



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



DBN	321000010363
School	Academy for Personal Leadership and Excellence
School Address	120 E. 184 th Street, Bronx, NY 10468
District	New York City Community School District 10
School Leader	Angelo Ledda
Dates of Review	January 28-29, 2013
School Accountability	Focus
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	6 - 8		Total Enrollment	396		% Title 1 Population	NP		% Attendance Rate	93.1	
% Free Lunch	NP		% Reduced Lunch	NP		% Student Sustainability	NP		% Limited English Proficient	NP	
Types and Number of English Language Learner Classes											
# Transitional Bilingual	2		# Dual Language	0		# Self-Contained English as a Second Language	3				
Types and Number of Special Education Classes											
# Special Classes	2		# Consultant Teaching			# Integrated Collaborative Teaching	3 and 1 Nest				
# Resource Room	3										
Types and Number Special Classes											
# Visual Arts	1		# Music	2		# Drama	0		# Foreign Language	1	
Racial/Ethnic Origin											
% American Indian or Alaska Native	.25		% Black or African American	13		% Hispanic or Latino	83		% Asian or Native Hawaiian/ Other Pacific Islander	2	
% White	1.5		% Multi-racial	.25							
Personnel											
Years Principal Assigned to School	2.1		# of Assistant Principals	2		# of Deans	1		# of Counselors / Social Workers	2	
% of Teachers with No Valid Teaching Certificate	94		% Teaching Out of Certification	6		% Teaching with Fewer Than 3 Yrs. of Exp.	43		Average Teacher Absences	3	
Overall State Accountability Status (Mark applicable box with an X)											
School in Good Standing	N/A		Priority School	N/A		Focus District	N/A		Focus School Identified by a Focus District	X	
SIG Recipient (a) (g)											
NP											
ELA Performance at levels 3 & 4	11%		Mathematics Performance at levels 3 & 4	16%		Science Performance at levels 3 & 4	N/A		4 Year Graduation Rate (HS Only)	N/A	
Credit Accumulation (High School Only)											
% of 1 st yr. students who earned 10+ credits	N/A		% of 2 nd yr. students who earned 10+ credits	N/A		% of 3 rd yr. students who earned 10+ credits	N/A		6 Year Graduation Rate	N/A	

NP = Not Provided

Did Not Meet Adequate Yearly Progress (AYP) in ELA (Mark an "X" in the field(s) where school is identified for not meeting AYP.)			
	American Indian or Alaska Native		Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
X	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native		Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
X	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Science			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective			
	Limited English Proficiency		

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

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL

1. Create a culture of safety and respect
2. Improve our performance for all students in both ELA and mathematics
3. Focus on needs of English language learners
4. Focus on needs of special education students
5. Focus on technology (progress delayed due to theft of over \$100,000 in technology in summer 2010)

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	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).			X	
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.			X	
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.		X		
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement...			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 and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.		X		
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order			X	

	thinking and build deep conceptual understanding and knowledge around specific content.				
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.			X	
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.			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	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.			X	
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.			X	
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.			X	
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.			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 cultivates the development of overarching			X	

	systems and partnerships that support and sustain social and emotional developmental health.				
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.			X	
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.			X	
5.5	The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.			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 atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.		X		
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.		X		
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.			X	
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.		X		
	OVERALL RATING FOR TENET 6:		E		

School Review Narrative:

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

Debriefing Statement: All stakeholders are not able to articulate the school vision. As a result, student success, well-being, and high academic outcomes are inconsistent throughout the school community and continuous and sustainable school improvement is delayed.

Strengths:

2.4 **The school has received a rating of *Effective* for this Statement of Practice:** Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.

- The school leader increased enrichment opportunities during and after school hours to meet the academic and social needs of students and respond to requests by school constituents. The school leader reported to the Integrated Intervention Team (IIT), that the school was in its third year of existence and the school has hired appropriate staff, including an art teacher, a music teacher, a technology teacher, two social workers, two instructional coaches, a physical education teacher, and the necessary content-area teachers. The school leader stated to the IIT that professional development (PD) workshops and activities were developed and implemented to address mentoring, content, and expectations. PD included instruction for English language learners (ELLs), Danielson’s domains 1 and 2, writing effective individual educational plan goals, differentiated instruction, Positive Behavior Interventions and Supports (PBIS), science partnerships, and other topics related to special education. The IIT also noted that there is an assistant principal with English as a second language (ESL) expertise to support the needs of the significant number of English language learners (ELLs) in the school. Because school leadership has made strategic decisions about the organization of resources, the school is in a position to achieve school improvement and student goals.

