



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code/DBN	321200011388
School	Pan American International High School
School Address	45-10 94 th Street, Elmhurst, NY 11373
District	NYC CSD 24
School Leader	Minerva Zanca
Dates of Review	April 22-23, 2013
School Accountability	Focus
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	9-12	Total Enrollment	364	% Title 1 Population	SWD	% Attendance Rate	89%				
% Free Lunch	66%	% Reduced Lunch	5.5%	% Student Sustainability	91%	% Limited English Proficient	89.3%	% Students with Disabilities	.05%		
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	0	# Consultant Teaching	0	# Integrated Collaborative Teaching			0				
# Resource Room	1										
Types and Number Special Classes											
# Visual Arts	2	# Music	0	# Drama	3	# Foreign Language	12	# Dance	0	# CTE	0
Racial/Ethnic Origin											
% American Indian or Alaska Native	0%	% Black or African American	0%	% Hispanic or Latino	99%	% Asian or Native Hawaiian /Other Pacific Islander	1%	% White	0%	% Multi-racial	0%
Personnel											
Years Principal Assigned to School	.05	# of Assistant Principals	1	# of Deans	0	# of Counselors / Social Workers		2GC 1SW			
% of Teachers with No Valid Teaching Certificate	0%	% Teaching Out of Certification	9%	% Teaching with Fewer Than 3 Yrs. of Exp.		17%	Average Teacher Absences	8			
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		SIG Recipient (a) (g)			
ELA Performance at levels 3 & 4	50%	Mathematics Performance at levels 3 & 4	61%	Science Performance at levels 3 & 4	N/A	4 Year Graduation Rate (HS Only)		48%			
Credit Accumulation (High School Only)											
% of 1 st yr. students who earned 10+ credits	82.3%	% of 2 nd yr. students who earned 10+ credits	70.4%	% of 3 rd yr. students who earned 10+ credits	49.5%	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
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities	X	Limited English Proficient
X	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native		Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities	X	Limited English Proficient
X	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Science			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective			
	Limited English Proficiency		

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

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

- To increase teacher effectiveness through frequent formal and informal observations and subsequent feedback, with next steps, using Internationals Network for Public Schools Classroom rubric that highlights best practices for ELLs.**
- To increase the overall student academic progress, as demonstrated by an increase in the Regents passing rate, resulting from goal setting and effective action planning at the school level.**
- To build teacher capacity to work collaboratively to develop performance tasks and units aligned to the common core learning standards.**
- To increase the overall graduation rate of cohort O, while increasing the number of students in every grade who receive ten or more credits by August 2013.**
- To increase parent involvement and participation in school wide activities to reinforce our school to home connection and shared responsibility for student achievement.**

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

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

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

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

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

	achievement outcomes.				
	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	D
--	---------------------	----------

Debriefing Statement: The school has a vision statement that has not been updated, with goals developed by the school leader. While resources are organized strategically, there are limited evidenced-based systems in place in areas of critical need. Consequently, progress toward student achievement and school improvement goals are limited.

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 has made some programmatic, fiscal, and hiring decisions that meet the needs of the school. Because the current graduation rate is 47 percent, the school leader reported that she reorganized the schedule and instituted extended day and Saturday programs to provide more credit accumulation opportunities for students. To address school goals, she reported that the school provided a variety of professional development (PD) opportunities for staff, hired a coach from the Internationals Network for Public Schools (Internationals), and offered Advanced Placement (AP) Spanish examinations and College Now courses to students. In addition, resources were expended for technology equipment for staff and student use. Although the school leader anticipates few staff vacancies next year, she shared plans to form a hiring committee to recruit new staff using the I-start Teacher program sponsored by the Internationals. These strategic decisions enhance the school’s ability to support school improvement efforts.

