



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>	331900011659
<b>School</b>	Cypress Hills Collegiate Preparatory High School
<b>School Address</b>	999 Jamaica Avenue, Brooklyn, NY 11208
<b>District</b>	NYC CSD 19
<b>School Leader</b>	Amy Yager
<b>Dates of Review</b>	May 30 -31, 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	406	Title 1 Population	85%	Attendance Rate	81%				
Free Lunch	79%	Reduced Lunch	6%	Student Sustainability	NP%	Limited English Proficient	23%	% Students with Disabilities	15%		
Types and Number of English Language Learner Classes											
#Transitional Bilingual	0	#Dual Language	0	#Self-Contained English as a Second Language		4					
Types and Number of Special Education Classes											
#Special Classes	0	#Consultant Teaching	0	#Integrated Collaborative Teaching		20					
# Resource Room	5										
Types and Number Special Classes											
#Visual Arts	6	#Music	0	#Drama	1	# Foreign Language	2	#Visual Arts	0	#CTE	0
Racial/Ethnic Origin											
%American Indian or Alaska Native	1%	%Black or African American	16%	%Hispanic or Latino	75%	%Asian or Native Hawaiian/Other Pacific Islander	6%	%White	2%	%Multi-racial	%
Personnel											
Years Principal Assigned to School	9 months	# of Assistant Principals	2	# of Deans	0	# of Counselors / Social Workers		2			
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	11%	% Teaching with Fewer Than 3 Yrs. of Exp.		29%	Average Teacher Absences	4.9			
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)		SIG Recipient (g)	
ELA Performance at levels 3 & 4	26%	Mathematics Performance at levels 3 & 4	30%	Science Performance at levels 3 & 4	34%	4 Year Graduation Rate (HS Only)		50.5%			
Credit Accumulation (High School Only)											
% of 1 <sup>st</sup> yr. students who earned 10+ credits	71.9%	% of 2 <sup>nd</sup> yr. students who earned 10+ credits	64.1%	% of 3 <sup>rd</sup> yr. students who earned 10+ credits	68.5%	6 Year Graduation Rate		75.9%			

NP = Not Provided

<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		Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		
<b>Did Not Meet Adequate Yearly Progress (AYP) in Mathematics</b>			
	American Indian or Alaska Native		Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities		Limited English Proficient
X	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. Student progress, specifically in the areas of mathematics and English Language arts Regents results and credit accumulation.
2. Student performance in regards to the four-year graduation rate.
3. Closing the achievement gap, specifically looking at the four-year weighted diploma rate.
4. Data driven instruction focused on curriculum and lesson plan to increase rigor.

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

**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	
<b>OVERALL RATING FOR TENET 4:</b>				<b>D</b>	

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

#	Statement of Practice	H	E	D	I
5.2	The school 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>D</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' 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	
<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>D</b>
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**Debriefing Statement:** The school leader has put in place systems that contribute to the positive development of teachers. However, a system to encourage daily use of data within the classroom to inform instructional strategies is not evident. Lack of such a system is preventing teachers from both targeting skill development in lessons, and extending learning opportunities for students.

**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 has made strategic decisions so that school improvement and student goals are achieved. According to the school leader and the staff, the school leader reprogrammed 5<sup>th</sup> period advisory so teachers could provide Regents Review to students who needed additional support. Students who were on track for credit accumulation and graduation were able to take elective courses during this period. Identified teacher leaders met weekly during the school year, and in addition to other duties, supported the implementation of Small Learning Communities for each grade level. Staff and the school leader stated that Datacation, which allows teachers to obtain and organize data to track students, APEX, a web-based credit recovery program, and Rosetta Stone, a computer-based language acquisition program, further support the school's goal to increase the graduation rate. With input from staff, the school leader identified areas to concentrate resources. The school leader made strategic decisions that have increased partnerships between the staff and administration and ensured that school improvement and student goals are achieved.