Areas for Improvement:

2.2 **The school has received a rating of *Developing* for this Statement of Practice:** Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Education Plan (SCEP).

- The school leader developed a vision statement three years ago, when the school first opened. Subsequently, the vision statement has been modified annually. A document review indicated that the school vision is published in the student, parent, and staff handbooks in its entirety but the IIT found no postings of the vision in the school. Only one of the five school goals outlined in the School Comprehensive Educational Plan (SCEP) is specific, measurable, ambitious, results oriented

and timely (SMART). Because the school vision changes yearly and the school community is not focused on school-wide goals and on how the vision and goals are tied to the SCEP, the school community is not able to articulate the vision and share a sense of urgency about achieving school goals.

2.3 The school has received a rating of *Developing* for this Statement of Practice: Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement; curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.

- The school leaders encourage the collection of outcome data to evaluate various school activities and student progress. The school leader stated to the IIT that the school uses various data collection tools and data sources to examine academic outcomes. Tools include, but are not limited to, computer programs, the school's web-based student data management system, data binders, conference notes, skills checklists, student work, pre- and post-test data, and rubrics. However, the school has not yet developed systems that are dynamic, adaptive, or interconnected to collect, analyze, and use data to improve individual and school-wide practices to make progress toward mission-critical goals. For example, based on interviews with the school leader and school staff and a review of documentation, the IIT found that data collected and analyzed are not included in the teacher observation process and are not used to inform teacher feedback on teacher observations. The school has not analyzed outcome data to identify which activities have a direct link to student achievement. Evidence-based systems are not used to develop positive behavior strategies, parent workshops, or other school community supports. The absence of comprehensive evidence-based systems to examine and improve instructional practices hampers school efforts toward the achievement of student and mission critical goals.

2.5 The school has received a rating of *Developing* for this Statement of Practice: The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.

- Although school leaders conducted observations that included feedback to teachers, a document review by the IIT indicated that school leaders have not created a comprehensive observation plan, PD plan, or timely teacher improvement plans. Based on a document review, the IIT found that 13 of 46 teachers had not received any evaluations by the time of the IIT review. The school leader and the cabinet discussed teacher development and approaches to improve teacher practice; however, agendas reviewed by the team for staff meetings did not include references to observed patterns or trends. The school leader indicated that the check-ins with the school cabinet did not include discussions of progress towards the SCEP goals to determine if the school is on track to yield positive year-end evaluation ratings. The lack of comprehensive teacher observation practices, a targeted PD plan, timely teacher improvement plans, and a clear understanding of the next steps necessary to yield positive year-end ratings limit the professional growth of the staff and opportunities for continuous improvement.

<p>Tenet 3 - Curriculum Development and Support: The school has rigorous and coherent curriculum 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.</p>	<p>Tenet Rating</p>	<p>D</p>
--	----------------------------	-----------------

Debriefing Statement: The school has developed curricula to support the Common Core Learning Standards (CCLS) and uses common assessments to determine student strengths and areas of need. Although, these practices provide opportunities for the school to target instruction to support student progress and performance, not all curricula or assessments are tailored to meet the needs of all students. Because not all lessons are designed to engage all students through differentiated instruction, instructional practice is not maximized, thereby limiting student-learning outcomes.

Strengths:

3.2 **The school has received a rating of *Effective* for this Statement of Practice:** The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.

- The school leaders and staff have a system in place, supervised by instructional coaches, to align evolving curricula to the CCLS. The IIT noted, during school leader and teacher meetings and a document review, that there is a full-time English language arts (ELA) coach and a mathematics lead teacher on staff to support teacher learning. A document review indicated the school leader has provided over 45 hours of PD to the staff on various topics related to instructional practices and strategies as well as social and emotional development health. The topics included ESL, special education, mathematics, ELA, science, social studies, parent coordinator, art, and CBO providers. Further, the staff designed CCLS-aligned units and content in their grade-level meetings, which occur weekly. Agendas of weekly meetings include modifications of curricula, updates of progress, and references to unit and pacing calendars. Documents reviewed include cohesive and comprehensive curricula maps and units with specific reference to CCLS. Further, lesson plans integrate and identify specific CCLS. School leaders have designed and implemented an adaptive plan to ensure an alignment to the Standards providing a consistent framework for teacher planning toward school improvement.

Areas for Improvement:

3.3 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.

