



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code/DBN	33-23-00-01-0284
School	PS 284 Lew Wallace
School Address	213 Osborn Street, Brooklyn, NY 11212
District	New York City CSD 23
School Leader	Keva Pitts
Dates of Review	May 7 – 8, 2013
School Accountability	Focus
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	Pre-K-8	Total Enrollment	572	Title 1 Population	88%	Attendance Rate	90.6%				
Free Lunch	90%	Reduced Lunch	2%	Student Sustainability	71%	Limited English Proficient	10%	Students with Disabilities	23%		
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	7	#Consultant Teaching	0	#Integrated Collaborative Teaching	3						
# Resource Room	2										
Types and Number Special Classes											
#Visual Arts	1	#Music	#NP	#Drama	1	# Foreign Language	1	# Dance	0	CTE	#NP
Racial/Ethnic Origin											
American Indian or Alaska Native	0%	Black or African American	68%	Hispanic or Latino	29%	Asian or Native Hawaiian/Other Pacific Islander	.86%	White	1.4%	Multi-racial	0%
Personnel											
Years Principal Assigned to School	1	# of Assistant Principals	2	# of Deans	1	# of Counselors / Social Workers	1/1				
% of Teachers with No Valid Teaching Certificate	0%	% Teaching Out of Certification	10%	% Teaching with Fewer Than 3 Yrs. of Exp.	16%	Average Teacher Absences	4.9 days YTD				
Overall State Accountability Status (Mark applicable box with an X)											
School in Good Standing		Priority School		Focus District	X	Focus School Identified by a Focus District	X	SIG Recipient (a)			
								SIG Recipient (b)			
ELA Performance at levels 3 & 4	23.7%	Mathematics Performance at levels 3 & 4	32.5%	Science Performance at levels 3 & 4	41.9%	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				

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

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

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

1. By June 2013, a minimum of 50% of our teacher teams will use an inquiry model and the gap analysis protocol to surface strengths, weaknesses, and implications for students and teachers, in order to devise responsive plans that address both student and teacher next steps for improvement, as evidenced by teacher team agendas, minutes, action plans, etc.
2. By June 2013, the administrative team will have a system in place for monitoring data at the school-wide level, in order to surface school-wide areas of strength, weakness, and the adjustments that need to be made, as evidenced by our Progress Monitoring Report.
3. By June 2013, a minimum of 30% of students will have met the short and long-term goals that they created with their teachers in October and throughout the course of the year, based on the areas in which they needed further development.
4. By June 2013, there will be a minimum improvement of one point respectively in the survey results of parents and students relative to their beliefs about safety and respect, as evidenced by our school's Learning Environment Survey results.
5. By June 2013, parental engagement will increase by five percent as evidenced by the attendance sheets from each event.

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			X	

	introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.				
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			X	

	systems and partnerships that support and sustain social and emotional developmental health.				
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.			X	
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.		X		
5.5	The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.			X	
	OVERALL RATING FOR TENET 5:			D	
Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.					
#	Statement of Practice	H	E	D	I
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.		X		
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strengths and needs are identified and used to augment learning.		X		
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.			X	
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.		X		
	OVERALL RATING FOR TENET 6:		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
<p><u>Debriefing Statement:</u> The school leader has created a vision in collaboration with school constituents and has developed a school community and culture that is conducive to school improvement. As a result, the school has demonstrates progress toward meeting improvement goals.</p> <p><u>Strengths:</u></p> <p>2.2 <u>The school has received a rating of <i>Effective</i> for this Statement of Practice:</u> Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Education Plan (SCEP).</p> <ul style="list-style-type: none"> • Interviews with the school staff, parents, and students found that the school leader has a vision that is shared across the community. In interviews, all stakeholders were able to articulate the school vision. The review team also observed the vision posted in all classrooms visited, which are aligned to the goals. As a result, all school constituents are aware of the shared vision to improve school-wide practices and ensure the desired outcomes for school improvement. <p>2.3 <u>The school has received a rating of <i>Effective</i> for this Statement of Practice:</u> Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement; curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.</p> <ul style="list-style-type: none"> • Interviews with the school leader and teachers found that the school leader has implemented a number of systems to examine and improve individual and school-wide practices. For example, the school leader conducts frequent observations and provides feedback within 24-48 hours. In addition, feedback loops include written strengths, challenges, and next steps. The school leader also encourages the sharing of best practices during teacher team meetings. Therefore, communication of clear expectations for school wide practices leads to improvement in the progress toward mission-critical goals. <p>2.4 <u>The school has received a rating of <i>Effective</i> for this Statement of Practice:</u> Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.</p> <ul style="list-style-type: none"> • Based on interviews with school staff, the Integrated Intervention Team (IIT) concluded that school 		

