



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



| | |
|-------------------------------------|---|
| BEDS Code | 32-07-00-01-0224 |
| School Name | IS 224 The Science School for Exploration and Discovery |
| School Address | 345 Brook Avenue Bronx, NY 10454 |
| District Name | New York City Public Schools, District 7 |
| School Leader | Sojourner Welch-David |
| Dates of Review | March 18 – 19, 2014 |
| School Accountability Status | Priority School |
| Type of Review | SED Integrated Intervention Team (IIT) |

School Information Sheet for 07X224

| School Configuration (2013-14) | | | | | | |
|---|-----|------------------|-----|---|-----|-------|
| Grade Configuration | 6-8 | Total Enrollment | 327 | 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 | N/A | # SETSS | N/A | # Integrated Collaborative Teaching | 15 | |
| Types and Number of Special Classes (2013-14) | | | | | | |
| # Visual Arts | 12 | # Music | N/A | # Drama | N/A | |
| # Foreign Language | N/A | # Dance | 7 | # CTE | N/A | |
| School Composition (2012-13) | | | | | | |
| % Title I Population | | 89.7% | | % Attendance Rate | | 87.5% |
| % Free Lunch | | 96.8% | | % Reduced Lunch | | 1.2% |
| % Limited English Proficient | | 36.6% | | % Students with Disabilities | | 26.6% |
| Racial/Ethnic Origin (2012-13) | | | | | | |
| % American Indian or Alaska Native | | 0.3% | | % Black or African American | | 22.1% |
| % Hispanic or Latino | | 74.3% | | % Asian or Native Hawaiian/Pacific Islander | | 0.3% |
| % White | | 2.9% | | % Multi-Racial | | N/A |
| Personnel (2012-13) | | | | | | |
| Years Principal Assigned to School | | 1.45 | | # of Assistant Principals | | 2 |
| # of Deans | | 1 | | # of Counselors/Social Workers | | 2 |
| % of Teachers with No Valid Teaching Certificate | | N/A | | % Teaching Out of Certification | | N/A |
| % Teaching with Fewer Than 3 Years of Experience | | 17.2% | | Average Teacher Absences | | 8.1 |
| Student Performance for Elementary and Middle Schools (2012-13) | | | | | | |
| ELA Performance at levels 3 & 4 | | 4.2% | | Mathematics Performance at levels 3 & 4 | | 3.7% |
| Science Performance at levels 3 & 4 (4th Grade) | | N/A | | Science Performance at levels 3 & 4 (8th Grade) | | 36.9% |
| ELA Performance at levels 3 & 4 | | N/A | | Mathematics Performance at levels 3 & 4 | | 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 | | |
| Priority School | | X | | | | |

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

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

1. Refine current professional development opportunities that will focus on the development of effective rubrics that will be used to examine student work, and ensure that students are aware of the next learning steps.
2. Further refine teacher practices and tasks so that students are appropriately challenged in learning activities to extend their thinking.
3. Promote coherence of multiple entry points based on data so that all lessons engage students, provide rigorous instruction, and increase student learning.
4. According to the Learning Environment Survey for school year 2013-2014, 25% of students feel that they do not treat each other with respect.
5. According to the Learning Environment for the school year 2013-2014, 14% of parents feel that they have never been invited to an event at their child's school activities.

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

Mark an "X" in the box below the appropriate designation for each Statement of Practice. Provide the letter rating in the **OVERALL RATING** row as the final overall tenet rating.

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

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

| # | Statement of Practice | H | E | D | I |
|------------------------------------|---|---|---|----------|---|
| 3.2 | The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students. | | | X | |
| 3.3 | Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs. | | | X | |
| 3.4 | The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities. | | | X | |
| 3.5 | Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning. | | | X | |
| OVERALL RATING FOR TENET 3: | | | | D | |

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

| # | Statement of Practice | H | E | D | I |
|------------------------------------|--|---|---|----------|---|
| 4.2 | School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs. | | | X | |
| 4.3 | Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students. | | | X | |
| 4.4 | Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students. | | | X | |
| 4.5 | Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring). | | | | X |
| OVERALL RATING FOR TENET 4: | | | | D | |

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

| # | Statement of Practice | H | E | D | I |
|------------------------------------|--|---|---|----------|---|
| 5.2 | The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success. | | | X | |
| 5.3 | The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students. | | | X | |
| 5.4 | All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision. | | | X | |
| 5.5 | The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs. | | | X | |
| OVERALL RATING FOR TENET 5: | | | | 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 – Findings, Evidence, Impact and Recommendations:

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

Debriefing Statement: The school leader is developing a positive school culture and is beginning to revise the school’s vision and mission collaboratively with stakeholders. Teachers, students, and parents acknowledge the school’s improvement under the current school leadership. The school leader has strategically used available resources to meet student and school needs. However, the lack of effective monitoring systems limits the school leader's ability to ensure staff consistently implements instruction and supports that promote continuous school improvement.

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 school leader analyses data to make strategic resource decisions to address student and school needs.

Evidence/Information that Lead to this Finding:

- Through the collaborative school-based option process, the school leader adjusted the school schedule to incorporate extended learning time. To increase student participation, the school leader scheduled the extended session for students every day prior to the school day except on Thursdays. During the extended session staff provides small group academic intervention services for level one students and enrichment activities for levels two through four students. The school leader shared that although the extended session is a new initiative, approximately 100 students participate. The school leader collaborated with staff to establish Saturday and holiday academies to provide Academic Intervention services (AIS) for level one students, English language learners (ELLs), and students with disabilities. On Thursdays, the entire staff meets during the extended period for a full staff meeting. Additionally, every teacher has a shortened 24-period program that allows a weekly period devoted to common planning time, which staff uses for grade and subject meetings.
- The school leader has made resource allocation decisions that positively affect teachers’ professional growth and student achievement. The school leader has worked closely with the district’s human resources liaison to staff the school based on school needs and the new teachers’ strengths. The school leader hired twelve new teachers over the past three years. To increase staff support services internally, the school leader replaced a retired AP with a veteran AP who contributes a great deal to the professional growth of the teachers he supervises. Additionally, all staff members attended a staff retreat in February 2014 to analyze data and strategically plan instruction based on these data. To supplement the weekly meeting time for common planning, the school leader allocated funding for each inquiry team, which consists of teacher and an AP to meet

weekly after school to discuss student work, develop rubrics and benchmarks, and plan instruction. The school leader hired an additional AP and two coaches, one English language arts (ELA) and one mathematics/science to build capacity and provide additional support to staff. The school leader also secured consultants to provide weekly PD on planning and instruction for individual and groups of teachers.

