



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code/DBN	310200011580
School	Richard R. Green High School of Teaching
School Address	7 Beaver Street, New York, NY 10004
District	New York City (NYC) Community School District (CSD) 2
School Leader	Nigel Pugh
Dates of Review	May 22-23, 2013
School Accountability	Focus
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	9-12	Total Enrollment	600	% Title 1 Population	76%	% Attendance Rate	89.2%				
% Free Lunch	70%	% Reduced Lunch	7%	% Student Sustainability	70%	% Limited English Proficient	6%	% Students with Disabilities	24%		
Types and Number of English Language Learner Classes											
# Transitional Bilingual	0	# Dual Language	0	# Self-Contained English as a Second Language		2					
Types and Number of Special Education Classes											
# Special Classes	0	# Consultant Teaching	0	# Integrated Collaborative Teaching		5					
# Resource Room	6										
Types and Number Special Classes											
# Visual Arts	2	# Music	5	# Drama	0	# Foreign Language	7	# Dance	0	# CTE	0
Racial/Ethnic Origin											
% American Indian or Alaska Native	1%	% Black or African American	37%	% Hispanic or Latino	55%	% Asian or Native Hawaiian /Other Pacific Islander	4%	% White	3%	% Multi-racial	0%
Personnel											
Years Principal Assigned to School	5 months	# of Assistant Principals	2	# of Deans	2.5	# of Counselors / Social Workers	3+1 day				
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	10	% Teaching with Fewer Than 3 Yrs. of Exp.	12	Average Teacher Absences	5.8				
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	X	SIG Recipient (a) (g)	None		
ELA Performance at levels 3 & 4	47.3%	Mathematics Performance at levels 3 & 4	17.5%	Science Performance at levels 3 & 4	N/A	4 Year Graduation Rate (HS Only)	60%				
Credit Accumulation (High School Only)											
% of 1 st yr. students who earned 10+ credits	61.3%	% of 2 nd yr. students who earned 10+ credits	71%	% of 3 rd yr. students who earned 10+ credits	69.9%	6 Year Graduation Rate	71.3%				

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		
Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	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		
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. Develop a culture of independent reading infused throughout the curriculum
2. Develop a culture of independent writing throughout the curriculum
3. Develop a culture of professional teams using a strength-based model to know students well and problem-solve
4. Develop the social-emotional aspect of the school to support the social-emotional and academic success of all students
5. Develop more student-centered classrooms rich with student voice and responsive to each student's needs where students know and express how they learn best

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

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

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

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

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

3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.			X	
OVERALL RATING FOR TENET 3:				D	

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

#	Statement of Practice	H	E	D	I
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.			X	
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.			X	
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.			X	
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.			X	
OVERALL RATING FOR TENET 4:				D	

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

#	Statement of Practice	H	E	D	I
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.		X		
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.			X	
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.			X	
5.5	The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.			X	

	OVERALL RATING FOR TENET 5:			D	
Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.					
#	Statement of Practice	H	E	D	I
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:			D	

School Review Narrative:

<p>Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.</p>	<p>Tenet Rating</p>	<p>D</p>
<p><u>Debriefing Statement:</u> The school is developing a new vision; however, the school’s systems that lead to common understanding and highly effective practices are not yet fully developed and communicated across stakeholders.</p> <p><u>Strengths:</u></p> <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"> The school leader has prioritized professional development (PD), hired staff, removed unsatisfactory personnel, and made programmatic changes that support the school’s ability to meet the academic and social needs of the students and school. From interviews with school leaders and teachers at team meetings, the Integrated Intervention Team (IIT) learned that the school leader has invested time and resources into the provision of PD for staff. Some examples of this investment are the hiring of a New York City Writing Project consultant, coaching provided for ten staff two days per week across content areas, paid after-school PD offered to staff, and a book study group funded for one hour per week. Among staffing decisions, the school leader hired a new psychologist and social worker and reported to the IIT the removal of unsatisfactory-rated teachers. The school leader also re-programmed staff and students to maximize use of teacher time and address Individual Educational Plan (IEP) and other student data. Further, resources were allocated for purchase of materials to meet school and student goals. The school purchased twenty-four classroom libraries with fiction and non-fiction texts, to insure student access to reading materials of high interest and at multiple Lexile levels, and an additional lap top cart and 30 laptops to enable teachers to bring technology into the classroom more easily. Because of the strategic allocation of resources, the school leader has increased the school capacity to achieve school-wide and student goals. <p><u>Areas for Improvement:</u></p> <p>2.2 <u>The school has received a rating of <i>Ineffective</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"> At the time of the IIT review, the school leader together with the School Leadership Team (SLT), 		

