



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

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



<b>BEDS Code/DBN</b>	320900011412
<b>School</b>	Bronx High School of Business
<b>School Address</b>	240 East 172nd Street, Bronx, NY 10457
<b>District</b>	NYC CSD 9
<b>School Leader</b>	Vincent Rodriguez
<b>Dates of Review</b>	February 11-12, 2013
<b>School Accountability</b>	Priority
<b>Type of Review</b>	SED Integrated Intervention Team (IIT)

School Information Sheet												
Grade Configuration	9-12	Total Enrollment	380	Title 1 Population	100%	Attendance Rate	80%					
Free Lunch	80%	Reduced Lunch	0%	Student Sustainability	42%	Limited English Proficient	29%	Free Lunch	80%			
Types and Number of English Language Learner Classes												
#Transitional Bilingual	109	#Dual Language	0	#Self-Contained English as a Second Language				0				
Types and Number of Special Education Classes												
#Special Classes	55	#Consultant Teaching	0	#Integrated Collaborative Teaching				32				
# Resource Room	21											
Types and Number Special Classes												
#Visual Arts	1	#Music	1	#Drama	0	# Foreign Language	1	#Visual Arts	1	#Music	1	
Racial/Ethnic Origin												
American Indian or Alaska Native	0%	Black or African American	36%	Hispanic or Latino	61%	Asian or Native Hawaiian/Other Pacific Islander	2%	White	1%	Multi-racial	0%	
Personnel												
Years Principal Assigned to School	10 Months	# of Assistant Principals	2	# of Deans	3	# of Counselors / Social Workers		3				
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	0	% Teaching with Fewer Than 3 Yrs. of Exp.		38%	Average Teacher Absences	4				
Overall State Accountability Status (Mark applicable box with an X)												
School in Good Standing		Priority School	X	Focus District		Focus School Identified by a Focus District		SIG Recipient (a) (g)				
ELA Performance at levels 3 & 4	(6) 2%	Mathematics Performance at levels 3 & 4	(14) 4%	Science Performance at levels 3 & 4	0	4 Year Graduation Rate (HS Only)		42.5				
Credit Accumulation (High School Only)												
% of 1 <sup>st</sup> yr. students who earned 10+ credits	71.1%	% of 2 <sup>nd</sup> yr. students who earned 10+ credits	63.6%	% of 3 <sup>rd</sup> yr. students who earned 10+ credits	56.1%	6 Year Graduation Rate		59.6				

<b>Did Not Meet Adequate Yearly Progress (AYP) in ELA</b>			
<b>(Mark an "X" in the field(s) where school is identified for not meeting AYP.)</b>			
	American Indian or Alaska Native	X	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		
<b>Did Not Meet Adequate Yearly Progress (AYP) in Mathematics</b>			
	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		
<b>Did Not Meet Adequate Yearly Progress (AYP) in Science</b>			
	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		
<b>Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective</b>			
	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. Classroom Teachers improve with questioning techniques that will promote higher order rigor during lessons
2. Classroom Teachers develop an effective assessment strategies so as to promote effective planning
3. Classroom Teachers improve on differentiation to meet the needs of all students
4. Develop an overarching system that meets the social emotional needs of all students

**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 Education 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	
<b>OVERALL RATING FOR TENET 2:</b>					<b>I</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 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 thinking, and build deep conceptual understanding and knowledge around specific content.			X	
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	

	<b>OVERALL RATING FOR TENET 3:</b>			<b>D</b>	
<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.</b>					
<b>#</b>	<b>Statement of Practice</b>	<b>H</b>	<b>E</b>	<b>D</b>	<b>I</b>
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	
	<b>OVERALL RATING FOR TENET 4:</b>			<b>D</b>	
<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.</b>					
<b>#</b>	<b>Statement of Practice</b>	<b>H</b>	<b>E</b>	<b>D</b>	<b>I</b>
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.			X	
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
	<b>OVERALL RATING FOR TENET 5:</b>				<b>I</b>

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

#	Statement of Practice	H	E	D	I
6.2	The school 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' strengths 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
<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>I</b>
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**Debriefing Statement:** The interim acting school leader has not yet created continuous and sustainable systems that lead to high academic success for all students. As a result, the school’s overall outcomes have not shown improvement.

