



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

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



<b>BEDS Code</b>	320900010022
<b>School Name</b>	J.H.S. 022 Jordan L. Mott
<b>School Address</b>	270 E. 167 <sup>th</sup> Street Bronx, NY 10456
<b>District Name</b>	NYC CSD 9
<b>School Leader</b>	Edgar Lin
<b>Dates of Review</b>	February 4-6, 2014
<b>School Accountability Status</b>	Priority School
<b>Type of Review</b>	SED Integrated Intervention Team (IIT)

### School Information Sheet for 09X022

School Configuration (2013-14)					
Grade Configuration	06,07,08	Total Enrollment	570	SIG Recipient	Yes
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	42	# SETSS	N/A	# Integrated Collaborative Teaching	35
Types and Number of Special Classes (2013-14)					
# Visual Arts	8	# Music	N/A	# Drama	19
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population		87.7%	% Attendance Rate		90.7%
% Free Lunch		94.7%	% Reduced Lunch		1.6%
% Limited English Proficient		31.4%	% Students with Disabilities		20.2%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native		0.1%	% Black or African American		27.0%
% Hispanic or Latino		70.6%	% Asian or Native Hawaiian/Pacific Islander		1.5%
% White		0.7%	% Multi-Racial		N/A
Personnel (2012-13)					
Years Principal Assigned to School		4.3	# of Assistant Principals		2
# of Deans		1	# of Counselors/Social Workers		3
% of Teachers with No Valid Teaching Certificate		19.8%	% Teaching Out of Certification		13.4%
% Teaching with Fewer Than 3 Years of Experience		60.5%	Average Teacher Absences		4.5
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4		5.2%	Mathematics Performance at levels 3 & 4		1.9%
Science Performance at levels 3 & 4 (4th Grade)		N/A	Science Performance at levels 3 & 4 (8th Grade)		23.6%
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	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	No
Economically Disadvantaged	Yes		
Met Adequate Yearly Progress (AYP) in Mathematics (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	No	Limited English Proficient	No
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	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	No
Economically Disadvantaged	No		

**Describe the school's top priorities (no more than 5) based on the school's comprehensive plans (SCEP, SIG, DIP, etc.):**

1. By the end of the 2013-14 school year, the number of students meeting proficiency as measured by the NYSED ELA and Math exams will increase by 50% in both ELA and Math. In addition, the median adjusted percentile growth on the ELA and Math state exams will be 65 in ELA and 58 in Math.
2. By the end of the 2013-14 school year, all curriculum maps will be aligned to the CCLS and adjusted for students' needs; this information will be published with complete units.
3. By the end of the 2013-14 school year, 50% of the staff will increase in their HEDI rating in one or more components in Danielson Domains 2 or 3.
4. By the end of the 2013-14 school year, Level 4 and 5 incidences suspension rates will decrease by 10%.
5. By the end of the 2013-14 school year, parent/caregiver participation on NYCODE Learning Environment Survey will increase from 2012-13 by 100%. (12%-24%) (All indicators—Academic, Expectations, Communication, Engagement, Safety and Respect)

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

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

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

	planning that involves student reflection, tracking of, and ownership of learning.				
	<b>OVERALL RATING FOR TENET 3:</b>			<b>D</b>	

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

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

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

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

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

**School Review Narrative:**

<b>Tenet 2 - School Leader Practices and Decisions:</b> Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement.	<b>Tenet Rating</b>	<b>E</b>
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**Debriefing Statement:** The school leader has established SMART goals and a long-term vision that effectively manages fiscal and programmatic resources. In addition, the school leader supports and recognizes the importance of all stakeholders in the academic, emotional, and social well-being of all subgroups of students. Although some stakeholders might not be able to articulate the vision in a meaningful way, it is clear that teachers, staff, students, and parents understand the spirit of this vision and voice support for it.