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

- The school leader has an observation system in place that all staff understands and that is valued by the staff. The school leader reported that staff receives six observations a year, with three of those being formal observations with pre-and-post observation conferences. The school leader also stated that at weekly meetings the assistant principals who have conducted observations present their findings, discuss what the overarching question or guidance to the observed teacher(s) should be, and track teachers on teacher-created goals. Teachers reported that the feedback from the observations is supportive and realistic, and builds upon previous observations so that teachers are moving towards their professional goals. In addition, the school leader requires teachers to use a variety of data sources to inform instruction including attendance, Regents tests, and benchmarks.

The school leader has a system in place to conduct targeted and frequent observations that allows the school leader to hold staff accountable for continuous improvement.

**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 community has shared ideas about what the school should accomplish with students, but the mission and vision statements are not understood by all school stakeholders. According to the school leader, the mission of the school is to work closely with students, within their community, to prepare them for college and careers. The former school leader, in concert with staff, parents, and corporate partners, created this mission two years ago. The current school leader reported that at the beginning of the year, the staff conducted a gallery walk of the school, and then discussed goals for the School Comprehensive Education Plan (SCEP) that would further the school's mission and vision. Staff and students reported that the current mission of the school, to ensure that students were college and career-ready, was also created with staff and student input. However, parents reported that the mission of the school was to enhance the overall cultural diversity. Parents also stated that they were unsure of who created the mission. Although the school community has shared ideas for the mission and vision, the lack of a clearly articulated mission prevents each group of stakeholders from contributing effectively to the forward movement of the school.

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 leader has systems in place to collect evidence on progress in the areas of teacher practices and student social and developmental health, and is currently working to create systems that track progress on student achievement, curriculum implementation, and community/family engagement. As reported by the school leader and the staff, an observation system provides both administrators and staff with useful feedback on teacher practices and the necessary supports for improvement. Staff reported that services from Long Island Jewish Health Center, Partnership for Children and other community-based organizations supported student physical, social, and emotional needs. Staff stated that they collect data on the services that students are using, and engage the community based organizations in the school-wide goal to increase attendance. While the school leader stated within the self-assessment increasing rigor and using data would be the foci for the year, during classroom observations the IIT found that most teachers did not consistently utilize rigorous instructional strategies in the delivery of their classroom lessons. A review of lesson plans did not show differentiation of instruction based on student achievement data. Although the school leader has in place common planning time and an observation system that focuses on providing feedback on teacher practices and data collection on use of community-based services,

these measures are not influencing instruction in intended ways. As a result, staff is unable to effectively target and improve individual and school-wide practices in the critical areas or extend learning opportunities for students.

**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:** The school has worked to align its curriculum and content to the Common Core Learning Standards. However, without a focus on modifications or extensions based on data, particularly for ELLs, opportunities for students to engage in the material in different ways are limited.

**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 CCLS in Pre K-12.

- The school leader has put a structure in place at the school to support staff as they create curriculum aligned to the Common Core Learning Standards (CCLS). Staff and the school leader reported meeting on a weekly basis to review curriculum and look at student work, as seen in a review of meeting agendas. Staff stated that they receive support in curriculum development through the Network professional development, use of the City University of New York curriculum materials, and through the Critical Friends structure, which designates a certain individual to comment on a colleagues work in a friendly manner. According to the school leader, staff created Common Core aligned performance tasks (one each semester) that were reviewed by the Critical Friends group and Small Learning Communities. Additionally, the school leader reported that the Network received a Petrie Grant that will provide paid opportunities for teachers to meet and write curriculum over the summer. The comprehensive curriculum support structure that is in place at the school provides staff with the necessary time and resources to develop a rigorous and CCLS aligned curriculum.

**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.

- Although the school leader and staff actively engaged in creating CCLS aligned curriculum, unit plans and lesson plans lack structure to stimulate higher-order thinking, provide multiple entry points for students, or effectively support the needs of the growing English language learner (ELL) population. The IIT conducted a review of curriculum maps, and found that the quality was inconsistent, with only some maps including specific strategies for presenting content and resources for lesson development. The IIT reviewed lesson plans from classes visited and found that while most of these

plans based on essential questions, they did not address how the teacher could either support or extend student understanding of the concept through questioning. Lesson plans also did not consistently address how the teacher could present the content vocabulary needed for ELLs to understand the content or detail the language objectives for them in the lesson. As a result, the lesson plans as written limit the opportunity for students to engage with the content or the assignment, particularly ELLs.