Areas for Improvement:

2.2 **The school has received a rating of *Ineffective* 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 vision that the Internationals developed 25 years ago. The school leader and staff reported that the school ascribes to the Internationals’ core principles to support English language learners (ELLs). The school leader reported that the Internationals’ five core principles influenced the School Comprehensive Educational Plan (SCEP) goals. These principles, which the school adopted as the school vision, include: heterogeneity and collaboration; experiential, project-based learning; language and content integration; localized autonomy and responsibility, and one learning model for all. A document review by the IIT indicated that the school provides a PD session in September to communicate the Internationals’ core principles. However, staff reported to the IIT

that the PD session has not changed over the years. During interviews, staff, parents, and students reported that the school vision is to have students graduate. Upon review of the five core principles, it was not clear to the IIT how the five principles drive the SCEP goals. The IIT found that only one of the SCEP goals was specific, measurable, ambitious, realistic, and timely (SMART) and another goal focused on ELLs. The school leader reported that she alone developed the goals based on the 2012 New York City Department of Education Quality Review feedback. Consequently, the lack of a school vision based on current data with clearly aligned goals shared by all participants hinders the effectiveness of school improvement efforts.

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 is beginning to use data-driven protocols to address some mission-critical goals. The school leader reported that the school provides teachers with bi-monthly opportunities to review data in their content area team (CAT) meeting. Teachers indicated that the interdisciplinary team also meets bi-monthly to share and monitor student progress. The school leader reported during her interview that the school uses data from sources, such as the New York State Regents examinations, New York State English as a Second Language Achievement Test (NYSESLAT), New York City Department of Education's Achievement Reporting and Innovation System (ARIS) as well as cohort data to adjust instruction. The school provides PD on goal-setting topics early in the school year. The school leader and teachers reported that each staff member received the school goals through the school email system at the beginning of the year. Teachers noted that they receive cohort data on the students they teach. However, teachers stated that there is no follow-up from the school leader on progress toward the achievement of other school goals. The school leader shared information with the IIT about the implementation of the new credit/course enrollment monitoring process for students after learning that five students would not be able to graduate this year due to inaccurate course enrollment and hundreds of other transcript errors. Because the school is in the early stages of using evidenced-based systems and structures to identify and improve some areas of critical need, progress toward improving mission-critical goals is limited.

2.5 The school has received a rating of *Ineffective* 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 do not have a plan for frequently observing school staff in order to monitor practices. During interview with the IIT, school leaders provided conflicting reports to the IIT regarding the observation requirement. The school leader reported that all teachers should have one formal observation but the assistant school leader indicated that each teacher should have two formal observations in addition to four informal observations for untenured teachers, and two

informal observations for tenured teachers. An examination of the teacher observation binder by the IIT indicated that three of the four teachers rated unsatisfactory received teacher improvement plans. The observation-tracking sheet did not indicate any observations for three staff members: one untenured teacher and two tenured staff members. Many of the observations reviewed by the IIT provided teachers with generic feedback. The IIT also found that the observation system did not provide for progress monitoring after PD sessions for teachers who needed support, make connections between student data and teacher feedback, or include a systematic plan of action to observe all staff members, formally and informally with specific timelines for implementation and monitoring. Consequently, the lack of a fully functional system and structures to hold teachers accountable impedes efforts toward 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 leaders and staff are developing and implementing curriculum and assessments that support the Common Core Learning Standards (CCLS). However, inconsistencies in the level of rigor and vertical alignment, and adaptation to meet the needs of all students, limit student learning opportunities.

Strengths:

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

- The school leader and staff are working together to develop and implement curricula that support the CCLS. The school leader reported to the IIT that there is PD relating to the curriculum and an implementation plan that provide opportunities for teachers to meet regularly to align the curricula to the CCLS. Teachers reported that grade and vertical teams of teachers receive time to meet in order discuss and develop curricula. During document reviews, the IIT found that the school has developed units of study including pacing calendars, and curricula materials that support the CCLS. In addition, the school’s PD plan includes approximately 17 topics on the CCLS, curriculum, and assessments. The systematic process for developing and implementing curricula that support the CCLS, enhances student exposure to the concepts and skills needed for student success.