**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 leader has developed a clear school vision and set of goals that are shared with all stakeholders and reflect the priorities articulated in the SCEP. This was evidenced through discussions during meetings with the large student group, the vertical teachers’ group, and parents. In all three meetings, school constituents referenced goals and quoted the vision. They reiterated the same words that the school leader used during interviews. Currently, the emphasis in the school is based on the philosophy that all stakeholders take ownership of both the successes and the problems. One way that school leadership supports this philosophy is by assigning all non-core area teachers to content area meetings in order to develop a common vocabulary. Most rooms had goals posted in them, and every room had a sign that said RORS; this stands for Respect, Organized, Responsible, and Safe, which was developed as the school’s behavioral focus. Parents stated that they see transference of the RORS philosophy into their homes; both parents and students reported that the school now functions as a family where everyone knows and helps each other. Participants at the parents’ meeting indicated that they always felt welcomed, and they never felt as if they were imposing or taking too much time when speaking to the school leaders. The school leader stated during interviews that while the vision and goals are clear and communicated, they are also “living,” in that based on input, they were continually reviewed, and academic and behavioral modifications were made to support them. Discussions with leaders and staff and review of documentation by the Integrated Intervention Team (IIT) indicate that timetables are set for the achievement of goals and interim benchmarks for success are clearly outlined. This is further evidenced by the fact that the school invites all grade seven parents to participate in all grade eight workshops so that preparation for graduation can begin earlier, and parents can take a more active and informed role in their child’s academic success. Additionally, the school leader revised the organization of period eight enrichment. The new organization provides targeted reading intervention for the 130 students with the lowest scores, while the top 40 academic students are given preparation for the Integrated Algebra and Living Environment Regents examinations. The school leader has helped to create a shared commitment and ambition for school improvement,

which is shared by all stakeholders.

**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 developed a plan that includes a variety of resources to support the school's vision and goals. Every morning there is a "pre-game meeting" at which all the members of each academy review any issues or concerns. While these meetings were voluntary and were well attended, which the review team observed, these meetings also supported the leader's vision to empower all stakeholders to take active ownership of decisions. The school leader explained during interviews that during the previous summer, the leadership team, based on data and other information, made the strategic decision to re-program all English language learners (ELL). This decision grouped the ELLs according to their Individualized Education Program (IEP) and established a color-coded system that would make it easy for staff to identify each student's classification and re-program students in parallel classes. Further, the IEP instructor's teaching load was reduced so that she could provide support, and review and keep current all documentation. The school leader also used some funds to purchase books for classrooms and the library that support reading and critical thinking skills for all levels of ELLs and subgroups of students with disabilities. Based on past success, he also continued an arrangement with St. John's University, which provides six college students for six months to work with individual students under the guidance and direction of a classroom teacher. Additionally, classroom visits and discussions with the instructional staff indicated that not only do core area teachers stay with their students when they go to art and drama classes, but that teachers often choose to take their preparation period in the classroom so that they can support the vision of the team even though they are not the content area teachers. The school leader makes strategic decisions so that the available resources meet the needs of the school community.

**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.

- Because the school leaders use a distributive leadership style, as evidenced by the fact that multiple people observe instruction and provide timely face-to-face feedback, a yearlong observation calendar was established. Every observation is documented and used to track areas of growth and areas that need development. Discussions with teachers confirm that they value the feedback that is provided because it gives them clear guidance to improve their instruction as well as recognizing any strengths. The outcome of the observation is also used to design the professional development (PD) for an individual teacher in each of the academies. It is the expectation that teachers use the content of the PD to improve their instruction, and school leaders focus on previously identified weaknesses in subsequent observations. The leader holds the assistant principals (APs), content supervisors, and pod leaders accountable for providing appropriate data-driven feedback and support. These leaders then, in turn, hold teachers accountable for the quality of instruction and learning taking place in each classroom. Support, guidance, and counseling are targeted to where the need is greatest so that effective use is made of the systems in place to monitor the quality of

teaching and learning. The school leader maintains an active role in instructional evaluation by establishing a personal schedule that allows him to observe every person in the building at least once. Through the implementation of this system, administrators and staff 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).

