



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

**DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)**



<b>BEDS Code</b>	331800010581
<b>School Name</b>	East Flatbush Community Research School
<b>School Address</b>	905 Winthrop Street Brooklyn, New York 11203
<b>District Name</b>	New York City Public Schools, District 18
<b>School Leader</b>	Daveida Daniel
<b>Dates of Review</b>	June 2 and 4, 2014
<b>School Accountability Status</b>	Priority School
<b>Type of Review</b>	SED Integrated Intervention Team (IIT)

School Information Sheet																	
Grade Configuration	6-8	Total Enrollment	241	SIG Recipient	<input checked="" type="checkbox"/>	Title 1 Population	77.9%	Attendance Rate	91.5%								
Free Lunch	90.55%	Reduced Lunch	4.0%			Limited English Proficient	7.3%	Students with Disabilities	23.8%								
Number of English Language Learner Classes																	
#Transitional Bilingual			#Dual Language														
Number of Special Education Classes																	
#Self-Contained	2		#Consultant Teaching					#Integrated Collaborative Teaching	3								
#Resource Room	9																
Number of Special Classes																	
#Visual Arts			#Music			#Drama			#Foreign Language			#Dance			#CTE		
Racial/Ethnic Origin																	
American Indian or Alaska Native	3.3%	Black or African American	90.5%	Hispanic or Latino	5.5%	Asian or Native Hawaiian/Other Pacific Islander	%	White	0.7%	Multi-racial	%						
Personnel																	
Years Principal Assigned to School	2		# of Assistant Principals	2		# of Deans	0		# of Counselors / Social Workers	2.5							
Teachers with No Valid Teaching Certificate	0%		Teaching Out of Certification	0%		Teaching with Fewer Than 3 Yrs. of Exp.	36%		Average Teacher Absences	6.2							
Credit Accumulation (High School Only) and Performance Rates																	
% of 1 <sup>st</sup> yr. students who earned 10+ credits			% of 2 <sup>nd</sup> yr. students who earned 10+ credits			% of 3 <sup>rd</sup> yr. students who earned 10+ credits			4 Year Graduation Rate								
ELA Performance at levels 3 & 4			Mathematics Performance at levels 3 & 4			Science Performance at levels 3 & 4			6 Year Graduation Rate								
Did Not Meet Adequate Yearly Progress (AYP) in ELA																	
				American Indian or Alaska Native				X		Black or African American							
				Hispanic or Latino						Asian or Native Hawaiian/Other Pacific Islander							
				White						Multi-racial							
X		Students with Disabilities						Limited English Proficient									
X		Economically Disadvantaged						All Students									
Did Not Meet Adequate Yearly Progress (AYP) in Math																	
				American Indian or Alaska Native				X		Black or African American							
				Hispanic or Latino						Asian or Native Hawaiian/Other Pacific Islander							
				White						Multi-racial							
X		Students with Disabilities						Limited English Proficient									
X		Economically Disadvantaged						All Students									
Did Not Meet Adequate Yearly Progress (AYP) in Science																	
				American Indian or Alaska Native				X		Black or African American							
				Hispanic or Latino						Asian or Native Hawaiian/Other Pacific Islander							
				White						Multi-racial							
X		Students with Disabilities						Limited English Proficient									
X		Economically Disadvantaged						All Students									
Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective																	
				Limited English Proficiency													
SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:																	
<ol style="list-style-type: none"> <li>By June 2014, the school's median adjusted growth percentile will increase by five percent in both mathematics and ELA as compared to our peer schools.</li> <li>By June 2014, students will be administered three reading assessments (DRP), three interim assessments in mathematics and ELA and one completed task per unit of study. Students will engage in a cycle of self-assessment in which they would have analyzed the products in their portfolio.</li> </ol>																	

3. To increase instructional practices and teacher effectiveness using both the observation process and the research-based rubric, Charlotte Danielson Framework. By June 2014, each teacher will have at least six completed observations according to their selected option in the *Advance* system. The administration will engage in short frequent cycles of classroom observations and feedback on average every four to six weeks using a research-based rubric to provide meaningful feedback to teachers that articulates clear expectations for teacher practice. Twenty-five percent of teachers will increase from “Developing” to “Effective” as per the MOTP tracker in the *Advance* system.
4. By June 2014, we will increase school-wide attendance for our sub-groups such as over-age (at-risk), SWD, and black male students by three percent.
5. By June 2014, we will increase the number of actively involved and engaged parents and other community members in addressing the issues and concerns of the school by five percent as per the *Learning Environment Survey*.