**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.

- According to the school leader and the staff, content and grade level teams meeting weekly to develop units, lessons, and look at student work. Staff stated that they have sometimes worked in interdisciplinary teams to develop CCLS aligned tasks. Smartboards and laptops were in most of the classes observed by the IIT, with some in use at the time of the visit. Teachers reported meeting weekly to plan for instruction and examine student work. However, the IIT saw limited evidence, during a staff meeting or in a review of documents, of item analysis based on student work to inform future instruction or discussion of grouping of students based on needs. The lack of discussions based on data and strategies to use that data to influence instruction limits the staff's ability to identify what instructional strategies are working well, and what to revise to meet the needs of different groups of students.

**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.

- Although the school leader has a structure in place to collect and analyze data, there is inconsistent use of this data to inform best practices. The school leader and the staff collect, track, and monitor academic data, to ensure that students are accumulating the required number of credits. The school also collects and reviews January and June Regent exam passing rates and student scholarship reports (i.e. report cards). The school leader also reported sharing school wide analysis of this data with staff. However, based on a review of documents and interviews, the IIT felt there was limited evidence of analysis of the Acuity diagnostic and instructional program results, interim assessments or other assessments to determine student needs, group students, review the quality of instruction, or modify instruction. As a result, the school is unable to identify the underlying issues that affect student achievement, or effectively pinpoint the exact adaptations to instructional practices and curriculum that need to occur to support greater student achievement.

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

**Tenet Rating**

**D**

**Debriefing Statement:** Teachers meet to discuss curricula and its impact on student achievement. However, due to a lack of focus on rigor and data-driven instruction, not all students experience high levels of engagement.

### **Strengths:**

4.4 **The school has received a rating of *Effective* 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 staff and leadership have created a safe and respectful learning environment based upon a culture of responsiveness to student needs. The IIT observed positive student behavior and mutual respect during class visits. Both staff and students report the school is safe, and that staff is focused on ensuring student needs are met. Students report that staff sometimes provides one-on-one counseling and that if a staff member knows of a student that is doing poorly, they will pull the student aside and provide them with extra assistance. Teachers also offer incentives and meet with students before school to rectify attendance issues and discuss appropriate behaviors in the classroom. Students further asserted that they felt like the adults in the building were looking out for them. As a result, a positive school environment for students to improve academically is in place.

### **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.

- Although staff has worked to create curriculum maps, unit plans, and daily lesson plans that align to the Common Core Learning Standards, most plans do not use data to either target specific skills or strategies for groups of students, or include strategies or questioning techniques that support higher levels of student engagement and inquiry. The IIT conducted a document review of curriculum maps, unit plans, and daily lesson plans. Most of the plans reviewed did not appear to be based on student achievement data, or to identify groups of students based on academic needs, or outline specific instructional strategies to support academic achievement of groups of students and that would lead to higher student engagement and inquiry. In particular, plans did not include language acquisition objectives for ELLs; a group that the staff and school leadership has noted is a focus of current improvement efforts. Staff did mention the use of formative and summative data to make plans, but the use of this data was not evident in the plans reviewed. Additionally, staff stated that marking period performance is the basis for setting student goals. While students stated that while they understood that they needed to improve their grades in a particular subject, they did not have specific goals related to the subject area content. As a result, instructional strategies have not consistently supported academic achievement of groups of students, nor has it led to higher 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.

- The school is moving toward providing instruction aligned with the CCLS, but most staff do not provide instruction that leads to multiple points of access for all students to achieve targeted goals. During many class visits, the IIT observed students working on grade-level appropriate materials.