- Evidence from discussions, observations and documentation, indicate that the school leader is effectively monitoring the work of the school and encourages staff to analyze their practices through a range of different strategies in order to bring about sustained improvements in critical areas. The intention is to recognize and disseminate best practices and to identify and address weaknesses. School leaders conduct weekly book studies using *Star Teachers* by Dr. Martin Haberman to improve teacher practices and leadership development. All content area teams examine student work and develop assessments that are aligned to the Common Core Learning Standards (CCLS). Additionally, English language arts (ELA) staff, mathematics leaders, and content-area Advanced Placement (AP) staff work with Expeditionary Learning and Math in the City (MitC) consultants to adjust the curricula as needed. A consultant from Educators for Social Responsibility that also has on-line site support provides resources on a range of topics from conflict resolution, violence prevention, and social responsibility to political cartoons. The school leader has added consultants from the Center for Professional Education of Teachers of Columbia University and Pearson Education to provide workshops and one-on-one support. During discussions with the IIT, the school leader also noted that he is in the process of determining which of the partnerships that were in place when he became leader best support the vision and goals he is striving for and which new partnerships could build sustainability and leadership capacity. The use of these systems and practices enhances the school’s ability to make progress toward achieving school-wide goals, which promotes student achievement.

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

**Tenet Rating**

**D**

**Debriefing Statement:** The school leader, with the assistance of APs, coaches, and partners, is focused on supporting the CCLS and the implementation of a structure that provides a wide range of meetings and PD opportunities for the staff in order to ensure that units and lesson plans support student achievement. However, these efforts are not consistently reflected in classroom practices and this impacts student learning.

**Strengths:**

3.2 **The school has received a rating of *Effective* 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 has ensured that a plan is in place to implement the CCLS curriculum. One focus of discussion during the vertical teachers' group meeting was on PD opportunities for all staff members. The entire faculty is involved in on-going PD centered on aligning content curriculum with the CCLS and the use of the Danielson framework. Teachers of ELLs meet once a month on Tuesday with Network support to review data and address instructional concerns. ELA content area teachers and grade leaders have scheduled meetings with the consultant from Expeditionary Learning to improve teaching strategies. The mathematics teachers use the City Math Protocol (CMP) and MitC as a resource guide and for curriculum development. The school has partnered with a consultant agency to realign the curriculum and revise the pacing in order to meet student needs. In every classroom visited by the IIT, learning objectives were posted and the use of a formal lesson plan was in evidence. Additionally, the review of documents indicated that there is a template for lesson plans that includes differentiation of instruction for subgroups and rubrics for tests and projects, although not everyone is using the same models. Consequently, curricula meet the needs of students, which leads to college and career readiness.

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

- The school leader has put in place procedures and protocols to implement an integrated approach to learning. The school leader integrated social studies and ELA into one department in order to provide teachers with the opportunity to work closely to enhance interdisciplinary lessons. A common rubric that is used across both content areas was developed and implemented. Core area teachers who have the same students attend common meetings in order to facilitate a deeper understanding of individual student needs and provide interdisciplinary support to promote academic success and emotional well-being. The art, drama, physical education, and dance teachers attend these core area meetings in order to build consistency in common language and practice and to support interdisciplinary learning. This was evident in an art class where students were drawing political cartoons and writing captions for them. Additionally, the school leadership has implemented a school-wide interdisciplinary week that encourages faculty to partner within and across grades and subjects. As a result, students have opportunities to engage in cross-curricula activities, which increases their ability to be academically successful.

**Areas for Improvement:**

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.

- School leadership developed a "Learning Plan" checklist for teachers to ensure that all lessons focus on critical academic and environmental issues, such as key vocabulary, grouping, and differentiation of instruction for subgroups, essential questions, and assessments. The school leader uses a distributive empowerment style that allows for these plans to be monitored and for teachers to be

provided with immediate feedback that facilitates appropriate adjustments in the next lesson. This is accomplished through the frequent informal observations made by all members of the leadership team. However, the review team found little evidence of the use of complex materials, rigorous questioning, or scaffolding for ELLs and students with disabilities during classroom visits or in curriculum planning. In addition, although the school leader has emphasized the importance of DDI protocols, these are not evident consistently in practice in the classrooms. The inconsistent use of methods results in difficulty of subgroups of students making academic strides. As a result, not all students are provided with rigorous learning opportunities needed for academic success.