**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	
<b>OVERALL RATING FOR TENET 2:</b>				<b>D</b>	

**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	
<b>OVERALL RATING FOR TENET 3:</b>					<b>I</b>

**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	
<b>OVERALL RATING FOR TENET 4:</b>					<b>I</b>

**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
<b>OVERALL RATING FOR TENET 5:</b>					<b>I</b>

**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
	<b>OVERALL RATING FOR TENET 6:</b>			<b>D</b>	

**School Review – Findings, Evidence, Impact and Recommendations:**

<b>Tenet 2 - School Leader Practices and Decisions:</b> 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.	<b>Tenet Rating</b>	<b>D</b>
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**Debriefing Statement:** The school leader is developing a positive school culture and she is beginning to improve teaching and learning. However, the school has yet to articulate and embrace a unified vision and mission and develop an overarching plan to address student social-emotional developmental health. The school leader has attempted to deploy available resources to improve instruction and increase opportunities for enrichment. Nevertheless, many students are not academically challenged and there is no consistent system for increasing parent engagement and community collaborations.

**Strengths:**

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:**

The leader has strategically allocated resources to support school improvement and student success.

**Evidence/Information that Lead to this Finding:**

- In the 2012–13 school year, the school leader applied for and received a School Improvement Grant (SIG) for \$750,000.00 for each of the next three years. Consequently, during the 201 –14 school year SIG funds were used to purchase notebooks and iPad carts, SMARTBoards for every classroom, and supplies for extended day programs. The funds financed additional staff, an assistant principal (AP), a social worker, a guidance counselor, technology coach, and a mathematics lead teacher. Further, 21<sup>st</sup> Century Grant money is used to fund the after-school program and per session payment for teachers. The leader is applying for additional grants through collaboratively developed grant proposals. Additionally, common planning time is integrated into the regular school schedule for horizontal grade and vertical subject meetings. As a result, the school has provided staff planning and has expanded the support services for its teachers.
- The leader has made resource allocation decisions that positively affect teacher professional growth and student life. Saturday and after-school enrichment and academic activities, as well as test preparation for the NYS assessments, are provided for students. Additionally, twice weekly, students receive small group academic intervention services (AIS). Four classes are divided among six teachers and students are grouped by ability level. These flexible groupings change as students’ needs change. English language learners (ELLs) and students with disabilities are grouped together with general education students for AIS. AIS online programs, such as Achieve 3000 and IReady were also purchased. A blended learning technology coach was hired through the Community-based Organization (CBO) Teaching Matters. This position did not effectively serve the needs of the school’s teachers and was subsequently eliminated. The school leader also eliminated a dean’s position. Consequent resource allocation decisions have supported the leader’s efforts to increase

the staff's professional growth and student achievement. No funds have been utilized to purchase a comprehensive research-based social and emotional developmental health program.

- The administrative cabinet meets weekly to monitor the school's operations and program effectiveness and makes necessary adjustments. Further, the network achievement coach has provided professional PD activities for the staff.

**Impact Statement:**

The school leader uses available resources to meet the needs of the school community in order to improve student success.

2.4 **The school has received a rating of *Effective* for this Statement of Practice:** The 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 has a system in place aligned to the district's APPR to conduct observations and track progress of teacher practices based on student data and feedback.

**Evidence/Information that Lead to this Finding:**

- The school leader is creating a climate of greater accountability for all staff members. 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 month of the school year, teachers met individually with the school leader to establish individual goals and identify priorities for professional development (PD). A review of Advance reports demonstrated the completed observation cycles for the 2013–14 school year and included actionable feedback to teachers.
- Evidence from discussions with teachers and documents indicates that teachers receive timely actionable feedback from school leaders. Teachers reported in their focus group that they receive written feedback within 24 hours of an observation. Further, the leader reported that teacher cohorts were formed for targeted PD based on patterns of strengths and deficiencies.
- The school leaders monitor observations at weekly cabinet meetings and use the information from the Advance reports to target PD and establish priorities addressed in classroom observations. The school leader reported that action plans are collaboratively developed for low performing teachers.