- The school leader analyzes resource needs and makes adjustments throughout the school year in order to meet the needs of students. The administrative cabinet meets weekly on Friday mornings to monitor the school's operations, evaluate program effectiveness, and make necessary budget adjustments. The school leader said she allocated additional funds to increase the number of student clubs that meet after school. The school leader also reports that she effectively addressed fiscal and IEP issues that existed when she arrived at the school in May 2011.

Impact Statement:

The school leader makes strategic decisions to organize resources to address student and staff 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.

Overall Finding:

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

Evidence/Information that Lead to this Finding:

- Based on the *Danielson Framework*, teachers completed a self-assessment, established professional goals, and identified areas in which they would like additional support. During the first month of the school year, teachers met individually with the school leader to establish individual goals and identify priorities for professional development (PD). The school leaders submitted reports in *Advance*, the district's system for APPR implementation. The submitted reports indicate that school staff has completed all required observations. The school leaders stated that *Advance* allows teachers the option to choose their observation program. All teachers but one selected Option 1, which consists of three informal and one formal observation.
- Evidence from discussions with teachers and a review of documents demonstrates that teachers receive timely actionable feedback from the school leaders and participate in post-observation conferences after each informal observation. Teachers reported to the review team that they receive emails providing written feedback within 24 hours of an observation. This feedback clearly identifies strengths and weaknesses in planning and instruction, resulting in teachers' building on their strengths and addressing their deficiencies. Subsequent observations focus on previously identified areas of development and there is the expectation that deficiencies are addressed.
- The school leaders monitor observations at weekly cabinet meetings and analyze *Advance* reports to identify patterns of need for individual and groups of teachers. The school leaders use this

information to establish priorities, group teachers and provide PD. The school leaders group teachers together based on common strengths and needs to target PD tailored to teachers' individual needs. School leaders also utilize data from *Skedula* to identify and respond to PD needs. The school leader stated that she directly supervises the new teachers. The school leader reported that two teachers rated "Unsatisfactory" in June 2013 have made significant progress because of targeted intervention and the school leaders expect that the two teachers will receive satisfactory ratings in June 2014. One teacher at risk of receiving an "Ineffective" rating has an action plan in place that includes targeted support. The review team's classroom visits and review of action plans confirmed the school leader's assertions.

Impact Statement:

The school staff has a system for teacher observations, professional development and monitoring that encourages teachers and school leaders to take ownership for improved instructional practice. The system allows the school leader to hold all staff accountable for overall school improvement.

Areas for Improvement:

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

Overall Finding:

The school leader is in the early stages of collaboratively developing and communicating the school's vision, long-term mission, and SMART goals and consequently, there is limited ownership in the school's vision/mission by its stakeholders.

Evidence/Information that Lead to this Finding:

- The school leader indicates that the school's current vision/mission statement, created prior to her arrival, does not accurately reflect the changing identity of the school. The school leader has begun the process of revisiting and revising the school's name, theme, and vision/mission. The school leader stated that the school leadership team (SLT) collaboratively developed SMART goals; however, neither teachers nor parents confirmed this process. The school leader and teachers' shared that instructional priorities align to the Danielson's Framework. Reviewers noted that the school's student creed – HEART – was displayed in classrooms and during discussions, students articulated the creed.
- The school leader is 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 goals. School leaders and consultants collaborate to review assessment data and devise strategies for staff to use available data to plan and deliver instruction. A school retreat, attended by all teachers, focused on analyzing assessment data and using data to drive instruction. However, during discussion with the Integrated Intervention Team (IIT or review team) teachers were unable describe how they use data to inform their instruction. While documents such as the School Comprehensive Educational Plan (SCEP) and the Quality Review highlight the school's priority to increase teacher's use of data, the

review team found that data teachers inconsistently use data in classroom instruction.

- The APs analyzes student assessment data with individual teachers during conference meetings. The school also receives network support from a data specialist who has provided relevant PD and administrative support. The school leader sporadically monitors and evaluates the school's progress toward SMART goals and priorities with the administrative cabinet, student support staff, and teachers. Consequently, teachers are receiving some support in using data to plan instructional activities but are insufficiently implementing data-driven strategies.

Impact Statement:

The school's vision, mission, and priorities are emerging. However, school staff inconsistently monitors staff implementation of the goals, which limits stakeholders ability to work achieve goals to support school improvement efforts.

Recommendation:

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

- Complete a collaborative process to develop a shared vision/mission expressing the unique identity of the school and establishing goals that all stakeholders know, embrace, and implement.
- Create a timeline for each teacher to develop and implement a specific plan to use data in planning and delivering instruction. Ensure plan includes specific benchmarks for monitoring and evaluation.
- Ensure that teachers have data binders containing relevant data for each student they teach and utilize these data in classroom activities.

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 leaders do not have overarching evidence-based systems in place to improve school-wide practices and there is uneven implementation of interconnected evidence-based systems to improve student achievement.

