



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	333200011556
School Name	Bushwick Leaders' High School for Academic Excellence
School Address	797 Bushwick Avenue Brooklyn, NY 11221
District Name	New York City Public Schools, District 32
School Leader	Catherine Reilly
Dates of Review	February 24 – 25, 2014
School Accountability Status	Priority School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet for 32K556

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	354	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	6
Types and Number of Special Education Classes (2013-14)					
# Special Classes	2	# SETSS	1	# Integrated Collaborative Teaching	20
Types and Number of Special Classes (2013-14)					
# Visual Arts	0	# Music	4	# Drama	N/A
# Foreign Language	12	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	92.3%		% Attendance Rate	81.3%	
% Free Lunch	92.1%		% Reduced Lunch	2.9%	
% Limited English Proficient	16.7%		% Students with Disabilities	18.6%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	N/A		% Black or African American	20.3%	
% Hispanic or Latino	78.0%		% Asian or Native Hawaiian/Pacific Islander	1.4%	
% White	0.2%		% Multi-Racial	N/A	
Personnel (2012-13)					
Years Principal Assigned to School	8.75		# of Assistant Principals	2	
# of Deans	N/A		# of Counselors/Social Workers	1	
% of Teachers with No Valid Teaching Certificate	N/A		% Teaching Out of Certification	12.5%	
% Teaching with Fewer Than 3 Years of Experience	21.9%		Average Teacher Absences	4.8	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A		Mathematics Performance at levels 3 & 4	N/A	
Science Performance at levels 3 & 4 (4th Grade)	N/A		Science Performance at levels 3 & 4 (8th Grade)	N/A	
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A		Mathematics Performance at levels 3 & 4	N/A	
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A		% of 2nd year students who earned 10+ credits	N/A	
% of 3rd year students who earned 10+ credits	N/A		4 Year Graduation Rate	70.0%	
6 Year Graduation Rate	65.5%				
Overall NYSED Accountability Status (2012-13)					
Reward			Recognition		
In Good Standing			Local Assistance Plan		
Focus District	X		Focus School Identified by a Focus District		
Priority School	X				

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)			
American Indian or Alaska Native		Black or African American	
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	
White		Multi-Racial	
Students with Disabilities		Limited English Proficient	
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)			
American Indian or Alaska Native		Black or African American	
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	
White		Multi-Racial	
Students with Disabilities		Limited English Proficient	
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)			
American Indian or Alaska Native		Black or African American	
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	
White		Multi-Racial	
Students with Disabilities		Limited English Proficient	No
Economically Disadvantaged	No		

School Priorities as Described by the School:

1. By June 2014, 100 percent of administrators will possess an understanding of instructional practices teachers are using in response to student learning needs and the expectations of the Common Core Learning Standards by collecting and reviewing each teacher’s curriculum map a minimum of two times per term.
2. By June 2014 75 percent of core content teachers will implement appropriately challenging and demanding tasks focused on use of evidence from text to inform arguments as measured by observations of student work.
3. By June 2014 100 percent of teachers will utilize a school-wide system for using common assessments to measure student progress toward goals across grades and subject areas to adjust curriculum and instruction.
4. By June 2014 an impact document identifying the effect partnerships have on student achievement in mathematics and ELA as well as the school’s graduation rate will indicate a 2 percent and 3 percent increase in credit accumulation and graduation rate respectively.
5. By June 2014 a system will be established to gather parent survey information. The survey information will be utilized to develop a plan to support the needs of parents.

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 Statement of Practice. Provide the letter rating in the OVERALL RATING row as the final overall tenet rating.

#	Statement of Practice	H	E	D	I
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission, and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).		X		
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.		X		
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.		X		
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).		X		
OVERALL RATING FOR TENET 2:			E		

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

#	Statement of Practice	H	E	D	I
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.			X	
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.			X	
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.			X	

3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.			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	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.			X	
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.			X	
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.		X		
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).			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 leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	X			
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	X			
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.	X			
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	X			

	OVERALL RATING FOR TENET 5:	H			
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 leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.		X		
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	X			
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.		X		
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.		X		
	OVERALL RATING FOR TENET 6:		E		

School Review – Findings, Evidence, Impact and Recommendations:

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement.	Tenet Rating	E
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Debriefing Statement: The school leader has collaboratively developed a vision and school mission that has been embraced and can be articulated by all stakeholders in the school community. The school leader has strategically deployed available resources to improve instruction, maximize opportunities for enrichment, and address the social-emotional development of students. The school’s culture emphasizes high academic expectations in an intellectually and emotionally safe environment.

Strengths:

2.2 **The school has received a rating of *Effective* for this Statement of Practice:** The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission, and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).

Overall Finding:

The school leader has collaboratively developed and communicated the school’s vision, long term mission, and Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals, which are embraced and articulated by all members of the school community.

Evidence/Information that Lead to this Finding:

- All members of the school community at the student, teacher, and parent focus group meetings consistently echoed the school’s vision and mission as articulated by the school leader, with an emphasis on student college readiness. The school’s mission and vision are prominently posted on classroom doorways and in classrooms. The school’s instructional priorities align to the Danielson Framework and were collaboratively identified, communicated, and serve as a focus for driving improvements in instruction. Discussions with teachers indicate that they are fully aware of these and are committed to their implementation. Further, departments create departmental mission statements in congruence with the school’s mission statement. The school leader meets with incoming freshmen and their parents individually prior, to and subsequent to, enrollment in the school to communicate the school’s vision, mission, and expectations for students and families.

- The school leader is creating a data-driven instructional culture through individual goal-setting meetings with all teachers where goals are established based on student achievement data. The school’s data-driven mission is also reflected in the School Comprehensive Educational Plan (SCEP), Quality Review, Progress Report, and other relevant documents. A chart in the school leader’s office allows her to monitor the progress of each student cohort as it moves through the school. The

school leader ensures that interventions are put in place when progress is inadequate. This data is shared with staff and is discussed at subject conferences, then goals for graduation are established and teachers incorporate this data into planning and instruction. Further, the guidance counselor meets with seniors three times annually, and the school leader meets with seniors twice annually to review student progress and determine what interventions are necessary to ensure graduation. Consequently, students attend credit recovery and academic intervention classes after school, and on Saturdays, and the graduation rate has risen from 40 percent to 70 percent.