- Teachers collaboratively created a framework of pacing calendars and unit plans to introduce curricula materials. Although the staff reported that they meet regularly to collaborate on curricula development, a document review indicated that curricula do not introduce a progression of complex materials or include higher-order questions necessary to support the development of

analytical skills. Although 35 teacher lesson plans included methods to teach higher-order thinking skills, the IIT observed these teaching methods in only 40 percent of the 35 classrooms visited. Instruction in 20 percent of the 35 classrooms visited included complex reading materials and problem solving. The lack of higher-order questions and complex material limits the academic achievement of students and does not prepare students for a deep understanding of concepts.

3.4 The school has received a rating of *Developing* for this Statement of Practice: The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology, and other enrichment opportunities.

- Teams of teachers meet to assess teaching and share successful strategies. However, classroom visitations revealed that students have limited access to technology and research materials. Documentation reviewed by the IIT and teachers interviewed indicated that the school leaders have established a weekly schedule for teacher meetings. However, the art, technology, music, mathematics, and one of the three ESL teachers are not included in the weekly meetings. In some classrooms, SMART boards were being used as whiteboards to hang the teachers’ large post-it notes or as a projector. The school leader reported that the school has limited technology available due to a theft in 2010. The school leader stated that the school has two computer carts; however, they were not fully functional and were not observed in use in the classrooms visited by the IIT. Because collaborative curriculum planning time is not ensured within and across grades and subjects and because students have limited access to computers and research materials, student access to robust curricula that incorporate the arts, technology and other enrichment areas is limited.

3.5 The school has received a rating of *Developing* for this Statement of Practice: The school leader and teachers develop a data-driven culture based on student needs, assessments, and analysis, which leads to strategic action planning that, informs instruction and results in greater student achievement outcomes.

- The school leaders collect and disseminate formative and summative student data to identify student needs. The IIT noted, during a document review and meetings, that teachers have access to multiple sources of data, including binders in their classrooms, a school-wide data analysis organizer, and instructional rubric data. Teachers stated that they use interim assessments to group students and modify activities to meet the needs of students. Documents and interviews indicated that teachers and coaches have not analyzed all pertinent data collected. Because a comprehensive system of strategic action planning based on data is in the developmental stage, instructional planning does not maximize the use of student data to promote student success.

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 sub-groups experience consistent high levels of engagement, thinking and achievement.

Tenet Rating

D

Debriefing Statement: Teachers’ common use of generic instructional practices and inconsistent use of higher-order questioning do not provide multiple entry points for all learners, which limit student engagement and achievement.

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:** Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.

- The lesson plans developed by teachers do not consistently contain student data to support school improvement efforts. The IIT noted, during classroom visits, that instruction does not consistently include differentiation or multiple points of entry into the lesson to encourage engagement for all students. The technology lesson observed had a generic plan, which led to inquiry but was not adapted to meet student needs. In one lesson observed by the IIT, the teacher took an excessive amount of time to determine that students were having difficulty responding to a non-fiction passage. In other classes visited, differentiation was inconsistent for ELLs and students with disabilities. The lack of instructional practices that are organized around instructional plans limits student engagement, inquiry, and academic success.

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

- Some teachers shared strategies to incorporate the use of data, differentiate instruction, and integrate multiple points of entry aligned to CCLS into their teaching. However, in classrooms visited by the IIT, many teachers did not differentiate materials or expectations for student groups. Many students observed were either off task or not engaged in the lesson. The IIT did not consistently note the use of data in lesson planning. In some classes visited by the IIT, lessons were implemented as written regardless of student responses or failure to complete the task. Further, lessons observed by the IIT lacked sufficient entry points for all students to achieve targeted goals. In a teacher meeting observed by the IIT, teachers stated they needed more training to integrate differentiated approaches to better support students. Classroom instruction observed by the IIT noted that many teachers did not integrate sufficient differentiated strategies and instructional wait time for all groups of students, especially ELLs and students with disabilities. The absence of differentiated instruction in many classrooms hinders high levels of student engagement, thinking, and achievement.

4.4 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.