**Impact Statement:**

The school leader ensures the system for observations aligns to the district's APPR and holds staff accountable for student achievement.

### **Areas for Improvement:**

2.2 **The school has received a rating of *Developing* for this Statement of Practice:** The 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 does not consistently ensure that the school community shares SMART goals aligned to a vision.

#### **Evidence/Information that Lead to this Finding:**

- Although a mission statement is displayed in the school's offices, stakeholders did not consistently articulate the mission or vision. The school's motto Persistence, Resilience, Integrity, Dedication, Excellence without Excuses (PRIDE), appeared in most classrooms and offices. However, students were unable to explain some of its elements. Although the leader stated the school leadership team (SLT) collaboratively developed SMART goals; neither teachers nor parents confirmed this process.
- The school leader shared the school's efforts to embed data in classroom instruction. Leaders are beginning to create a data-driven instructional culture through individual goal-setting meetings with all teachers where goals are established based on student achievement data. However, there is no system in place to monitor progress toward achieving these goals. Leaders and teachers analyze assessment, but the school leader does not consistently ensure that teachers use data to adapt instruction.
- The review team found little evidence that the leader monitors progress toward achieving SMART goals and these are not tied to the school's long-term vision. The leader stated that the school's instructional priorities for 2013–14 were to improve teachers questioning skills and embed interim assessments into each lesson. However, the review team found no system in place to monitor and evaluate the school's progress in achieving these goals.

#### **Impact Statement:**

Stakeholders are not consistently able to articulate the school's vision and SMART goals, which hinders 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:

- Collaboratively develop priorities and SMART goals that are widely disseminated, monitored, and adjusted as necessary.

2.5 **The school has received a rating of *Developing* 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 leader does not consistently use evidence-based systems to examine critical school-wide practices.

**Evidence/Information that Lead to this Finding:**

- The school leaders shared that she analyzes data with staff and that school leaders attend teacher meetings to monitor the work. However, the review team did not find evidence of teacher teams analyzing student work or developing plans to modify instruction based on data.
- The school adopted CodeX for English language arts (ELA) and CMP3 for mathematics as their CCLS (Common Core Learning Standard)-aligned curricula. However, the review team noted that leaders were not monitoring teacher practices to ensure that teachers are adapting curricula based on data to meet the needs of students. The school has an RTI (Response to Intervention) program in place, but there are a lack of tier one and tier three activities.
- The leader stated that the guidance counselors and social worker meet weekly with her to monitor student behavior and discuss pressing needs. However, there was no evidence of these meetings or systems in place to monitor students discussed.
- Although, the leader cited class section sheets as part of the school’s disciplinary program to monitor student attendance and behavior, the review team found section sheets went largely unused.

**Impact Statement:**

The school leader has not established evidence-based systems to consistently monitor and adapt activities to achieve measurable progress toward critical school-wide goals.

**Recommendation:**

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

- Develop overarching systems that connect school-wide practices and closely monitor effectiveness of these efforts so that adjustments can be made.

**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**

**I**

**Debriefing Statement:** While the leader has made efforts to implement structures and provide supports, teachers are in the initial stages of using analytic practices to revise curricula, preparing unit and lesson plans that address student needs, and providing consistent access to complex content that stimulates higher-order thinking and reasoning. Consequently, teacher instructional practices do not yet provide all students with

developmentally coherent and rich cross-curricular learning experiences that lead to college- and career-readiness.

**Areas for Improvement:**

3.2 **The school has received a rating of *Ineffective* 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:**

The school leader does not ensure the implementation of rigorous and coherent curricula aligned to the CCLS that meets student needs.

**Evidence/Information that Lead to this Finding:**

- There is no overarching systematic plan in place to implement the CCLS and instructional shifts. Although the leader has a vision regarding the CCLS and the instructional shifts, and a review of unit and lesson plans demonstrated some alignment to the CCLS, there was no formalized plan to ensure that these plans translated into effective classroom instruction. The school leader has designated meeting time for horizontal and vertical teacher team meetings during the regular school schedule to facilitate the collaboration of teachers in meeting the demands of the CCLS and its instructional shifts. However, the horizontal grade meeting observed by the review team had minimal instructional focus. Although leaders and teachers reported that implementing the instructional shifts was a priority, little evidence of the CCLS instructional shifts was observed.
- While the school has implemented a small group AIS program and student progress is monitored on Achieve 3000, Math IXL, and IReady, the AIS classes visited by the review team lacked rigor. Further, while an English as a second language (ESL) teacher pushes in to support ELLS, there was limited evidence of the needs of ELLS being consistently met or of progress being monitored.
- Although the school leader and teachers voiced concerns about the level of the CCLS curricula and the need to adapt the curricula, there was evidence of curriculum being adapted in only three of 18 classrooms. The review team noted during its classroom visits and at the teacher focus group that, while the leader has provided PD to teachers in implementing CCLS-aligned curricula, there is minimal evidence of CCLS aligned curricula across classrooms.