leaders have made decisions related to organizing resources to improve student learning experiences. For example, the school leader scheduled teachers for common planning time once a week and combined their prep periods with their lunch periods, so they have extended time to collaborate. In addition, the school leader revised the schedules of safety agents, so they are available during lunch periods, which were identified as high-need periods. Finally, the school is a part of the NYC Department of Education’s Teacher Effectiveness Pilot, which provides frequent teacher observations with targeted feedback loops to monitor and track instructional improvements. These strategic decisions to organize resources contribute to incremental improvement in academic achievement.

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.

- Documents reviewed and interviews with school staff, found that the school is part of the City’s Teacher Effectiveness Pilot. School leaders observe teachers frequently, both formally and informally, providing feedback within 24-48 hours that include specific next steps. In addition, school leaders follow up with teachers, who are expected to also conduct self-assessments based on the Danielson Framework for Teaching. In collaboration, school leaders and teachers develop and monitor an action plan for improvement. Observation reports are recorded in the Achievement Reporting and Innovation System (ARIS). The school leaders also encourage teacher inter-visitations to help inform instructional best practices. In addition, school leaders assign mentors to new teachers. As a result, the system for observing and tracking instructional improvement provides a system of accountability for school leaders to promote continuous school improvement.

Areas for Improvement:

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

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

Tenet Rating

D

Debriefing Statement: The school is developing curricula and assessments that are aligned to the Common Core Learning Standards. Currently, students (including subgroups) are inconsistently exposed to rigorous instruction, which limits their progress.

Strengths:

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

- Based on data reviewed and interviews with school staff, the IIT found that the school has implemented a data-driven culture. The school staff analyzes summative and benchmark data to identify student trends and to modify instruction. For example, the school has a data specialist who supports the teacher teams during their common planning time to ensure data outcomes inform lesson plan revisions. Teachers monitor individual and whole group student progress. In addition, the data specialist works with individual teachers on specific student work based on interim assessment results. As a result, the school's ability to engage in focused planning results in incremental change toward student progress.

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

- During staff interviews, the IIT determined that the school leaders provide supports to teachers in the use of the CCLS through professional development (PD) and lesson plan reviews to monitor CCLS-alignment. In addition, the school provides teachers with opportunities to meet in teams to discuss CCLS in instruction; and teachers have opportunities to examine unit plans for CCLS-alignment. However, at the time of the visit, the school had just begun aligning the curriculum to the CCLS. For example, a document review found that not all curriculum maps and unit plans provided challenging expectations for students. As a result, students were not being exposed to a rigorous and coherent curricula appropriately aligned to the CCLS in grades Pre-K through eight, thereby limiting the possibility for some students to receive the education necessary to achieve college and/or career readiness.