**Strengths:**

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

**Areas for Improvement:**

2.2 **The school has received a rating of *Ineffective* 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 stated that the vision is, "To prepare our students for the global economy and post-secondary education opportunities." However, interviews by the Integrated Intervention Team (IIT) with parents and students indicated that this vision was not widely shared with all stakeholders in the school community. Additionally, documents and data reviewed and interviews conducted by the Integrated Intervention Team (IIT) indicated that the school had not aligned this vision with critical school needs. Because the school vision was not widely shared throughout the school community and was not in alignment with measurable, results-oriented, and timely goals for student achievement and student well-being, the school community lacked a shared understanding and a sense of urgency about achieving school-wide goals to improve student achievement.

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

- Interviews, documents reviewed, and classroom visits conducted by the IIT indicated that the school leader had implemented some new systems and practices, including an attendance team, a credit recovery program, and the appointment of a data specialist. However, the school had not evaluated these systems for effectiveness, and there was no evidence provided to the IIT that these systems had led to increased student achievement or progress towards graduation. The lack of interconnected systems for the collection and analysis of instructional outcomes and the lack of on-

going reviews of new systems and practices limited the school's ability to demonstrate progress toward school improvement goals.

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

- Based on interviews with the school leader and staff, and on documents reviewed, the IIT found that the school leader had made a number of strategic decisions related to human, programmatic, and fiscal capital in order to advance school improvement efforts. These decisions included implementing common planning time, developing a new college office, looping students with the same guidance counselor, expanding the Virtual Enterprises (Business) Program, and implementing an attendance team. Interviews and documents reviewed indicated that resources were directed to address school improvement, however, not all strategic decisions were proving to be efficient or effective, e.g., the programming of a teacher for a Regents preparation class with one student on the roster; implementing a credit recovery program that did not result in improvement in the graduation rate; and assigning an assistant principal (AP) to be in charge of English as a second language (ESL) who had no previous experience in this area and was not receiving necessary training. Because not all resources were used effectively or efficiently, the achievement of school improvement goals was hampered.

**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.

- Based on interviews and documents reviewed, the IIT concluded that the school leader delegated instructional observation to the two APs, and he did not play an active role in instructional oversight. Staff indicated that AP instructional assignments were not based on areas of expertise, and adequate professional development (PD) was not provided to promote mastery in instructional practice or content knowledge. One AP had begun to implement a system for conducting targeted observations, providing low-inference feedback and tracking progress of teacher practices. The school leader shared plans with the IIT for developing a tracking system to determine which teachers had been observed, what improvements teachers were working on, and how much progress had been made toward these goals. However, at the time of the IIT review, the school provided no evidence that all teachers had been observed or received feedback based on observations. School leadership had not established goals for school leaders, teachers, or students. Students were not clear in what specific areas they needed to improve in order to reach maximum achievement or attain instructional goals. Because of the lack of implementation of a fully functional school-wide system to promote systematic instructional progress, instructional improvement was not ensured across grades and content areas and teachers and leadership were not consistently held accountable for student achievement.

**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.

**Tenet Rating**

**D**

**Debriefing Statement:** At the time of the IIT review, the school was working on the development of curricula and assessments designed to support the Common Core Learning Standards (CCLS). Because curricula were not consistently aligned with the CCLS or tailored to meet students' needs across the content areas for all students, students did not consistently experience rigorous instruction.

**Strengths:**

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

**Areas for Improvement:**

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

- Based on interviews with school leaders and teachers and a review of documents, the IIT found that the school leader had implemented common planning time and that teams spent some of this time working to align curricula to the CCLS. Newly appointed lead teachers also helped teams with the alignment of lesson plans and assessments with the CCLS. Although teachers had opportunities to collaborate with colleagues to develop curricula, the IIT found that the curricula were not modified to meet the needs of all students and student subgroups. Because curricula had not been modified to meet the needs of all students, all students were not consistently provided with rigorous and coherent curricula appropriately aligned to the CCLS.

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.

- The school leader and staff have implemented daily common planning time school-wide as a mechanism for facilitating implementation of CCLS-aligned curricula. However, during classroom and lesson plan reviews and from discussions with school leaders, the IIT found that not all teachers were effectively implementing CCLS-aligned curriculum in their classrooms, nor did curricula introduce complex materials. Additionally, curricula did not include modifications to meet the needs of individual students or identified subgroups. As a result of inconsistencies in the rigor of curricula, the lack of adherence to CCLS shifts, and the lack of curricula modifications to meet the needs of all students, instruction was not maximized to build higher-order thinking skills or develop deep conceptual understandings of content for all students.

