school leaders restructured staff, student time and resources to achieve the vision. These initiatives focus the efforts of the school community on improving teaching and supporting student achievement and character development, which is leading to the attainment of school-wide goals.

2.3 **The school has received a rating of *Effective* 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 leaders promote inquiry and the use of data systems to address classroom instruction and student achievement. In interviews with the IIT, the school leaders indicated schools goals are communicated school-wide. Teachers reported in interviews that classroom and grade-level goals and action plans to address academic achievement have been developed. Teacher collaboration focuses on examining student achievement data and student work to determine student progress and adapt the curricula. School leaders provide teachers with frequent observations and timely feedback using the Danielson Framework for Teaching. The school leaders reported in interviews that a new attendance committee to monitor attendance patterns and suggest strategies to motivate students to attend had been created to respond to student attendance issues. In

addition, the leaders provided time for classroom teachers to engage in inter-visitations and collaborate on devising strategies to improve classroom management to create a classroom environment that is conducive to learning. The school leader also cultivates partnerships in the community to support student social and emotional developmental health and the needs of families. As a result of the leaders' use of evidence-based systems to improve school-wide practices, the school is making progress toward its goals of student well-being and academic success.

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 reviews budget decisions annually and makes recommendations for staff needed to meet students' goals. Based on document review and interviews with school leaders, the IIT noted that the school leaders use creative methods to leverage resources, time, and space. In addition to regular common planning time, school leaders have scheduled "Triple E" to provide time for inter-classroom visitations and discussion of teaching practices. The school leaders schedule students for school-wide assemblies focused on social and emotional learning based on the Respect for All program. While the dean and members of the student support staff deliver and supervise the Respect for All program, the remaining faculty engages in PD. The IIT learned, in interviews with the school leader, teachers and through classroom visits, that the school piloted and then invested in Success Maker, a computer learning system that provides individualized blended classroom and on-line learning opportunities for students in grades three through six. The school's master schedule incorporates other enrichment area programs, including French and art. The strategic use of resources supports school improvement efforts and the accomplishment of students' goals.

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

- The school leaders conduct frequent formal and informal observations to support teachers in setting goals and developing action plans. Based on the school leader's statements and examination of the observation schedules, the IIT learned that the school leaders support teachers with timely feedback and specific recommendations for improving teaching practices. Each teacher experiences six informal and four formal observations. In interviews with the IIT, the school leader reported the use of a classroom visitation template that includes feedback with low inference evidence that notes strengths, areas in need for improvement, and action steps for the teacher during the observations. A classroom environment and lesson plan checklist provide additional feedback to teachers. Following a formal observation, teachers receive an evaluation rating with focus on rigor, student engagement, and accommodations for diverse learners. Follow-up visits occur within two to four weeks of the initial observation to evaluate progress based on recommendations of the school leader. Teachers establish goals at the start of the school and reflect on progress on the achievement of these goals in the middle and end of the school year. The Triple E program provides opportunities for teachers to participate in peer observations, PD on Citywide Instruction Expectations, and the Danielson Framework for Teaching. Other PD occurs

through pairing general and special education staff, at faculty conferences and in coaching sessions by lead teachers. The classroom observation data determine the agendas for school-wide faculty meetings and coaching by lead teachers. Because of this plan of observations, feedback and aligned PD, school leaders and teachers are accountable for improving adult and student learning.

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: A rigorous coherent Common Core Learning Standards-aligned curricula and assessments are emerging; however, currently the curricula do not consistently and explicitly target the demonstration of higher level thinking skills for all students.

Strengths:

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

- School leaders provide consistent support and guidance for the weekly teacher team meetings with the assistance of the school network, lead teachers and coaches to examine and align curricula to the Common Core Learning Standards (CCLS). School leaders and teachers reported to the IIT and observations conducted by the IIT confirmed that the teacher teams focus on aligning curricula to the CCLS and reviewing how student work is meeting the Common Core Standards. This commitment to common planning time during team meetings ensures that teachers assess the alignment of units of instruction, daily lessons, and tasks such as those from Everyday Math or teacher-designed units on argument writing in social studies. This collaborative effort of school leaders and staff results in a school-wide effort to implement curricula that supports CCLS and advances the achievement of all students.

Areas for Improvement:

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.

- While teachers meet to examine existing curricula and adapt units of study to support the CCLS, coherence and rigor in curricula is lacking. Based on document review by the IIT, curricula maps and lesson plans include reference to CCLS, with essential questions, but do not include complex texts and materials that will result in high levels of student engagement. The IIT noted, through document review, that unit maps included essential questions that were vague or obtuse and tasks and goals that were at times unclear or non-existent. As a result of teachers using unit and lesson plans that do not consistently emphasize higher-order questioning or complex material, students' ability to engage in analysis and discussion that would further their understanding and learning 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.