**Impact Statement:**

The curricula used do not meet the needs of students and this hinders 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:

- Conduct and monitor grade meetings with an instructional focus, including a protocol for looking at

student work; monitor the short-term impact of PD activities and make immediate adjustments based on classroom observations.

3.3 **The school has received a rating of *Ineffective* 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 NYS content standards and address student achievement needs.

**Overall Finding:**

There is limited data-driven instruction (DDI) that addresses the needs of sub-groups and individual students. There is minimal use of complex content or classroom activities that promote higher-order thinking.

**Evidence/Information that Lead to this Finding:**

- The review team found little evidence from the weekly grade and subject team meetings that demonstrated teachers collaboratively plan CCLS-aligned data-driven unit and lesson plans. School leaders shared that they work with teachers on analyzing and integrating data into instruction, and the school has conducted three data days where teachers and students analyze data together. Additionally, the school leader and some teachers cited their use of data from multiple sources, such as Skedula, ARIS, and assessment to plan instruction. However, the review team found little evidence of DDI in the classroom.
- Although some unit and lesson plans are CCLS-aligned and include scaffolding, there was little evidence of scaffolded instruction targeted to meet the needs of students across the school. For example, teachers did not scaffold instruction to provide entry points for ELLs based on New York State English as a Second Language Achievement Test (NYSESLAT) data. Further, there was little evidence of teachers using complex instructional materials or academic vocabulary.
- Although one of the school's instructional priorities is to increase student higher-order thinking skills through complex questioning and discussion, the review team saw evidence of these activities in only three of eighteen classrooms.

**Impact Statement:**

The lack of CCLS aligned plans that include DDI protocols limit 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 that all plans aligned to the CCLS and use DDI protocols in order to meet the needs of all students including individuals and subgroups.

3.4 **The school has received a rating of *Ineffective* 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 do not partner to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.

**Evidence/Information that Lead to this Finding:**

- The school leader scheduled weekly common planning time for horizontal interdisciplinary teams; however, the review team found no evidence of interdisciplinary planning and instruction and no interdisciplinary curriculum maps have been developed. The school has established some collaborative relationships with outside agencies that promote interdisciplinary activities. However, there are no arts teachers currently on staff during the regular school day, although some students participate in arts enrichment activities after school.
- The school leader purchased notebooks and iPad carts to foster computer usage in classrooms, but the review team found students using technology in only five of 18 classrooms and in AIS classes. The ESL teacher used photography as a means to foster student language development. Grade eight students created PowerPoint presentations in their technology class and all students are required to complete PowerPoint research projects in ELA. Although the school leader purchased SMARTBoards for all classrooms, the review team found limited evidence of teachers using these boards.

**Impact Statement:**

Students do not have multiple opportunities to engage in thoughtful cross-curricula activities, and this limits their academic success.

**Recommendation:**

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

- Provide opportunities for teachers to plan interdisciplinary lessons; develop protocols for sharing best practices across grades and subjects with close supervision to ensure implementation, evaluation, and subsequent adjustments. Allocate resources to support teacher and student use of technology in the classrooms

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 do not consistently implement a system for using assessments to plan curriculum or involve students in the ownership of their learning.

**Evidence/Information that Lead to this Finding:**

- While the school leaders provide teachers with data, and PD on using data to drive instruction, the review team observed teachers inconsistently using this data to inform curriculum planning. The

leaders reported that teachers have made progress in using assessments and that the school conducted three data days where teachers and students analyzed formative assessments together. However, the school has no overarching system in place to ensure teachers are using use data to plan instruction.