Evidence/Information that Lead to this Finding:

- Although the school has held individual activities, such as staff retreat, focused on evidence-based decision-making, the review team noted an absence of an overarching system that ties together all the school's activities in this area. A consultant and school leaders provided assessment data and conducted analyses of these data with staff; however, data binders were absent from many classrooms and the review team observed little evidence of data driven instruction. Plans present in the SCEP and other documents were implemented unevenly. Although parents received some training on accessing the *ARIS* parent portal, school leaders could not provide the review team with definitive data regarding its usage by parents. The school purchased the *Skedula Pupil Path* parent

portal and has plans to provide parents with training on its usage. Thus, parent access to student anecdotal and assessment data is limited.

- Although some students confirmed attending individual conferences with teachers, student action plans were not available in some classrooms. School leaders and teachers reported the school staff focuses on gap analysis; however, the review team saw limited evidence of teachers utilizing gap analysis data. The school adopted Expeditionary Learning for ELA and Connected Math Project 3 (CMP3) for mathematics to support the implementation of CCLS. However, the review team noted a great reliance on these curricula to provide student assessments. Students and parents receive four report cards and two progress reports annually but parents' understanding of various data was limited.

Impact Statement:

The school leader has not yet established an overarching system connecting the school's improvement efforts. As a result, staff informally and inconsistently uses data to inform decisions, which limits school improvement efforts.

Recommendation:

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

- Establish an overarching system that interconnects school improvement efforts. Establish protocols for teacher teams to monitor school priorities as outlined 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 uses CCLS-aligned curricula with modifications for some students. However, staff does not consistently adjust curricula and instructional practices, including use of assessments for sub-groups, which limits student academic outcomes.

Areas for Improvement:

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

Overall Finding:

Although the school has begun to align curriculum with the CCLS, teacher inconsistently provide classroom instruction that reflects the CCLS instructional shifts and that address college and career readiness.

Evidence/Information that Lead to this Finding:

- The school adopted the Expeditionary Learning and CMP3 to support the implementation of CCLS and discussions with the school leader and a review of the PD calendar indicate that teachers

received PD in aligning curriculum to the CCLS and instructional best practices. However, the review team noted that during classroom visits and an inquiry team meeting, only a limited number of teachers has implemented instruction aligned to CCLS- and the instructional shifts.

- Although most unit and lesson plans reviewed by the IIT aligned to the CCLS, there was no formalized plan to ensure that these plans translated into effective classroom instruction. The school leader has designated common planning time during the regular school schedule and after school to facilitate the collaboration of teachers in meeting the demands of the CCLS and its instructional shifts. However, the team found variances between written plans and classroom instructional practices. Although school leaders, consultants, and teachers reported that gap analysis is a priority in PD and team meetings, during class visits, the review team observed limited evidence of the PD strategies in implemented lessons.
- The school is addressing the needs of ELLs by developing and monitoring individual student action plans, programming students for an extra writing class, requiring students' attendance in the Saturday Academy Bilingual/ESL Staff Academy for Raising Standards and using DuLingo software. However, the review team noted ELLs in some classes were not always engaged in the lesson. Special education teachers meet monthly after school and attend content team meetings. However, evidence from class visits and a review of documents show that the curriculum provision for students with disabilities is uneven. The review team noted that there are inconsistent adaptations in place to address students' instructional needs and that teachers do not consistently provide sufficient scaffolding for ELLs and students with disabilities.

Impact Statement:

One consequence of the inconsistent implementation of curricula supporting the CCLS and incorporating the instructional shifts, is students have limited opportunities to experience curricula that prepares them to become college- and career- ready.

Recommendation:

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

- Provide further targeted PD to individual and groups of teachers on developing classroom activities aligned to the CCLS and instructional shifts. This PD should be discussed at individual planning conferences and included in teachers' annual professional goals, as well as include inter-visitation with teachers who have successfully integrated the instructional shifts and demonstration lessons offered by coaches and school leaders. Regularly monitor the impact of these initiatives through walk-throughs and observations and evaluate their impact on improving student achievement.
- Ensure teachers uniformly create, implement, and monitor action plans for all ELLs and students with disabilities. Have members of the guidance staff meet individually with ELLs and students with disabilities to monitor progress and support students to take greater ownership for their learning.

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.

Overall Finding:

Although the school has begun the systemic use of data to plan instruction aligned to the CCLS, teachers' minimally use data to adjust instruction to address students' needs.

Evidence/Information that Lead to this Finding:

- Teachers plan CCLS aligned data-driven unit and lesson plans at their weekly subject and grade team meetings. The school leader assigned two coaches and hired subject area consultants who work with teachers on evaluating and integrating data into instruction. The school leader and some teachers discussed the sources of data they use to plan instruction, such as disaggregated data and item analysis, *Skedula*, *ARIS*, City and State assessment data, baseline, formative and summative data. Although teacher teams have written subject curriculum maps by grade, teacher teams have not developed interdisciplinary curriculum maps. Subject teams have developed rubrics and grading criteria. The review team observed rubrics for student work in nearly every classroom it visited. However, the review team saw no data charts in any classrooms and few data binders that show how teachers use data. Some student portfolios contained goals and action plans; however, many did not. Reviewers observed that teachers used exit slips sporadically and they did not use entry slips at all
- The school is in the early stages of creating protocols to monitor and adjust curricula to meet the needs of all sub-groups of students. Although unit and lesson plans are generally CCLS-aligned and some include scaffolding, during class visits the review team noted that only one-fifth of lessons observed included scaffolding and instruction targeted to students' needs. While both teachers and students cited test-taking strategies that students use, reviewers noted that teachers did not consistently cite NYSESLAT data or address instructional needs of the ELL students in the four modalities – listening, speaking, reading, and writing. Reviewers also noted limited example of teaching academic vocabulary and differentiation for students with disabilities
- The review team also noted limited evidence of teachers using complex instructional materials. Although one of the school's instructional priorities is to increase students' higher-order thinking skills through complex questioning and persuasive writing, the review team saw limited evidence of these instructional activities during the review. The IIT observed an inquiry team analyzing the results of a student self-assessment survey on vocabulary instruction. While the inquiry team spent time discussing student results, the team missed opportunities to discuss ways to develop students' vocabulary through increased activities that require critical thinking. The school leader shared that school leaders, coaches, and consultants monitor and address the integration of learning activities that develop students' critical thinking skills through classroom observations followed by targeted debriefing conferences. However, during class visits, the review team saw few examples of lesson activities that required students to think critically.