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.

- Common planning time was provided to afford teachers opportunities to collaborate by content area; however, teachers did not meet across subjects, and although ESL teachers met with content teams they did not have a structured opportunity to collaborate with other ESL teachers and plan for English Language Learners (ELLs). The school has incorporated technology into instruction in a number of ways, including participation in the Virtual Enterprise Program that teaches students about business through task-oriented and hands-on coursework; the use of SMARTBoards; and the use of laptop computers that enable some students to access Achieve 3000, a literacy program. Although there was no systemic approach to incorporate the arts into instruction, the IIT noted that some teachers were doing so on their own. The lack of formal opportunities for collaboration across subject areas and the lack of a school-wide plan for the incorporation of arts, technology and other enrichment areas limited student opportunities to discover, create, and communicate information using the arts, technology and other forms of expression.

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.

- School leadership indicated to the IIT that some data was shared with team leaders; however, the school does not have a specific plan that delineates how this data should be used. School leaders do not monitor the implementation of data analysis across the school. Because the school does not have an effective plan for the development or implementation of a data-driven culture, instructional planning based on student needs, assessments and analysis, is limited.

**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:** At the time of the IIT review, teachers were not using data-based strategies to make decisions and create action plans that address the gap between what students know and need to learn. This has led to low levels of 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 *Ineffective* 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.

- Based on interviews with school leaders and teachers and on documents reviewed, the IIT found no evidence that teachers had established short- or long-term goals for students. Additionally, teachers did not have data-based plans for students, and most of the instruction observed by the IIT was teacher-directed, resulting in low levels of student engagement. Lesson plans examined by the IIT were not aligned with class data or student goals, and plans did not include supports or extensions for student subgroups. As a result of these factors, teachers were not using instructional practices and strategies organized around annual, unit and daily lesson plans to meet student goals and promote high levels of student engagement and inquiry.

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.

- Classroom observations by the IIT indicated that only some teachers provided CCLS-based instruction that included multiple points of access for all students. In one example, a teacher used laptops for all students so they could use an online reading and writing program (Achieve 3000) to access an article on Martin Luther King that was modified and made available to each student based on the individual's lexile reading level. However, this was the exception rather than the rule. Much of the instruction observed by the IIT was teacher-directed. Additionally, students lacked specific goals. The lack of targeted goals and multiple points of access limited paths for student success 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.

- While students indicated to the IIT that they generally felt safe in school, classroom observations by the IIT indicated that there was no evidence of a consistently applied and widely communicated behavioral management plan in place. During classroom visits, the IIT observed that teachers had posted behavioral expectations and rules in most classes. However, in several classes observed, students did not adhere to the rules, causing disruptions to instruction and creating impediments to students' ability to focus. Based on interviews with teachers and students, and on classes observed, the IIT found that although some teachers were attuned to the needs of their students and provided appropriate strategies for students to access learning, most teachers were not using effective instructional strategies to address the needs of all student groups and to promote higher-order thinking and student engagement. Because teachers did not consistently tailor instruction to the strengths and needs of all students, incidents of disruptive student behavior interrupted instruction. This led to a school climate where the classroom environment did not promote high levels of student engagement and inquiry.

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.

- The school leader has indicated that he provided a range of data to teachers, including scholarship reports, Regents exams, and the results of Renaissance testing (a program that assesses reading and math levels). The school leader also indicated that an item analysis had been compiled and provided it to team leaders so that teams could identify student strengths and weaknesses in order to modify instruction. However, teacher interviews and classroom observations by the IIT indicated that most teachers were not using data (including the New York State English as a Second Language Exam (NYSESLAT) or Individual Education Plans IEPs) to identify and address the needs of individual students and subgroups of students. Some teachers indicated that they used data to group students. Although staff was provided with multiple sources of data, there was limited evidence that teachers used data to modify instruction. Because instructional planning was not data-based, the school’s ability to improve student achievement and to engage students in their own learning was limited.

