



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code/DBN	321000011440
School	Dewitt Clinton High School
School Address	100 West Mosholu Parkway South
District	New York City (NYC) Community School District (CSD) 10
School Leader	Geraldine Ambrosio
Dates of Review	May 7 -9, 2013
School Accountability	Priority
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	9-12	Total Enrollment	3,414	% Title 1 Population	75.5%	% Attendance Rate	79.9%				
% Free Lunch	75.5%	% Reduced Lunch	.05%	% Student Sustainability	93%	% Limited English Proficient	19.6%	% Students with Disabilities	16.15%		
Types and Number of English Language Learner Classes											
# Transitional Bilingual	54	# Dual Language	0	# Self-Contained English as a Second Language			15				
Types and Number of Special Education Classes											
# Special Classes	168	# Consultant Teaching	0	# Integrated Collaborative Teaching			37				
# Resource Room	17										
Types and Number Special Classes											
# Visual Arts	27	# Music	22	# Drama	0	# Foreign Language	78	# Dance	1	# CTE	29
Racial/Ethnic Origin											
% American Indian or Alaska Native	1%	% Black or African American	31%	% Hispanic or Latino	60%	% Asian or Native Hawaiian /Other Pacific Islander	7%	% White	2%	% Multi-racial	0%
Personnel											
Years Principal Assigned to School	13	# of Assistant Principals	11	# of Deans	18	# of Counselors / Social Workers		22/3			
% of Teachers with No Valid Teaching Certificate	1%	% Teaching Out of Certification	1.3%	% Teaching with Fewer Than 3 Yrs. of Exp.		8.1%	Average Teacher Absences	6.1%			
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	60%	Mathematics Performance at levels 3 & 4	78%	Science Performance at levels 3 & 4	73.5%	4 Year Graduation Rate (HS Only)		49.9%			
Credit Accumulation (High School Only)											
% of 1 st yr. students who earned 10+ credits	51.2%	% of 2 nd yr. students who earned 10+ credits	53.3%	% of 3 rd yr. students who earned 10+ credits	58.7%	6 Year Graduation Rate		69.5%			

Did Not Meet Adequate Yearly Progress (AYP) in ELA (Mark an "X" in the field(s) where school is identified for not meeting AYP.)			
	American Indian or Alaska Native	X	Black or African American
X	Hispanic or Latino	X	Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
X	Students with Disabilities	X	Limited English Proficient
X	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native		Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
X	Students with Disabilities	X	Limited English Proficient
X	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Science			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective			
X	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. Improve attendance.
2. Improve credit accumulation and Regents' passing rate.
3. Improve graduation rate and improve college readiness.
4. Improve teaching, learning and guidance services.
5. Improve safety and security for all.

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

Mark an "X" in the box below the appropriate designation for each tenet, and mark in the 'OVERALL RATING' row the final designation for the overall tenet.

#	Statement of Practice	H	E	D	I
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).				X
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum, & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.			X	
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic, and fiscal capital so that school improvement and student goals are achieved.			X	
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.				X
OVERALL RATING FOR TENET 2:					I

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	
OVERALL RATING FOR TENET 3:				D	

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

#	Statement of Practice	H	E	D	I
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.			X	
4.3	Teachers provide coherent, appropriately aligned Common Core Learning			X	

	Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.				
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.				X
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.				X
OVERALL RATING FOR TENET 4:					I

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
OVERALL RATING FOR TENET 5:					D

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

#	Statement of Practice	H	E	D	I
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.			X	
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.				X
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.				X
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.				X
OVERALL RATING FOR TENET 6:					I

School Review Narrative:

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

Tenet Rating

I

Debriefing Statement: The school has a vision that has not been updated to address the needs of the current student population. School goals are not aligned to the vision, and systems to support school improvement are limited. Consequently, student academic achievement is negatively impacted.

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).

- Although the school has a vision, it has not been updated to meet the needs of the current school population. Teachers, students, and parents indicated to the Integrated Intervention Team (IIT) that it was their understanding that the vision articulated by the school leadership was established when the school opened. During interviews with the school leader, the IIT found that the school goals articulated by the school leader are not priorities aligned to the vision. Because the school does not have a clearly articulated and shared vision with aligned goals, collaboration toward the achievement of school-wide goals is hindered.