Impact Statement:

The school's staff is beginning to align curricula to CCLS. However, teachers inconsistently plan and deliver lessons that address CCLS and meet the needs of all students, which 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:

- Provide supports for the work of teacher teams during common planning time to ensure teachers develop data-driven instruction protocols. Monitor teachers' implementation of DDI to ensure consistency school-wide.
- Provide scaffolded, intensive PD to improve teachers' questioning skills that promote students' critical thinking; provide time for inter-visitation so teachers can observe colleagues that are successfully promoting higher order thinking skills and using complex content and materials.

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

Overall Finding:

Teachers are at an early stage of working together to connect the curriculum across subjects. Although teacher meet in common planning time, teachers do not uniformly produce and implement interdisciplinary curricula in a way that increases students' engagement and promotes better opportunities for student success.

Evidence/Information that Lead to this Finding:

- The school staff is beginning to embed interdisciplinary planning through the creation of dual teaching assignments in ELA and social studies, and science and mathematics. The school provides common planning time to allow teachers to plan interdisciplinary instruction that integrate the arts and technology. However, grade and subject teams have not yet developed thematic units of instruction. The review team observed curriculum maps for core subjects in all grades; however, the team did not see any interdisciplinary curriculum maps during the review of documents. The review team observed examples of lessons that connected ELA and social studies, but did not observe examples in other subject areas. Teachers reported that all cluster teachers in areas of dance, technology, and physical education met with the ELA team and selected the ELA assessment as their local measure in *Advance*.
- Although the school staff has an external partnership with the *Bronx Ensemble for the Arts* that provides an after-school music club, students have limited exposure to the arts and art integration into interdisciplinary units. One teacher participates in the *Arts for Change Program* that uses fine art to develop students' self-expression in writing and speaking and improve self-esteem. The school leader stated that the school is developing a comprehensive technology program, but the review team observed minimal use of technology. The school purchased iPads and notebook carts and placed desktop computers in each classroom. The review team observed some teachers using *Smart Boards* and projecting notebook computer images as an integral part of instruction. However, overall, the school has not yet integrated technology as a learning tool to support classroom instruction.

Impact Statement:

There is limited interdisciplinary instruction and integration of the arts and technology into curricula, which diminishes students' ability to make connections between subjects and experience curricula that promotes

increased 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:

- Within grade teams, create interdisciplinary curriculum maps for each grade level. Ensure that each team develops a minimum of one interdisciplinary unit to implement in 2014 – 2015 that includes a student project.

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

Overall Finding:

Teachers are at an early stage of using assessments to guide and inform their curriculum planning and, while some teachers give students useful feedback to promote students' ownership of learning, these practices are not prevalent throughout the school.

Evidence/Information that Lead to this Finding:

- School leaders provide teachers with disaggregated data and item analyses to plan instruction. In addition, teachers receive PD on using data to drive instruction from school leaders, coaches, and consultants. However, the review team observed limited use of data in lesson plans and classroom instruction. The school leader has prioritized, as a PD need, the development of teachers' skills in creating and analyzing formative assessments. However, during discussion with the review team teachers made no mention of this priority and during class visits, the review team noted minimal use of purposeful grouping and a variety of assessments, such as exit slips. While statements made by students during the focus group meeting suggests students take ownership of their learning, discussions and observations during classroom visits did not confirm the statements made by the students.
- The school leader and coaches reported that teachers have made significant progress in using baseline data and creating summative assessments and are in the early stages of developing formative assessments. The review team saw little evidence to support these assertions. Teachers in their focus group indicated a strong reliance on *Expeditionary Learning* and *CMP3* curricula to provide formative and summative assessments with little emphasis on teacher-created assessments.
- A review of documents and classroom visits demonstrate that teachers provide uneven feedback to students. Although the humanities, science, and mathematics teachers created unified grading criteria, individual rubrics displayed in their respective classrooms were inconsistent. Rubrics for specific assignments were generally posted near the displayed student work in hallways and classrooms, and the work frequently had comments from the teacher that contained "next steps" for the students. However, much of the work contained errors without any corrective notations. The well-written work students shared with the review team contained teacher feedback. Additionally, teachers and students shared that they have not created rubrics for specific

assignments together, missing an opportunity for students to take greater ownership for their learning. Students and staff indicated that student’s conference individually with their teachers. However, these conferences do not utilize uniform protocols and little evidence is available to indicate that conferencing positively affects students’ taking ownership for their learning. During a review of documents, the review team noted some teacher-written individual student case studies that analyzed students’ strengths and deficiencies and included action plans for growth. However, reviewers found limited evidence to indicate that teachers uniformly use this protocol school-wide.

Impact Statement:

The school staff inconsistently align curriculum, instruction, and assessments, which limits staff’s ability to ensure provide curricula and modifications that support students to achieve at higher levels.

Recommendation:

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

- Set guidelines to ensure that teachers collaboratively develop rubrics for assignments with their students.
- Ensure that teachers develop and implement a plan of formative and summative assessments to inform curriculum planning to provide consistent feedback to all students based on data.

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: Teachers are in the early stages of providing instruction that aligns the CCLS. Teachers inconsistently use data to plan and implement lessons. While classrooms are safe, teachers do not tailor instruction to incorporate students’ diverse needs and backgrounds. Students have limited access to curricula and instruction that stimulates higher-order thinking skills and provides appropriate modifications to meet the academic needs of all students and pertinent sub-groups.

Areas for Improvement:

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

Overall Finding:

School leaders are beginning to ensure teachers’ base their instructional plans and practices on data. However, teachers inconsistently use data to modify instruction to meet students’ needs.