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

**Tenet Rating**

**I**

**Debriefing Statement:** The school was just beginning to create systems and supports aimed at meeting the social and emotional developmental needs of all students. The lack of fully developed systems and processes limited the school’s ability to support student success and well-being.

**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.

- As a result of interviews and data reviews conducted by the IIT, the team found that the school leader and staff had implemented some initiatives to address the social and emotional developmental health of students, including the formation of a new student support team, which met for the first time on the day of the IIT's visit. The school has also established a partnership with Montefiore Hospital. However, the school did not yet have a comprehensive strategic plan with corresponding systems designed to meet the social and emotional developmental health needs of all students in the school. The school leader reported to the IIT that the guidance counselors visited classrooms once a month and met with individual students on an as-needed basis. However, there was no system in place to ensure that every child had an adult in the school that coordinated social and emotional developmental health needs of the student and that the student knew. The school

leader indicated to the IIT that the school had begun to implement the NYC Department of Education citywide Respect for All initiative to build the capacity of staff and students to actively promote a community of inclusion and safety. However, there was no evidence of this initiative in the PD plan or in curriculum documentation provided to the team. A member of the student support staff indicated that the school was starting a committee to implement Respect for All. The lack of a clearly defined plan with overarching systems, curricula, and partnerships has limited the school's ability to support student personal growth and promote student social and emotional developmental health for all students.

**5.3 The school has received a rating of *Ineffective* for this Statement of Practice:** The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.

- Interviews by the IIT indicated that neither the school leader nor the student support staff could articulate the skills and behaviors that demonstrate social and emotional developmental health and lead to academic success. Additionally, the school leader indicated that the school did not have a curriculum or program to support student social and emotional developmental health. The lack of a clearly articulated vision and the lack of a program in place to promote social and emotional developmental health and school safety hinder the school's ability to meet the social and emotional developmental health needs of all students and build a safer, healthier school 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.

- Students generally expressed that they felt safe in school; however, interviews and documents reviewed by the IIT indicated that the school had not connected its vision to the social and emotional development of students. These factors left teachers uncertain about their role in supporting students in this area, and parents unable to express the work the school did that was linked to the social and emotional developmental health of their children.

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

- During staff interviews, the IIT found that the school did not have a systematized method of developing teachers' ability to use data to identify and respond to the social and emotional developmental health needs of all students. The school leader had not prioritized the need for systems that addressed how teachers and other staff used data to address students' social and emotional developmental health needs. The lack of opportunities to develop teacher's ability to understand the use of pertinent data has limited teacher's capacity to identify and respond to student social and emotional developmental health needs.

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

**Tenet Rating**

**D**

**Debriefing Statement:** The school was welcoming to families and was developing a culture designed to increase parent engagement and build partnerships. This environment resulted in some parents feeling encouraged to participate in their child's academic success.

**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.

- Parents and students indicated in interviews that the school offered a welcoming atmosphere and fostered a feeling of belonging and trust. To support this work, the school leader hired a bilingual parent coordinator and informed parents of the school's open door policy. Parents reported that they were trusting of the school's leadership and staff. Parents also reported that they felt comfortable communicating their needs or concerns with school leaders and staff, and that they were treated respectfully by the school community. Because the school environment was welcoming and respectful, families felt free to engage with the school in order to support student achievement.

**Areas for Improvement:**

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

- The school made an effort to communicate with families in both English and Spanish, the primary languages spoken in the school community. Parents interviewed indicated to the IIT that the primary communication they receive about their children's progress was during parent-teacher conferences or when there was a particular concern or issue. The school used a school management system to make information about student progress available to parents through the school's parent portal, but most parents interviewed were not aware of it. Because not all families accessed or understood communications regarding their child's strengths and needs, their ability to monitor and support their children's learning was limited.

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

- According to interviews with the school leader and staff conducted by the IIT, the entire school

community did not partner with families and community agencies to promote and provide PD across all areas. The school did not provide PD for staff concerning developing partnerships with families and the community. As a result, the school did not maximize the opportunities to work with families to address student needs and support student success.

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

- During interviews with parents, students and the school leader, the IIT found that the school did not yet have a culture where the entire school shared data in a way that empowered and encouraged families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success. The IIT found no evidence of a formalized program to assist parents in using data on behalf of their children. The school leader communicated concerns with the reliability of data in the data collection program available to parents. Data was not shared in a way that empowered families to understand and use this information on behalf of promoting student success, which limited the role of a critical stakeholder, the parent, in helping students to achieve academic success..