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 is in the beginning stages of developing evidenced-based systems to examine and improve practices in areas of critical need, such as teacher practices, student achievement, and family engagement. Interviews with the school leader and teachers, as well as document review, indicated that these efforts include regularly scheduled opportunities for common planning time, the use of Danielson’s Framework for Teaching during professional development (PD) and department and individual teacher scholarship reports used to track student progress. The IIT also found that the school leader attempted to communicate with parents by mail and by phone about student achievement to ensure family engagement. However, the IIT found that these efforts were not linked to identified school goals or a shared vision for school improvement, and lacked structure

to provide explicit support to improve practices. Consequently, the lack of fully functional evidenced- based systems and structures in areas of critical need limits the school’s ability to improve individual and school-wide practices and make progress toward mission critical 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.

- The school leader has made some programmatic, staffing, and fiscal decisions to address student needs. To support the needs of at-risk grade nine students, the school created the Governor’s Program, with a staff of guidance counselors and teachers. This program was developed to accelerate credit accumulation. Because of attendance issues and to meet the needs of subgroups, the school leader also allocated funds to hire an additional attendance teacher as well as two new guidance counselors, one for bilingual students and another for grade nine students. While the school leader has made some decisions regarding human, programmatic, and fiscal resources that support student needs, the allocation of resources lacks overall systematic planning and monitoring, which limits the school leader’s ability to promote student achievement and school improvement.

2.5 The school has received a rating of *Ineffective* 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 does not have a functional system in place to track teacher progress and hold staff accountable. While the IIT found through examination of a teacher observation log that the school leader conducts observations, the IIT found no evidence in observation reports or other documents of any teacher improvement plans or targeted feedback to staff. Document review indicated that new teachers are assigned mentors, and there is a system for intra-visitations of teachers within the school for peer support. However, the IIT found that no evidence of progress tracking or clear expectations for improvement that are communicated to staff. The lack of a fully developed system with relevant feedback, improvement plans, and clear expectations hinders the ability of the school leader to hold staff accountable for continuous improvement, which negatively impacts 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: While the school has developed curriculum that supports the Common Core Learning Standards (CCLS), there is limited evidence of its effective implementation in the classrooms. Therefore, academic achievement is 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 Common Core Learning Standards (CCLS) in Pre K-12.

- The school leaders support the development of curriculum aligned to the CCLS. Document review and interviews with staff indicated that common planning time is provided for teachers in the same content areas, which facilitates instructional collaboration on the CCLS curricula. The CCLS aligned unit plans are developed to meet citywide instructional goals. Additionally, document review by the IIT indicates that teachers have developed curriculum maps and pacing calendars to support learning. Because of these structures and activities to develop and implement curricula that support the CCLS, the ability of the school to provide a rigorous curriculum that prepares students to be college and career ready is enhanced.

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.

- The school has expectations that teachers will collaborate to make consistent use of the curricula to guide instruction. Teachers stated to the IIT that there are regular formal grade-level meetings where they discuss unit plans. In classes observed by the IIT, teachers used plans and materials appropriately aligned to students' grade levels. However, implementation of instructional strategies and plans that support the expectations of the CCLS and introduce complex materials to stimulate higher-order thinking were inconsistent. In some classes visited by the IIT, students did not engage in higher-order thinking skill activities or analyze information related to text. Consequently, not all students are engaged in rigorous learning experiences, which limit their access to deep conceptual knowledge needed for academic success.

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.

- The school leader reported and document review indicate that she has created some opportunities for teachers to work in specific teams during scheduled common planning time, across grades and subject areas, one to two times per week. However, the IIT found that student curriculum and instruction includes minimal usage of technology and the arts. In classrooms visited by the IIT, there was limited technology available to students, such as SMART Boards and computers. Additionally, there was limited evidence of the incorporation of the arts to enrich the curriculum. Because students are not fully benefitting from the arts, technology, and other enrichment areas, they are missing additional learning opportunities to support their success.

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.