- While teachers created academic goals with students in a whole class setting in September, these goals were not monitored for progress throughout the year. Further, while some teachers created grading criteria and rubrics for specific assignments, the use of rubrics across the school was not consistent. Further, a review of documents demonstrated that teachers do not consistently provide students with specific feedback that includes next steps for improved achievement. While grade eight students conference individually with the guidance counselor, these conferences do not use uniform protocols and there is little evidence that conferencing has an impact on student ownership of their learning.

**Impact Statement:**

The inconsistent alignment between the curriculum and data 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:

- Ensure curriculum, instruction, and assessments are aligned across all grades and subjects.
- Collaboratively develop student goals and action plans that are based on data and are revisited and revised periodically.

**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.

<b>Tenet Rating</b>	<b>I</b>
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**Debriefing Statement:** The school adopted curricula to guide both planning and the improvement of instruction. Teachers have received training from different sources to support their professional growth. However, instructional practices and strategies do not yet reflect a data-driven culture that is adaptive to meet the needs of all learners. Classroom instruction does not provide students with opportunities to participate in rigorous activities that lead to high levels of engagement and inquiry.

**Areas for Improvement:**

4.2 **The school has received a rating of *Ineffective* 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 leaders do not ensure that teacher instructional practices and strategies are organized around plans

that address all student needs.

**Evidence/Information that Lead to this Finding:**

- While school leaders have provided teachers with data, there is limited evidence of teachers using data to plan instruction to meet the needs of students. Further, the review team found that only some teachers have established grade level benchmarks or identified the needs of subgroups of students, such as ELLs or students with disabilities in order to plan instruction. Class visits and a review of lesson plans demonstrated limited differentiation of plans or activities.
- While the school leaders and the lead teacher provide support to teachers on aligning plans to the needs of students based on assessments, such as mid-year benchmarks, there was limited evidence of how teachers are using this data to inform planning. Further, there was little evidence that teachers in grade and subject teams identify intervention strategies to address specific student needs. Classroom visits demonstrated that the AIS curriculum is not consistently implemented and teachers purposefully grouped students in only four of the 18 classrooms visited
- While teachers have identified measures of student learning (MOSL) as required by the district's APPR, teachers have not established individual action plans and academic goals for all students.

**Impact Statement:**

The school's instructional practices do not promote high levels of student engagement and inquiry, which hinders 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:

- Ensure teachers use assessments to inform planning and instruction, including purposeful grouping; provide targeted PD for developing learning activities and materials for every student's needs, including for sub-groups. Monitor implementation of these activities with rigorous supervisory protocols.

4.3 **The school has received a rating of *Ineffective* 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 do not provide coherent instruction aligned to the CCLS that leads to multiple points of access for all students.

**Evidence/Information that Lead to this Finding:**

- Although the school leader identified the development of student higher-order thinking skills as a school priority, most classrooms observed by the review team showed little evidence of this practice. Teacher questioning during classroom visits was low level with few opportunities provided

for students to engage in critical thinking. Additionally, most instruction was teacher-centered and there were few opportunities for students to work together. Further, the review team noted purposeful grouping in only four of 18 classrooms and little evidence of students engaged in discussion or of differentiated instruction.

**Impact Statement:**

The lack of CCLS aligned rigorous instruction hinders student engagement and 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, monitor, and adjust targeted PD on the CCLS and instructional shifts; Ensure that teachers ask higher-order questions and engage students in discussion.

4.4 **The school has received a rating of *Ineffective* for this Statement of Practice:** 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.

**Overall Finding:**

Most teachers do not implement a plan to create a learning environment that is responsive to student needs.

**Evidence/Information that Lead to this Finding:**

- The school leader shared that she has a vision for the school's environment and is beginning to establish clear expectations for student behavior. Staff shared that while the number of disruptive incidents in classrooms have decreased, there are still some behavior incidents across the school. Students shared that they feel comfortable asking and answering questions in class; however, the review team found little evidence of teachers planning or modifying instruction to meet the varying needs of students or to take into account their different perspectives. For example, while many students in self-contained classrooms were engaged in learning, in other classrooms students often sat idly with nothing to do or had their heads down on the desks.
- The school is beginning to implement elements of Positive Behavior Intervention and Supports (PBIS) and PBIS was discussed at the grade meeting observed by the review team. However, teachers do not consistently implement these supports in order to meet student needs across the school. Further, while the school held a Respect for All week in February 2014, the school has not adopted this program.
- There were limited opportunities in classrooms for students to voice their opinions and the school does not currently have a student government.