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.

- Teachers collaboratively created a framework of pacing calendars and unit plans that support the CCLS. However, classroom visits by the IIT showed inconsistency in the delivery of instruction. For example, in many classrooms, teachers did not ask questions that elicited higher-order thinking to deepen conceptual understanding of the instructional content. In some classrooms visited by the IIT, teachers guided discussions with lower-order questions and inconsistently provided wait time for students to process ideas before responding to questions. During interviews with the IIT, the school leader indicated that questioning techniques needed to be improved. In other classrooms, the IIT observed that teachers interacted only with those students who volunteered during whole group instruction. In addition, teachers inconsistently checked for student understanding before moving on to independent work. Because of the inconsistent use of plans and practices that promote higher-order thinking skills, not all students are engaged in rigorous learning experiences, which limit their access to deep conceptual knowledge needed for academic success.

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.

- While the IIT observed that most teachers work in collaborative teams, the IIT found limited evidence that the meetings resulted in a robust curriculum that incorporates arts, technology and other enrichment opportunities. The school leader reported to the IIT that the school has several teams that focus on interdisciplinary instruction, content areas, and inquiry. Teachers indicated that teams meet regularly to develop strategies and practices to support students, and the instructional team meets to plan, create, and adjust lessons based on what students need to learn. The school leader noted that teachers of theatre and art meet with the CAT bi-monthly to plan strategies for integrating creative writing and native language arts across different area of the curricula. However, the technology teachers do not attend any team meetings. In addition, although teachers have iPads, laptop carts, and computers available in the classrooms, the IIT observed that there was little use of technology by the students. Consequently, students' exposure to a robust curriculum integrating enrichment opportunities, particularly technology, is limited.

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.

- While the school leaders encourage teachers to collect, analyze, and use data to maximize instructional practices and increase student learning outcomes, there are limited systems in place and insufficient training on how to use data to inform instruction. The school leaders stated that they provide teachers with cohort data and item analysis on scholarship data. However, most of the discussions around data center more on scholarship data for teachers with at risk students rather than those with satisfactory scholarship data. The school leader stated that regular check-ins with all staff members with regard to academic data is a priority for next year. Review of school-based documents by the IIT showed that the school does not have an action plan to engage all staff in the

process of analyzing State assessment data and that teachers are not using scholarship data to identify student learning needs. Although some teachers use NYSESLAT data to group students, they are not consistently collecting real time data to track student progress. In addition, a review of student portfolios noted inconsistencies in how teachers use student data to document student achievement and mastery of learning goals. The school leaders provided the IIT with the results of formative assessments for ELA that indicate a decrease in scores by 34 percent from the fall of 2012 to the spring of 2013. The mathematics scores, other the other hand, increased 25 percent during the same period. At the time of the IIT visit,, the school leaders were unable to provide the IIT with information about the process that was used to identify areas of concern and obtain information to help teachers gain a clearer idea about what students found challenging on the State assessments. The lack of a comprehensive school-wide data driven system and adequate training on the use of data, limits teachers' ability to adequately plan and adapt instruction to students' needs, which limits student outcomes.

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

Tenet Rating

D

Debriefing Statement: Teachers lessons and instruction do not consistently reflect the instructional rigor and adaptation for diverse learners needed for student engagement. Consequently, students have inconsistent opportunities for high-level engagement 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 shared with the IIT that they use data to plan and adapt lessons as well as to develop student groups. During interviews, teachers informed the IIT that they use various instructional strategies in an attempt to engage students. Despite their reports that these strategies include student grouping, goal setting rubrics, and exit slips to support and assess student learning, the IIT observed during classroom visitations, that many teachers did not use higher-level questioning, provide multiple entry points, or use differentiated instructional strategies to engage the interests and needs of all students. The team also noted that some teachers provided limited opportunities for students to respond to questions. During one of the teacher meetings, some teachers indicated that they need to improve their instructional skills, particularly for preparing students for New York State Regents examinations. The inconsistent use of instructional practices and strategies to meet established goals and meet the needs of all students, limits students accessing instruction that

includes high levels of engagement and inquiry.