- The school leader regularly monitors and evaluates the school's progress toward SMART goals and priorities with the administrative cabinet, expanded cabinet, which includes two guidance counselors and lead teacher, student support staff, and teachers during regular conferences with each group. The school leader and staff monitor and evaluate student assessment data, from the newly adopted integrated collaborative teaching model (ICT), monthly to determine effectiveness with IEP (Individual Educational Plan) students. For the 2013–14 school year the school leader hired an additional assistant principal (AP) whose function is analyze and disseminate data and assist teachers with data-driven instruction. This appointment is proving successful as teachers at the vertical focus group voiced strong support for this decision and were pleased with the additional assistance they were receiving from the AP. Evidence from discussions with teachers showed that this additional support has resulted in greater use of data to drive instruction. The school leader hired four subject-specific consultants from the Institute for Student Achievement (ISA) who also work with teachers on evaluating and integrating data into instruction. Additionally, the two Good Shepherd counselors amended services and protocols based on student needs, as reflected in academic and non-academic data. Consequently, teachers are receiving significant support in using data to plan instructional activities.

Impact Statement:

The school's vision, mission, and priorities are realized through the use of data to monitor and evaluate student progress and make adjustments based on these data, resulting in increased staff understanding of the significance of data in driving instruction and a shift in the school's culture.

2.3 **The school has received a rating of *Effective* for this Statement of Practice:** Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.

Overall Finding:

Through data and human capital analysis, the school leader makes strategic resource decisions to improve student achievement.

Evidence/Information that Lead to this Finding:

- Through a collaborative process, the school leader has adjusted the school schedule to maximize academic and social-emotional growth. A small group advisory period is scheduled daily during which students meet by gender to study academic and adolescent developmental topics. In order to maximize planning time, the extended session has been integrated into the regular school day allowing staff to meet Wednesdays at 1:00 pm for professional development (PD) when students are

dismissed early. Further, every teacher's professional assignment is "common planning time," which is used for grade and subject meetings. In order to increase staff support services internally, the school leader eliminated the dean position and created a third AP position. The dean's work has been incorporated into one of the three AP's responsibilities, while the additional AP is a data specialist who provides support for teachers in integrating assessment data into instruction. Furthermore, the school leader created a partial compensatory time lead teacher position that supports staff in planning, providing demonstration lessons, and using data to drive instruction. As a result of the school leader's decisions, the school schedule has incorporated additional planning time and has expanded the support services it provides to its teachers.

- In order to increase constituents' involvement in, and sense of ownership for, the school's decisions, a recruitment team that includes administrators, teachers, students, and parents interviews all prospective teachers. To maximize the use of outside resources, the school has partnered with ISA to provide 20 sessions each by coaches in four subject areas including English language arts (ELA), mathematics, science, social studies. Funding from Chase Manhattan Bank paid for Wi-Fi throughout the school and an upgrade of the school's computer network with a Juice Box server. The school provides push-in English as a second language (ESL) services for the school's English language learners (ELLs). The school's strong relationship with Good Shepherd provides two full-time social workers, a coordinator, three interns, and a youth advocate housed at the school to serve the social-emotional needs of students. Good Shepherd also provides after-school, Saturday, and vacation academic and enrichment activities for students including credit recovery, ELA and math remediation, music, and athletics. The school leader also works closely with the network's human resources liaison, the Teaching Fellows program, and the Department's open market system to address human capital needs. As a result, the school leader has strategically increased services to the school and stakeholders' ownership in the school program.
- The school leader analyzes resource needs and makes adjustments throughout the school year in order to consistently meet the needs of students. The administrative cabinet meets weekly on Wednesday mornings, and the extended cabinet meets weekly on Thursday afternoons, to monitor the school's operations, program effectiveness, and make necessary adjustments. The school leader hired an additional AP and eliminated the dean position to build capacity and provide additional support to staff. The third AP is a data specialist who, as part of her responsibilities, provides analysis of academic and non-academic data to school leaders and teaching staff. Accordingly, the staff receives data to inform their planning and instruction.

Impact Statement:

The school leader has implemented a comprehensive system to monitor and evaluate resource allocation effectiveness and make strategic decisions to address school needs of all stakeholders. As a result, use of resources is optimized to provide comprehensive services to all students.

2.4 The school has received a rating of *Effective* for this Statement of Practice: The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and

feedback.

Overall Finding:

The school leader established a system of teacher self-assessment, an observation cycle, and evaluation and support in implementing the *Danielson Framework* and the new Annual Professional Performance Review (APPR).

Evidence/Information that Lead to this Finding:

- Based on the Danielson Framework, teachers completed a self-assessment, established professional goals, and identified areas in which they would like additional support. During the first two weeks of school, teachers met individually with the school leader to establish individual goals and identify priorities for PD. Further, school leaders conduct observations and walk-throughs a minimum of two periods daily. The school leader displayed her observation tracker chart as evidence of timely observations, which demonstrated that more than half of the staff’s observations were completed.
- Evidence from discussions with teachers and documents demonstrate that school leaders provide timely and actionable oral and written feedback to teachers after conducting informal and formal observations. Teachers reported that they receive emails providing written feedback within 24 hours of an observation. This feedback identifies strengths and weaknesses in planning and instruction, resulting in teachers’ building on their strengths and addressing their next steps for growth. Future observations focus on previously identified areas of development and there is the expectation that teachers will develop in these areas outlined.
- The school leaders monitor observations weekly and identify patterns of need in individual and groups of teachers. This information is used to target PD and establish priorities addressed in classroom observations. Additionally, the school leader utilizes the online Survey Monkey app to gather data from teachers prior to, and subsequent to, PD activities in order to assess the quality of PD sessions and provide targeted PD going forward. Hence, teachers are grouped together for tailored PD based on common needs. School leaders also use Skedula and Advance reports to identify and respond to PD needs. The school leader identified teachers who were in danger of receiving “Ineffective” ratings in June 2014, and the review team examined the action plans that are in place for these teachers.