- Teachers attend weekly grade level meetings to support curricula development; however, in document review, classroom visits, and interviews with school leaders, the IIT did not see evidence of collaboration across grades and subjects to create curricula that provide an opportunity for all students to discover, create, and communicate in the arts or other enrichment areas. The school invested in the Success Maker program and a dedicated teaching position to enable students to expand their learning in literacy and mathematics using a computer-generated program. A Math in Architecture software program is used in the middle school self-contained classroom. The school has developed partnerships with community organizations such as Grow to Learn and Grow NY who provide opportunities for students in arts exploration, health lessons, and gardening. While there are enrichment opportunities for some students to augment their core content area instruction, there are limited formal opportunities for cross-curricular planning to ensure a robust curriculum for all students that incorporates interest areas such as art, music, and technology to stimulate student engagement, discovery and knowledge.

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.

- School leaders share various data points with teachers through review and analysis of school-level, grade-level, and classroom-level data. However, data analysis that informs instructional planning and flexible grouping is inconsistently implemented. The school leader reported in interviews with the IIT and in the self-assessment, that she meets with the assistant principals and lead teachers monthly to monitor and revise school wide practices. This process does not consistently include tracking the progress of grade levels or sub groups towards measurable interim goals nor the monitoring of grade level action plans to improve student progress. Teachers maintain data binders that contain reading and mathematics benchmark assessments for students. Some of the elementary data-binders reviewed by the IIT identified readers as “at risk,” “some risk” or “low risk” for meeting grade-level benchmark levels. Based on this identification, students are scheduled for guided reading support, tutoring, and other academic interventions. Teachers reported that their work on grade-level teams includes the examination of student work and summative data to identify students that struggle. However, instructional adjustments based on learning patterns and the needs of sub-groups of students are not routinely analyzed and do not include action plans. During classroom visitation by the IIT, reviewers noted that grouping decisions are not consistently informed by data, which results in a lack of planning to meet the needs of groups of students and limits 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
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Debriefing Statement: Teachers are inconsistently using research-based, data-informed strategies to make decisions and create action plans to address the gap between what students know and what they need to learn which limits student progress.

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.

- While teachers use instructional practices that are aligned to plans, lesson plans and instruction do not consistently address the differentiation needed to engage all students in learning. In interviews with the IIT, teachers spoke of establishing goals for individual struggling students, but did not indicate that they established goals for groups of students. The IIT noted, during classroom visitations, that most teachers used student grouping to encourage student engagement and inquiry. When questioned by the IIT, teachers commonly described their grouping as heterogeneous or that they placed “high and low level” students in a group. The IIT observed several teachers who assigned roles within student groups with group members collaboratively reading different parts of an article and other students taking notes. However, it was not clear to the IIT if all students had the opportunity to interact with and comprehend complex text. Unit plans reviewed by the IIT and classroom lessons observed did not include planning that would engage all students in high levels of discussion or participation. Student discussion observed in classes often involved only a few students or occurred during a limited portion of the teacher-dominated lesson. Consequently, the lack of high levels of student engagement and inquiry school-wide limits student growth in meeting targeted goals.

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.

- Teachers are in the beginning stages of incorporating instructional shifts in support of the CCLS, and the use of differentiated strategies is limited. In the majority of classrooms visited by the IIT, reviewers found a lack of differentiated instructional tasks. In classrooms visited, all students were assigned the same tasks, and the teacher conveyed the assignment through a single modality, which included few entry points or scaffolds and resulted in the inability to challenge all students. Through classroom visitations, the IIT also noted that teachers are beginning to incorporate the CCLS instructional shifts that prioritize an emphasis on the use of textual evidence (in literacy) and

explanation of reasoning (in mathematics). For example, in one middle school social studies class, students identified primary and secondary sources for an “exit” project where they were required to research a topic, develop an argument, and support it with their research findings. In preparation for this work, students studied photos, practiced observational skills, and distinguished facts from assumptions or inferences. Students read different sections of texts to formulate different perspectives. The task was open-ended and prepared students for the research project. However, there was little evidence that the assignment required higher-order thinking or that the students received the support necessary to analyze the content of the text. While teachers are beginning to incorporate instructional shifts in support of the CCLS, instruction is inconsistently differentiated resulting in the lack of supportive pathways to enable all students to achieve targeted CCLS-supported 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.

