



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	331900010677
School Name	East New York Elementary School of Excellence/K677
School Address	605 Shepherd Avenue Brooklyn, NY 11208
District Name	NYC CSD 19
School Leader	Ms. Judy Touzin
Dates of Review	January 22-23, 2014
School Accountability Status	Priority School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet for 19K677

School Configuration (2013-14)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	556	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	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	3	# SETSS	8	# Integrated Collaborative Teaching	34
Types and Number of Special Classes (2013-14)					
# Visual Arts	1	# Music	1	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	83.2%		% Attendance Rate	91.4%	
% Free Lunch	85.8%		% Reduced Lunch	2.8%	
% Limited English Proficient	5.2%		% Students with Disabilities	14.7%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.4%		% Black or African American	68.9%	
% Hispanic or Latino	28.2%		% Asian or Native Hawaiian/Pacific Islander	2.2%	
% White	0.4%		% Multi-Racial	N/A	
Personnel (2012-13)					
Years Principal Assigned to School	3.34		# of Assistant Principals	1	
# of Deans	N/A		# of Counselors/Social Workers	2	
% of Teachers with No Valid Teaching Certificate	N/A		% Teaching Out of Certification	4.6%	
% Teaching with Fewer Than 3 Years of Experience	20.5%		Average Teacher Absences	7.9	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	8.2%		Mathematics Performance at levels 3 & 4	12.2%	
Science Performance at levels 3 & 4 (4th Grade)	64.3%		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	N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward			Recognition		
In Good Standing			Local Assistance Plan		
Focus District	X		Focus School Identified by a Focus District	X	
Priority School					

Accountability Status – Elementary and Middle Schools

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

Top priorities as articulated in the SCEP:

Tenet 2:

Goal: Teacher practice will show consistent improvements in the areas of 3b, 3c, 3d, and 3e of the Danielson Framework for teaching by May 31, 2014 as a result of regular observation and timely targeted feedback and support.

Tenet 3:

Goal: By June 2014, 100% of English language arts (ELA) and mathematics units will be developed using the schools rigorous unit planner that requires educators to strategically and explicitly imbed rigorous learning activities aligned to the CCLS and entry points that support UDL (representation, action, and expression, engagement).

Tenet 4:

Goal: By June 2014, ALL educators will be able to implement instruction that reflects the three UDL principles and articulate how the instruction meets the needs of their scholars. As a result, scholars' portfolios and culminating tasks for end of year units of study will reflect increased levels of engagement and the fact that scholars were afforded the opportunity to demonstrate their learning in more than one way.

Tenet 5:

Goal: By the release of the learning environment survey results for the 2013-2014 school year, all of the above statements in the major recommendations section will show a 15% or more decrease, which will be indicative of improved safety and respect in the school. The overall safety and respect score will be 8.2 or better.

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

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

#	Statement of Practice	H	E	D	I
2.2	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				X

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

School Review Narrative:

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement.	Tenet Rating	E
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Debriefing Statement: The school leader has created a community and culture that promotes well-being and academic success. She has a system to acquire and allocate resources that addresses the immediate needs of the school for long-term sustainability. As a result, the school community is working in a system that values successful academic outcomes for all students.

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).

- The school’s SMART goals and mission were created with input from stakeholders; the school leaders have shared them with families, community organizations, teaching staff, and the student body. The Diagnostic Tool for School and District Effectiveness (DTSDE) Self-Evaluation and the School Comprehensive Education Plan (SCEP) listed the school priorities, with instructional shifts as the first one. The Integrated Intervention Team (IIT) review of documents showed evidence that the school leader along with the School Leadership Team, have allocated time and space to share the process by which they would work toward their instructional goals. During meetings with the vertical teachers’ group and parent focus group, participants stated that the school has disseminated a packet for families indicating how student achievement data correlates with samples of students’ work. There are also frequent professional development (PD) workshops for parents regarding the current instructional shifts. In addition, during an interview with the IIT, the school leader stated that she, the assistant school leaders, and lead teachers meet frequently to monitor progress of their SMART goals by evaluating the data to determine if they have reached their benchmarks. The shared vision of the school stakeholders ensures that the school is working toward accomplishing their SMART goals and mission.

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.