Although students were in different heterogeneous groupings, student assignment to a particular group does not appear to be the result of data or student needs. Teachers assigned groups tasks, managed student focus on work, and followed up with students at the end of the given time. The IIT observed that some students were disengaged, some students were having difficulty with the work, and some students became solely responsible for completing the assigned task for their group. While one teacher observed did engage students with higher-level questions and supported students in their productive struggle through additional questioning, the IIT did not observe most teachers using differentiated strategies to ensure that all students could access the content or complete the assigned task. Since a majority of staff observed did not specifically engage in instruction that includes multiple points of access for students to achieve targeted goals, students in many classes have limited opportunity to engage with and become proficient in the required content.

**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.

- Although the school staff and administration can speak to the gathering and use of data to inform creation of lesson plans and to foster student participation in their own learning process, class visits and a review of documents by the IIT highlight inconsistent use of data on a day-to-day basis, and for particular groups of students. The school leader created a data team in the current school year and provided teachers with professional development (PD) on student groupings based on interim assessment data as well as PD on how to create lesson plans based on interim assessment data. The school leader and staff also reported creating data binders for each class that include item analyses of Regents and interim assessment data. However, during classroom visits, the IIT did not observe grouping of students based on specific academic strengths or deficiencies as highlighted by interim assessment data analysis. Lesson plans reviewed by the IIT primarily focused on the content delivered to students and did not address modifications, strategies, or supports for students based on skill deficiencies found through data analysis. Additionally, in conversations with the IIT, students were not able to articulate specific skills they needed to improve in order to master content and receive a better grade. There is a lack of congruity between data analysis and the application of findings based on data to inform lesson planning, develop explicit teacher plans, and foster student participation in their own learning process. As a result, students are not receiving instruction targeted toward increasing academic mastery of specific concepts and content, nor do they fully participate in their own learning process.

**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 instituted a variety of partnerships and programs to support student social and emotional health needs. However, program implementation did not take place uniformly so that all school constituents are involved and be academically and socially successful.

**Strengths:**

5.2 **The school has received a rating of *Effective* 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 has cultivated a comprehensive set of systems and partnerships that support student physical, social, and emotional health. According to the staff, parents, students, and school leadership, the school has a successful partnership with the Long Island Jewish Medical Center (LIJMC). The Center provides comprehensive medical and social health programs, including a coordinated program to support pregnant students, a leadership development program, and a social work supervisor. The school leader and staff reported that representatives from LIJMC communicate with teachers on a regular basis about student needs and services, and often push into classes to support teachers with lessons related to social and emotional health. According to the school leader, the school also works with Partnership with Children to support student attendance initiatives, and with the Cypress Hills Development Corporation to provide a Student Success Center focused on student efforts to apply to and attend college. The school leader and staff reported that the student support team has monthly case conferences with the various community based organizations providing services, and that the team keeps a spreadsheet to track the services that students have received. In addition to the work with community-based organizations, the school has established an advisory period to support the social, emotional, and academic progress of students. The advisory teacher also acts as the students' point of contact when they have any problems. The school leader and staff have stated that the advisory period has been an effective strategy for ensuring that staff is supporting student social and emotional needs. In addition, students reported to the IIT that they feel that the adults in the school look out for them. Because of these partnerships and the systems in place to ensure students receive services, students feel safe in their school environment.

5.5 **The school has received a rating of *Effective* 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 has an effective system in place to develop teacher's ability to use data to respond to students' social and emotional needs, especially as they relate to school attendance. The school leader, staff, and students reported that a primary focus of school improvement efforts this year was increasing the daily attendance rate. The school leader reported establishing an attendance team to track attendance, recommend initiatives to increase attendance, and discover root causes for chronic student absences. There is an attendance meeting every Friday to discuss chronic absentees and develop action plans that include phone calls, letters, and home visits. Staff reported that they use the New York City Department of Education's Achievement Reporting and Innovation System, (ARIS), data in the beginning of the school year to target students who are under-credited or who have a chronic absence problem. The guidance counselor then works with targeted students and their parents during Kid Talks to develop plans to increase attendance and provide extra academic support (through Saturday school or participating in APEX credit recovery). Staff also

reported that there is an in-house referral system to track student social and emotional issues. According to staff, the tracking system allows staff to record inappropriate student behaviors, and then Assistant Principals review the data and make student referrals to the support agencies located within the building. The school can build upon its work using data to trigger attendance and social emotional interventions in order to continue to increase student attendance and achievement and support students in becoming academically and socially successful.