- The school lacks consistent behavior expectations and instructional supports for all students. The school leader interview and a walk-through of the school indicated that the school has adopted Positive Behavior Intervention and Supports (PBIS) to address student social and emotional development health. However, students provided responses on a scale ranging from inaccurate to

accurate when asked to articulate PBIS school-wide expectations. Further, minutes from a PBIS Team meeting indicated that it was difficult for the team to determine why students were getting the “Caught You” coupon incentives, because staff members were not indicating the desired student behavior on the coupon. This practice affects the usefulness of information collected using this strategy. The IIT noted during a classroom visit that some students verbally expressed confusion with instructional materials and the teacher was not responsive. In another classroom visited, a student expressed concern when called upon to solve a problem aloud, “I don’t want no one to make fun of me.” The IIT reviewed 294 responses from students on the School Learning Environment Survey. On the statement, “Most students in my school treat each other with respect,” they noted the following responses: Strongly Agree, 16 percent; Agree, 45 percent; Disagree, 27 percent; and Strongly Disagree, 12 percent. The lack of common understanding related to student behavior expectations and behavior incentive materials limits the opportunity of students to experience a safe learning environment that addresses their academic strengths and needs.

4.5 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.

- Some teachers refer to timely data sources in planning and grouping; however, not all classes visited by the IIT evidenced teachers differentiating their instruction for struggling students. The IIT observed classes where teachers did not consistently use higher-order thinking questions. Further, the IIT observed teacher-directed instruction, little wait time, generic handouts for all students, inconsistent text complexity, and little differentiation. Homework assignments were generic and all students were aware that homework accounts for 20 percent of their final grade. The IIT observed inconsistent use of exit slips in classrooms. A document review and interviews regarding rubrics indicated that rubrics were inconsistently used and many did not include next steps for improvement. Teachers do not consistently provide students with academic support through the use of comprehensive lesson planning, assessment data, or next steps for improvement to ensure that all students participate fully in their own learning process and attain high levels of engagement, thinking, and 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 environment that is conducive to learning for all constituents.

Tenet Rating

D

Debriefing Statement: The school has a number of activities and partnerships that provide opportunities to build student self-esteem and promote a safe school environment. However, the school is in the process of developing an understanding of school-wide Positive Behavioral Interventions and Supports (PBIS) and Show certain skills and behaviors connect to positive social and emotional developmental health that leads to academic and social success.

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 cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.

- The school staff has adopted PBIS to address and support the social and emotional developmental health needs of students; however, it is not widely recognized by all students. The school leader reported that the school staff developed the PBIS school-wide expectations last school year and presented the expectations to the entire staff in a one-hour PD session in September. The IIT noted during a document review that no other PD occurred on the implementation of the PBIS. Other documents indicated that there was one Behavior Intervention Plan (BIP) completed in May 2012 for a grade five student. A review of the Functional Behavior Assessment (FBA) for this student noted that staff conducted a student and parent interview in April; monitored an Antecedent Behavior Consequence (ABC) Chart on three occasions between March and April, and completed one teacher interview in March. A review of this student's 2012-13 attendance data indicated that he has been absent 24 full days as of January 22, 2013 and is now enrolled in an integrated co-teaching classroom. A document review indicated that there was no further data collected on the BIP strategies developed for this student beyond the FBA. The IIT noted that no PD on the development of FBAs or BIPs was included on the PD calendar. Individuals interviewed indicated that the school has established various community-based partnerships and supports to assist most students; however, the school leader reported that they have not monitored the effectiveness of these partnerships. The school leader and school staff reported that several adults in the building know each student through their homeroom and classroom settings; however, the school leader spoke about implementing class advisories next year to provide meaningful small group connectedness to support student social and emotional developmental health. The school has not implemented comprehensive data collection, a strategic implementation plan, or adequate PD for its PBIS program. As a result, sustainable social and emotional supports for all students are limited.

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 connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.

- There is a lack of consistency in the knowledge, development, and implementation of the PBIS curriculum to address the social and emotional developmental health of all students. The posted PBIS expectations are as follows: Respect, Responsibility, Leadership, and Teamwork. The IIT noted during interviews that when were asked what the expectations for PBIS are, students responded, "no bullying," "help others," "be a leader," and "take responsibility." One student responded, "People have to become leaders because of it and it has made us take responsibility." The school leader reported and a document review indicated that the school has developed a partnership with Wediko to teach students and staff the positive behavior expectations and strategies based on the results of the School Learning Environment Survey data. The IIT noted during a document review that Wediko conducted eight sessions with three classes. Further, a review of the PD log indicated that Wediko provided the one-hour PD session in September to the staff. One of the school's SCEP

goals is to create a climate of mutual respect and understanding for all students, staff, and parents through the implementation a rigorous PBIS program by June 2013. Because students and staff do not know the PBIS expectations, the school community is not yet benefiting from this effort to build a safe, healthy environment.