students, and parents, were in the process of developing a new common vision. However, their work did not connect a shared vision to Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals. From a document review, the IIT found that school leaders have identified areas of priority for the current and future school years. The school leader interview confirmed to the IIT that the school leader worked with eight teachers and two supervisors at a retreat to look at the vision and have the teachers share insights with other staff members. The school leader also met with students and parents and created a weekly on-line publication to offer all stakeholders a voice in developing a common understanding of the vision. However, teachers and school leaders interviewed were unable to communicate a unified vision, and there was no evidence of a connection between the vision and the school data on student achievement trends. The school leader also reported the school community does not know the vision. According to one teacher, teachers were just beginning to buy into the identified areas of priority articulated by the school leader in the new vision. Student goals and school-wide goals (included in the SCEP) do not align, and this limits a shared understanding of the school vision. Consequently, the lack of a shared school vision connected to SMART goals hinders the development and maintenance of a community-wide sense of urgency in the achievement of school-wide goals.

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.

- From interviews, document reviews and classroom visits, the IIT learned that, at the time of the IIT review, the school was in the beginning stages of developing systems for staff to collect and analyze data on student and program outcomes. Document review and interviews by the IIT with the school leader indicated that there are some protocols and agendas for grade team/content meetings, and that they may include references to best practices. School leaders use the Danielson rubric when visiting classrooms and gather low-inference data to share with teachers during post-observation conferences. School leaders informed the IIT that they meet with teachers to look at student report cards after each marking period and set goals based on what the data tells them about each individual student's learning. Lead personnel also examine cohort data to identify students who need to complete classes or Regents course requirements and they ensure supports are provided to students to address deficits in this area. The IIT was informed that scholarship reports and graduation data analysis point to a trend of poor performance of many students, and only some of whom are absent often. According to the school leader, poor attendance limits the efficacy of the school initiatives to improve student achievement. From an interview with the attendance team, the IIT learned that the only strategies they have for this issue is that parents are apprised of attendance and punctuality issues and that there is a family worker who makes home visits. Although school leaders are beginning to use evidence-based systems to collect and examine data on student outcomes, there is still a lack of systematic use of these systems. The lack of consistent use of evidence-based systems limits the school's ability to examine and improve school-wide

practices to achieve mission-critical goals.

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

- From interviews, the IIT learned that the school leader is in the process of developing a system to track the progress of teacher practice. The school leader informed the IIT that his work in creating structures for holding staff and other school leaders accountable for continuous improvement of the school is in a developmental stage. During document reviews and interviews of school leaders and teachers, the IIT found that school leaders conduct pre-observation conferences, record and track formal and informal observation data (short cycle) via a computer database, and follow up with post-observation conferences. Observation reports reviewed by the IIT included low inference feedback, but did not refer to an improvement plan. From teacher interviews, the IIT found that school leaders did not survey individual teachers regarding their specific needs. The document review shows little evidence of a connection between observation data and PD plans for individual teachers. Because structures are not yet in place, the school leader does not have a fully functional system in place to hold administrators and staff accountable for continuous improvement.

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

Tenet Rating

D

Debriefing Statement: The school is developing CCLS-aligned grade-specific curriculum maps and assessments to guide instruction across core content areas; however, since this work is still in an emergent phase, not all curricula are aligned to the CCLS or are modified to address student needs.

Strengths:

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

Areas for Improvement:

3.2 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to

the Common Core Learning Standards (CCLS) in Pre K-12.