- The school leader has made strategic and sustainable decisions regarding the allocation of resources for the school. Prior to seeking out additional resources, the school leader used State assessment data, enrollment data, and observed student needs to develop programmatic and personnel resources. According to the teacher and parent focus groups, hiring a new assistant principal and a guidance counselor helped fill in gaps in the areas of instructional leadership and support for students’ social and emotional development. A dean was also hired to help the school leader manage the social and emotional component of the school’s goals. According to interviews with the

teachers and the school leaders, assistant principals (APs) are each assigned to work with different teachers and to evaluate them based on their academic subjects and grade level expertise. Based on interviews with the school leaders and review of documents, the IIT found that the school has a hiring protocol for every position. The school leader also stated that she had been strategic in her decision not to hire instructional coaches until she had a new AP. She articulated that instructional leadership is what the school needs; similarly, the teachers in their focus group noted that getting the instructional support they needed from their school leaders had helped improve their classroom practices. In document reviews, the review team found evidence of how the school leader sought outside resources, including from community organizations, to support the school's after-school program. Parents expressed in interviews that they were seeing more of a community presence at the school and that there were services designed to meet many families and students' needs for both in- and out-of-school time. The school leader makes strategic decisions regarding available resources that address the school's immediate and long-term needs.

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.

- The school leader has instituted a fully functional plan to conduct targeted and frequent observations and to track progress of teacher practices. There is a prioritized schedule for these visits based upon teacher and/or student performance data and needs. Based on the document review, there is an agenda, plan, and rubric for observations. The teachers' focus group confirmed that each teacher had been assigned to a specific school leader within her/his area of expertise. Participants articulated that feedback from the school leaders' observations is timely, and that the leaders have an open-door policy for talking to them about their observations. Teachers shared that they were able to have frequent one-on-one sit-down discussions with the school leader about their teaching practices. The school leaders also allocated time at meetings to discuss and facilitate sessions on *Understanding by Design* or *Analysis and Action Day*. School leaders would check in with teachers after observations to evaluate and discuss how they were progressing in terms of using data to help them develop plans. Evidence from documentation and from discussions with school leaders and teachers indicate that the outcomes of observations are used to guide and inform the professional development (PD) calendar and that PD is specifically targeted to areas of weakness identified in the observation process. Through the implementation of this system, both staff and school leaders are held accountable for continuous improvement, which promotes student achievement.

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).

- The school leader ensures that teachers use benchmark assessments in mathematics and reading for grades three to five and cyclical on-demand assessments for kindergarten through grade two. The

school uses both the city and the State rubrics. In interviews with the IIT, the school leader expressed that by using a data-driven evidence-based system, the school is able to have a uniform practice. Teachers shared that they also use unit assessments to help them track students' progress. In the student support and school leader interviews, participants stated that the school and local community organizations also shared data on students' performance and needs to help them identify the students who could use extra support and how it would be organized. The data sharing helps inform partnerships to ensure the school can serve its students more effectively. The system to monitor and evaluate the quality of instruction provides the school leader with an understanding of the strengths and weaknesses in teaching, facilitates targeting PD, and strategies for school improvement. The use of an evidence- and data-driven approach to school improvement enhances the school's ability to make measurable progress toward the critical school-wide goals that are articulated in the SCEP.

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

Debriefing Statement: The school staff is engaging in conversations on how to use assessment tools to analyze data in order to develop curricula that would address all students' needs. However, modifications of curriculum are limited and do not consistently address the needs of all subgroups. Therefore, instructional practices are inconsistent in supporting high levels of student academic success.

Strengths:

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

Areas for Improvement:

3.2 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader 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.

- The school leader is in the process of developing a plan to ensure the successful implementation of CCLS. While the school has begun this implementation, teachers are still working on how to align the standards and shifts to their lesson plans. In interviews with both the teachers and school leaders, participants shared that this year had been mainly focused on ensuring that lesson plans were reflecting the standards. Although teachers shared that they understand the rigor of CCLS, they reported to the review team that they found it challenging to execute their plans while seeking to meet the needs of all their students. The school leader indicated she is bringing in a new instructional coach to address this issue. The instructional coach will also work with the school leaders to help build their capacities to support teachers. The school leader articulated that

approximately one-half of the staff are able to articulate the standards and integrate technology in the teaching of CCLS and that further PD will be required. Review of lesson plans and classroom visitations by the IIT indicated limitations in teachers' development of a comprehensive curriculum, which is fully aligned with the CCLS. Consequently, the current curricula do not meet the needs of all students, which limits college and career readiness.