Evidence/Information that Lead to this Finding:

- Reviewers noticed a disconnection between the level of differentiation in unit and lesson plans and

the teachers' enacted lessons. School leaders shared that they provide teachers with assessment data and PD on the use of data to inform instruction. A review of unit and lesson plans for Humanities and science-mathematics teachers show a lack of grade level benchmarks based on assessment data. Although during class visits, the review team observed a few teachers using data to create purposeful groups to address the needs of specific individual students and sub-groups, this practice is not consistent across the school and some students were disengaged. The review team observed that some teachers provided structured support to ELLs. However, not all teachers effectively used the push-in model to engage all students, particularly ELLs. Teachers' lessons did not adequately address the needs of students with disabilities, as plans did not contain targeted activities for this sub-group. Class visits demonstrated to reviewers that teachers do not consistently differentiate instruction to meet the needs of all students.

- The school leaders, coaches, and consultants provide support to teachers on aligning plans to the needs of students and the school's instructional priorities. Teachers in subject and grade teams are beginning to identify intervention strategies to address students' academic needs. The school leaders in partnership with another school in the district have provided opportunities for PD on instruction for ELLs through inter-visitation. However, during class visits the review team saw limited evidence of the priorities and intervention strategies in the delivered lessons.
- As required by the district, teachers have identified measures of student learning as part of APPR process. Special subject teachers selected the State ELA assessment as its local measure for the APPR. As part of individual action plans, teachers have established academic goals for all students; however, reviewers were not provided with all students' action plans. The review team saw limited evidence that all subject teachers have established grade-level benchmarks. School leaders state that they monitor lesson plans by conducting random checks. The IIT attended an inquiry team meeting in which teachers were analyzing a student mathematics and ELA survey completed for each grade, by five ELLs and five students with disabilities, to help teachers shape future vocabulary instruction for these subgroups. However, the level of conversation was academically narrow and omitted a discussion of developing vocabulary through students' critical thinking and depth of understanding. Although the school leader stated that the school was participating in the district's *Depth of Knowledge* initiative, there was no mention of the initiative in teacher focus groups.

Impact Statement:

School leaders are beginning to ensure teachers' instructional practices are organized around plans based on data; however, teachers do not uniformly use data to adjust instruction to, reflect students' needs and learning styles, which negatively affects students' engagement levels.

Recommendation:

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

- Ensure that all teachers plan and implement instruction based on data. Ensure that all subject departments establish grade-level benchmarks for their students Monitor and evaluate teachers' use of data to ensure lessons meet the varying needs of students.
- Provide supports to teachers to ensure they successfully implement differentiation and purposeful

grouping in instruction.

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

Overall Finding:

Teachers are in the early stages of providing lessons that align to CCLS. As a result, teachers' do not consistently provide students with rigorous lessons that prepare students to meet the demands of CCLS.

Evidence/Information that Lead to this Finding:

- The school leader and teachers shared that teachers received PD and support in implementing the CCLS instructional shifts. The review team noted that while lesson plans generally aligned to the CCLS, many teachers' instructional strategies observed during class visits did not. The review team observed some examples of CCLS-aligned activities, such as the use of the novel *Lyddie* as complex content and *OMNI Learn's* mobile science laboratory providing hands-on science activities. Most lesson plans for students in Integrated Co-teaching (ICT) classes contained activities to promote higher order thinking skills; however, during class visits reviewers found few examples of such activities reflected in teachers' lessons.
- Although the school leader identified the development of students' higher -order thinking skills as a school priority, most classrooms lessons observed by the review team showed little evidence of this best practice. While a review of student work samples demonstrate that some teachers provide students with activities that fostered critical thinking and contained textual complexity, this practice was not uniform across all grade levels and subjects. Teachers in most classrooms visited by the review team did not ask higher order thinking questions or incorporate activities that required reflection or thoughtful discussion. Most lessons observed were teacher-directed, and provided students with few opportunities to work together. There was limited evidence of purposeful grouping and student-student discourse that required critical thinking.

Impact Statement:

A lack of instructional practices that align to the CCLS and instructional shifts limits students' access to curricula that is rigorous and provides multiple access points. As a result, students engage in lessons at minimal levels, which hamper 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 targeted PD on questioning strategies and activities that promote thoughtful student discussions.
- Provide for teacher inter-visitation within and outside the school so teachers can observe fellow teachers who effectively integrate and use complex content materials to engage students.

4.4 **The school has received a rating of *Developing* 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:

Teachers and students engage in activities to support a physically safe classroom environment; however, teachers have not tailored instruction to address students' varied backgrounds and individual learning needs.

Evidence/Information that Lead to this Finding:

- The school staff has established clear expectations for student behavior. School staff has displayed the school discipline code and behavioral expectations in most classrooms and teachers uniformly enforce high standards of student conduct. The school staff participates in and fosters activities that promote a safe learning environment. During the school year, teachers communicate with parents regularly regarding their children's behavioral issues. The school has established an incentives committee that meets weekly after school, to plan activities and other incentives that staff uses as rewards for academic and behavioral achievements. The school participates in the district's *Respect for All* initiative and celebrated *Respect for All Week* in February 2014. The school counselors participate on the school's incentives committee and spearhead the *Respect for All* initiative. School staff report that behavior incidents and student suspensions have decreased. However, student engagement, though improved, remains uneven throughout the school.
- Although the learning environment is safe, teachers do not uniformly tailor lessons to meet students' needs. During visit to classes, reviewers noted some instructional strategies did effectively engage ELLs and students with disabilities. While some lesson plans and classroom instruction reflected some awareness of the diverse needs of students, most lessons did not include multiple points of entry for students or differentiation to meet the specific needs of sub-groups.
- While students have an active student government that meets weekly, plans activities, and provides a forum for students' to voice their opinions, students have limited opportunities to discuss in the classrooms. Teachers implement few activities organized to develop students' voice in the classrooms. Students have few opportunities to participate in student-student discourse. During class visits, the review team found limited evidence of students collaborating with each other to discuss critical issues or opposing perspectives.