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

- During interviews, school leaders and teachers shared that teacher teams meet weekly to collaboratively discuss and develop curriculum, which includes examining unit plans, creating lesson plans, looking at student work, and addressing newly identified areas of concern based on

instruction and assessment. However, at the time of the visit, modifications to the curriculum were not based on data or team meeting discussions. In addition, the school had just begun the process of developing curriculum maps. Unit plans had inconsistent alignment, rigor, and the use of accommodations to support students in sub-groups such as English language learners and students with disabilities across grades. As a result, not all unit and lesson plans are aligned to CCLS. The lack of a curriculum that introduces complex materials and stimulates higher-order thinking, for understanding and knowledge, around specific content limits students' ability to progress to college and/or career readiness.

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.

- Based on classroom observations and interviews with the school leader, the IIT found the use of technology is part of the school's mission statement and art is an offered course. For example, the school has begun incorporating Smart Boards in classrooms and working with the 21st Century Grant to increase funding for additional technology resources throughout the school. However, documents reviewed found the use of technology had not been incorporated into the curriculum maps or unit plans. In addition, the school provides art classes for students, with some classes having an assigned art teacher. However, the art teacher does not attend any teacher team meetings, and the school has not fully incorporated art into its curriculum. As a result, students receive minimal access to a robust curriculum that incorporates the arts and technology. The minimal exposure to content areas such as technology and art prevents students from gaining the academic and enrichment skills necessary to excel in high school and beyond.

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

Tenet Rating

D

Debriefing Statement: Teachers are in the process of developing strategic practices and decision-making in order to target student needs. This limits student engagement and achievement.

Strengths:

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

- The school leader reported that in order to support teachers in using instructional practices and

strategies organized around annual, unit and daily lesson plans, the school offers teachers common planning time and data chats. During these meetings, teachers have the opportunity to discuss planning with school leaders. Interviews and classroom observations found that most teachers are using the lesson plan template provided by the school leader that includes accommodations for sub-groups and a formative assessment. In addition, many teachers are using summative and formative data to create lesson plans and to develop student goals. The use of a scheduled time to plan instruction enables teachers to have a consistent method of communicating how they practice student engagement and inquiry.

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

- Based on classroom observations and interviews with school staff the IIT found that teachers use data to inform instructional decision-making. For example, teachers use classroom-level data, New York State ELA and mathematics assessment data, the New York State English as a Second Language Achievement Test (NYSESLAT), the Early Childhood Literacy Assessment System (E-CLAS), Acuity assessments, to inform instructional planning and assess performance task outcomes and protocols, when looking at student work and instructional needs. A data specialist supports teacher teams in analyzing all data. Teachers shared that they use data to inform flexible student groups. Students receive feedback on their work via notes and the use of rubrics. The school's use of a data driven feedback structure fosters improvement in instructional planning to increase student participation in their academic achievement.

Areas for Improvement:

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.

- During classroom observations, the IIT found that many teachers are not providing CCLS-supported instruction. For example, instruction was whole group and teacher-centered; and did not provide multiple points of entry for all students. Documents reviewed and interviews with school staff found that the school is in the process of revising the curriculum maps. While the learning objectives were posted, the IIT observed a lack of rigor in instruction that did not adequately challenge all students. Much of the instruction observed by the IIT was not meeting the diverse learning needs presented in several classrooms. While some teachers attempted to engage students with handouts that required independent reading and content practice, other classrooms were teacher-dominated where students did not play an active role in the classroom instruction. The absence of instruction that reflects the CCLS and offers differentiation limits student progress and prevents teachers from providing a rigorous CCLS-aligned curriculum.

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.

- School staff, parents, and students reported that the school offers a safe, positive learning environment for students. For example, some stakeholders reported that behavioral incidents have decreased in the hallways and classrooms. However, the school does not provide academically rigorous or consistent scaffolded instruction to meet the needs of all subgroups of students. For example, although lesson plans reviewed by the IIT indicated grade level appropriate materials for instruction, many of the classrooms visited by the IIT offered insufficient reading materials and no differentiation. Students shared that the classroom instruction does not consider their varied experiences and was not tailored to meet their individual needs. As a result, the lack of intellectually challenging learning experiences limits the school’s ability to have high levels of sustainable student engagement and inquiry.