## **Recommendations:**

### **Tenet 2: School Leader Practices and Decisions**

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

- 2.2: Review and revise the school's vision to ensure that it clearly addresses the school's critical areas, including: low graduation, attendance and Regents passing rates; the needs of diverse populations, and a large number of students reading below grade level. Ensure that the school vision is widely communicated and shared by all stakeholders. Develop specific, measurable, ambitious, results-oriented and timely goals that are aligned with the vision, and include them in the SCEP.
- 2.3: Develop and implement data-based systems to track the effectiveness of school practices and systems and make necessary adjustments where appropriate. Establish clear expectations for the implementation and outcomes of new initiatives and staffing decisions, and follow up to ensure that these initiatives and decisions result in improved instruction and increased student achievement. Ensure that the school leader communicates pertinent school goals that are timely, transparent and widely available to all stakeholders. Ensure that the new data specialist is effectively supporting teachers in using data. Ensure that the attendance team gets to the root cause of why attendance is not improving. Ensure that the credit recovery program results in improved graduation rates. Ensure that the daily school leader meeting with the cabinet is used to evaluate progress based on overall school-wide strategic plan for student success and school improvement. Implement a reading program to address the needs of students reading significantly below grade level and ensure its effectiveness.
- 2.4: Re-evaluate current programming decisions to ensure that the needs of all students are being met, particularly English language learners. Explore and implement models to support ELLs across the content areas, e.g., placing Spanish teachers into general education content classes to support ELLs in content classes. . Ensure that teachers effectively implement the Sheltered Instruction Observation Protocol (SIOP) to effectively improve scaffolding for ELLs. Ensure that Regents prep classes are programmed and instructed to effectively service students.
- 2.5: Ensure that the school leadership role includes increased participation in the instructional leadership of the school. Re-evaluate the current instructional assignments of the two APs to ensure that each is building upon his/her strengths and is receiving support to ensure that the needs of all students are being met. Establish goals and a corresponding action plan for both APs that would include PD, supports, and engagement in regular check-ins to ensure progress toward goals. Develop goals for each teacher and a standardized set of expectations for what is evaluated during observations. Integrate the systematic monitoring of the Sheltered Instruction Observation Protocol (SIOP) Program into the observation process. Create a mechanism to enable all instructional leaders to monitor teacher progress towards established goals. Implement programming that addresses the needs of ELLs and students with disabilities to ensure that students not only receive the mandated services required for their academic and social/emotional support, but also the optimum program to maximize their learning.

### **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:

- 3.2: Provide consistent and systematic support to all teachers across grades and subjects appropriately aligned to the implementation of rigorous and coherent CCLS-aligned curricula. Ensure that the Business Department curriculum is rigorous and aligned with New York State expectations. Ensure that staff receive on-going PD to support them in the development and implementation of lessons and curricula aligned to the CCLS. Ensure that all curricula, including curricula secured from external vendors or the NYC Department of Education is tailored to provide scaffolds to address the instructional needs of the school population. Ensure that ESL teachers have a specific time to meet regularly to discuss how to adjust the curriculum to meet the needs of ELLs.
- 3.3: Provide teachers with opportunities to collaborate across subject areas to ensure greater alignment of the curricula and CCLS and that plans address the needs of all students. Ensure that CCLS pacing calendars and unit plans across all grades, content areas and classes expose all students to a progression of sequenced complex materials that foster students' higher cognitive competencies.
- 3.4: Provide opportunities for teachers across subject areas to regularly work collaboratively, targeting what is taught and why it is taught. Develop standardized expectations for how teachers should incorporate the arts, technology and other enrichment areas into their curricula to ensure that students are exposed to standards-based aligned curricula that enable them to discover, create and communicate information using the arts, technology and other enrichment areas.
- 3.5: Develop a school-wide culture where teachers effectively use data to assess school effectiveness, identify student needs, and promote high levels of student learning and success. Provide PD and other supports to ensure that teachers become adept at collecting and using formative and summative data to inform their instructional practices and enhance their students' progress. Ensure that lead teachers and the newly-appointed data specialist are working with teachers on the effective use of data. Ensure that school leaders monitor for effective use of data.