5.4 **The school has received a rating of *Developing* for this Statement of Practice:** All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.

- Some members of the school community articulated that the school has established an environment where stakeholders feel safe. However, a review of the school’s Learning Environment Survey data does not support their reports. Twenty-one percent of 294 students responded that there was a gang problem in the school, 67 percent know that students threaten or bully other students, 72 percent indicated that adults at the school yell at students, and 81 percent responded that students get into physical fights at the school. Teachers, students, and parents did not consistently articulate the school vision and how it connects to the academic and social and emotional developmental supports provided by the school. The IIT noted during the visit that no postings of the school vision existed in the building for all to see. A document review indicated that the staff, student, and parent handbooks contain the school vision; however, the IIT noted fragmented responses to school-vision questions in teacher, student, and parent meetings. Across the school, community stakeholders do not have the same level of knowledge of the vision and not all stakeholders feel the environment is safe. Thus, not all students have a sense of ownership of their learning.

5.5 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.

- The school leader does not prioritize the collection and analysis of data on the activities established to support the social and emotional developmental health needs of all students. The school leader stated that no data has been collected or analyzed on the school-wide PBIS strategies implemented in September. The school leader also reported that they have not monitored the effectiveness of their community-based partnerships. Based on a document review, the school does not consistently collect and analyze data on the BIPs developed for at-risk students. The lack of comprehensive data collection, analysis, and monitoring of the established social and emotional developmental supports has hindered school efforts to respond to the needs of all students and ensure student academic and social success.

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

Tenet Rating

E

Debriefing Statement: The school has developed many opportunities to engage families as partners in student

education. As a result, families feel supported and encouraged to work collaboratively with the school to provide students the support needed to promote academic progress and social and emotional growth.

Strengths:

6.2 **The school has received a rating of *Effective* for this Statement of Practice:** The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.

- The school is clean, welcoming, and has an open door policy that creates opportunities to build family and community relationships. The IIT observed that the security staff are welcoming and aware of special activities and hours in the building. During the document reviews by the IIT and interviews with school staff, it was noted that 54 workshop opportunities were provided for parents to engage in learning about academic and social and emotional growth for the family. Parents interviewed reported they feel welcome and that they attend many of the workshops offered by the school. To welcome the incoming grade six students and their families, the school leader and teachers shared that they conducted home visits over the summer. They further shared that they made telephone calls to all families of grade seven and eight students over the summer to welcome them back. A document review noted that at the beginning of the school year the school leader sent home content-area syllabi and a welcome letter to all families. The welcoming atmosphere at the school fosters a feeling of belonging and trust for many families and results in frequent engagement and involvement to support student success.

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 students' strength and needs are identified and used to augment learning.

- The school leader has created an atmosphere where regular communication with families is encouraged. The team noted during the document review that the Parent Handbook and monthly newsletter are in English and Spanish, and interim assessments are also available in Spanish. The school has partnerships with organizations that provide translation services for parent meetings to encourage reciprocal communication. A review of the parent coordinator calendar noted that workshops are offered on State data, the student management system, nutrition, as well as arts and crafts. The school also offered parent volunteer training in September and parents indicated that they volunteer for events at the school. Many families experience engagement through enrichment and volunteer activities. The school communicates with families in all pertinent languages concerning student achievement, needs, various concerns, and issues; thus, families can support their child's academic and social and emotional needs.

6.5 **The school has received a rating of *Effective* for this Statement of Practice:** The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on learning and success.

- The school provides opportunities for families to learn, understand, and use academic data. The IIT noted, during a document review, that the parent calendar includes 11 workshops on student

learning and development. Parents interviewed shared that they have access to online data through the student management system and achievement reporting and innovation system to track academic progress. The school leader shared that the school sends home progress reports and report cards to families. Further, families are able to pick up report cards at the school and speak with teachers about their child's academic progress during open-school opportunities. As a result of the support provided by the school, families are encouraged to understand data and student learning needs.

Areas for Improvement:

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

- The school does not provide learning opportunities to school staff concerning developing partnerships with families and community agencies as noted by the IIT during a document review, staff interviews, and a review of the PD log. Although teachers communicate with families, teachers stated that they believe it is the role of the school leader to reach out to community members and community-based partners. The lack of PD for staff on building partnerships with families and community agencies limits teacher knowledge on how they can further support families and hinders school efforts to develop a comprehensive and focused home-school connection.