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

Tenet Rating

D

Debriefing Statement: The school has developed a safe and respectful environment. However, the school has not yet developed an overall strategic plan that includes specific systems to meet the social and emotional developmental health needs of all students. As a result, the needs of all students are not always met.

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.

- Based on interviews with parents, students, and school staff, the IIT concluded that constituents feel physically safe in school. For example, students expressed that they feel safe and supported, and that they noticed an improvement in safety. Parents were able to articulate the school leader’s vision to maintain a safe learning environment. In addition, teachers were able to articulate their role in supporting the social and emotional developmental health of students. As a result, the common understanding of the expectations to maintain an environment conducive to learning promotes a sense of ownership in achieving 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.

- The school leaders and the student support team reported that the school does not have an overarching system to address the social and emotional developmental health needs of all students. School staff reported that the school has made an effort to have each child known by a designated adult, who can coordinate his or her social and emotional health needs. However, not all designated adults have received targeted PD on how to support the various needs of students. In addition, the referral system focuses on behavioral issues only and not on the diverse social and emotional needs beyond disruptive behavior. Because the school lacks a system to identify and address students' various social and emotional developmental health needs, students are not receiving the support necessary for sustainable academic success.

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.

- Based on interviews with the school staff and students, the IIT found that the skills and behaviors that demonstrate student social and emotional development health and lead to academic success are not commonly understood and shared among all stakeholders. Additionally, the school does not have a structured curriculum to support the social and emotional developmental health needs of all students. As a result, the lack of common understanding and adult capacity limits the school's ability to identify areas of concern for students and provide the necessary supports to improve student social-emotional well-being and academic achievement.

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.

- Through interviews with the school leaders and the student support team, the IIT determined that the school staff reviews data such as the Online Occurrence Reporting System (OORS) and attendance data, so they can determine the social and emotional developmental health needs of students, who may be at risk. However, there is no formal systemic approach to using the data to identify and interconnect the needs of students and to create corresponding action plans. Therefore, the gap in data usage to identify services and action plans to support student needs limits the school's ability to support all students' well-being and to increase school-wide academic success.

<p>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.</p>	<p>Tenet Rating</p>	<p>E</p>
<p><u>Debriefing Statement:</u> The school is welcoming to families and has created a culture designed to increase parent engagement. As a result, the school has increased the capacity of families to share in the responsibility for student well-being and academic success.</p> <p><u>Strengths:</u></p> <p>6.2 <u>The school has received a rating of <i>Effective</i> for this Statement of Practice:</u> 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.</p> <ul style="list-style-type: none"> School staff and parents expressed that the school atmosphere is welcoming and fosters a feeling of belonging and trust. For example, parents shared that the school leader and parent coordinator have open door policies. Parents also shared that they come to the school anytime during the school day and are embraced by the staff in the building. As a result, families’ free and frequent engagement with the school promotes an environment that encourages and supports student success. <p>6.3 <u>The school has received a rating of <i>Effective</i> for this Statement of Practice:</u> 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.</p> <ul style="list-style-type: none"> Through interviews with school leaders, parents, and students the IIT determined that the school staff respects and acknowledges the diversity of the existing knowledge and culture held by families and community members. The school communicates about school issues in the two dominant languages of families (English and Spanish). The school communicates with families in various ways, including through an online parent portal and written progress reports. As a result, the open communication supports an increase in parent involvement to improve student academic achievement. <p>6.5 <u>The school has received a rating of <i>Effective</i> for this Statement of Practice:</u> 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.</p> <ul style="list-style-type: none"> Interviews with parents and the school leader indicated that the school shares data and provides opportunities for families to increase their understanding of data. In addition, parents reported that they understand their children’s progress and needs through information sessions provided 		

throughout the year. Although student feedback does not include next steps, teachers provide parents with specific suggestions for what they can do at home to support their children. As a result, the data dialogues between the school staff and families helps to promote success in a constituent-centered learning environment.