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 NYS content standards and address student achievement needs.

- Although teachers are attempting to meet in grade-level teams on a weekly basis, this intention is not being fully realized. Not all teachers create CCLS-aligned unit and lesson plans across all grades and content areas. An evaluation of planning documentation by the review team indicates that teachers do not consistently incorporate data driven instruction (DDI) protocols into their lesson and unit planning. This is reflected in the classroom. In addition, while the school is in the beginning stages in terms of using evidence and data to help group students, there is inconsistency in how rigor and the instructional shifts are integrated in the planning process. This was particularly evident in the observed grade-level meeting, where the teachers were able to engage in discussion on scaffolding, but were challenged in terms of how to meet their instructional goals with the differentiated instruction they need to consider. During the classroom observations, the review team observed a lack of rigor in the lesson plans and a limited amount of differentiated instruction and questioning to challenge students of differing abilities. Teachers' inconsistent use of lesson plans based on data and aligned to the CCLS does not meet the needs of all students, which limits student academic progress.

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.

- While teachers are engaging in discussions in their subject-area and grade-level meetings, they are not formally developing interdisciplinary lessons targeting the arts, technology, or other enrichment opportunities. In the vertical teacher meeting, the majority of participants articulated that while they would like to engage with one another in cross-curricular planning, their immediate planning needs are to address their subject areas with regard to the CCLS. The review team observed that during classroom visits there were common themes in various subject areas that could involve collaborative cross-curricular planning. In practice, however, most teachers are not capitalizing on these opportunities to make learning more challenging and engaging. On the occasions where students were expected to use literacy and mathematics skills in other subjects, this was because of the initiative of the individual teacher rather than a planned and cohesive school-wide strategy. Few examples were evident in classroom observations of technology being used in an innovative and relevant way to extend or enhance the quality of learning. Consequently, students are not provided with many opportunities to engage in thoughtful, cross-curricular work, which limits their ability to be academically successful.

3.5 **The school has received a rating of *Ineffective* 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.

- Teachers are not implementing a comprehensive system for using formative and summative assessments for curriculum planning. According to the school leader, teachers are expected to develop pre- and post-assessments that they either designed or obtained from the teachers' guide. Additionally, while the majority of teachers understand grouping of students based on assessment data, many teachers are limited in their skill in developing assessments and using data to make planning decisions. Classroom observations demonstrated that students were not grouped for differentiated instruction. In the student focus group meetings, while some attendees were able to recite the objectives of the lessons taught, when they were asked to articulate the feedback that they were given on their work, many of the students did not understand why they had received a certain mark or grade. In the comments sections, teachers had not provided feedback to these students on what they did wrong, or how they could improve their work. This was particularly the case with English language learners (ELLs), as language development feedback had not been given. The lack of alignment between the curriculum and assessments and inconsistent feedback given to students hinders support for student ownership of their work and academic achievement.

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.

Tenet Rating

D

Debriefing Statement: The school leaders and staff have created a safe learning environment to promote student engagement and achievement. However, there are inconsistent practices relating to the integration of data and assessment in CCLS-aligned instruction and shifts. Consequently, instructional practices do not consistently promote high levels of engagement and inquiry leading to improved student achievement.

Strengths:

4.4 **The school has received a rating of *Effective* 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.

- The school has implemented a plan that provides clear behavioral expectations for all students. During interviews with the IIT, school staff, teachers, parents, and students, were all able to articulate the school behavioral system that everyone practices. A poster board with various colors signifies where the students are in their behavioral scale. This color system is displayed throughout the classrooms and a letter is sent home to the parents every day indicating their child's behavior in accordance with the expectations. Some teachers also collaborate with the school support staff to find strategies to work with diverse groups of students and their needs. In the student focus group meeting, when the students were asked if they know why they were grouped in pairs or small

groups, all the students responded that it was to help their peers who did not understand a problem. Students also stated that they felt confident asking and answering questions in the classroom. Because of the high expectations for students' behavior and support for student perspectives and needs, the learning environment is intellectually and physically safe for all students.

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.