**Impact Statement:**

The school has not established an environment that is conducive for learning and responsive to the needs of students, which hinders 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:

- Implement a school wide initiative to develop a classroom management system that builds on the connection between student engagement and discipline; maintain formal evidence of reportable occurrences and tie that to guidance interventions; establish a student government to serve as the formal voice of the student body and whose representatives would serve on select school committees.

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 do not consistently use data to inform and adjust their instructional strategies and to foster student participation in their own learning process.

**Evidence/Information that Lead to this Finding:**

- Discussions with teachers and classroom visits demonstrated that teachers purposefully placed students in groups based on data in only four of the 18 classrooms visited. Further, teachers adjusted instructional strategies to meet student needs in only six classrooms visited. Most lesson plans did not include activities for targeted student groups. Additionally, teachers stated that they are in the early stages of introducing formative assessments into lessons and using this information to adjust instructional strategies. During AIS, the review team found teachers using response to intervention (RTI) tier two small group activities, but little evidence of tier one or three interventions throughout the school. The school leaders provide staff with a variety of data, such as assessment information, but the review team found that teachers do not consistently use this data to modify instruction to meet the needs of students.
- While teachers send home progress reports three times between the four report card periods, there was no evidence of how these progress reports are used to increase student ownership of their learning. While a review of documents demonstrated that grade six and seven teachers developed goals with students in September, there was no evidence of a system to monitor these goals throughout the year. Grade eight students meet with a guidance counselor to create and implement an action plan for high school promotion. Additionally, the school implemented Pupil Path, the student online portal of Skedula, to provide students with an opportunity to monitor their academic progress and receive homework assignments. However, students shared that most teachers do not provide feedback to students. Further, while some classrooms have rubrics posted, these rubrics were not content specific and teacher feedback to students posted did not have actionable next steps.

**Impact Statement:**

The lack of instruction that is data-based and purposeful hinders 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:

- Ensure teachers understand, analyze, and use data provided to address identified needs of sub-groups and individual 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**

**I**

**Debriefing Statement:** The school is developing a positive environment and has identified supports to address the social and emotional developmental health needs of students. However, there is limited data-driven dialogue regarding social and emotional developmental health, minimal PD addressing student needs, and a lack of monitoring to ensure that student needs are met.

**Areas for Improvement:**

5.2 **The school has received a rating of *Developing* 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 leader is developing systems to identify and address student social and emotional developmental health and academic success.

**Evidence/Information that Lead to this Finding:**

- Students, teachers, and parents shared the school is becoming a safer environment where students have at least one adult they can approach for assistance. All stakeholders credited the school leader with noticeably improving the school’s tone and climate, although no overarching system for student referrals has been implemented. Behavior expectations were posted in many classrooms and in hallways, but were not consistently enforced. The school leader stated that the student intervention team meets monthly, but the review team found no evidence of these meetings. While the guidance counselors shared that they completed four individual case studies, it was unclear how they used this information. Further, while teachers reported they enter anecdotal behavior data into Skedula on a daily basis, and the leaders and guidance counselors review this data to identify and monitor at-risk students, only one of six special education teachers notated behavior data during classroom visits. Further, the grade team meeting observed by the review team included no review of Skedula data. Leaders and student support staff did not report a system for analyzing cohort data to identify needs and next steps.

- Teachers and parents reported that student support staff responds quickly to student referrals. However, teachers also stated that they need additional immediate support with disruptive students. While the school leader reported there are a few students who received a behavior contract, the referral and monitoring of social and emotional services is mostly anecdotal and not systematic. The school has established partnerships with University Settlement, Counseling in Schools, and the Leadership Program to provide support in meeting student social-emotional needs. A social worker was hired through Counseling in the Schools. Grade six students participate in an advisory class twice a week utilizing a curriculum from the Leadership Program. However, no similar program exists for students in grades seven and eight and the review team noted no evidence of explicit instruction on social and emotional developmental health. While the parent coordinator provides workshops for parents, families reported there have been no presentations on addressing adolescent social and emotional developmental issues.

**Impact Statement:**

The school leader is developing systems to address the barriers to student social and emotional developmental health.

**Recommendation:**

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

- Implement a school-wide system for meeting the needs of student social and emotional developmental health.