#### **Tenet 4: Teacher Practices and Decisions**

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

- 4.2: Ensure that teachers are effectively using multiple assessments, including summative, interim and formative assessments, to support student achievement. Ensure that the development of annual, unit and daily lesson plans is informed by data, e.g., summative, interim, formative attendance, and includes grade-level goals for all groups of students. Ensure that general education teachers are provided with student subgroup data, such as IEPs and the NYSESLAT, and that they receive PD on how to use this data to make modifications in instruction. Ensure that all teacher lesson plans include accommodations for student subgroups.
- 4.3: Ensure that teacher instructional practices are appropriately aligned to CCLS curriculum maps and that these practices are tailored to increase student achievement. Establish targeted goals for students and then ensure that teachers provide students with a wide variety of ways to engage in learning to achieve these goals. Ensure that instruction provides multiple points of entry for all students. Provide PD and support to all teachers to decrease teacher-directed instruction and ensure greater opportunities for active student engagement and student ownership in their own learning.
- 4.4: Ensure that the school has a clearly defined plan outlining behavioral expectations that are explicitly taught and consistently implemented. Provide PD and support to instructional staff on the use of instructional strategies

to promote higher order questions to stimulate student higher-order thinking and engagement and follow up to ensure implementation.

- 4.5: Ensure that teachers become proficient in using multiple data sources, including the NYSESLAT and student IEPs, and in analyzing the information provided from such sources to inform instructional decision-making, including student grouping and instructional strategies. Provide necessary PD and support on data analysis, data-driven instructional planning, and follow-up to ensure that this PD results in improved planning, instruction and increased student engagement.

### **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: Develop a comprehensive system for referral and support for all students that addresses barriers to social and emotional developmental health and academic needs. Use data to identify areas of need and cultivate partnerships that have a positive influence on students' social and emotional developmental health. Ensure that the school leader and student support staff develop and implement a comprehensive plan to address identified student needs. Ensure that the newly formed student support team continues to meet regularly as a team to promote social and emotional development of all students. Ensure that the school leader and student support staff develop and implement a comprehensive plan to address identified student needs.
- 5.3: Ensure that all school stakeholders can articulate the skills and behaviors that demonstrate social and emotional developmental health and lead to academic success. Implement a curriculum/program that teaches, supports, and measures social and emotional developmental health for students and results in a significant number of students demonstrating these skills. Ensure that there is PD in place that builds adult capacity for supporting students' social and emotional developmental health. Ensure that the student support team meets regularly to support both teachers and students in developing student social and emotional developmental health.
- 5.4: Ensure that, across the school community, teachers and parents are able to articulate the school vision and how it is connected to student social and emotional developmental health. Ensure that teachers are clear on the role they play in achieving that vision. Ensure that school leaders and student support staff develop a comprehensive plan to address student social and emotional developmental health and provide PD to staff to enable them to play an active role in the plan's implementation. Ensure that parents are able to express the work the school does that is linked to the social and emotional developmental health of their children and how this support is tied to the school's vision.
- 5.5: Have the school leader and student support staff provide necessary PD and work with teachers to develop an understanding of how to use data to address students' social and emotional developmental health needs that align to academic and social success. Ensure that teachers are using data to effectively address the social and emotional developmental health needs of all students. Provide opportunities for teachers who share the same students to collaborate to address students' social and emotional developmental health needs that align to academic and social success.

## **Tenet 6: Family and Community Engagement**

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

- 6.3: Ensure that the school staff regularly communicates with families concerning student achievement information using multiple tools in all pertinent languages so that student achievement is increased. Ensure that the data provided to parents in the parent portal is accurate and up-to-date. Ensure that the newly appointed parent coordinator participates in PD to help her effectively support parents. Work with the parent coordinator to develop a comprehensive plan for communicating with parents and engaging them in their children's education.
- 6.4: Make connections between families and the community to support student learning and growth. Provide PD for targeted school staff on how to actively seek and sustain healthy partnerships with families and community organizations that is linked to student needs.
- 6.5: Ensure the accuracy of data school-wide and data made available to parents. Share data with the school community in a way in which families can understand student learning needs and successes and are encouraged to advocate around student support. Ensure that parents receive the training they need to be able to access, understand, and use their children's data to promote dialogue among parents, students, and staff.