- From interviews and document reviews, the IIT found that school leaders set forth expectations and supports to facilitate the development of CCLS-aligned curricula. The IIT was informed that the school's instructional coaches and lead teachers have attended Children First Network (CFN) 611 workshops on literacy, questioning, lesson planning and task design. The school's five instructional coaches and lead teachers meet with the school leader twice per month and the achievement coach from CFN 611, once per month. Coaches and lead teachers implemented PD on instructional shifts and worked with staff on CCLS using new CCLS materials. From a review of instructional plans, the IIT determined that CCLS alignment across disciplines is lacking, and lesson plans do not consistently reference the CCLS. Further, although humanities teachers have been developing text-based questioning and English teachers have been using more non-fiction texts, a review of curriculum maps by the IIT indicate that curriculum support is not consistently aligned to rigorous and coherent CCLS curricula. The school leader noted, "There is an over-reliance on commercial textbooks in most areas of the curriculum." The school leader also stated that, "Common Core job-embedded coaching originally projected for the spring has been postponed to the fall." The lack of CCLS alignment across disciplines and the postponement of job-embedded coaching have impeded the implementation of rigorous and coherent curricula appropriately aligned to CCLS.

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.

- The school leader reported to the IIT that teachers collaborate to develop student-centered activities. For example, according to the school leader, during Friday teacher team meetings staff discuss how text-rendering, journaling, re-framing text, using a Last Word protocol, evidence-based small group or whole class discussions, and sharing writing with peers can be implemented in deepening student learning and building higher-order thinking skills. School leaders also indicated that there is some evidence of teacher use of these text exploration strategies. During classroom visits, the IIT noted that some teachers focus on academic vocabulary by using word walls, definitions, and the analysis of word roots. From conversations with teachers, the IIT learned that unit planning across grades and subject areas has begun; however, documents reviewed showed that while lesson plans were consistent with the pacing calendar and unit plans, they did not include a progression of sequenced, complex material. Further, some lesson plans had alignment to the New York State standards but not to CCLS, and others did not target higher-order thinking. The inconsistent use of strategies and complex materials that stimulate higher-order thinking limit the school's ability to build deep conceptual understanding and knowledge consistently for all students across all subject areas.

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.

- Collaboration among staff across and within grade levels varies widely. From interviews with the school leader, the IIT learned that teacher team meetings include a weekly mathematics team meeting, a science teacher team meeting, and a weekly meeting of teachers from English, social studies and science with a New York City Writing Project Consultant. The school leader also indicated that the school holds a weekly book study session, where teachers share anecdotes and artifacts to improve student engagement in independent reading and writing. Due to competing events, staff attendance at team meetings and after-school workshops was low. During classroom observations the IIT noted inconsistent use of SMARTBoards and laptops. Although there are laptop carts and computers available for classroom use, there is no computer room in the school and the lab set up in the library offers students limited access based on the small number of computers available. Although opportunities to work together exist, the school schedule limits the opportunities for specific teams of teachers to work horizontally across grades to develop a robust curriculum that incorporates the arts, technology, and other enrichment opportunities. Limited opportunities for staff to meet within and across grades and subjects hampers the school's capacity to ensure effective and regular teacher collaboration within and across grades and subjects. The school's lack of collaborative planning and inconsistent use of technology and the arts in the curriculum limits student access to robust curricula.

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.

- From interviews and a review of documents, the IIT found that a data driven culture is emerging in the school, but is not yet robust. In February, newly constituted Pupil Personnel Team (PPT) started to meet to look at student work, student self-assessments, teacher assessments and other artifacts. Teachers use a data gathering tool that was distributed by the guidance counselors to collect student data and assemble data from IEPs, assessments, and classroom observations for use with the PPTs to create a plan of action for each student who has an IEP. The IIT found from a document review and from interviews, that some teachers complete item analyses of periodic assessment data to identify questions that pose the most difficulty and one of the school leaders reviews scholarship data for each marking period to set goals with teachers. Interviews with teachers indicate that although data is collected, there is inconsistent sharing of the data with all instructional staff. According to the school leader, there is no systematic method for observing and recording student performance data. Student performance data is most often addressed by school leaders with staff through pre- and post-observation conferences and during after-school PD sessions. Lesson plans reviewed by the IIT did not consistently indicate adaptations for students to meet individual or group needs. The IIT was informed that some teachers were not aware of the New York State English as a Second Language Achievement Test (NYSESLAT) level of English language learners (ELLs) in their groups. The lack of a systematic method for collecting and sharing

data limits the school’s ability to develop a data-driven culture and strategic action-plans to inform instruction and maximize student achievement outcomes.

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

Tenet Rating

D

Debriefing Statement: Teachers do not consistently utilize data-based strategies to make instructional decisions. This practice limits the school’s capacity to create action plans that address the gap between what students know and need to learn.

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.