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 the visit, the IIT observed that teachers' lesson plans aligned with the CCLS curriculum maps. However, classroom instruction was inconsistent and did not support the instructional shifts of CCLS. The IIT observed some teachers who inconsistently provided students of mixed abilities and learning styles with targeted interventions to help them to access, understand, and apply knowledge in differing ways. As a result, the disconnect between lesson plans that support the CCLS and daily instructional practices limits the multiple points of access for all students 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.

- Students reported that they enjoy coming to school, and the IIT observed that students were well-behaved in classrooms and in the hallways. The IIT also observed that clear expectations for student behavior were posed on bulletin boards in classrooms and throughout the school. However, the IIT observed during classroom visitations that teachers did not consistently adapt instruction to meet the needs of diverse learners or encourage higher-order thinking skills through their questioning techniques. The review team also observed that teacher behavior did not consistently support students in the classroom. For instance, one teacher asked the class, "Were you able to graph this?" When the student shook her head to indicate "No," the teacher did not probe for more information to further engage her in the lesson. In other cases, teachers did not explicitly differentiate instruction to accommodate the literacy needs of all students. Although students were well-behaved they were not consistently challenged to engage in rigorous learning tasks tailored to their strengths and needs. Consequently, high levels of student engagement and inquiry are diminished.

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.

- School leaders and teachers are in the beginning stages of using data to monitor student progress. While data is available to the teachers, the IIT found limited evidence that teachers are analyzing relevant data to inform planning and instructional practices. Teachers and school leaders reported there was some PD focusing on how to use various forms of formal and informal data. For example, the Internationals and Children First Network (CFN) coaches provide workshops on using data to inform teaching. Teachers and school leaders also reported interactions with teachers from other schools that follow the Internationals model, indicating targeted lesson plan development and adaptation using data. However, when the IIT examined samples of lesson plans, observed

classroom instruction, and interviewed teacher teams, they did not find evidence that teachers were consistently engaged in checking for understanding using low- and high-stake assessments in the classrooms to gather information about where students are in the learning process and where they need to go. The IIT did not observe evidence of consistent monitoring of student progress and gathering data on individual students, and teachers did indicate how they adjust pacing for the whole class or scaffold for students who may be struggling. Consequently, the inconsistent use of data to inform lesson planning and instruction, limits teachers' ability to foster student participation in their own learning.

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: While the school community is safe and supportive, targeted identification and supports of specific social and emotional developmental needs are not yet systemic, which limits the school's ability to address student needs.

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.

- All stakeholders support the school community efforts in providing for the social and emotional developmental health needs of students. During interviews, students reported that they feel safe in the school and believe that they are supported by the adults in the school. Teachers were able to articulate their role in supporting the students. Teachers reported that they agree with the school vision for academic and social success. Parents expressed their belief in the new school leader's effort to improve the school and that they would achieve a better rating than they had previously from the New York City Department of Education. Parents reported to the IIT that the school supports children and families through the parent meetings and various workshops. As a result, the school is perceived by all constituents as a place for students, staff and families to work together to provide a greater sense of acceptance and ownership to foster student social, emotional and developmental health. Consequently, this enhances the school's ability to increase student achievement outcomes.

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.

- While the school leaders and staff have recently developed some interventions to support the

needs of students, the school does not have overarching systems or coordination of efforts for addressing the social and emotional developmental health needs of students. The IIT review of school documents and interviews with staff indicate that the school has developed a few community-based partnerships to provide services to students and their families. The school leader and staff reported that the school recently implemented a student/teacher mentorship program where each teacher connects with six to seven students on various social-emotional and academic issues. However, there is inconsistent use of a formal system in place to monitor student progress within these mentoring groups. The school leader shared that the school has two school counselors and a social worker as well as a SPARK counselor who offers services related to drug prevention and intervention. However, the school leader and staff reported that the school has not evaluated the social and emotional developmental health services offered to students and their families to determine the impact of the programs and partnerships toward the school improvement goals. Without a comprehensive system in place to support and sustain social and emotional developmental health at all levels, students do not receive the support necessary to sustain social and emotional health.