Impact Statement:

The school staff has established a safe environment, but has provided few opportunities for students to voice opinions and to share their values, perspectives, and heritages, which limits students' level of engagement and impedes students' from learning in an intellectually safe environment.

Recommendation:

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

- Create a strategic plan of goals, activities, and evaluation of school-wide and individual teacher efforts to celebrate diversity.
- Implement classroom activities that provide students with opportunities to collaborate, share their opinions, values and heritages.

- Provide targeted PD to increase student engagement through multiple points of entry and differentiated instruction.

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

Most teachers do not use data and assessments effectively to inform and adjust their instructional strategies and groupings and to provide timely feedback to students.

Evidence/Information that Lead to this Finding:

- During class visits, the review team observed few examples of purposeful grouping and instructional strategies adjusted to students' needs. Teachers indicated few methods used to adjust student groupings and instructional strategies. Most lesson plans did not include targeted student groupings and teachers are in the early stages of developing formative assessments to help them adjust instructional strategies.
- The school leaders provide staff with a multiple sources of data; however, the review team noted limited use of assessment data in classroom instruction. Some teachers use baseline and summative assessments to plan instruction; however, formative assessments are largely undeveloped. Most teachers use Skedula, ATS, ARIS, and other online resources to record and analyze data. There is minimal planning that includes multiple points of entry for individual and sub-groups of students.
- Students and teachers reported participating in two individual conferences with each other per year. While teachers have developed goals and action plans for all students, the review team noted that most students could not articulate their goals and those who did, said their goals were, "To pass their classes," or "to be promoted to the next grade." Thus, the goals were not individualized and specific. Additionally, some student portfolios did not contain the action plans, while others did. Pupil Path, the student online portal of Skedula, is not yet active; thus, preventing students from monitoring their academic progress on a daily basis. Students receive written progress reports and report cards six times a year. However, meetings with student focus groups indicated that most teachers provide limited data-based feedback. Reviewers observed that most displays of student work in classrooms included rubrics. However, not all comments included actionable feedback. Many examples of student work displayed in classrooms and hallways contained errors in grammar and spelling with no comments for corrections.

Impact Statement:

Teachers across the school do not consistently provide data-driven instruction and purposeful feedback to students, which limit opportunities for students to take ownership for their own learning to achieve at maximum levels.

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 teachers plan and implement lessons based on an analysis of assessment data and provide regular and relevant feedback to students that provide them with specific guidance to improve their work and reach identified goals.
- Provide opportunities for teachers to visit and debrief with colleagues in other schools who are effectively implementing purposeful grouping.
- Activate Pupil Path online to allow student access to assessment and anecdotal data.

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 is creating a positive and safe school environment, but lacks an overarching system to target students’ social-emotional developmental health needs. The school leaders and staff collect data to identify the social and emotional developmental health needs of students; however, data are not consistently monitored and disseminated. As a result, the social and emotional developmental health needs of students are not fully addressed.

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 school leader has not fully developed systems that identify and address student social and emotional developmental health needs and ensure that appropriate supports to address these needs, are in place for students.

Evidence/Information that Lead to this Finding:

- Students, teachers and parents described the school as a safe environment where students have at least one adult they can approach for assistance. All school constituents credited the school leader with significantly improving the school’s tone and climate; although, no overarching system for student referrals is in place. The student support team was unable to describe a monitoring system for tracking student referrals to ensure that students receive services that address their needs. While the Pupil Personnel Team meets weekly to discuss student referrals, there is no protocol in place for this team to work together with other stakeholders to respond to these referrals. The school does not have a Substance Abuse Prevention Intervention Specialist (SAPIS) or other specified adult on staff, to work with students and their families coping with substance abuse. Further, the student support team was unable to cite community-based agencies that they routinely refer families for social services and did not mention utilizing the *Morris Heights Health Clinic*, which has an office in the school building. Although the school environment has improved, there is no overarching system in place to track at-risk students and refer students and families to appropriate

social agencies.

- The student support team meets weekly and an Assistant Principal (AP) collects agendas and minutes of the meetings. Students who require additional supervision receive a conduct card from the dean that each teacher and a parent must sign daily, attesting to the student's behavior and completion of work. However, the referral and monitoring of social-emotional services is mostly anecdotal and not systemic. As a result, the school insufficiently addresses barriers that may prevent students from achieving at optimum levels.
- The school provides workshops at some parents' association meetings in an effort to increase parent engagement in their children's education. Workshop topics include self-defense, using *ARIS*, health and fitness, *CCLS* and *Zumba*. Parents cited no presentations on college and career readiness and addressing adolescent social-emotional developmental issues. Parents are asked to come to school to receive their children's report cards; however, no statistics were provided to support the effectiveness of this practice. School leaders and student support staff did not report a system for analyzing cohort data to identify needs and next steps.

Impact Statement:

Although constituents report that the school climate has improved, the lack of an overarching system that includes monitoring protocols, limits staff from providing supports that effectively addresses the barriers to students' social and emotional development health.

Recommendation:

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

- Have a school leader attend all student support team meetings to more closely monitor the team's work.
- Implement a system for tracking student referrals and staff responses. Monitor services students are receiving and their impact on the student's social emotional development and learning.

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

Overall Finding:

While the school staff engages in programs and activities to promote a safe environment, staff lacks programs to ensure a systematic approach to providing learning experiences that support a safe and healthy school environment for all stakeholders

Evidence/Information that Lead to this Finding:

- The school staff participated in the district's *Respect for All Program* and celebrated *Respect for All Week* in February 2014. Although, students, teachers and the school leader reported that respect between adults and students is good, they reported that students' respect for each other is lacking. A review of the results of the 2012 – 2013 Learning Environment Survey shows that 48 percent of

the responding students felt that students do not treat each other with respect. Although the school leader reported that behavioral occurrences and suspensions have fallen dramatically since she became school leader, the school leader did not provide reviewers with comparative statistics. The school recently formed an incentives committee to schedule special activities and other rewards for students who excel or improve. *David Dollars* incentive program was created and teachers must distribute 30 *David Dollars* per week to deserving students. While the school staff has incentive programs, the staff has not adopted a specific research based curriculum to teach behavioral expectations.