- Some teachers use item analysis of Regents examinations and other data to determine the level of support that students need to increase achievement levels. Document review and observation of team meetings by the IIT indicated that the school leader provides staff with updated information on testing performance indicators, student attendance, scholarship reports, and school progress reports. In classes observed by the IIT, some teachers’ lesson plans included multiple entry points for subgroups, such as students with disabilities, and English language learners (ELLs). However, lessons did not include modifications for high achieving students, leading to non-engagement of these students during the lessons observed by the IIT. Although the school leader provides some data to staff to assist them in determining student-learning needs, teachers’ inconsistent use of data to develop focused plans to inform instruction limits the school’s ability to improve outcomes for all students.

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

I

Debriefing Statement: Teachers’ use of instructional practices to address the diverse learning needs of students is inconsistent. Most teachers provide generic instruction and use strategies that do not encourage students to engage in discussion and develop higher- order-thinking skills. As a result, students’ access to high levels of engagement to achieve academic goals is limited.

Strengths:

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

Areas for Improvement:

4.2 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.

- Document review indicated the school has focused professional development (PD) on enhancing instruction, reflecting the criteria outlined in Danielson’s Framework for Teaching. Some teachers design lesson plans that lack consistent indicators of data-driven methodologies or intervention strategies for student improvement and achievement goals. Document review by the IIT indicated there is limited evidence of how lessons are aligned to class data to identify effectively academic strengths and weaknesses of students, although some teachers provide instruction aligned to plans that include intervention strategies for struggling students. In addition, interviews with students indicated that most teachers do not create long-term or short-term goals for them. The inconsistent use of lesson plans that reflect established student achievement goals and the diverse

needs of students limit high levels of 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.

- Teachers' use of differentiated instruction or varied activities to provide multiple points of access for all students was inconsistent. Some classes observed by the IIT, were teacher directed and lacked multiple entry-level points for students to engage in the lesson while others provided for differentiation and diverse strategies. For example, in an honor's mathematics class visited by the IIT, the teacher used strategies or questioning techniques that led students to deep conceptual thought or inquiry. However, although students sat in groups, they worked individually from the same worksheet. Students were not given the opportunity to explain answers and the teacher did not check for understanding. Consequently, inconsistent instructional differentiation results in limited opportunities for multiple points of access for students to achieve instructional outcomes and related targeted goals.

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

- Although the school leaders emphasized a culture of learning in order to support student growth and development, the IIT found limited evidence that indicated this was actually occurring. In classrooms visited by the IIT, teachers did not generally challenge students to use higher-order cognitive skills or tailor instruction to meet the diverse needs of students. In addition, during classroom visitations the IIT did not find evidence of rules, policies, or expectations regarding student behavior that were posted in classrooms. The IIT observed that there were some students who were in the halls during class-time without any redirection from staff. Because teachers are not providing and implementing a consistent behavioral policy or challenging students in ways that are tailored to their strengths and needs, high levels of student engagement and inquiry are hindered.

4.5 The school has received a rating of *Ineffective* 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 teachers are provided with a variety of data sources, they do not effectively use data to target interventions, monitor student progress, or promote student participation in their own learning. Teachers examine New York State English as a Second Language Achievement Test (NYSESLAT), class examinations, standardized tests, Regents examinations, and other data sources to inform instructional decision-making. Document review and observation of team meetings indicated that the school leader provides staff with updated information on testing performance indicators, student attendance, scholarship reports, and school progress reports. However, the IIT found no evidence of any plans specifically designed to target intervention for all students. Although teachers discuss work with students, the discussions are not based on past performance

indicators. The IIT also found through observations that some teachers use rubrics for assignments and students receive limited feedback on their work from some teachers. However, the feedback is not based on an analysis of timely data to enable students to reflect on their own learning. As a result, students are not participating in their own learning process, which hinders student achievement.

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

Tenet Rating

D

Debriefing Statement: The school has developed some partnerships and a guidance plan; however, the school does not have an overarching system to address the social and emotional developmental health needs of students, which limits the ability of the school to be responsive to student needs.

Strengths:

All ratings for this Tenet are either **Developing** or **Ineffective** and therefore, all 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.