**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.

- School leadership has implemented a comprehensive system that requires teachers to use assessments to monitor curriculum planning. All students are assessed three times a year by using the Degree of Reading Power (DRP) protocol. Every two weeks the teachers of mathematics review student benchmarks with the intention of making appropriate adjustments in instruction and curriculum planning. Participants in both the small student group and parent meetings were able to discuss the importance of the New York State English as a Second Language Achievement Test (NYSESLAT). However, classroom observations indicate that assessment data is not consistently used effectively to guide and inform instruction or to make on-going adjustments to student learning. Discussions with teachers and school leaders suggest that not all teachers are confident in analyzing and interpreting data to make curricular modifications or to ensure that work is consistently matched to the needs of students. Discussions with students indicate that some teachers use data to provide them with feedback on what they need to do to achieve at a higher level but other students reported that this is not done in all classes. This was also confirmed by observations of the IIT during the on-site review. The lack of consistent alignment between the curriculum, assessment, and the quality of feedback limits improvements in student 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:** Teachers formally and informally engage in conversations on strategic instructional practices and decision-making; however, there is little evidence that teachers consistently use data and research-based strategies to adjust their practices to meet the needs of all subgroups of students.

**Strengths:**

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

**Areas for Improvement:**

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

- School leaders have emphasized the importance to teachers of aligning lesson plans and instructional practice; however, both school leaders and teachers recognize that more needs to be done to ensure that this intended practice is routine in all classrooms. Discussions with teachers by the IIT indicate that staff are at times unsure about how to use data to guide and inform instruction. Teachers were able to identify all their students with IEPs and they knew the ELLs and the NYSESLAT scores for their students. However, during classroom visitations, the IIT found that teachers do not consistently make best use of this information to tailor instructional planning and activities to the individual needs of all students. Discussions have been held between teachers and school leaders on goal setting for students. Interviews with students indicate that some students have a good knowledge of their individual goals, but this is not uniform across the school. As a result, learning trajectories to map out a path of improvement for students to reach specified goals are not embedded in school practice. Although school leaders encourage teachers to use data to develop and adjust lesson plans and instructional practices to meet the diverse needs of students, this occurs inconsistently in classrooms, which limits opportunities for student engagement and hinders increased 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.

- Review of lesson plans by the IIT indicated that all teachers use a template that includes differentiation of instruction and multiple access points. However, there was little evidence of differentiation or scaffolding to address the specific needs of all subgroups of students during classroom observations. Additionally, while there was evidence of grouping, it appeared to be done using social or gender criteria rather than academic needs or strengths. In classrooms visited by the review team, learning objectives were posted and attempts were made to use essential questions such as, “What should I be thinking about as I read this passage?” However, teachers gave insufficient response time to students, and there was little evidence of rigor in follow-up questions. Questioning was formulated to elicit one word responses and required little need for students to think critically. Although rubrics for “Accountable Talk” are posted in most classrooms, there was little evidence of its consistent use and as a result, students are not challenged in question and answer sessions. The inconsistencies in the implementation of differentiation, scaffolding, and rigor limit students’ points of access to the curriculum, which hinders student engagement and reduces the opportunity for higher levels of student achievement.

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.

- During discussions with the IIT, the school leader articulated the importance of creating a learning environment that is safe and supportive of all subgroups of students. He indicated that incidents of violence have dropped markedly, and the review team found that teachers and parents also concurred in this assessment. Staff and parents that were interviewed by the IIT noted that they

felt a strong commitment on the part of the school leadership to ensure the safety of all children and that they see the difference when they come into the building. However, the school leader stated that more work was needed in this area because they are changing a long-standing pattern of behavior. During meetings with the IIT, students stated that teachers tell students to “be a buddy rather than a bully,” but indicated they still feel that the adults in the building could do more when students act out. Some students noted that these incidents sometimes impede learning. Classroom visitations confirmed that although most students were polite, attentive, and appropriate there were some classrooms where students were disrespectful and although learning was disrupted, these issues were inconsistently addressed. These visits and the portfolio reviews also indicated inconsistent differentiation of instruction and student engagement. Teachers did not consistently promote discussion and debate among students or with adults, which limited opportunities for students to express their views on a range of issues or to participate in a learning culture and environment that recognizes and values differing student values and perspectives. The lack of a consistently safe and intellectually stimulating learning environment that reflects the diverse needs and strengths of all students, limits student engagement and opportunities for academic growth.

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).