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.

- Based on interviews with school staff and documents reviewed, the IIT found that the school has developed a number of partnerships with outside agencies. These include the Brooklyn Community Services, St. Marks Mental Health Office, the Van Dyke Community Center, and Langston Hughes Center. However, parents and school staff reported that PD was not provided across all areas (academic, social, and emotional developmental health) to fully understand, support, engage, and sustain these partnerships. As a result, the school partnerships have not been connected with all students and families. In the absence of targeted PD, the school limits the ability of families to support sustainable student success.

Recommendations:

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 and implement CCLS-aligned curricula for all grades and subject areas. Ensure that the curricula include clear, descriptive units of studies appropriately aligned to the CCLS. Ensure the curricula consider what students need to know across all grades. Include specific accommodations in the curricula to support student sub-groups, specifically ELLs and students with disabilities. Ensure that all teachers are effectively implementing the CCLS curricula in all lessons. Make necessary adjustments to the curricula based on data analysis and student needs.
- 3.3: Develop a consistent unit plan format for all grades and subject areas to complete. Align all units with the expectations of the CCLS, ensuring that they are sufficiently rigorous and that they stimulate deep conceptual understanding and knowledge. Monitor the development of all unit plans. Ensure that teachers are using pacing calendars and unit plans across all grades, content areas; and classes expose students to a progression of sequenced complex materials. Ensure that classes are student-centered to engage students in their own learning. Ensure that teachers are helping students to analyze information.
- 3.4: Ensure that all teachers are working in partnerships within and across grades/subjects vertically and horizontally on a regular basis targeting what is taught and why it is taught. Expose all students to a standards-based aligned curriculum that enables students to discover, create, and communicate information using the arts, technology, and other enrichment areas, so students gain the skills necessary to excel in high school and beyond.

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:

- 4.3: Ensure instructional practices are appropriately aligned to CCLS curriculum maps to instruct students and that instruction leads to increased student achievement. Ensure that teachers work with students to develop and monitor individual student academic goals. Ensure instruction provides multiple entry points that enable students to achieve their targeted goals. Engage in deep analysis of data to identify and support the needs of groups of students and individual students; and modify instruction to support those identified needs.
- 4.4: Ensure instruction stimulates student higher order thinking skills by asking questions that relate to instructional materials that contain high levels of text and content complexity, as outlined in the CCLS.

Tenet 5: Student Social and Emotional Developmental Health

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

- 5.2: Develop an overarching strategic plan to address the social and emotional developmental health needs of all students. Provide PD for all school staff, so those designated adults who will be coordinating the social and emotional developmental health needs of students are equipped with the necessary skills. Clearly delineate a referral and support system for all students that address barriers to social and emotional developmental health and academic needs. Use individual and school wide data to identify areas of need and cultivate partnerships that impact student social and emotional developmental health. Provide the support staff with a structured approach to working as a team to coordinate, identify, and plan for the needs of all students.
- 5.3: Ensure that all school constituents can articulate the identified skills and behaviors that demonstrate social and emotional developmental health and lead to academic success. Develop specific programs/curricula to teach, support, and measure social and emotional developmental health for all students that result in a significant number of students demonstrating these skills. Implement PD to build adult capacity in supporting students' social and emotional developmental health.
- 5.5: Work with teachers to develop an understanding of how to use data to address students' social and emotional developmental health needs that align to academic and social success. Develop an expectation that all teachers use data (including conversations and observations) to identify and address the social and emotional developmental health needs of all students.

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: Ensure that the entire school community receives PD on the purpose and expectations of the various partners within the school. Create opportunities for community partners to share information with families through open houses and/or outreach community fairs at the school. Promote and provide PD to fully understand, support, engage, and sustain these partnerships toward supporting student well-being and academic success.