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.

- While the school has adapted the Internationals five core principles as the school vision, there is not a formal, systematic plan that focuses on addressing the social and emotional needs of students. The Internationals' core principles are intended to build a sense of well-being among the students. However, the IIT did not observe the explicit teaching of the desired behaviors. A review of the school based discipline data, indicated a decrease in the number of incidents overall during a three year period, but the pattern was inconsistent. The school leader reported he uses the Online Occurrence Reporting System (OORS) to report incidents of more severe infractions. The school leader reported that the CFN provides PD in social and emotional developmental health to the guidance counselors and parent coordinator. One teacher attended PD on bullying. The school leader reported adopting a bullying program that three teachers developed, and they have presented one unit to the students. None of the teachers have received PD on peer mediation and conflict resolution. The IIT found no evidence that the school builds adult capacity to identify and address the links between academic success and student social and emotional health needs. As a result, the school is limited in its ability to promote and sustain a safe and healthy learning environment for all constituents.

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 student support staff is beginning to work with the teachers on how to use data to respond to student social and emotional needs. The school leader reported that there are weekly meetings with the student support staff on data collection, credit accumulation and recording, and student

social and emotional developmental health needs. According to the school leader, data is provided to teachers in a timely manner through various team meetings. Because the school leader and support staff are in the early stages of working with teachers on the use of data, their ability to support students in their academic, social, and emotional needs is limited.

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

Tenet Rating

E

Debriefing Statement: The school environment is welcoming to families, and the school has cultivated relationships with families. As a result, parents are engaged and able to support the progress and well-being of their children.

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 is clean and is a welcoming place. The school leader has an open door policy that creates opportunities for the school to build family and community relationships. The IIT observed that the security and school staff are welcoming. Parents reported that the school and teachers communicate with them regularly about their children’s academic progress and social and emotional developmental health needs and growth. During interviews with the IIT, parents spoke highly of the school leaders and teachers. Parents shared with the IIT their volunteer experiences at the school, which included family day and the Learning Leaders parent volunteer workshops. The welcoming atmosphere at the school fosters a feeling of belonging and trust for many families that results in family and community engagement and involvement, which supports student success.

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

- The school leader has created an atmosphere where regular communication with families is encouraged. The IIT found during the document review that the families receive informational communications and academic reports in English and Spanish. The school has partnerships with organizations that provide translation services for parent meetings to encourage reciprocal communication. The IIT found through observation of classrooms and hallways that the school celebrates diversity. Many families experience purposeful communication with the school in all pertinent languages concerning student achievement, needs, and issues. Because of these practices, parents are able to engage with the school to identify their children’s strengths and needs.

6.5 The school has received a rating of *Effective* for this Statement of Practice: The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between

parents, students and school constituents centered on learning and success.

- The school provides opportunities for families to learn, understand, and use academic data. Parents interviewed by the IIT reported that they have access to online data through Jupiter grades in their native language. The school leader shared that the school sends home progress reports and report cards to families in Spanish and English. Parents reported that the school offers workshops that provide information about school data and helps them in understanding it. The support provided to families encourages them to understand data and student learning needs. Consequently, families' ability to advocate on behalf of their children's needs is enhanced.

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.