Impact Statement:

School leaders ensure that administrators and staff are held accountable for continuous improvement.

2.5 **The school has received a rating of *Effective* for this Statement of Practice:** Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).

Overall Finding:

The school leaders use evidence-based systems to improve school-wide practices, and together with the lead teacher and outside consultants, provide PD on the use of interconnected evidence-based systems to improve

student achievement.

Evidence/Information that Lead to this Finding:

- The school leaders have strategically examined the performance of the school and made decisions on how to move the school forward based on the information collected. The school leader addressed elimination of the local diploma option for general education students by creating intervention services and credit recovery courses based on student assessment data. This allowed graduates to complete the requirements for the Regents diploma.
- The expanded cabinet and teachers analyzed Skedula achievement data and provided access to this data to parents via the parent portals on Pupil Path and The Achievement Reporting and Innovation System (ARIS). However, parent use of these resources is in the process of growing. The AP aggregated assessment data for teachers to facilitate creation of action plans by grade teams to advance student learning. School leaders utilize the MOSL (Measures of Student Learning) report available on ATS (Automate the Schools) in order to track student achievement by subject. Further, in order to monitor progress toward graduation, the subject area teams established benchmarks for graduation and college and career readiness for grade 12 students.
- The school leader collaboratively developed school-wide grading criteria in order to create uniformity among all subject areas. The review team observed the ELA team examining and analyzing student work via using a protocol to inform classroom instruction. Finally, in order to increase parent engagement through understanding data, in September 2013 parents received training in accessing Pupil Path with follow-up workshops presented at monthly Parent Association (PA) meetings. Consequently, the school leaders use comprehensive data systems to increase engagement by teachers, students, and parents.
- Students receive four report cards and four progress reports annually. Thus, parents receive their children's academic performance reports in eight of the ten school months. Parents reported that school leaders and teachers are accessible and responsive to their questions and their children's needs. Weekly meetings with Good Shepherd staff allow for strategic adjustments to address student social-emotional needs. Consequently, the dropout rate has decreased from 17 percent in 2012-13 to 5 percent in 2013-14, and the student attendance rate has increased from 79 percent to 83 percent during the same period. Acceptances to colleges at this time of the school year have increased from 37 percent in 2012-13 to 70 percent in the current school year.

Impact Statement:

School-wide and individual practices are consistent and positively affect achievement of SCEP goals, instructional priorities, and creating an environment that facilitates student achievement.

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.	Tenet Rating	D
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Debriefing Statement: Rigorous and coherent Common Core Learning Standards (CCLS) aligned curricula, with relevant assessments, are at an early stage of development and curricula do not always include a variety of complex materials and sequenced and scaffolded skills for all groups. Consequently, instructional plans are not consistently adapted to meet the instructional needs of all students.

Areas for Improvement:

3.2 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.

Overall Finding:
Although the school has begun to align curriculum with the CCLS, classroom instruction reflecting CCLS instructional shifts is limited.

Evidence/Information that Lead to this Finding:

- Although most unit and lesson plans reviewed were aligned to the CCLS, there was no formalized plan to ensure that these plans translated into effective classroom instruction. The review team found a lack of connection between written plans and classroom instructional practices. The school leader has integrated meeting time for vertical and horizontal teacher team meetings into the regular school schedule to facilitate the collaboration of teachers in meeting the demands of the CCLS and its instructional shifts. However, classroom visits demonstrated that the implementation of a coherent curriculum aligned to the CCLS is inconsistent across classrooms.
- Although the school is addressing the needs of ELLs by utilizing the SIOP (sheltered instruction operation protocol), evidence from classroom visits, and a review of documents, indicates that the curriculum for students with disabilities is inconsistent as there are no similar adaptations in place to address their instructional needs.
- The review team noted during classroom visits and the ELA focus group observation that although the school leader provides support to teachers in CCLS-aligned curriculum and instructional practices, teachers have implemented CCLS-aligned instruction in a limited number of classrooms.
- Discussions with the school leader, and an evaluation of the PD calendar, demonstrate that teachers have been provided with training in aligning curriculum to the CCLS, but most teachers did not group students by needs or abilities or use complex texts and activities to promote critical thinking during classroom visits.

- The school provides students with after school and period nine academic intervention services (AIS) that are attended by 50-60 students daily. These services include credit recovery and academic intervention classes. Further, students can earn college credit through the College Now Program and advanced placement classes in ELA and math. However, students voiced concern regarding the limited electives offered at the school.

Impact Statement:

Due to the inconsistent implementation of CCLS curricula and the instructional shifts, many students are not developing the higher-order thinking skills required by the CCLS, or reaching high levels of academic achievement.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Provide targeted PD to individual and groups of teachers on developing classroom activities aligned to the CCLS and the instructional shifts. This PD should be discussed at IPCs (individual planning conferences), included in teachers' annual professional goals, and should feature inter-visitations with teachers who are successfully implementing CCLS aligned curricula. School leaders should regularly monitor the impact of these initiatives and evaluate its impact on improving student achievement.

3.3 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and New York State content standards and address student achievement needs.

Overall Finding:

Although the school has begun the systemic use of data to plan instruction aligned to the CCLS, teachers do not consistently adjust their instruction to meet student needs.

Evidence/Information that Lead to this Finding:

- Teachers plan CCLS aligned data-driven unit and lesson plans at their weekly subject and grade team meetings. The school leader hired four subject area ISA (Institute for Student Achievement) consultants who work with teachers on evaluating and integrating data into instruction, and subject teams have developed rubrics and school-wide grading criteria. During classroom visits, the review team found rubrics for student work in most classrooms. However, classroom instruction was low-level and many students were not engaged.
- Although unit and lesson plans are generally CCLS-aligned and include some scaffolding, the review team found scaffolded instruction targeted to student needs in only a third of the classrooms visited. The review team also noted limited evidence of teachers using complex instructional materials. Although a review of unit and lesson plans demonstrated references to Understanding by

Design (UbD), the school leader stated that the UbD framework has not been helpful in creating a progression of sequenced and scaffolded skills. Although ELLs are served by the SIOP immersion protocol, evidence of vocabulary and differentiation for students with disabilities is limited.