- Although guidance staff indicated they are spearheading implementation of the Respect for All program, they did not indicate other PD they have provided staff on establishing a common classroom management practices that support a positive learning environment. Student support staff does not visit individual classrooms to assist teachers and students where behavioral issues have arisen. The school also provides a limited number of workshops for parents on parenting skills and ensuring their children’s social and emotional developmental health.
- The school staff lacks formal process to evaluate effectiveness of the programs that address students’ social-emotional health needs. Staff has not consistently offered targeted PD, implemented limited effective programs, or developed counseling groups to serve students with common needs.

Impact Statement:

While staff is beginning to implement some activities to promote common behavioral expectation, the lack of a shared vision and comprehensive plan hinder the school’s efforts to address student social and emotional developmental health at optimal levels.

Recommendation:

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

- Collaboratively establish a clear vision regarding the school’s goals for student social and emotional developmental health.
- Identify and adopt a research-based curriculum that addresses students’ social and emotional developmental health.
- Implement activities, such as a small-group advisory program to promote teachers and students working together to address the social and emotional developmental health needs of all students.
- Develop protocols to routinely supervise and monitor the work of the student support staff to ensure that their activities are efficient and effective.

5.4 **The school has received a rating of *Developing* 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:

Not all stakeholders share a common understanding of how their role in promoting a school community that fosters a sense of ownership for all constituents to work toward maintaining a school environment that is safe and conducive to learning.

Evidence/Information that Lead to this Finding:

- The school's vision/mission is in the early stages of revision and the school does not have a formal system in place to raise stakeholders' awareness of their unique roles in addressing the social and emotional developmental health needs of students, and how stakeholders' roles interconnect. The review team found limited evidence of school activities that expand all stakeholders' ownership of the shared vision to address students' needs. Teachers receive some *Respect for All* PD that informs their classroom management and relationships with students. While parents can access the *ARIS* parent portal to receive information regarding their children, staff shared that not all features of the portal are currently accessible.
- Teachers stated that they could voice their concerns about the social and emotional developmental health of students at staff conferences, grade and subject team meetings and the SLT, as well as directly to the school leader. Teachers expressed to the IIT that they appreciated the school leader's administering a staff survey in December 2013 to address concerns identified in the 2012 – 2013 district's school environmental survey. However, the school leader is in the early stages of implementing responses to the staff's concerns. Students voice their opinions through the student government. The school leader shared the parents are active participants at parents' association and SLT meetings. The school leader also stated that the SLT collaborates to establish the school's annual SCEP goals and activities. However, during discussions with the IIT parents reported that only a small number of parents attend parent association meetings. In addition, the parents interviewed by the IIT did not confirm their participation in the SLT or SCEP process.

Impact Statement:

The school lacks a systematic approach to ensure all stakeholders know and understand their unique role in supporting the school's vision for students' social and emotional developmental health, which reduces some stakeholders' ability to contribute towards the school's effort to consistently meet the social and emotional developmental health needs of students.

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 a new school vision/mission with all school stakeholders that define the stakeholders' unique roles in addressing student social and emotional developmental health and how those roles are interconnected.
- Create a mechanism for communication between all stakeholders regarding student social and emotional developmental health.
- Establish protocols to monitor and evaluate the work of the student support staff and develop opportunities to expand their interaction with, and support of, other staff members.

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.

Overall Finding:

The school does not have systematic structures in place to use data to effectively address students’ social and emotional developmental health needs.

Evidence/Information that Lead to this Finding:

- Student support staff does not systematically analyze student academic and non-academic data to address the social and emotional developmental health needs of students. Teachers refer students to the student support team via the dean; however, staff lacks a formal system to track and monitor student progress, as well as the efficacy of the services provided to students. Although teacher teams are beginning to share statistical and anecdotal data on *Skedula* to address students’ needs uniformly across all grade levels, the lack of consistent structures and protocols reduces the effectiveness of this effort.
- The school staff makes limited use of multiple sources of data to deliver social-emotional services to students. The pupil personnel team meets weekly to discuss newly referred students and to track the progress of previously referred students. The attendance teacher monitors student attendance rates during the regular school day, and attendance has risen from 88 to 90 percent. Teachers and support staff reported to the review team that they sporadically use data at regular team meetings. Although students and teachers meet for individual conferences, it is unclear if students and teachers regularly discuss students' social and emotional health during the meetings.

Impact Statement:

The absence of a strategic comprehensive plan to use data through structured systems limits staff ability to use data to respond to students social and emotional developmental health needs.

Recommendation:

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

- Schedule guidance staff to conduct individual conferences with students at the beginning of the fall and spring semesters to assess and monitor academic and emotional needs and student progress toward achieving prescribed goals.
- Monitor teacher and support staff team's use of data regarding students to ensure staff consistently uses evidence-based approaches to support student social-emotional growth.

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: While the school staff engages in reciprocal communication with families, school staff

does not ensure that all stakeholders are aware of the school's high expectations for student achievement. The school community has created a welcoming environment but has developed minimal partnerships that connect the school's stakeholders. The school shares data with families in limited ways, which limits families' ability to use data consistently to support students.

Strengths:

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.

Overall Finding:

The school is providing multiple opportunities for reciprocal communication with families that addresses student needs and supports student success.