- The school provides students with some opportunities for them to take ownership of their learning but the impact of these activities are not routinely monitored or assessed. On Mondays and Fridays, during period eight enrichment, students decide if they want to focus on mathematics or science. However, it was unclear how that period is being monitored to ensure the most productive use of the time. During classroom visits, teachers in some rooms instructed students to use hand-signals, such as a thumb up or down to indicate if they understood the work. The teachers did not challenge these responses, and there was no follow-up questioning to determine if the students were really learning. Discussions with teachers and leaders indicate that practices to group students by ability based on data analysis are at an early stage. During the vertical teachers’ group meeting, some teachers stated that although student data was provided, they were overwhelmed by it. Many teachers interviewed by the review team indicated that they were not sure how to use the data or how to transfer that information into appropriate academic support for their students. During a meeting with the IIT, the school leader agreed that there is more work to be done to familiarize all stakeholders with data analysis and to make them comfortable with using data to drive instruction. Evidence from student work indicates that teachers provided feedback by a check mark or a check plus. When questioned by the IIT, some students stated that they do not understand what these symbols mean and that they did not know what to do to improve their work. Even when comments were written on student work, they did not consistently provide specific steps that would take learning to the next level. Limited specific, data-based feedback to students as well as inconsistent use of assessments to inform instructional planning minimizes high levels of student achievement.

**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

**Tenet Rating**

**D**

**Debriefing Statement:** School leaders have sought to implement systems and informal practices to address the physical safety and the social and emotional developmental health of all students. However, there is limited evidence that there is a clear and consistent structure that supports an intellectually safe learning environment to nurture academic and social success for all subgroups of students.

**Strengths:**

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

**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.

- The school leader has implemented a variety of systems to support and sustain the social and emotional health of all student subgroups. However, these practices are not having a uniformly effective impact on identifying the needs of all students. School leadership has established groups that include 15 students and one adult to ensure that every child is known by a designated adult. Discussions with students, however, indicate that this system is not working as intended, as some students are not always comfortable approaching designated adults for support and guidance. The school is divided into three academies, each with between 150 and 190 students. Each academy has a designated administrator, core area instructional team, guidance counselor, office manager, and either a social worker or psychologist and a dean who supports all three groups. However, meetings with teachers and support staff indicate that they are not always aware of the most expedient route for referral if they identify students in need of additional support and guidance. In addition, teachers stated that they do not always feel confident in using data to identify areas of need connected to the social and emotional developmental health of students. Consequently, systems in place do not always adequately address the barriers to student social and emotional health and academic success.

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.

- The school is in the process of developing a curriculum to support and promote the teaching of student social and emotional developmental health. At the present time, school activities are intended to connect to a school vision to provide a safe and secure learning environment for all stakeholders. However, this is not yet embedded in school practice. Participants in the large student group meeting and parents who were interviewed by the IIT, stated that they liked the academy structure because they felt as if they belonged to a family. Students articulated that their teachers and the school leaders wanted the best for them. However, one half of the students noted

that they had not seen their counselor even once and none of the students that were interviewed identified a counselor as someone they felt comfortable speaking with about a problem that did not directly relate to a course of study. Some parents also reported that phone calls to the support staff are not always returned. Several students indicated that the counselors and other support staff members appeared to spend time with those students who create problems or with the academic high achievers. Therefore, many of the students do not appear to be well known to the support staff, and some students indicated they feel disconnected from them. Discussions with school leaders and staff indicate that staff do not all feel adequately equipped with the skills and knowledge to address the social and emotional needs of all students. The school leader indicated that he recognizes this as a weakness and has identified the need for a formal and systematic PD plan to be implemented that ensures that these gaps and weaknesses are addressed. The lack of programs and focused PD limits the ability of staff to support student social and emotional health needs, which minimizes the development of a healthy school environment and student growth and success.

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.