- Although one of the school's instructional priorities is to increase student higher-order thinking skills through complex questioning and persuasive writing, the review team found limited evidence of these instructional activities. The review team visited ELA teachers at their weekly team meeting who spent considerable time discussing how to increase activities that require critical thinking by students. However, these types of discussions were not consistent in other team meetings. School leaders, the lead teacher, and coaches monitor and evaluate the integration of learning activities that develop student critical thinking skills through classroom observations followed by targeted debriefing conferences. However, the review team found limited evidence of these activities in classrooms.

Impact Statement:

The lack of consistent alignment of plans and instruction to the CCLS limits student achievement.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Provide scaffolded intensive PD to improve questioning skills that trigger students' critical thinking; provide time for inter-visitation so teachers can observe colleagues that are successfully promoting higher-order thinking skills and using complex content and materials.

3.4 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.

Overall Finding:

Teachers are at an early stage of working together to connect the curriculum across subjects in a way that increases student engagement and promotes better opportunities for student success.

Evidence/Information that Lead to this Finding:

- Despite external partnerships, the integration of the arts into interdisciplinary units is limited. In order to expand its in-house arts resources, the school formed partnerships with the Brooklyn Museum and the Museum of Natural History to promote arts integration into interdisciplinary instruction. In addition to providing PD activities, arts based focus units culminate in two structured field trips per year during which students complete assignments, followed by debriefing when they return to school. However, the school's external activities have not provided a platform for a formalized, structured program of integration of the arts, and the review team found few examples of arts integration during classroom visits or in the documents reviewed.

- The school leader stated that the school is developing a comprehensive technology program. However, the review team observed minimal use of technology. The school received 200 computers through a Chase Grant and a Juice Box server that upgraded the school's computer network. However, the review team did not see these computers used in many classrooms. The school also purchased one iPad cart that was used during a visit to a literacy class, and the review team found a number of teachers projecting notebook computer images for students as part of instruction. However, there is only one SMART Board currently used at the school. Overall, the school has not integrated technology as a learning tool in classroom instruction.
- Although there are numerous interdisciplinary collaborations with outside organizations, teachers are at an early stage of providing in-school interdisciplinary instruction. Although, grade teams have been asked to develop a CCLS-aligned interdisciplinary unit, only one unit has been developed and the review team found little evidence of interdisciplinary study during the classroom visits.
- The school provides common planning time to allow teachers to plan interdisciplinary instruction that integrates the arts and technology. However, grade and subject teams have not consistently planned interdisciplinary units and ensured that subject teachers work together to develop thematic units of instruction. There was no evidence of interdisciplinary curriculum maps. As a result, there is minimal opportunity for students to make connections between subjects and work on interdisciplinary projects.

Impact Statement:

There is limited interdisciplinary instruction and minimal integration of the arts and technology into curricula, which limits students' ability to make connections between subjects, lowers student engagement, and hinders student achievement.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Require grade teams to create interdisciplinary curriculum maps for each grade level. This should highlight topics that connect throughout the school year. Each team should then develop a minimum of one interdisciplinary unit to implement in 2014-15 that includes a student project.

3.5 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.

Overall Finding:

Teachers are at an early stage of using assessments to guide and inform their curriculum planning and few teachers give students useful feedback to promote student ownership of learning.

Evidence/Information that Lead to this Finding:

- School leaders provide teachers with extensive disaggregated data and item analysis to plan instruction. Further, teachers receive PD on using data to drive instruction from school leaders, the lead teacher, and coaches. School leaders conducted an item analysis of Regents examination data which revealed areas of instruction that needed reinforcement. Despite these efforts, the review team found little use of data in lesson plans and classroom instruction. Some special education and ELA teachers conference with their students; although, there is no set protocol for what takes place during those meetings. The school leader has identified teachers' creating and analyzing formative assessments as an area requiring additional PD; however, teachers made no mention of this priority.
- The feedback to students is inconsistent. Although the ELA and social studies departments created unified rubrics that are displayed in their respective classrooms, the other subject area teachers did not participate. Rubrics for specific assignments were generally posted near the displayed student work in hallways and classrooms, and the work frequently had comments from the teacher that contained next steps for the students. However, much of the work contained errors that were not corrected. The work students shared with the review team contained limited teacher feedback. Further, teachers and students in their focus groups stated that they have not created rubrics for specific assignments together, missing an opportunity for students to take greater ownership in their learning.
- Students and staff reported that students conference with ICT teachers, ELL teachers, and guidance staff. However, this practice is not consistent across the school. Thus, most students are not provided the opportunity to develop metacognitive skills through conferencing with their teachers. One ELA teacher shared a technique of having students read aloud their writing assignments to their partner as part of the writing process, as many students were reticent to make corrections on fellow students' work. Another teacher shared a method of adjusting instruction based on students displaying thumbs up for understanding the work and thumbs down for not understanding the work. However, the review team found that some students displayed thumbs up when, upon questioning, they did not understand the work. These inconsistencies result in students not developing the skills and critical thinking to increase their engagement and improve academic achievement.

Impact Statement:

Curriculum, instruction, and assessments do not consistently align, which limits student success.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Ensure that all teachers consistently use data to match the curriculum and instruction to the needs of students, and provide rubrics and feedback for students to increase student ownership of their learning and academic progress.