- Most teachers create a safe environment, but inconsistently tailor instruction to the strengths and needs of all students. In most classrooms observed by the IIT, students exhibited compliant behavior, following procedures to complete most activities appropriately, including responding to questions, organizing materials, entering and leaving the room in an orderly fashion, and interacting with each other. However, while students and staff recognize acceptable and safe behaviors, high expectations are inconsistently established. In less than one-third of the classes visited by the IIT were students engaged in pair discussion, turn and talk, or group work to analyze articles or solve mathematics problems. Reviewers did not observe students being encouraged to participate, to analyze text or materials during group work or to challenge each other’s thinking. The lessons observed were not consistently tailored to meet student needs, which limited student discussion, analysis, and reasoning. While the classroom environment is safe and orderly, teachers are not consistently tailoring their instruction based on students’ strengths and needs, which is limiting high levels of student engagement and inquiry.

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

- The use of data to inform planning is an emerging practice among teachers in the school. In interviews with the IIT, the school leader explained that teachers analyze classroom and grade level data to help adjust the curricula and improve instruction. However, based on interviews with staff and classroom visitations, the review team found that such data use among teachers was inconsistent. The IIT observed teachers discussing low inference observations of their peer’s instruction during Triple E and using this information to recommend lesson plan adjustments. In classrooms observations by the review team, some teachers conducted one-on-one conferences with students to analyze their work and provide immediate feedback and next steps for struggling students. Documents reviewed by the IIT included rubrics and feedback that had been provided to students. Teachers stated in interviews that online resources and periodic assessments provide teachers with individualized and class data patterns and trends. While these inform teachers about

students' instructional progress, as well as decisions about Academic Intervention Supports (AIS), teachers did not reference use of these data to regularly inform lesson plans and grouping strategies. Some students interviewed by the IIT could explain the feedback provided by rubrics and the next steps needed for their learning. However, the review team did not observe consistent high levels of student engagement or reflection of their learning processes during classroom visitations. The lack of consistent use of data to inform instructional planning and encourage student reflection on their own learning results in limited student engagement in their own learning process.

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

Tenet Rating

D

Debriefing Statement: The school's processes to target social and emotional developmental health are being redesigned to foster students' positive skills and behaviors to ensure a safe and conducive learning environment.

Strengths:

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.

- Teachers are aware of and embrace their role in promoting social-emotional development of students. In interviews with the IIT, students and teachers reported they feel physically and emotionally safe and view the school community as a family. Parents expressed in interviews that teachers know the students. In addition, students expressed that they feel accepted by their peers, and parents reported that their children have made gains personally and academically. The school environment is safe and conducive to learning, which helps foster student success.

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.

- There are some school based and community based support services available to support the social and emotional developmental health needs of students, but the coordination of services is lacking. Currently, teachers provide anecdotal information to parents about concerns they may have about their child or services that are being provided in support of their social and emotional developmental health. The social worker or psychologist initiate counseling services for at risk students, but the referral process is informal. The school has partnerships with the Brownsville Recreational Center, Brookdale Hospital, and New York City Psychotherapy Center to provide supplemental services to students who are referred by school staff. However, the part-time staff of these organizations reported that they are unable to handle the caseload. The school leader reported to the IIT that he was aware that these organizations were filled to capacity. The lack of

consistent coordination of services and resources limits the school's efforts to provide the social and emotional support to address student needs.

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.

- Members of the school community are collaborating to create a safe and healthy environment for students; however, not all school constituents share a common understanding of the school's vision for social and emotional developmental health. In interviews with the IIT, the student support team (SST), comprised of the psychologist, part-time social worker, special education supervisor, counselor, and dean, were unable to identify the school's vision of a program that would meet the social and emotional needs of the students. The school leaders reported in interviews that interventions are needed to improve student attendance and decrease disciplinary referrals. In response to that need, the school leaders created a new attendance committee to monitor attendance patterns and suggest strategies to motivate students to attend. In addition, the leaders provided time for classroom teachers to engage in inter-visitations and collaborate on devising strategies to improve classroom management. In interviews with the IIT, parents, students and teachers indicated that the school community recognizes the importance of addressing the social and emotional health of the students. The staff reported they are studying ways to bridge the elementary behavioral program, Respect for All, with the middle school leadership program so that student transitioning to the middle school do not experience significantly different norms and expectations. While some new processes are being established to enable staff to meet the social and emotional developmental health (SEDH) needs of students more effectively, the lack of a focused systematic approach aligned to a widely communicated vision results in a learning environment that is not consistently meeting the SEDH needs of all students.

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 school collects data related to students' social and emotional needs, but much of it is anecdotal and little of it is analyzed to inform areas of need or provision of services. In interviews with the IIT, parents stated they would contact the parent coordinator if they perceived their child may have a social or emotional problem. The school leader and student support staff described the referral process used by the psychologist and social workers as informal and that it primarily relies on anecdotal data. The lack of collaboration between the school leader and support staff to develop their own and teachers' use of data to respond to the social and emotional needs of students is limiting students' academic and social success.

Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well being.	Tenet Rating	E
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Debriefing Statement: Families experience a welcoming environment and open-door policy with access to the teachers and administrators where they are encouraged to partner in the responsibility for student academic and social-emotional growth and well-being.

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’s open door policy allows for easy access for families and his visibility encourages students and teachers to engage in informal discussions throughout the day. The parent coordinator meets frequently with the school leader to share concerns and plans. In an effort to involve families in school life, the Parent Academy, a parent education program of the NYCDOE and Learning Leaders, a community based organization, schedule workshops for parents. Learning Leaders trains volunteers who assist the school staff. The Parent Academy facilitated workshops for families on the CCLS, literacy in the classroom, relationship building, and improving attendance. Space is available in the school for parents who do not have computers to access ARIS where they can learn about their students’ progress by viewing test results and transcript. Parents stated in interviews with the IIT that they are welcome in the school and are able to engage with the school in supporting their children’s progress. As a result of the welcoming school environment and opportunities for families to access information related to their child’s educational program, families are able to engage with school staff in support of their children’s success.

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

- The school uses multiple tools to communicate in a timely manner with all members of the school community in all pertinent languages. Documents reviewed by the IIT indicated that communications with parents are provided in English, Creole, Spanish, and Arabic. The school has a web site and a flexible parent meeting schedule to continually update and engage families. Community Based Organizations (CBOs) provide information regarding food and nutrition programs and promote mentorships. Staff indicated that these efforts help to strengthen the link between home and school and contribute to the progress and success of the students. Because the school has a cohesive communication system and has established community partnerships that provide a critical link between home and school, barriers to student success are decreased.

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.

- Opportunities exist for the school to share data with families. According to document review and interviews with the school leader, the school provides access to ARIS at school to parents who do have computers. In addition, the school provides workshops for parents on interpreting data. Parent-teacher conferences provide opportunities for staff to share data on student progress with parents. Parents interviewed expressed that families who advocate for their child's needs to be addressed are supported and empowered by the school. The opportunities provided by the school for families to understand data help families support their child's learning and promote success.

Areas for Improvement:

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

- The school has partnerships with CBOs to address the needs of students and families. The school leader and parents reported the school has several partnerships such as the local police precinct, the Brownsville Recreation Center, New York Psychotherapy Center, and counseling services of Brookdale Hospital. As trained volunteer facilitators, parents actively support and assist students in the Learning Leaders volunteer program. However, there is no systematic approach to coordinating the social emotional health of students within the school to meet the needs of all members of the school community. While the school has established partnerships to promote student social and emotional health and provides some workshops to parents, the IIT did not find sufficient evidence that the workshops and professional development offered increased staff's understanding of how to build partnerships with parents and community organizations. The lack of a coherent comprehensive system to coordinate family and community involvement and to provide PD across all areas, academic and SEDH, results in inconsistent provision of services to support the success for all students.

Recommendations:

Tenet 2: School Leader Practices and Decisions

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

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:

- 3.3: Develop unit and lesson plans that include consistent use of scaffolding to ensure that they include high levels of rigor to guide students to develop higher-order thinking skills that leads to the sustained academic achievement of all students.
- 3.4: Provide opportunities for core content area teachers to collaboratively plan with art, music, technology and other enrichment area teachers in order to ensure student access to a robust and challenging curricula.
- 3.5: Design a process to analyze formative and summative assessment data to monitor and track subgroup performance and trends throughout the school year to identify necessary interventions for all students.

Tenet 4: Teacher Practices and Decisions

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

- 4.2: Develop a system to ensure that all teachers' plans are informed by data. Provide systematic support to teachers on the use of instructional interventions that offer multiple entry points inclusive of all students.
- 4.3: Provide systematic support to teachers to use differentiated CCLS based instructional practices that offer multiple points of access to all students.
- 4.4: Formulate a PD plan to assist teachers to create lesson plans with accommodations for diverse learners, including ELLs and/or students with IEPs that incorporates strategies for teachers to develop levels of inquiry that lead students to increased engagement and result in the development of higher-order thinking skills.
- 4.5: Develop strategies for teachers to design instructional plans based on data that take into account adjustments for grouping and developing instructional strategies and provides next steps for students promote student 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 with the concepts in the Effective column of Tenet 5 the school should:

- 5.2: Establish a clear theory of action aligned to a coordinated comprehensive system and support structure for all members of the school community to address the barriers to student's social and emotional needs.
- 5.3: Provide PD to enable all adults in the school community to develop the skills and behaviors to respond to the social and emotional needs of students.

- 5.5 Develop a strategic plan for school leaders and student support staff to support teachers to use data effectively to address students' social and emotional developmental health.

Tenet 6: Family and Community Engagement

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

- 6.4: Cultivate partnerships with families and CBOs to provide targeted PD to school staff to build further capacity to address the social, emotional, and academic needs of students.