- Although the school leader is seeking to develop a shared commitment and understanding concerning how to best address the social and emotional needs of students, work still needs to be done to translate this commitment into practice. During the interview with the school leader, he spoke about how he wants all stakeholders to look at the whole child. Some teachers stated during the vertical teachers' group meeting that while they support this philosophy, they are not comfortable with this new focus. While there is evidence that the school leadership has established a vision, which makes everyone responsible for a safe and healthy environment, not all staff appear to have embraced this new philosophy or are aware of their roles in making it happen. To try to address the issue, the school leader has initiated a discussion on collaborative problem solving with the entire staff during the Thursday faculty meeting. In addition, the student support staff is scheduled to participate in training. All academies meet bi-weekly to discuss student concerns and to develop a plan to address these issues. However, work remains to be done to ensure all stakeholders understand their specific roles that everyone is responsible for problems and solutions. Because not all stakeholders are aware of the of their specific role in building a safe learning environment, the ability of the school to meet the social and emotional development health needs of students is limited, which hinders student success.

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 stated to the IIT that he used data to establish a bridge class for all in-coming ELLs in order to help them transition into a new school and community. Each academy has a designated guidance counselor and either a psychologist or a social worker. However, the IIT found that the school did not have a clear structure in place for effective review and monitoring so that the support staff can work with teachers and parents in a timely manner. During the meetings with the

teachers, some teachers indicated to the review team that they understood that data could help them address student needs, but that they did not know how to use the data to support their new role, which was working with students rather than telling them what to do. They indicated a need for PD to address that issue especially as it pertains to students with disabilities and ELLs. Teachers noted that they realized that student report cards and progress reports are not sufficient sources of information about student successes and challenges but that they did not always know whom to speak with about student issues. The school's inconsistent use of structures to support the use of data to respond to student social and emotional development health needs 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:** School leaders and staff members demonstrate care and concern for students and parents. While the school has a number of strategies and programs in place that provide outreach opportunities, not all communication with parents/guardians is provided in the primary language of the school population, thereby restricting opportunities for families to understand, participate in, and benefit from the home-school connection. This limits the participation of an important group of stakeholders in providing the support that is critical for every child's academic success and social and emotional health.

**Strengths:**

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

**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.

- During meetings with the IIT, teachers and support staff noted the importance of high expectations for students. However, the IIT also found that not all stakeholders understood that they have a critical role in supporting every child academically, socially, and emotionally in order to ensure the successful transition from middle school into high school and beyond. Additionally, while parents interviewed by the IIT voiced their recognition and appreciation for the work that the school leadership and staff are doing on behalf of their children, they appeared to have less understanding of the school's or individual staff members' expectations concerning academic achievement. Parents stated that information relating to the school's expectations or how they can effectively work with the school to promote higher achievement was not routinely communicated to them. While parents reported individual examples by the school leader or individual teachers, they were not aware of a uniform and cohesive strategy for high expectations for student academic achievement. Discussions with the school leader indicated plans are underway to evaluate the connections and relationships with parents and to make improvements. The school leader and staff

do not consistently communicate with families their high expectations for student achievement, which limits opportunities for students to become college and career ready.

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

- During interviews with the school leader, he indicated that he wanted to have the community view the school as belonging to them. Participants in the parent meeting stated that they recognized and appreciated the changes that the school leadership is making in this regard. They reported that the school leader walks around the outside of the building to greet parents, children, and community residents and that they feel welcomed and recognized. Parents indicated that they receive letters and automated calls, e-mails, and notes from the school at various times throughout the year. They also noted the appreciation that they have for the parent coordinator who they view as a valuable resource, especially for parents who do not speak English. However, they also indicated that more parents did not come to meetings because they were not sure if someone would be there to translate what was being said. Since some parents did not participate in information workshops, they did not know about issues pertaining to curriculum and the CCLS, Engrade, or transition services for their children with IEPs. Some parents indicated a need for computer and English as a second language (ESL) classes to enable parents to speak for themselves and not depend on their children for translation needs. The school leader reported he is beginning to have conversations with parents about the quality of communication strategies between home and school in order to provide adjustments and improvements. The lack of consistent reciprocal communication with parents, especially for parents who do not speak English, limits their ability to support their children's progress, which hinders student academic success.