<p>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.</p>	<p>Tenet Rating</p>	<p>D</p>
<p><u>Debriefing Statement:</u></p> <p>School leaders are engaging teachers in conversations about aligning instruction to data and many teachers use strategies that acknowledge the needs of diverse groups of students. Teachers are regularly involved in PD to help them address the gaps between what students know and need to learn. However, the impact of these efforts on student achievement is developing, as teachers do not consistently implement these expectations in their instructional practices.</p> <p><u>Strengths:</u></p> <p>4.4 <u>The school has received a rating of <i>Effective</i> for this Statement of Practice:</u> Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.</p> <p><u>Overall Finding:</u></p> <p>The school has established a nurturing learning environment that recognizes students' voices and perspectives and provides opportunities for student engagement by being physically and intellectually safe.</p> <p><u>Evidence/Information that Lead to this Finding:</u></p> <ul style="list-style-type: none"> • Within the framework of a caring culture, the school has established clear expectations for student behavior. The school discipline code is prominently displayed in hallways and classrooms and teachers uniformly enforce high standards of student behavior. Parents and students shared that there is a safe school environment. Advisory teachers meet daily with their students in small groups by gender and have established close relationships, providing students with an outlet for expression and exploration of developmentally appropriate topics. Students stated that they felt comfortable connecting with their advisory teachers when they faced academic and social issues. The review team observed teachers in hallways, between periods, maintaining a calm order during transition times. Prior to the beginning of the school year, the school leader meets individually with all incoming students and their parents, whereupon a contract is signed regarding expectations for student behavior. During the school year, teachers communicate with parents on a regular basis regarding their children's behavior. The school is training a steering committee of teachers on PBIS (Positive Behavior Intervention and Supports) that will turnkey this learning for full implementation in the 2014-15 school year. • Evidence from discussions and documentation review of documents demonstrate that teachers plan instructional activities around the month-long Hispanic Heritage and Black History celebrations that celebrate diversity. Parents reported that teachers and students conduct culturally themed presentations at PA meetings that reinforce the school's celebration of diversity. The school leader formed a student government during the current school year that meets monthly and provides a vehicle for student voices to be heard. 		

- Discussions with teachers and school leaders, and a review of documents, demonstrate that advisory teachers work with classroom teachers to address the changing needs of the student population, and curriculum topics are adjusted to meet the needs of specific groups of students. Advisory teachers meet monthly to discuss the success of the program and make adjustments as needed. Teachers needing assistance in classroom management work with Good Shepherd staff to plan and implement appropriate strategies. Teachers plan and implement gender-based activities for the Brotherhood and Sisterhood Days that address the targeted needs of male and female students. Teachers regularly meet with the guidance counselor to discuss issues that have arisen and collaborate regarding appropriate responses. As a result of teacher efforts to respond to student needs, attendance has risen from 79 percent to 83 percent, the graduation rate has risen from 40 to 70 percent, and the drop-out rate has fallen from 17 percent to five percent.

Impact Statement:

The learning environment is intellectually and physically safe for all students, which increases student engagement and academic success.

Areas for Improvement:

4.2 **The school has received a rating of *Developing* for this Statement of Practice:** School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.

Overall Finding:

School and teacher leaders are beginning to ensure that teacher instructional plans and practices are informed by data, reflect student needs and learning styles, and lead to increased achievement.

Evidence/Information that Lead to this Finding:

- School leaders have provided teachers with an array of assessment data and PD on the use of data in planning instruction. ELA and social studies teachers have established grade level benchmarks based on assessment data that are reflected in unit and lesson plans. Although the review team observed some teachers using data to create targeted groups to address the needs of specific individual students and sub-groups, this practice is not consistent across the school and some students were disengaged. The review team observed that some teachers identified their ELLs and provided structured support to them. However, the push-in model being utilized was not uniformly effective because ELLs were not always engaged. Teachers did not consistently meet the needs of students with disabilities, as plans did not contain targeted activities for this sub-group. While lesson and units plans were differentiated, the review team found limited evidence of differentiated instruction during classroom visits.
- The lead teacher and four ISA coaches provide support to teachers on aligning plans to the needs of students and the school's instructional priorities connected to the Danielson Framework, which include establishing a culture of learning, using questioning and discussion techniques, and using

assessment in instruction. Teachers in subject and grade teams are beginning to identify intervention strategies to address student academic needs; however, the review team found limited evidence of the Danielson priorities and intervention strategies in the classrooms visited.

- As required by the New York City Department of Education (NYCDOE), teachers have identified MOSL as part of Advance, the new APPR. Short and long-term goals have been established for grade 12 students based on Regents examination scores and the completion of advanced placement classes. However, students in grades 9 -11 did not have similar goals established. The ELA and social studies teachers have established grade-level benchmarks that are monitored through observations and an analysis of assessment data. However, benchmarks were not established in other subject areas.

Impact Statement:

The school's instructional practices do not consistently promote high levels of student engagement and inquiry, which limits student academic achievement.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- All subject departments should establish grade-level benchmarks for their students. Further, differentiation of instruction and purposeful grouping should be identified as a school-wide priority with strong supports in place.

4.3 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.

Overall Finding:

Teachers are in the early stages of providing engaging, CCLS-aligned lessons that incorporate higher-order questions and contain high levels of text and content complexity.

Evidence/Information that Lead to this Finding:

- Through the classroom observation process, the school leader identified the need for the development of higher-order thinking skills as a school priority. The school leader stated that she communicated to teachers that higher-level questioning was to be implemented in all classrooms. However, the review team found little evidence of this practice during classroom visits. Although there were some effective examples of CCLS-aligned activities, such as social studies teachers using document-based questions to promote analysis and critical thinking, grade nine and ten students analyzing art as part of their *Brooklyn Museum* project, and grade ten students receiving academic vocabulary instruction in science, the review team found a lack of coherence between lesson plans and instruction. Additionally, student work reviewed did not reflect activities that fostered critical thinking and contained textual complexity.

- Teachers in most classrooms visited by the review team did not ask higher-order thinking questions or incorporate activities that required reflection or thoughtful discussion. Further, there was little evidence of purposeful grouping and student-to-student discourse that required critical thinking. However, some ICT plans for students with disabilities contained higher-order thinking skills, but these were not consistently reflected instruction.

Impact Statement:

Instructional practices do not consistently lead to high levels of student engagement and academic achievement.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Provide targeted PD on questioning techniques, activities that promote thoughtful student discussions, and purposeful student grouping.

4.5 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).

Overall Finding:

Teachers are beginning to use data and assessments to inform and adjust their instructional strategies and student groups and to provide timely feedback to students.