Evidence/Information that Lead to this Finding:

- The school staff utilizes multiple tools to communicate with families including hard copy mailings, the *ARIS* online parent portal, phone messaging, emails, texts, and face-to-face conferences. Staff and parents connect face-to-face at parents' association meetings, report card nights, and parent-teacher conferences. Teachers call parents to address issues that arise in class or provide positive feedback. Parents reported that some teachers attend parents' association meetings giving them an additional opportunity to dialogue with them. Parents stated that teachers, counselors, and the school's leaders have an open-door policy and respond timely to parents' requests for meetings and information.
- The school staff reports that school has a large Hispanic population. School leaders and teachers translate all written communication into Spanish, including field trip consent forms, letters, report cards, and progress reports. The review team viewed teacher lesson plans that included Spanish translation for ELL students. Parents report that the school staff provides oral and written communication at parents' association and SLT meetings with Spanish translations and conducts individual conferences with parents in Spanish when necessary.
- School leaders use individual feedback, the school learning environment survey, and feedback at parents' association, and SLT meetings to assess the effectiveness of the school's communication efforts. School leaders share that they use the analysis for various feedback to adjust modes of communications, as well as to plan future workshops and activities for parents.

Impact Statement:

The school staff engages in consistent and reciprocal communication with families, which increases opportunities for families to dialogue with the school staff to support their child's social and academic well-being.

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:

While the school leaders and teachers generally communicate the school's academic expectations, they inconsistently highlight the school's high expectations for student achievement.

Evidence/Information that Lead to this Finding:

- Staff reports that the school's small size fosters the development of interpersonal relationships and continuous communication with students and families. Communication occurs in multiple forms including print, online through the *ARIS* parent portal, the phone messaging system and conferences with teachers, student support staff, and school leaders. Although the school leader stated the school conducts a "meet and greet" for new school families and a student orientation for new students to communicate school expectations, during discussions with the IIT staff, parents, nor students confirmed such activities occurred. Reviewers noticed that some staff members posted framed signs on their doors indicating their institution of higher learning. However, reviewers found few other examples of consistent practices that promote students' awareness of college- and career- expectations.
- Parents and students reported to the review team that the school and teachers push students to achieve. However, the students that shared work samples with the IIT expressed that they did not feel challenged by their schoolwork. Students reported that individual conferences with teachers occurred at least once a year and were helpful in focusing them toward reaching goals. Reviewers found that the goals included in student action plans were generic and did not reflect high expectations. Examples of goals include "to pass all my classes," and "to be promoted." The guidance counselor meets individually with grade eight students to facilitate their transition to high school. However, when asked about the focus of the conferences the responses offered by students and support staff did not reflect plans that foster high expectations for college- and career-readiness. All school constituents reported that the school makes it clear that it cares about its students, but few constituents articulated high academic expectations as a school wide or individual priority.

Impact Statement:

The school leader's communications is limited in ensuring that students and families embrace high expectations for student success, which limits student achievement.

Recommendation:

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

- Publish student and staff handbooks that clearly communicate school policies and procedures and reflect the school's vision/mission for student academic and behavioral expectations.
- Create a unified system for communicating high expectations that fosters students' future success in high school, college, and beyond.

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 has established some partnerships with community agencies, but has not developed partnership to train parents to increase their engagement in their children’s education and to increase parental support of their children’s academic and social-emotional growth.

Evidence/Information that Lead to this Finding:

- The school has established some partnerships with community agencies, such as, the Weil Law Firm, which provides attorneys to mentor students; Creative Connections, which sponsors the after-school entrepreneurial club; and with the Bronx Ensemble of the Arts, which provides an after-school music club. However, limited evidence was available to indicate that the school has provided training or support to parents to help them play a more active role in supporting their child’s academic growth. The school staff provides a limited number of workshops for parents on parenting skills and ensuring their children’s social and emotional developmental health. The parent coordinator serves as a liaison between parents and the school. However, there was limited evidence that documented training to parents or connecting families with community based organizations. Discussions with school leaders show that staff has not consistently planned and delivered workshops for parents to provide them with specific tips and tools to enhance their child’s learning.
- Discussions with teachers indicate that while they benefit from some PD activities to support students’ social and emotional well-being and development, teachers have limited opportunities to access PD to equip them with the skills and strategies to build and sustain effective partnerships with parents and families.

Impact Statement:

Although the school has some partnerships with community-based organizations, the school provides limited training opportunities for parents and staff to build stronger relationships to support students. As a result, the home school connection does not provide students with maximum levels of support.

Recommendation:

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

- Provide targeted PD to staff to develop partnerships with families and community-based organizations (CBOs).
- Provide training for parents to increase their engagement in their children’s education in order to promote their children’s academic success and social-emotional growth.

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.

Overall Finding:

The school inconsistently shares student academic and non-academic data with the school community, limiting inter-relationships among all stakeholders and limiting student support services.

Evidence/Information that Lead to this Finding:

- The school shares accessible student data via print and digital media and face-to-face conferences. Staff report sharing data and information in Spanish, when necessary. Parents receive academic and non-academic data regarding their children via the *ARIS* online parent portal. While parents access some student data via *ARIS*, behavioral occurrences and teachers' anecdotal information are not part of the *ARIS* system. In addition, staff indicates that information in *ARIS* is only periodically updated. The school leaders reported that parents accessed *ARIS* 169 times this year. However, it is unclear whether 169 different parents access *ARIS* or whether a fewer number of parents accessed *ARIS* 169 times. School staff issues progress reports two times a year and translates the reports into Spanish. The parent coordinator provides information as a school liaison to families regarding their children's academic needs and provides assistance in accessing services. However, the review team found limited evidence of an overarching plan in place to train parents to understand available data to support students.

Impact Statement:

The school staff does not consistently share data in ways that empowers families to actively engage in their children's academic lives, which limits families from using data to support students' 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:

- Ensure student data is accessible *through the parent portal*. Provide parents training in accessing, navigating, and understanding the information contained in the parent portal.
- Administer a parent survey soliciting parents' requests for training and workshop topics and then address the identified needs.
- Provide workshops to parents on understanding assessment data so that parents can more fully engage in their children's education.