6.4 **The school has received a rating of *Ineffective* 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 has provided little PD to staff on developing partnerships with families and the community. The IIT found that while parents were able to discuss the academy structure of the school, they voiced a number of concerns about communication, particularly about student support services. Several of the parents indicated that not only was it unclear to them how to contact the appropriate person to address a concern but they did not know the name or title of the specific staff member. Several parents also indicated that they have tried to speak to their child's counselor but are waiting for a return call. The IIT found that very little PD has been provided for staff on building and sustaining strong working relationships with parents. Staff indicated that they were not aware of the availability of all community resources. Discussions with the school leader indicated that the school did not provide sufficient guidance for parents on strategies they could use at home for better supporting their child's learning. The lack of a formal plan to provide training for staff and families to seek and sustain partnerships to support students hinders robust home-school connections that promote student success.

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 shares student data in a variety of ways. In addition to report cards and progress reports that are sent home, the school leader has also initiated a “Breakfast with the principal” as an informal method of providing parents with an opportunity to share or clarify information. The school leader has also organized a “Learning Celebration Conference.” During the conference, students explain to their parents what they are working on in their classes. Parents noted to the IIT that they thought that this conference was a creative way of helping them to understand what their children are learning and hoped that the school would continue to provide this opportunity. While some parents had heard the word “rubric” during this event, none of the parents at their meeting could explain what it is or how it is used to help support their children’s academic success. Parents also indicated that they realize their child’s report card and progress report contain data. However, they stated that although they recognize that the school is attempting to communicate with them regarding pertinent data, none of the parents of ELLs understood the NYSESLAT process, why that test is important, and how it affects the success of their children. Current systems for sharing data and assisting families in analyzing data are limited, which hinders the ability of some families to advocate on behalf of their children’s needs to support student learning and higher 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:

- 3.3: Provide on-going PD for teachers to ensure that they consistently use data to develop unit and lesson plans and adjust the curriculum based on student learning. Consider scheduling visitations to schools that are highly effective in this aspect of curriculum and instructional planning.
- 3.5: Ensure all teachers make best use of data to inform curricular decisions and to provide feedback to individual students that enables them to know precisely what is needed to reach a higher academic level.

### **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: Ensure that all teachers align data and lesson planning and delivery so that the needs of students are met. Develop and implement goal-setting procedures across the school; ensure that these practices become embedded in school practice and that teachers use rigor in developing questions to challenge all subgroups of students.
- 4.3: Identify staff members who excel in the implementation of higher order questioning and have them develop a protocol that teachers across all content areas can use to incorporate these strategies consistently into their lessons.
- 4.4: Ensure that behavioral expectations of students are uniformly applied in all classrooms and that regular opportunities are provided for students to voice their views and perspectives. Ensure that these strategies are uniformly established, so that all students are able to learn in an environment that is physically and intellectually safe.
- 4.5: Provide on-going PD on the use and analysis of data to improve academic success for all subgroups of students. Display data throughout the building in order to increase awareness and focus attention on goals, and ensure that feedback to students includes clear and specific actionable next steps.

### **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: Ensure that all students are well-known by a designated adult and that all staff is equipped with the necessary skills to use appropriate data effectively to identify and meet the social and emotional developmental needs of all groups of students.
- 5.3: Develop a curriculum or programs for the teaching of social and emotional developmental health in which the goals and outcomes are clearly understood and supported; equip the appropriate teachers and staff with the requisite skills and knowledge to implement the curriculum/program with fidelity.
- 5.4: Ensure that all stakeholders are able to articulate their specific role in contributing to the academic, social, and emotional success of all subgroups of students.
- 5.5: Ensure that all appropriate staff can access, understand, analyze, and use data to meet the identified needs of students.

### **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:

- 6.2: Ensure that school leaders and staff use all available opportunities to communicate to parents the academic expectations of the school and of teachers. Evaluate these efforts and methods of establishing relationships with parents in order to forge a stronger partnership between home and school for the benefit of all stakeholders. Use district's resources relating to parent engagement.
- 6.3: Ensure that translation services are available for all meetings and that this is clearly communicated to all parents before meetings; establish procedures for evaluating the quality of communication with parents, and make adjustments as needed.
- 6.4: Provide advice, guidance and support for parents to enable them to be strong advocates for their child's learning; implement PD for staff members to enable them to develop strong and purposeful links with parents that lead to higher levels of student achievement. Consider providing educational opportunities for parents in areas, such as ESL and computers.
- 6.5: Provide support to parents to enable them to understand their child's academic data, including support to parents of ELLs regarding the importance and interpretation of NYSESLAT data.