Evidence/Information that Lead to this Finding:

- The review team found limited evidence of teachers adjusting student groups or instructional strategies to meet student needs. Additionally, teachers reported that they are first beginning to use formative assessments to help them adjust instructional strategies.
- The school leaders provide staff with data; however, the review team found little use of assessment data in lesson plans or classroom instruction. Teachers use baseline and summative assessments to plan instruction; however, formative assessments are undeveloped. Teachers use Skedula, Achieve 3000, and other online resources to record and analyze data. There is minimal planning that includes multiple points of entry for individuals and groups of students.
- Students can monitor their academic progress on *Skedula* on a daily basis and receive written progress reports and report cards eight times a year. However, students stated that most teachers provide limited data-based feedback. Although students with disabilities conference with their teachers, evidence indicates data-based feedback is not routinely shared during those conferences. Most classrooms posted rubrics for the student work that was displayed. A review of student work had demonstrated that some teachers provided students with feedback that included next steps,

but this practice was inconsistent across classrooms. A great deal of student work that was displayed in classrooms and hallways contained errors in grammar and spelling that had not been corrected. Students stated that their work is often returned in an untimely manner.

Impact Statement:

Inconsistent data-based instruction and feedback limits student achievement.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Ensure teachers implement lessons based on an analysis of student data and that teachers provide regular and relevant feedback to students with specific guidance to improve their work.

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

HE

Debriefing Statement:

School leaders and stakeholders have implemented systems that effectively support student social and emotional development health, which lead to healthy relationships in a safe and respectful environment that is conducive to learning. As a result, students have increased opportunities to become academically and socially successful.

Strengths:

5.2 **The school has received a rating of *Highly Effective* for this Statement of Practice:** The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.

Overall Finding:

The school leader has collaboratively established a safe and respectful school environment that promotes student social and emotional developmental health and is conducive to learning.

Evidence/Information that Lead to this Finding:

- Students described the school as an emotionally and intellectually safe environment where they have at least one adult they can approach for assistance. Students further expressed appreciation for the daily small group advisory sessions that address their social-emotional needs. Good Shepherd counselors conduct 13 group-counseling sessions weekly based on identified shared needs, such as Lesbian, Gay, Bisexual, and Transgender (LGBT) students, drug prevention and intervention, bereavement, young mothers, and young fathers. The school's SAPIS worker (Substance Abuse Prevention Intervention Specialist) participates in the SPARK Program to increase student awareness of the dangers associated with substance abuse, and works with individual at-

risk students. During the spring semester, the school conducts Sisterhood and Brotherhood Days during which students go on an arts-related field trip or attend targeted workshops addressing social and emotional developmental health. The student support team routinely refers families to community-based agencies, such as the New York Psychotherapy and Counseling Coalition for Hispanic Family Services, Phoenix House's Puerto Rican Family Institute Project, and The Society for Hispanic Engineers. Thus, the school comprehensively creates a nurturing environment in which students can learn.

- Teachers and parents reported that student support staff responds quickly to student referrals. The student support team meets weekly with the school leader, discusses and makes service recommendations for newly referred students, tracks services to prior referred students, and monitors student progress. The school leader meets monthly with the advisory teachers to discuss emerging social-emotional trends among the student body and to make strategic decisions regarding curriculum for upcoming advisory sessions. Good Shepherd's counseling program is comprehensive and research-based. As a result, the school addresses barriers that may prevent students from achieving.
- The school provides workshops at every PA meeting in an effort to increase parent engagement. Workshop topics include accessing academic and attendance data, homework and anecdotal accounts on the Pupil Path parent portal, college readiness, and adolescent social-emotional developmental issues. Guest speakers make presentations and lead discussions on the monthly topics. Parents are asked to come to school to receive their children's report cards, during which organizations who offer health insurance and mental health support set-up displays. Teachers also attend PA meetings on a voluntary basis to meet with parents and address their concerns. The school leader meets monthly with advisory teachers to monitor the advisory program and to make targeted adjustments. School leaders and student support staff analyze cohort data at weekly cabinet and student support team meetings and identify needs and next steps. The AP for data prepares a Regents pass-rate data sheet for the school leader that tracks each cohort's performance. Consequently, resources are used to address student social and emotional developmental health needs.

Impact Statement:

As a result of the school's consistent and concerted efforts to create a safe and orderly learning environment, student social-emotional developmental health needs are addressed, which improves student success.

5.3 **The school has received a rating of *Highly Effective* for this Statement of Practice:** The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.

Overall Finding:

The school has created a nurturing learning environment aligned to its vision that uses comprehensive programs as part of its systematic approach to creating stakeholder ownership in supporting student social and

emotional developmental health.

Evidence/Information that Lead to this Finding:

- The school leader's guidance background has informed her vision for student social and emotional developmental health, and the school has adopted programs to ensure that student needs are addressed. The advisory program that meets in small groups daily by gender is at the center of the school community and continually addresses student social-emotional needs and provides them with a forum to explore developmental topics. The comprehensive advisory curriculum was collaboratively developed and is adjusted based on student needs. The pupil personnel team addresses individual needs of students through the referral process. The SAPIS worker utilizes the Voices curriculum in her substance abuse intervention work with students. Consequently student disciplinary referrals and suspensions have fallen dramatically. The newly formed student government has an elected representative from every advisory group. The school has recently formed a PBIS steering committee that is currently undergoing training and will spearhead school wide adoption of PBIS in the 2014-15 school year.
- Good Shepherd provides on-going PD for teachers on establishing an empathic classroom environment through positive classroom management practices. Teachers have received PD on Respect for All and strategies for managing student behavior. The Good Shepherd social workers and coordinator visit classrooms to assist teachers and students as needed. Good Shepherd staff also provide PD and curriculum materials for advisory teachers. This collaboration has been instrumental in establishing a caring school environment. Students and teachers cited the advisory program as a linchpin of the school's mission. The school also provides workshops for parents on student social and emotional developmental health. The parent coordinator provides training to parents after PA meetings and connects families with community-based organizations for social services. Thus, a shared vision drives the school's systemic efforts to address student social and emotional health.
- The school leader uses Survey Monkey, an online survey tool, to identify needs and evaluate effectiveness of the school's programs that address student social and emotional health needs. As a result, Good Shepherd formed targeted counseling groups to serve students with common needs, and advisory teachers conducted sessions on topics identified by the students. All PD sessions are evaluated and the staff's feedback informs the content and format of future PD. The school leader meets monthly with the advisory teachers to evaluate the program and make strategic decisions in response to identified needs. Parents stated that the training they receive is timely and effective.