- The IIT found that instructional planning is not based on established grade level goals for all groups of students. From a review of documents, the IIT learned that the school does not have short- and long-term goals established for all learners. Reviews of lesson plans indicated that instruction does not include accommodations other than the use of bilingual dictionaries. Although the IIT found that the school is working to implement higher levels of instructional practice, the IIT observed that levels of student engagement and inquiry were not high in most classes visited. The school leader noted that, “Effective annual, unit, and daily plans designed around student goals are developing and will be a major focus of next year’s professional work.” Limited planning and implementation of instruction designed to meet the learning needs of all students hinders the development of high levels of student engagement and achievement.

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 IIT review the IIT observed inconsistent alignment of instructional practices with the CCLS. Common Core coaches reported that they attend frequent workshops facilitated by network

staff but they have not been able to share the content with all teachers due to a lack of scheduled time to accomplish this goal. From a review of school documents, the IIT found that some staff provide instruction that is tailored to the needs and functional levels of students. The IIT was informed that supervisors have provided one full day workshop on Universal Design for Learning (UDL) and write specific recommendations for UDL into observation feedback. The use of *Achieve 3000* enables teachers to provide texts at different Lexile levels on common themes and some teachers use multi-media to engage students. However, other teachers provide students with generic instruction, with little accommodations for language acquisition and no evidence of multiple points of access for all students. The inconsistent implementation of instructional strategies and application of resources to modify or differentiate instruction for all students limit the provision of 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.

- Teachers reported to the IIT that they feel an increasing sense of ownership for all students. Students informed the IIT that when they need someone to speak to, they are comfortable speaking to school staff about emotions and issues. . The IIT found that after-school programs and student advocacy groups are in place to facilitate weekly sessions about teen problems. However, teachers reported that they need to develop skills to work more successfully with students and maintain classroom environments that are conducive to learning. The teachers indicated that much instructional time is lost on managing discipline problems daily and distractions have a negative impact on learning. Based on the student suspension data, the IIT found that a large number of students across all grade levels are suspended for bullying and inappropriate language. The IIT observed that school leaders are in hallways and classrooms and work with staff to ensure that the school community understands and follows acceptable student behavior. The school leader informed the IIT that, at the time of the IIT review, he was in the process of changing student and teacher schedules to incorporate programs that address classroom environment. Several college readiness partnerships, such as Advancement Via Individual Determination (AVID) and College For Every Student (CFES) give students opportunities to engage in inquiry-based research activities, however, classroom instruction did not engage students in higher-order thinking activities. In classrooms visited, the IIT observed that some students were sleeping or totally disengaged. Because an environment has not been formed in which there is a common understanding and recognition of acceptable and safe behaviors. Students are not engaged in higher-order thinking activities. As a result, a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and that fosters high levels of student engagement and inquiry, has not been created.

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 IIT found that teachers use data sources such as *Achieve 3000*, writing portfolios, item analyses of unit and interim assessments, and scholarship reports to inform planning and delivery of instruction. Teachers informed the IIT that they determine Lexile levels of students to ensure use of appropriate level texts in instruction, and use data to determine how to differentiate instruction, scaffold content, and devise a plan of action to promote student success. However, in classes observed by the IIT, teacher assessment of student progress on classroom lessons were not focused on assessing students strengths or instructional learning needs. Although some student work posted in classrooms included rubrics, the use of rubrics was inconsistent and when used, the rubrics were not explicit in the requirements for scoring at each level. Additionally, students were not provided with feedback to indicate next steps for improvement. The IIT observed minimal evidence of active student participation in learning, such as engagement in high quality discussions. The inconsistent use of rubrics and data to guide student work, provide feedback on next steps to accomplish success, and to foster student participation in their own learning is limited. The inconsistent use of data sources including screening, interim measures and progress monitoring to inform lesson planning limit the development of lesson plans and explicit teacher plans tailored to address the needs and strengths of all students.

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 community works together to incorporate varied learning experiences and supports aimed at ensuring an environment that is safe and inclusive of structures that effectively address the social and emotional developmental needs of students.

Strengths:

5.2 The school has received a rating of *Effective* for this Statement of Practice: The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.