Recommendations:

Tenet 2: School Leader Practices and Decisions

In order for the school's strategy and practices to align with the concepts in the Effective column of Tenet 2 the school should:

- 2.2: Develop specific, prioritized, long- and short-term goals based on the vision statement. Identify the means and systems used to attain the prioritized goals, and create and monitor measurable benchmarks with realistic timelines for achievement. Regularly share this information across the school community and articulate it in the SCEP.
- 2.3: Create a SCEP that contain goals that are specific, measureable, action-oriented, realistic, and timely (SMART). Ensure that goals are transparent and widely available to all stakeholders. Regularly share school goals, related data, and school progress toward mission-critical goals with stakeholders in ways that are accessible to all.
- 2.5: Develop a system whereby school leaders can implement and track informal and formal observations of staff, teacher improvement plans, and outcomes of PD and other development opportunities. Implement strategies to collect and analyze all school-improvement-related data to determine whether the school is on target to meet SCEP goals. In areas where SCEP goals will not be met, develop and implement an action plan providing steps necessary to meet the goals.

Tenet 3: Curriculum Development and Support

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

- 3.3: Provide opportunities for teachers to receive PD on the use of strategies that promote higher-order thinking and the incorporation of complex materials to build deep conceptual understanding of content as required for appropriate alignment to the CCLS. Be sure that these strategies are embedded in quality CCLS-aligned lesson and unit plans by regularly monitoring plans and frequently observing implementation of the plans. Provide additional targeted PD where necessary on creating and implementing plans that include the instructional strategies necessary for CCLS alignment.
- 3.4: Create opportunities, in addition to their current grade and subject area meetings, for all teachers to meet across grade levels to align the curriculum vertically. Ensure the infusion of more enrichment subject areas into the core curriculum to broaden student interest and engagement in their learning.
- 3.5: Develop and implement a system to collect, analyze, and distribute timely student data to be used by the school community to assess school effectiveness, identify student needs and patterns of student learning, inform instruction, and map out a clear and timely path for progress and growth. Provide staff the necessary PD and supports to use this system effectively to promote student achievement.

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: Regularly monitor classroom instruction to ensure that teachers implement CCLS-aligned lesson plans, strategies, and instructional practices to promote higher-order thinking skills and attainment of targeted

student goals. Require students to analyze information with the goal of increasing academic rigor and activating student participation in their own learning experience.

- 4.3: Provide focused, systemic PD to help teachers incorporate CCLS-aligned instruction that is differentiated and leads to multiple points of access for all students to achieve targeted goals.
- 4.4: Create a school-wide environment that demonstrates sensitivity to the needs of all student groups and fosters a common understanding of acceptable and safe behaviors. Explicitly teach clear behavioral expectations and consistently reinforce these expectations to all stakeholders through PBIS.
- 4.5: Inform and instruct teachers as to their responsibility for connecting the analysis of data with instructional decision-making, student grouping, and targeted lesson planning. Use formative assessments, progress monitoring, and frequent feedback that includes next steps for improvement to empower and encourage students to actively participate in, and take ownership of, their own learning process.

Tenet 5: Student Social and Emotional Developmental Health

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

- 5.2: Create a system of student referral and support that identifies and addresses barriers impeding students' social and emotional developmental health as well as academic progress. Explore designating a specific adult to coordinate addressing the social and emotional developmental health needs of each student. Develop partnerships and positive behavior strategies capable of having a positive influence on student social and emotional developmental health. Collect, analyze, and monitor the data from the positive behavior strategies to determine their effectiveness. Measure and evaluate progress toward the goal of providing supports and sustaining the social and emotional health of all students.
- 5.3: Develop a communication system/network that informs and educates all stakeholders of the school vision for student social and emotional developmental health and how it connects to academic success. Implement a rigorous and transparent curriculum to teach and measure student skills in PBIS in order to demonstrate social and emotional health. Provide PD and training for all stakeholders to build adult capacity to support students that results in a safe and respectful learning community.
- 5.4: Share the school vision with families and community stakeholders to develop and foster a safe learning environment. Develop and implement a plan which includes a description of how the school will work toward achieving a sense of safety and ownership and of how the vision links to the social and emotional developmental health of children and positive student outcomes.
- 5.5: Prioritize and develop a system to provide school leaders and staff PD and support in developing an understanding of and ability to use data to respond to students' academic and social-emotional needs.

Tenet 6: Family and Community Engagement

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

- 6.4: Develop connections with families and community stakeholders focused on supporting student learning and growth. Provide PD for all staff members on how to seek and sustain healthy partnerships with families and community organizations that are linked to student needs.