Impact Statement:

The school community has successfully established an emotionally and academically safe environment that consistently addresses student social and emotional developmental health needs, which improves student success.

5.4 **The school has received a rating of *Highly Effective* for this Statement of Practice:** All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for

providing social and emotional developmental health supports tied to the school's vision.

Overall Finding:

The school's stakeholders have developed a shared understanding of their contributions to creating and maintaining a healthy school community that fosters a sense of ownership for the school and establishes an environment that is safe and conducive to learning.

Evidence/Information that Lead to this Finding:

- A selection committee that includes teachers, administrators, parents, and students interviews all prospective teachers. During the interview, the committee communicates the school's vision, mission, and expectations for the prospective teachers in creating a caring environment. Thus, new teachers are hired that share the school's vision, expectations for teachers and students, and mission. The school leader interviews all prospective students and their parents, and communicates expectations for student behavior, academic effort, and parent engagement. As a result, students and families join the school having committed themselves to the school's vision and expectations. Teachers receive Respect for All professional development that informs their classroom management and relationships with students. All staff members attend brief ten-minute meetings on Mondays, Wednesdays, and Fridays to receive updated information regarding school events that impact students. Parents have access to Pupil Path, an on-line tool, to receive updated anecdotal information regarding their children. Thus, continual communication between stakeholders in the school ensures a high level of awareness of, and ownership in, school life.
- Parents are active participants at PA and school leadership team (SLT) meetings and completed a survey in September 2013 indicating what personal development sessions they would like the school to offer. Parents in their focus group stated that teachers, counselors, and school leaders are responsive to their requests and share an open-door policy. The school is offering a parent ESL course and conducting a job fair in response to parent requests. Teachers stated that they voice their concerns at faculty conferences, grade and subject team meetings, and the SLT, and that they welcome the open-door policy of school leaders. The SLT collaborates to establish the school's annual CEP goals and activities. Students voice their concerns through the newly formed student government and as members of the teacher selection committees. Also, the school leader is considering student representation on the SLT. Thus, all constituents have a voice that is acknowledged and fosters open lines of communication between the school staff, students, and families.
- The pupil personnel team (PPT) meets weekly to discuss newly referred students, track the progress of previously referred students, evaluate the efficacy of services rendered, and identify potential activities to address student social and emotional health needs. Good Shepherd staff members meet weekly with the school leader to monitor and evaluate the 13 guidance groups and to identify individual teachers and students who need assistance. The school leader meets monthly with the advisory teachers to monitor the program and identify curriculum to address specific needs of students. The school leader has analyzed the School Environmental Survey data with staff in order to address identified areas of need. The attendance teacher monitors student attendance rates

during the regular school day, after school, and on Saturdays. Together with the family worker, the attendance teacher makes home visits to address individual student issues. Parents have access via Pupil Path to updated academic, attendance, and anecdotal data regarding their children. Thus, the school monitors and responds to student needs by implementing targeted measures of support.

Impact Statement:

All school constituents are able to articulate how the school community is a safe learning environment that meets student social and emotional developmental health needs.

5.5 **The school has received a rating of *Highly Effective* for this Statement of Practice:** The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.

Overall Finding:

The school has systematic structures in place to use data to address student social and emotional developmental health needs.

Evidence/Information that Lead to this Finding:

- Student support staff analyzes student data at weekly PPT meetings to address student social and emotional developmental health needs. The school leader works with the guidance staff bi-weekly to analyze Skedula and other systemic data, and with the Good Shepherd staff weekly in order to monitor and address student social and emotional developmental health needs. Teachers provide these student support teams with classroom data that inform the groups' decisions and allows them to provide appropriate services. Teachers, at weekly grade teams meetings, discuss individual student needs and provide data to student support staff regarding academic performance, student punctuality and attendance, and classroom behavior. Thus, all teachers on a team share the same information regarding individual students and can address student needs consistently across classrooms. Additionally, student support staff analyzes classroom data to plan teacher and parent training. The attendance teacher monitors student time and attendance data to support her work with students and makes home visits as needed. Consequently, the school's systems and structures make excellent use of data to effectively address student social and emotional developmental health needs.
- The school's strategic plan utilizes multiple sources of data, such as ATS, Skedula, ARIS, and New York State assessments, to deliver services to students as evidenced by agendas and minutes. This data is analyzed at advisory staff, PPT, Good Shepherd, guidance, school leader, expanded cabinet, muster, grade, and subject meetings. The analysis leads to a comprehensive school response to address the social and emotional developmental health needs of students. The guidance counselor and the school leader meet individually with grade 12 students to analyze data and plan a course of action leading to completion of the course of study and ensuring graduation. Additionally, students and parents access student data via the Pupil Path online portal that is updated daily. As a result, students and parents have access to the latest academic and non-academic data.

Impact Statement:

The school’s comprehensive use of data through structured systems expands student opportunities to make academic and social-emotional progress.

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 has created a caring and welcoming environment for all families and community stakeholders, which promotes dialogue among school constituents and has led to increased student outcomes in key areas, such as attendance and the graduation rate.

Strengths:

6.2 **The school has received a rating of *Effective* for this Statement of Practice:** The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.

Overall Finding:

The school’s open, consistent, and frequent communication with students and families supports the school’s high expectations for students.

Evidence/Information that Lead to this Finding:

- The school leader consistently communicates the school’s expectations for students regarding academic performance. Incoming students and parents meet with the school leader prior to enrollment. Continual communication with students and families is facilitated by the school’s small size that fosters the development of interpersonal relationships. Annual orientations for each grade level ease the transition from grade to grade in preparation for graduation. Communication occurs in multiple forms, such as print, online through the Pupil Path parent portal, the Global Connect phone system, and conferences with teachers, student support staff, and school leaders. However, the school leaders were unable to share with the review team how many parents access Pupil Path. Both the teacher and student handbooks contain behavior and academic expectations of students. The weekly advisory program contains multiple sessions regarding graduation, college preparedness, and career and technical education (CTE).
- Parents and students sign a contract upon entering the school that addresses the school’s high expectations and ensures a strong commitment from students and parents concerning student achievement. Parents and students reported that the school and teachers push students to achieve. Students reported that individual conferences with teachers and guidance counselors were helpful in focusing them toward reaching specific academic goals. The students also stated that the group advisory period keeps them focused on graduation and their lives after graduation. All school constituents reported that the school makes it clear that it cares about its students, their

graduation, and continued success afterwards. Parents reported that many teachers attend PA meetings, giving them an additional opportunity to dialogue and discuss their children's progress.