**Areas for Improvement:**

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.

- Although the school has systems and partnerships in place for supporting the social and emotional developmental health of students, it is only beginning to develop a program to teach, support and measure social and emotional health of students. The school has an advisory program that both students and teachers highlight as crucial to supporting student social and emotional needs. The school leader stated that the advisory period allows teachers to address such issues as suicide prevention, bullying, alcohol, and drug abuse. However, this program discontinues for grades 10 through 12 during spring semester in order to provide students with Regents preparation. The school leader and staff have agreed to continue the advisory program on a modified schedule in the coming year. Based on a review of documents and interviews with staff, the IIT did not find that a defined curriculum was in place to support the goals of the advisory program nor was there a way to evaluate the impact of the advisory program. While teachers receive PD on the topic of bullying, and discuss student case studies provided by guidance counselors weekly, there was no evidence to suggest that teachers receive PD related directly to supporting the social and emotional developmental health of students. In addition, during interviews with the ITT, parents expressed a feeling of helplessness when their children spoke to feelings of a lack of motivation in classes. Not having a defined advisory program curriculum, teacher PD related to social and emotional health connected to learning experiences, and a system to address parental concerns over student motivation, limits the ability of staff to effectively target and address the topics most important to student social and emotional health.

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.

- Although students and staff expressed that they feel the school is safe and conducive to learning, the school community, including parents, could not articulate how the school's vision connects to the social and emotional development of students. The school leader stated that the mission of the school is to work closely with students, within their community, to prepare them for college and careers. Staff, students, and parents all agreed that the mission of the school was to prepare students for college and careers. However, the school community as a whole did not articulate during interviews with the IIT how student social and emotional development relates to the mission of preparing students for college and careers. Since the school is in the beginning stages of

implementing programs aimed at addressing student social and developmental health needs, not all school constituents are able to articulate and support these 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 communicates with parents regarding student achievement in different ways. However, the limited parent involvement, as it relates to understanding student and school data, limits parents from proactively sustaining student 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.

- Staff, parents, and students all reported that they felt that the school is a welcoming and supportive space within the community. According to parents, the school has reached out several times to parents regarding graduation requirements, student achievement, and preparation for college. Parents report they receive invitations to workshops on the Common Core Learning Standards, student achievement data, and changes in grading. Parents also reported that they feel comfortable contacting both teachers and the school administrators when they have questions or concerns. The school leader reported that the school's Parent Coordinator is the main point of contact for parents. According to the school leader, the Parent Coordinator sends home a monthly calendar of events that includes award ceremonies, parent teacher conferences, APEX credit recovery dates, after-school English as a Second Language ESL enrichment classes, and Regents testing dates. The school leader also stated that the school hosts dinners twice a month to encourage parent attendance at parent workshops and Parent Teacher Association PTA meetings. As the school works to improve student academic achievement, the positive school atmosphere will help to ensure that the entire school community participates in school improvement activities.

**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 has several strategies for communicating with parents regarding student achievement. The school leader and staff reported that they use a school management and instructional learning and communication system, Skedula, to maintain an online gradebook, which parents access to track student assignments and grades. The school leader stated that during the first parent teacher conferences of the school year, staff worked with parents to register them for online access, and it was a huge success. Staff and the school leader stated that they send progress reports home to parents in between quarterly grades. In order to support increased graduation rates, staff and parents reported that there has been increased communication regarding graduation requirements and credit recovery. According to parents, in September, parents of students needing credits were

invited to meetings and informed of any credit deficiencies. Counselors, teachers, and parents then created a plan to support the student in getting the necessary credits, and the guidance counselor later reported student progress to parents. To ensure appropriate contact, the school's guidance counselor, parent coordinator, and an assistant principal also provided for foreign language translations during communication with parents. The school's approach to communication with parents will allow the school and parents to work together effectively to ensure that students needs are met.