- The school leaders and teachers are allocating time to engage in discussions about the development of their lesson and unit plans and the use of student data. This process is at the beginning stage of development, and classroom visits by the review team showed that teacher practices are not consistently organized around annual, unit, and daily lesson plans that address all student goals and needs; this is the case for both high functioning students and subgroups that need more academic resources and supports. In various classrooms observed by the IIT, there were students who finished their assignments quickly and would sit in the classroom waiting for further instruction. As for the students who need extra support, teachers did not always provide scaffolding activities. In the grade level meeting, the teachers have an organized agenda but their discussions regarding planning did not provide or highlight strategies that addressed the needs of subgroups. During conversations with teachers in the classroom, teachers articulated that while they have support from their colleagues and their school leaders, they struggle with executing their plans to provide proper interventions to all their students. Discussions with teachers and school leaders also indicated that procedures for student goal setting are at an early stage and that learning paths reflecting the different needs and abilities of students are not yet established. Consequently, teachers' inconsistent instructional practices and goal setting procedures do not promote high levels of student engagement and inquiry for all students that lead to high levels of student achievement.

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.

- Although teachers developed lesson plans citing the different standards and shifts, their instructional practices in the classroom are not reflective of these shifts. In many classrooms, there was no clear connection between the planning intent and the instructional delivery. This resulted in the needs of students not being met consistently. In a number of classrooms, teachers were adept at asking challenging questions that required students to think beyond the literal level or to use previous learning to provide extended answers. However, this practice was not uniform across the school. In some classrooms, the assignments did not provide students with content complexity and sometimes led to students not being fully engaged in the lesson. Because of inconsistent instructional practices, not all students are provided with rigorous learning opportunities, which limits student engagement and achievement.

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).

- Teachers are at the beginning stages of understanding how to adjust student groups based on data and of providing targeted strategies to promote student participation in their learning. The IIT found that students were grouped in many classes, but in most classes, there was limited evidence that these groups were purposeful or adjusted for instruction based on academic need or ability of subgroups. The school leader acknowledged in interviews that the teachers are just beginning to use summative assessments to inform their instructional planning. Lesson observations by the IIT indicate that assessment data is not generally used to inform or adjust instructional strategies. The review team found limited use of feedback to guide student improvement. Not all teachers monitor student progress closely. Discussions with students indicated that although teachers grade student work, they do not always make clear to students what they need to do to improve or achieve at a higher level. Inconsistent, specific feedback to students and the limited use of assessments to inform instructional planning minimize students’ participation in their own learning and academic progress.

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

Tenet Rating

D

Debriefing Statement: The school community is beginning to review data to identify and support the social and emotional developmental needs of all students. As a result, the school is working toward promoting a sustained positive learning experience for all students. However, more work needs to be done to ensure that this experience is consistent and productive across the whole school.

Strengths:

5.3 **The school has received a rating of *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 health school environment for families, teachers, and students.

- The school has been responsive to the articulation of families and students regarding their need for support for social and emotional health issues. The school had adopted a curriculum known as Tribes, which is a social and emotional curriculum aimed at establishing collaborative learning environments that are informed by students’ interests, strengths, and needs. When the students were asked by the review team to describe what Tribes was, they all expressed that in their classrooms they have daily community circles, and their teachers conduct fun activities to help them learn about their schools, each other, and themselves. The school leader and staff shared that Tribes has been incorporated in the classroom as energizers as well as components of academic

lessons. The school also has a plan to monitor and evaluate how the curriculum is progressing. A representative from the school has attended a PD session, which was offered by the Network, on effective approaches to managing behavior in the classroom. The staff member has turn keyed this information during a faculty meeting. The school leaders along with members from the student support staff team are participating in an ongoing professional learning series on social and emotional developmental health of students offered by the Department of Education. Because the school has implemented a curriculum focused on student social and emotional health and has provided on-going training for staff, students are learning in a safe and healthy school community, which promotes student success.

5.4 The school has received a rating of *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.

- School stakeholders, particularly students, are enthusiastic about and participate in the building of a safe, conducive learning community. During interviews and classroom observations conducted by the review team, students reported that they feel safe in their learning environment. The Tribes integrative curriculum for the classrooms as well as the "behavior color" poster displayed in every classroom has ignited students' enthusiasm for behaving well and treating their peers with respect. For example, in both the small and large students' focus group, all the students reported that their goals are to be in the purple color, which means best behavior. The teachers stated in interviews that this practice has helped them manage students' behaviors. Teachers also send a letter home every day to the parents regarding homework assignments, students' academic progress, and notes on which color the students were on that day. Parents articulated in the focus group, that those notes given to parents have allowed them to connect with what is happening to their children at school. Because the school has implemented a system for monitoring and responding to students' social and emotional needs and constituents are able to articulate how the school is a safe learning environment, student have increased opportunities to be socially and academically successful.