- The school, its teachers, and service providers communicate with parents continually via print, emails, texts, Skedula, and face-to-face conferences. In September 2013, parents completed a survey indicating what types of workshops and courses they would like offered. As a result, the school is offering ESL classes for parents and conducting a job fair where various employers will have booths and displays. Based on parent feedback, the school also scheduled events during evenings and on Saturdays. Although, some parents completed the Department of Education's School Survey, the school is determining how to increase the number of participants.

Impact Statement:

The school's regular communication with families and students fosters high expectations for academic achievement and supports student success.

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

Overall Finding:

The school has developed a comprehensive strategic plan to address reciprocal communication with families and community stakeholders in order to meet student needs.

Evidence/Information that Lead to this Finding:

- The school staff uses multiple tools to communicate with families including print, the Pupil Path online portal, Global Connect phone messaging, emails, texts, and face-to-face conferences. Prior to enrolling in the school, the school leader meets with students and parents to establish open lines of communication while communicating expectations for student and parent engagement. Teachers and parents connect face-to-face at PA meetings, report card nights, and parent-teacher conferences. Teachers call parents to address issues that arise in class. Parents stated that the school uses multiple modes of communication and responds in a timely manner to parent requests for meetings and information. Consequently, parents feel respected, and feel that they are a valued member of the school community and an integral part of their children's education.
- The school's student population is 78 percent Hispanic. Thus, school leaders and teachers translate all written communication into Spanish, including the student handbook, field trip consent forms, letters, report cards, and progress reports. Further, the review team viewed teacher lesson plans that included Spanish translation for ELL students. Oral and written communication at PA and SLT meetings include Spanish translations, and individual conferences with parents are conducted in Spanish when necessary. As a result, parents expressed their appreciation for the open and reciprocal communication established by the school.

- Through individual feedback, the parent survey, and feedback at PA and SLT meetings, school leaders assess the effectiveness of their communication efforts. An analysis of the results informs the school's communication going forward and allows the school to make necessary adjustments, such as what workshops to offer parents, when to schedule parent activities, which modes of communication are most effective and need to be expanded, and which are less effective and need to be curtailed.

Impact Statement:

The school's consistent and comprehensive reciprocal parent communication enables families to support their children's academic and social emotional growth.

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

Overall Finding:

The school collaborates with community-based organizations (CBOs) to develop a plan to increase parent engagement in their children's education and to support student learning and social emotional growth.

Evidence/Information that Lead to this Finding:

- The school is a collaborative entity established by the DOE and Eastern Brooklyn Congregations (EBC). EBC's strong community ties facilitated the school's receiving 21st Century and Community School grants. As part of the 21st Century Grant, a five-year plan was developed to increase parent engagement and to provide child development training for parents and teachers. As part of the plan, PD activities are provided to train staff on how to establish and sustain working partnerships with parents. The 21st Century grant also funds CITE (Center for Integrated Teacher Education) services for teachers and parents, including evening parent workshops that are also attended by teachers. This shared experience reinforces the home-school connection. Additionally, the school routinely refers families to community social service agencies, such as New York Psychotherapy and Counseling Coalition for Hispanic Family Services, Phoenix House's Puerto Rican Family Institute Project, and The Society for Hispanic Engineers.
- Teachers stated that the school, through Good Shepherd, provides PD activities on student social and emotional development. Further, Good Shepherd staff visit individual classrooms to observe student behavior and provide assistance to individual teachers with classroom management. Teachers complete a PD survey through online Survey Monkey to assess PD and request future training in the area of student social and emotional development health. Further, teachers have received grant-writing training to seek additional funds for social and emotional development health activities.

Impact Statement:

All students benefit from a robust and focused home-school connection that supports student success.

6.5 **The school has received a rating of *Effective* for this Statement of Practice:** The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.

Overall Finding:

The school systematically shares student data with the school community to facilitate dialogue among all stakeholders in order to provide student support services.

Evidence/Information that Lead to this Finding:

- Parents receive anecdotal information, homework assignments, and academic and non-academic data regarding their children via the online parent portals, Pupil Path, and ARIS. Progress reports are issued four times a year and are translated into Spanish. The school administered a parent survey soliciting parent feedback regarding the school’s program, outreach efforts, and parent workshops. As a result, the school provided targeted parent activities that were requested, such as adult evening ESL classes and a job fair. The student support staff regularly communicates with parents in English and Spanish to engage parents in their children’s education. The SAPIS identifies families and students coping with substance abuse and intervenes to provide appropriate social services. Good Shepherd staff assists families in procuring social services, and the attendance teacher uses time and attendance data to assist families with their children’s punctuality and attendance. The parent coordinator provides information as a school liaison to families regarding their children’s academic and social emotional needs and provides assistance in accessing services. Thus, parents are given the tools to request services for their children and advocate on their behalf.
- The school shares accessible student data via print and digital media and face-to-face conferences. Data and information are shared in Spanish, when necessary, to assure understanding and foster parent engagement. Progress reports and report cards are shared in Spanish with parents and analyzed together to assure that parents understand the implications of the data. Further, teachers post class test data, homework assignments, and anecdotal accounts on Skedula that are accessible to parents. School leaders are seeking a mechanism by which they can assess how many parents are accessing Pupil Path. Many connections have been made between the school and CBOs and many families have been referred to social agencies to receive services. Consequently, families are empowered to intervene for their children and collaborate with the school to serve their children’s needs.

Impact Statement:

The school community empowers families to take action to support student learning, which improves student success.