- Students reported to the IIT that they feel comfortable with staff, including deans, safety team staff, academic coaches, athletic coaches, mentors, and school leaders who are accessible to them after school, during lunch, and during teacher preparation periods. The IIT found after-school programs and student advocacy groups are in place to facilitate weekly sessions about teen problems. Newly constituted PPTs started to meet to look at student work, self-assessments, teacher assessments and other artifacts. Documents reviewed and interview responses indicate the guidance team, social worker, school psychologist, special education specialist, and data specialist, bring a variety of

data to the new PPT meetings where PPTs create a plan of action for each student who has an IEP. The PPTs meet weekly to examine the needs of individual students via case studies. From documents reviewed and interviews with students and staff the IIT found that the school has established partnerships with several agencies including AVID, CFES, *College Now*, with Hunter College, and the NYC Writing Project, all of which support students' social and emotional learning needs. A Young Men of Color group supports at-risk male students in developing life skills, The Future Project encourages student leadership, and the Bank of America Future Leaders program helps to prepare a select group of students for the world of work. Students in the College Major Advising Program (MAP) meet monthly with mentors from Ernst and Young to get support in their college searches and with the application process. According to the school leader, two teachers have been trained to set up a Peer Mediation Center, eight teachers have been trained in Restorative Justice, and all teachers have been offered training to facilitate an Overcoming Obstacles program that is being implemented. As a result of the provision of PD to staff and the establishment of multiple partnerships with community organizations the school is able to use of these programs and partnerships offer students access to a wide variety of activities and programs that support their social and emotional developmental health and promote student success.

Areas for Improvement:

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.

- In the school's self-assessment document, the school leader referenced his vision of implementing "New practices that would enhance the academic and social-emotional success of groups traditionally not served well." Interviews with school leaders indicated that there are plans for an advisory program to be implemented to address suspension, attendance, and other social/emotional and academic needs during the 2013-14 school years. The school leader has provided other PD opportunities related to social-emotional issues (i.e. Restorative Justice) but not all staff have been trained or have participated.. However, according to the school leader, the vision was not fully understood or embraced by the school community and the activities to support the vision were not going to be implemented until the following school year. Although there are plans to introduce activities to support the school vision, the lack of a full understanding of the school vision and the lack of supports, limit the ability of constituents to to understand and articulate the skills and behaviors that demonstrate positive social and emotional developmental health and lead to student success.

5.4 **The school has received a rating of *Developing* for this Statement of Practice:** All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.

- During parent and teacher interviews with and document review, the IIT noted that constituents

feel the school is generally safe. Students reported to the IIT that they feel comfortable with staff, who are accessible to them. The PPTs reported to the IIT that, to improve student outcomes they meet weekly to examine the needs of individual students. Teachers report that they feel an increasing sense of ownership for all students and as a result, do not want to exclude, suspend, or remove challenging students from classes. However, they report that they need to develop skills to manage discipline and establish environment that are more conducive to learning. The school leader noted that he is changing student and teacher schedules to incorporate initiatives that will help create an environment that is more conducive to learning and fosters a sense of ownership that leads to greater student outcomes. Although the school community is developing a sense of ownership for all students, classroom management issues hinder the establishment and maintenance of a school community that is conducive to learning and optimizes instructional outcomes.

5.5 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.

- The student support staff and school leaders use data to identify student needs. From documents reviewed and interview responses, the IIT learned that the guidance team, social worker, school psychologist, special education specialist, and data specialist, bring a variety of data to PPT meetings. The social worker reported he goes into classes to observe student behavior in order to assist with responding to students' social and emotional needs. The special education specialist reported to the IIT that IEPs are well written and shared with staff and compliance issues are examined and resolved, to the extent possible. Teachers reported that they also bring data and student work as well as student self-assessments to these meetings in an effort to learn about students' social and emotional and academic needs. However, according to the school leader, information regarding the status of ELL students as being designated as long-term ELLs or former ELLs is not shared with all pertinent staff and only the ESL teacher uses the NYSESLAT scores. While some teachers informed the IIT that they have the ability use data to respond to students' social and emotional developmental health needs, this practice is still in the developmental stages for other teachers. As a result of the inconsistent ability of staff to access and use data, not all teachers use data to respond to students' social and emotional developmental health needs.

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

Tenet Rating	D
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Debriefing Statement: Because the school culture promotes partnerships where parents, community organizations and staff work collaboratively the school is able to promote community-wide sharing of responsibility for students' academic and social-emotional health 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.