5.3 **The school has received a rating of *Ineffective* 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 does not have a curriculum in program in place aligned to a vision for student social and emotional developmental health.

**Evidence/Information that Lead to this Finding:**

- The school leader shared that is working to develop the school's vision for student social emotional health. While the school recently participated in the district's Respect for All program, there is no overarching program or curriculum in place to develop student social and emotional developmental health. Further, while the school has recently implemented community cash as an incentive to foster positive student behavior, there is no system in place to determine when cash should be distributed and how its distribution should be monitored.
- While students recited the school motto of Persistence, Resilience, Integrity, Dedication, and Excellence without Excuses (PRIDE), many were unable to explain some of its elements. The

Leadership Program provided teachers with four PD sessions on classroom management. However, the review team found no evidence of school leader follow-up to monitor the implementation of these practices. Student support staff stated they sometimes visit individual classrooms to observe students who have been referred, but do not assist teachers in developing classroom management skills.

- While grade six uses the Leadership Program curriculum for advisory, and all stakeholders use Skedula to access student data, there is no mechanism in place to identify needs and evaluate the effectiveness of these tools.

**Impact Statement:**

The lack of a curriculum or program to address student social and emotional developmental health 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:

- Provide PD to build adult capacity in classroom management and use support staff to provide individual assistance to teachers in need. Establish protocols to monitor and evaluate the fidelity of implemented social and emotional developmental health programs.

5.4 **The school has received a rating of *Ineffective* 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 do not work together to develop a common understanding of their roles in creating a learning environment that supports student social and emotional developmental health.

**Evidence/Information that Lead to this Finding:**

- The school does not have a system in place to raise stakeholders' awareness of their roles in addressing student social and emotional developmental health needs. While teachers have received some PD on classroom management and relationships with students, the review team found no evidence of follow-up activities to monitor and evaluate implementation.
- Parents stated that teachers, counselors, and leaders are responsive to their requests and have an open-door policy. However, the review team did not find evidence of an action plan or overarching system to increase parent awareness of their roles in supporting student social and emotional developmental health.
- Students stated that there is limited respect between adults and students. The school Environmental Survey indicated that 70 percent of students felt that students do not treat each

other with respect and 58 percent indicated that students do not treat adults with respect.

- The pupil personnel team (PPT) meets monthly and the school support team, comprised of the school leader, two guidance counselors, and the social worker, meets bi-weekly. However, the review team found no evidence of a system to track the progress of referred students. Additionally, there is no system for stakeholders to work together to develop a common understanding of the importance of their contributions in creating a school community that is safe and conducive to learning.

**Impact Statement:**

School stakeholders are not able to articulate their roles in supporting student social and emotional health, which hinders 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:

- Implement an overarching social and emotional developmental health plan to identify the roles of all stakeholders.

5.5 **The school has received a rating of *Ineffective* 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 leader and student support staff do not work with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.

**Evidence/Information that Lead to this Finding:**

- Student support staff does not systematically analyze student data to address student social and emotional developmental health. The leader reported that the inquiry team regularly meets to identify and monitor at-risk students in order to provide supports. However, a review of inquiry team agendas demonstrated no evidence of these activities. Teachers stated they refer students to the student support team via the guidance counselor or school leaders; however, there is no evidence-based system to monitor student progress or evaluate the services provided. The school recently implemented a new referral form for teachers. However, the referral form does not require teachers to indicate intervention steps they have taken prior to referral. Teacher stated that teams are beginning to share statistical and anecdotal data on Skedula in order to identify and address student needs uniformly across classrooms.
- The school staff collects data, such as attendance and the Online Occurrence Reporting System (OORS), but it was unclear how this data was used to address student social-emotional health needs. Some students meet with teachers and counselors for individual conferences; however, there was no evidence that these meetings support student social and emotional developmental health.

**Impact Statement:**

The lack of data used to support student social and emotional developmental health 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 staff collect, analyze, and use data to support student social and emotional developmental health.

**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**

**Debriefing Statement:** The school has established some structures for communicating with families and has developed some partnerships to provide support. However, there is limited reciprocal communication that ensures parent understanding of data, high expectations, and participation to address student academic and social needs. As a result, not all students benefit from a strong home-school connection that promotes learning.

**Areas for Improvement:**

6.2 **The school has received a rating of *Developing* 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 leader is developing strategies to ensure that communication with students and families fosters high expectations for student achievement.