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.

- A system is currently in development to support and sustain student social and emotional developmental health. Through interviews and review of documents, the IIT found that school leaders encourage staff to work together to meet the social and emotional needs of students. Discussions with students indicate that procedures are in place for them to be well known by a designated adult. In meetings with the student support staff, staff agreed that, while students' behaviors have improved tremendously, there is still a need for a more cohesive approach on how to address students' social and emotional health needs. Many activities were created recently, such as incentives for outstanding attendance. These activities were part of a reward system to improve

behavior. The review team found that the staff’s articulation of Positive Behavioral Interventions and Supports (PBIS) was inconsistent. Some staff members stated that it was being practiced, while other staff members disagreed. Everyone interviewed by the review team was able to share the various school initiatives, which support students’ social and emotional development. However, many of these initiatives are relatively new, such the *Karama* (Arabic for “dignity”) program, which focuses on character building for female students, and a new mentoring program for the male students. Since an overarching system has not been fully implemented to address barriers to students’ social and emotional health, students’ academic success is minimized.

5.5 The school has received a rating of *Developing* 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.

- The school leader and student support staff review some data that is collected from benchmark assessments in mathematics and reading for grades three to five and cyclical on-demand assessments for kindergarten through grade two. In interviews with the student support staff, they articulated that teachers are developing their ability to use data to address student social and emotional developmental health needs. Although the school has counselors from community-based organizations (CBOs) working both full time and part time at the school, in the student support and school leader interviews, participants stated that the school and local community organizations also share data on students’ performance and needs to help them identify students in need of extra support after school. The IIT found there was an attendance counselor in place, but the role of the counselor was not clear, and it was not specified in documents how, when, or who contacted families when attendance problems occurred. While phone calls and potential home visits were mentioned, the protocols did not appear to be in connection with other student support staff. Although teachers and support staff have begun to consider data, the lack of a comprehensive process for assessing the needs of students to consistently implement interventions and supports, limits students’ opportunities to be academically and socially successful.

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 collaborates with families and community partners to sustain an environment of mutual respect for all stakeholders. The school’s culture of shared responsibility is increasing a sense of partnership but further PD is needed to enable staff to strengthen links with parents and for better support to be provided for parents in accessing and interpreting data that the school sends to them.

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.

- The school has been effective in communicating and reiterating their goals and expectations for student achievement to the school community. The *I Care* campaign is one of the school's most comprehensive communication efforts and community-building activities. It encourages family participation in academic workshops and meetings over the course of the year. The campaign also recognizes parents for volunteering at the school. For example, if a parent participates in a family read aloud week, their names along with the students are posted on the *I Care* wall at the entrance of the school building. During interviews with both parents and students, they all shared with the review team that the *I Care* campaign has motivated their families to become involved in the school activities. The school sponsors workshops for parents on the CCLS. Parents interviewed by the IIT shared that teachers have an open door policy for discussions of any issues or concerns pertaining to their child's learning. Several parents indicated that some teachers explained to them the meaning of certain data and why their child is struggling with a problem, based on the data. The school also assesses how well it is establishing relationships with parents and acts on feedback that is provided. The comprehensive plan to communicate with parents concerning student learning results in partnerships with families that foster academic success students need for college and career readiness.

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

- The school communicates with parents in various ways concerning school issues and student progress and needs. While the school leader shared that the school has had some challenges with translation of materials, they were able to overcome those challenges to communicate with parents. In the review of documents, the IIT found many examples of flyers and letters sent home in families' native languages. Many of the documents have Spanish and English translations. The school support staff and the leaders expressed that their automatic phone messages to the homes are also in Spanish and English. The parents in the focus group shared that they received progress reports, weekly notices, messages sent home regarding behavior charts, text messages, and emails. Additionally, the school has a newsletter and monthly calendars, which describe current school and grade-wide events, and reminders about meetings. Participants in the parents' focus group also reported that school staff members are responsive to their concerns. For example, in trying to increase attendance at parent-teacher association (PTA) meetings, the school and the PTA are working together to create a survey for parents. Reciprocal communication with parents about the strengths and needs of their children enhances parents' ability to support their children's progress, which promotes student success.

Areas for Improvement:

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.