**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 make connections between families and the community to support student learning and growth, but is still developing a strategy for ensuring that targeted school staff receives professional development on how to seek and sustain partnerships with family and community organizations. The school support staff stated that there are partnerships in place with Long Island Jewish Medical Center, Partnership with Children, and the Cypress Hills Local Development Corporation, and that the school administration and staff have played an active role in matching partner services with parents and students. However, in a review of documentation and during interviews, the IIT could not find evidence that the school had provided targeted staff with professional development as it related to seeking out and maintaining academic, social, and emotional developmental health partnerships with families or community based organizations. Because the school is not providing professional development to targeted student support staff, the school cannot enhance the quality and effectiveness of partnerships in place, as well as create new partnerships that would positively influence student success.

**6.5 The school has received a rating of *Developing* 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 communicates with parents frequently regarding student achievement data, but does not provide a wide range of learning opportunities for families to increase their understanding of the data. Parents reported that the school offered two workshops during the year regarding student achievement data and new graduation requirements. However, the parents stated that those workshops relate to school wide academic issues highlighted by assessment data, and not to looking at individual student data. The lack of a school wide strategy to communicate individual student data, as it specifically relates to how teachers and parents can use item analysis to target interventions for students, does not empower and encourage families to use and understand data to promote dialogue centered on learning and 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: Clearly articulate, discuss, and ensure school community ownership of the established mission. Work with all school stakeholders to ensure that school-wide goals align with the vision.
- 2.3: Continue and strengthen efforts to increase rigor within the classroom by reviewing lesson plans for strategies and content that promote rigor, such as differentiation of instruction based on student achievement data and use of higher order questioning strategies.

### **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: Review and assess unit and lesson plans, as well as observe lessons as taught, to ensure that teachers are consistently planning activities that stimulate higher order thinking and that support the language acquisition needs of English Language learners. Provide necessary professional development on how to support ELLs within a Common Core aligned classroom.
- 3.4: Provide staff with additional professional development regarding the use of item analysis as well as how to use the results of that analysis in planning for instruction. Continue to discuss how to use data for planning during team meetings, and follow up during classroom observations to ensure implementation.
- 3.5: Provide professional development to staff regarding how to use data to evaluate the success or failure of particular instructional strategies with groups of students. Use data to identify which instructional practices are not working within the classroom, and follow up with staff during classroom observations.

### **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: Work with staff to ensure that unit and lesson plans contain specific content and skill goals for groups of students, based on item analysis data. Provide professional development or curricular resources to staff to help them match appropriate instructional strategies with the identified needs of students within the class.
- 4.3: Based upon the school's established Critical Friends protocol, create a system where staff visit other rooms specifically to observe student engagement and interactions. Use these visits as basis for discussions related to use of appropriate instructional strategies based on the needs of students. Highlight staff who are engaging students in higher order thinking, and use them as a resource/exemplar for other staff.
- 4.5: In addition to working with staff to ensure that unit and lesson plans contain specific content and skill goals for groups of students based on item analysis data, provide professional development to staff on how to share this data with students. Implement a student self-assessment and tracking system to involve students in improving their identified skills.

### **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:

- 5.3: Create an advisory curriculum that supports the agreed upon goals of the advisory period, and a system for evaluating the impact of the curriculum on student behaviors and skills.
- 5.4: Make explicit to the school community the connection between the school mission and the social and emotional needs of students. Work with the school community to identify if there are additional programs or resources that can be of use to support the connection between the mission and the needs of students.

### **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:

- 6.4: Provide professional development to student support staff on how to seek and sustain partnerships with family and community organizations.
- 6.5: In partnership with the PTA, create a strategy to communicate individual student data (in particular item analysis), and provide professional development to families on how to actively participate, advocate and support the school toward improving student learning and the overall school success.