- During interviews with the IIT, parents reported that the school collaborates with families and community stakeholders to support student academic and social-emotional endeavors. Parents indicated that they communicate with teachers through face-to-face meetings, by telephone and email when they have questions or concerns. The school has developed partnerships with a few community-based organizations (CBOs) to support students and families. Staff noted that the CFN provides training only to the parent coordinator and school counselors on family outreach and developing community partnerships. Although parents report that they receive some support about student progress, the IIT found that the school does not provide PD opportunities for all staff members on family outreach and community engagement. Without a PD plan in place for all staff members on developing and sustaining partnerships, family and community connections in supporting student success are limited.

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: Include all stakeholders in creating a strategic vision for graduating students who are prepared for a variety of post-secondary options and embed the five core values that serve as the tenet of expectations for students. Ensure that the SCEP goals are aligned to student data and other current data sources and that the vision/mission of the school is communicated across the school community in multiple ways.
- 2.3: Develop specific short- and long-term goals based on the vision statement, prioritize them; identify the means and systems that will be used to attain them; create measurable benchmarks; and monitor time lines for achievement of the benchmarks. Regularly share this information across the school community and articulate them in the SCEP.
- 2.5: Extend the supervision plan to include frequent formal and informal observations by the school leaders as a basis for feedback for all staff members. Rigorously implement strategies that offer staff specific, detailed feedback for improving both the delivery of instruction and integration of CCLS. Provide PD and follow up connected to improvement plans and other supports to teachers and other staff members.

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 a plan for teachers to introduce students to rigorous instruction and higher-order thinking in lesson plans aligned with the CCLS.
- 3.4: Provide teachers with the opportunity to meet with special area teachers, in addition to their current grade and subject area meetings, to ensure the curriculum exposes students to a rich curriculum that includes the arts, technology, and other enrichment subjects.
- 3.5: Assess school effectiveness, identify student needs, promote high levels of student learning and success, and identify patterns of student learning that lead to the adaptation of instruction by developing a comprehensive system of collecting, analyzing, and using timely data with all instructional staff. Provide PD to school staff on data collection, analysis, and use. Develop instructional plans for all student groups and map out a path for student progress.

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: Regularly monitor classroom instruction to ensure that teachers implement CCLS aligned lesson plans, strategies, and instructional practices to promote higher-order thinking skills and require students to analyze

information with the goal of increasing academic rigor and activate student participation in their own learning experience.

- 4.3: Provide systemic PD to help teachers incorporate differentiated CCLS aligned instruction that leads to multiple points of access for all students to achieve targeted goals.
- 4.4: Have teachers institute strategies to infuse higher-order questions, student inquiry, and higher levels of student collaboration as a means of challenging and engaging all students and creating rigor.
- 4.5: Ensure effective PD for all staff to enable them to begin to use data sources effectively to analyze information and inform instructional decision-making, student grouping, and lesson planning. Use formative assessments, and progress monitoring, and provide frequent meaningful feedback with specific next steps for improvement to students to empower and encourage them to actively participate in and take ownership of their own learning process.

Tenet 5: Student Social and Emotional Developmental Health

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

- 5.2: Create a comprehensive system of student referral and support that identifies and addresses barriers impeding students' social and emotional developmental health as well as academic progress. Develop partnerships and positive behavior strategies capable of having a positive influence on student social and emotional developmental health, and evaluate the outcomes of the services and programs in place to ensure they are supporting and sustaining the social and emotional health for all students.
- 5.3: Develop a communication system/network that informs and educates all stakeholders of the school's vision for student social and emotional developmental health and how it connects to academic success. Implement a rigorous and transparent curriculum to teach and measure student skills in the adopted positive behavior strategies. Provide PD and explicit training for all stakeholders in order to build adult capacity to support students that results in a safe and respectful learning community where all students achieve academic success and social and emotional developmental health support.
- 5.5: Prioritize and develop systems to provide school leaders and staff PD and support in using data to respond to students' academic and social and emotional needs connected to academic success and social and emotional well-being.

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: Develop connections with families and community stakeholders focused on supporting student learning and growth. Provide PD for all staff members on how to identify and sustain healthy partnerships with families and community organizations that is linked to student needs and academic success.