- The school leader and staff are in the process of developing a plan to educate parents in various ways to support student learning and growth. There were some parent education plans in place, such as two workshops, entitled *Test Busters* and *Breaking Down the Levels*. These workshops were designed to help parents understand the test taking process. They are offered for each semester during the fall and spring. The IXL practice program for mathematics and ELA provides opportunities for students and parents to work together on numerous activities in mathematics and reading. However, staff indicated that they do not have a majority of the parents participating in such programs and activities. The school's Learning Leaders Initiative for families was discontinued this year because of the decline in parent involvement. While the PTA is working to bring the initiative back, the IIT did not find evidence that the school was working with them. Since the school does not have a formal volunteer initiative, volunteer opportunities are usually communicated by the parent coordinator and through parents informing other parents. The school has not provided PD for staff on how to engage and develop partnerships with families. Because not all parents are consistently engaged by the school in learning ways they can support their child academically and socially and the school does not provide PD to staff on developing and sustaining the home-school connection, students' opportunities for academic success and growth are limited.

6.5 **The school has received a rating of *Developing* 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.

- The school has attempted to share data with parents, students, and the school community. The school has created a chart that helps families understand the difference between a rubric/report card score of one to four. The school leaders and teachers also reported that they explain to the parents how to connect it to scores on State assessments. In addition, progress reports, weekly notices, and daily notes to parents have provided families with updates regarding their children's progress. However, in the document reviews as well as interviews with staff and parents, the review team found that the data are not shared consistently. Some parents indicated that they struggle with understanding how they can help their children succeed with CCLS. Interviews with staff and parents indicated that the school has not yet shared data pertaining to parent needs and how to respond to parents' questions regarding CCLS. As a result, families are not fully empowered to take action to support their children's needs, which limits student achievement.

Recommendations:

Tenet 3: Curriculum Development and Support

In order for the school's strategy and practices to align with the concepts in the Effective column of Tenet 3 the school should:

- 3.2: Develop a comprehensive PD plan that targets support for staff to align instruction with the CCLS and the CCLS shifts. Implement a system to monitor the effectiveness of this plan and the impact on improving the curriculum, instruction, and student achievement.
- 3.3: Continue with the school's data analysis meetings and provide next step components as well as benchmarks to monitor how data are being used.
- 3.4: Provide time at grade level and teachers' vertical meetings for staff to engage in cross-curricula discussions focusing on the development of interdisciplinary lessons that target the arts, technology and enrichment opportunities for all students.
- 3.5: Provide further training to teachers on how to develop, implement, and monitor formative and summative assessments to ensure alignment between curriculum and assessments and to enable teachers to provide targeted and data-based feedback to students. Monitor and observe how teachers are providing feedback to students.

Tenet 4: Teacher Practices and Decisions

In order for the school's strategy and practices to align with the concepts in the Effective column of Tenet 4 the school should:

- 4.2: Allocate a consistent meeting time for teachers and the new instructional coach and/or school leaders to learn about the effective implementation of teachers' unit and lesson plans and the creation and implementation of procedures for student goal setting to increase student engagement and achievement.
- 4.3: Ensure consistency in the teaching of CCLS with more support to teachers on how to differentiate instruction. Ensure consistency of teaching CCLS and implementing differentiated instruction in all classrooms, and evaluate the impact on learning and instruction.
- 4.5: Develop and implement protocols for analyzing data to inform planning, student grouping, and targeted and actionable feedback so that students take ownership of their learning. Monitor and provide actionable feedback to teachers to help them in turn give actionable feedback on their students' work.

Tenet 5: Student Social and Emotional Developmental Health

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

- 5.2: Develop a coherent and systematic school -wide approach, with communication mechanisms in place, on how to address students' social and emotional developmental health needs. Provide meeting times for school support staff and teachers to collaborate on sharing information in order to determine actionable support for student social and emotional developmental needs.
- 5.5: Provide opportunities for school support staff to facilitate PD on various strategies to address students' social and emotional developmental health needs. Monitor and evaluate the effectiveness of the PD.

Tenet 6: Family and Community Engagement

In order for the school's strategy and practices to align with the concepts in the Effective column of Tenet 6 the school should:

- 6.4: Provide PD for staff on how to address families' needs and to build and maintain strong partnerships with parents.
- 6.5: Provide parents with more support and guidance on accessing and interpreting different forms of data that the school sends to them so that parents can be stronger advocates for their children's needs.