**Evidence/Information that Lead to this Finding:**

- The school leader and staff do not consistently communicate high student expectations, as not all stakeholders embrace the school leader’s vision for student success. Communication occurs in multiple forms, such as letters, the Pupil Path parent portal, phone messaging, and conferences. Additionally, the parent coordinator issues a monthly newsletter and a calendar of school activities. However, there was inconsistent evidence regarding how these communication tools are being used to foster high expectations for student achievement.
- Parents and students reported that the school’s academic program has improved. However, some students stated that their work was not challenging. While students recited the school motto, “excellence without excuses,” they were not able to explain what this motto means. Grade six and seven students participated in goal setting activities and grade eight students met individually with guidance counselors to prepare for high school. A few students reported that individual

conferences with some teachers were helpful in focusing them toward reaching specific academic goals. Parents and students stated that the Ivy Key program that prepares students to take specialized high school entrance examinations is helpful. In April 2014, the school conducted its first honors banquet as a celebration of student achievement.

- The school does not monitor and evaluate its efforts to build relationships with parents. However, the school leader stated that she is working on a plan to meet this need.

**Impact Statement:**

The relationship between the school and home does not consistently contribute to 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 all school stakeholders consistently communicate high expectations for student academic achievement.

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 student strength and needs are identified and used to augment learning.

**Overall Finding:**

The school does not consistently engage in reciprocal communication with family and community stakeholders to support student needs.

**Evidence/Information that Lead to this Finding:**

- The school has established an open door policy and some parents reported that there is reciprocal communication through Pupil Path that contains email links for all staff members. However, the review team did not find consistent evidence that this tool is used by staff to communicate with families. Further, while the school communicates with families in a variety of ways, there is not plan to analyze and modify parent engagement strategies. While staff and parents meet during parent-teacher conferences, there are few other regularly scheduled opportunities for communication. Teachers call parents to address issues that arise in class or provide positive feedback. Behavior contracts are issued to students with disciplinary issues that have to be signed by students, teachers, parents, and the guidance counselor. While the school offers some activities for parents, parents stated that not many families participate.
- The review team found limited evidence of written communication that was translated into other languages, other than report cards that are issued in multiple languages. Communication at parent association and School leadership Team (SLT) meetings are in English and one parent reported that no communication is ever translated into her language, Creole
- The school leader shared that she is working on a plan to assess the effectiveness of the school's

communication efforts.

**Impact Statement:**

Inconsistent reciprocal communication between the home and school hinders 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 all communication from the school to parents and families is in home languages; ensure teachers develop reciprocal communication with parents.

6.4 **The school has received a rating of *Developing* 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 does not consistently partner with families and community agencies to provide training to support student success.

**Evidence/Information that Lead to this Finding:**

- The school has a relationship with the Interboro Health Clinic that is located within the school building and support staff refers families to the clinic regularly. The school collaborates with community programs, such as the Leadership Program, Counseling in Schools, Teaching Matters, and University Settlement. However, only the Leadership Program has provided parents with workshops to increase engagement. Parents indicated that parent members of the SLT have provided turnkey training to parents at parent association meetings; however, participation was low. Despite these limited efforts, the school has no overarching plan to increase academic and social-emotional growth through training. Additionally, the student support team did not identify community social service agencies that they refer parents to when they are in need of assistance, other than Interboro.
- Teachers and support staff did not cite any PD the school offered to increase the staff's efforts to create partnerships with families and the community.

**Impact Statement:**

Limited partnerships to train staff and parents to support student success hinder 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 staff training on developing home-school partnerships that foster student success.

6.5 **The school has received a rating of *Ineffective* 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 does not share data with families in a way that promotes dialogue in order to support student success.

**Evidence/Information that Lead to this Finding:**

- Parents receive academic and non-academic data regarding their children via Pupil Path's online parent portal. However, school leaders there was limited evidence in regard to how many parents access Pupil Path. Report cards are issued quarterly and interim progress reports are issued three times per year. The parent coordinator provides some information to families regarding their children's academic needs and available services. However, there is no systemic plan to engage parents and give them the tools to request services for their children and advocate on their behalf based on data.

**Impact Statement:**

Families are not empowered to advocate for appropriate services for their children, which hinders 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:

- Evaluate current methods of communicating data with families and modify structures to ensure that parents are empowered to support student success.