- From interviews and documents reviewed, the IIT found that the school has an open door policy and the school has a parent center. Parents informed the IIT that they feel welcome in the school. Parents reported that the school contacts them in numerous ways about their children's academic and social/emotional needs. One parent stated that she volunteered her services in the Computers for Youth Program. The parent coordinator reported that she prepares bi-monthly communications, sent electronically and mailed to families. The SLT has received leadership training to support student success, including engaging in a text-based discussion that supports students, and supports families in learning alongside their children. Parents report that family members are welcomed into the school for cultural events, celebrations, workshop sessions in English and Spanish, and open houses for new and prospective parents. From a document review and interviews with parents the IIT found that a college readiness evening was held for parents, with one workshop for parents of grades nine to eleven students and one for grade twelve students. Because the school offers a welcoming environment and opportunities to involve families in their childrens' education, the school is able to foster an atmosphere that encourages families to freely and frequently engage with the school and foster student learning and development.

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

- From interviews and documents reviewed, the IIT found that the school has partnerships that provide opportunities for families to learn alongside their children to support student success. Document review and interviews with the school leader and parents indicated to the IIT that parents are invited to attend community parent workshops on topics including Fatherhood to College Dream and Career Exploration. The school has a parent center and parents told the IIT that they feel welcome in the school. They also informed the IIT that that the school contacts families in numerous ways. Parents reported to the IIT that there are structured discussions of transitions from middle school to high school and much emphasis is put on college readiness. The IIT reviewed documentation of school events and found that the school offers a college readiness evening and workshop sessions in English and Spanish. . PD opportunities for some teachers included training in Peer Mediation and Restorative Justice. All teachers are offered training to facilitate and support the implementation of advisory sessions and all teachers can participate in PD on the Overcoming Obstacles Program that is being implemented. Interviews with parents, students, and staff indicated that the school community has established partnerships with several agencies including AVID, CFES, *College Now*, and the NYC Writing Project. Some partnerships offer opportunities for

families to learn alongside their children. The school has established partnerships with community organizations and makes connections between families and the community. The school environment encourages staff and community participation in promoting student and constituent success; therefore, the school is able to offer the school community opportunities to foster student learning and growth.

Areas for Improvement:

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

- The IIT found that all students and their family members have access to a website, which allows them to monitor academic progress. Parents reported to the IIT that they can contact staff and school leaders directly when they have any concerns based on the information they obtain from the website. The IIT was informed that students are targeted for credit recovery and Regents Prep and this information was shared with families for use in parent-student dialogues. From interviews, the IIT learned that some teachers post curriculum, tasks, study guides, timelines and that most teachers post grades often.. The school website has a feature that enables parents and teachers to communicate on-line. The attendance team indicated to the IIT that parents are apprised of attendance and punctuality issues and that there is a family worker who makes home visits. The Transition Linkage Coordinator ensures that family members are a part of the transition process. Although there are multiple opportunities to meet with staff, the IIT learned from parent interviews and documents that translators need to be requested at meetings. Letters are sent home in both English and Spanish; however, parents report those who speak another language, for example French and Arabic, do not receive translations unless specifically requested. As a result of the limited translation of all pertinent student data and school information, not all families and community stakeholders experience the same degree of communication with the school in order to support students' strengths and needs.

6.5 **The school has received a rating of *Developing* for this Statement of Practice:** The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on learning and success.

- The student support team reported that all students and their families have access to the school website, where they can access comprehensive data about students' progress across academic areas. Parents stated that they receive weekly progress notes from teachers via texts, phone calls, and email. Parents contact teachers and school leaders directly when they have any concerns based on the information they obtain from the school website. However, during an IIT document review of parent meeting agendas the IIT found no mention of student data, and found that the school has provided only a few learning opportunities to promote families' understanding of their childrens' data. Parent interviews and document review also indicated that while reports are sent home in

both English and Spanish, other translations are not made unless specifically requested. Limited opportunities to gain an understanding of the meaning of student and school data and the lack of translation of all pertinent student and school information hamper the school's ability to promote understanding of student data by constituents and provide the same level of access to data and staff by all families. These factors hamper the school capacity to empower all families and constituents to engage in a dialogue centered on student learning needs and successes.

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: Develop a vision created by representatives of school community stakeholders that aligns to SMART goals and ensure these goals are reflected in the SCEP. Ensure the entire community is able to see, hear, and know the vision. Develop ways to share the vision that builds a shared urgency to achieve school-wide and student achievement goals.
- 2.3: Encourage staff to use systems that are dynamic, adaptive, interconnected, and lead to the collection and analysis of data outcomes. Communicate pertinent school goals that are timely, transparent, and widely available to all stakeholders. Ensure the examination of attendance issues and develop and implement an action plan to improve student attendance.
- 2.5: Develop and implement a system for frequently observing targeted teacher practices throughout the school year and ensure the system includes relevant feedback and teacher improvement plans. Use student data and findings from formal and informal observations to inform the provision of tailored PD. Connect PD with improvement plans and provide PD and ongoing supports to teachers and other staff members to promote continuous instructional improvement.

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: Provide consistent and systematic support to all teachers across grades and subjects that are appropriately aligned to the development and implementation of rigorous and coherent CCLS curricula. Ensure alignment of the implemented curricula to the CCLS.
- 3.3: Ensure teachers formally participate in grade-level/subject content meetings to collaboratively create and examine CCLS-aligned curriculum unit plans, pacing calendars, and sequenced complex materials across their grade/subject.
- 3.4: Ensure the provision of opportunities for all teachers to work collaboratively within and across grades and subjects regularly. Develop and implement measures to ensure that all students are exposed to CCLS-aligned curricula that enable students to discover, create, and communicate information using the arts, technology, and other enrichment areas.
- 3.5: Ensure the communication of timely data (formative and summative assessments including screening, interim measures and progress monitoring) to teachers and instructional staff, so they can assess school effectiveness, identify student needs, and promote high levels of student learning and success. Ensure teachers use assessment tools to identify patterns of student learning that and that this information is used to improved instructional practices.

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: Ensure instructional planning is informed by data (summative, interim, attendance, IEPs, NYSESLAT, etc.) and that planning addresses student, grade-level and school-wide goals for all students. Ensure teachers create short- and long-term SMART goals for students based on grade-level benchmarks and ensure students are made aware of their roles in achieving these goals. Ensure teachers use instructional practices and strategies aligned to CCLS-based plans and include accommodations for all students that lead to high levels of inquiry and engagement.
- 4.3: Ensure teachers use instructional practices appropriately aligned to CCLS-based curricula that provide students with a wide variety of ways to engage in learning and achieve their targeted goals.
- 4.4: Establish environments in which there is a common, school-wide understanding and recognition of acceptable and safe behaviors and ensure that behavioral expectations are consistently taught and enforced. Ensure instructional strategies are culturally sensitive and are considerate of the needs of diverse learners.
- 4.5: Ensure teachers use multiple data sources to obtain and analyze pertinent data. Use this information to inform instructional decision-making, including student grouping and to guide strategic instructional planning. Use targeted plans to adjust student grouping and instructional strategies. Provide frequent data-based feedback to students to inform students of their achievement status, next steps to success and to actively involve students in 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:

- 5.3: Ensure all school constituents can articulate the skills and behaviors that demonstrate social and emotional developmental health that lead to academic success. Implement and sustain a curriculum/program that teaches, supports, and measures social and emotional developmental health for students. Implement PD that builds adult capacity in supporting students' social and emotional developmental health that result in a safe, respectful learning community.
- 5.4: Ensure that teachers are able to articulate the school vision, and connect it to student social and emotional developmental health. Ensure parents are able to express the work the school does for the social and emotional developmental health of their children, and how this support connects to the school's vision.
- 5.5: Continue to work with teachers to develop school-wide understandings and expectations regarding the use of data to address students' social and emotional developmental health needs

that align to academic and social success. Provide staff with PD and ongoing support to ensure that they are able to use data effectively to respond to students' social and emotional developmental health needs.

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:

- 6.3: Respect and acknowledge the diversity of the existing knowledge and culture held by families and community members. Communicate school issues and concerns to all constituents in a way that ensures that all families are aware of and are able to understand communications. Regularly communicate with families concerning student achievement information using multiple tools in all pertinent languages to ensure so that students' strength and needs are identified and used to augment learning.
- 6.5: Provide a wide range of learning opportunities for families to understand and share their childrens' data, in pertinent languages, so that they are encouraged to engage in a dialogue centered on student learning needs and successes.