- While the school has developed some partnerships and has implemented a guidance plan, there is no overarching system that supports student social and emotional developmental health. The school has implemented a guidance plan for grades nine through twelve, which includes partnerships with some community-based organizations (CBOs). The school leader indicated and the review team observed that the school has a Wellness Center, where students in grade nine are invited to visit daily for tutoring, socializing, homework help, counseling, and use of the Internet. Document review and interviews with the school leader indicated that the school also collaborates with Kingsbridge Heights Community Center, which offers individual and group counseling to victims of sexual abuse. However, the IIT did not find evidence that the school uses data to cultivate partnerships to support and sustain student social and emotional health. Interviews with the school support team members indicate weekly attendance meetings are held with counselors and attendance teachers to analyze data, plan attendance outreach fairs, and to conduct home visits. However, these resources have not yet shown a positive impact on student attendance, The IIT did not find evidence that the school has a system to address the underlying reasons for this problem or a comprehensive system to address and sustain student social-emotional needs. As a result, the school has not fully implemented systems effectively addressing barriers to social and emotional developmental health, which negatively impacts student well-being.

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.

- Document review and interviews with school staff indicated that the school has developed a “ladder of referral” process whereby teachers identify social, emotional or learning problems that negatively impact student achievement. The IIT found that the school has outlined steps for students to be referred to the conflict mediation center in order to prevent suspensions and academic failures. In addition, the Governor’s Program, which has guidance counselors and teachers for grade nine students, was created to reduce student mobility and support at-risk students. However, the IIT found that some classes in this program lacked rigor and engagement of students. During interviews, the IIT also found that staff needs training in the supportive efforts of the student referral process. In addition, document reviewed indicated that the school does not provide PD to staff to help them support the social and emotional developmental health of students. As a result, the school community is limited in its ability to foster a healthy learning place for all constituents.

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 interviewed expressed to the IIT that they feel safe in the school, and parents stated that they feel welcomed in the school. However, during the visit, the IIT found some students wandering the hallways and a lack of consistency in implemented behavioral policy. Parents stated that the guidance counselors reach out to them regarding the progress of their children. They also reported they receive calls and emails from school staff on a regular basis if there are issues with their child. However, during interviews with the IIT teachers were not able to articulate how the school’s vision was connected to social and emotional developmental health as well as their role in supporting students. Because not all constituents can articulate their role that leads to a safe and positive learning community, more positive student outcomes are negatively impacted.

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.

- The school does not have a specific plan or system in place that uses data to support staff efforts to address student social and emotional developmental health. The IIT found no evidence that the school leader prioritized the need for systems or plans to develop teachers’ ability to use data to identify and respond to students’ social and emotional developmental health needs. Consequently, staff is hindered in its ability to respond effectively to student social and emotional needs to promote student success.

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

Tenet Rating	I
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Debriefing Statement: The school has established partnerships with some CBOs to support students’ academic,

social, and emotional growth. However, the school has not provided sufficient opportunities for all families to understand data and to identify students' academic progress or social and emotional developmental health needs. This gap limits the way in which families are able to access and engage in their children's achievement.

Strengths:

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

Areas for Improvement:

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

- Interviews with the school leader and observations by the review team indicate the school's has a Welcome Center for Parents where parents can meet, use resources, including technology, and receive timely information about their children and the school. Document review indicates the parent coordinator works closely with the parent teacher association (PTA) to increase parental involvement. Document review and interviews also indicate that the parent coordinator is instrumental in promoting volunteer opportunities to families. However, not all families, particularly parents with language barriers, are engaged with the school. While the school fosters a welcoming atmosphere, there are subgroups of parents who are not engaging with the school, which limits their ability to support student success.

6.3 **The school has received a rating of *Ineffective* 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 does not have a comprehensive plan for reciprocal communication with all stakeholders. The parent coordinator reported she translates for Spanish speaking parents, facilitating communication with school administrators, counselors, and teachers. However, interviews with staff and document review indicate the school staff has not made efforts towards recognizing all cultural groups that make up their school community. In addition, not all translation needs of the school community are addressed. As a result, there is little reciprocal communication with families, which hinders opportunities for families to support their children's learning and success.

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.

- The school shares information with families regarding community resources by providing parents with workshops to support student wellness, emotional development, and college readiness. However, document review indicated the school leaders do not provide PD for staff concerning the development of partnerships with families and or/ the community. Because of the limited nature of

partnerships and the lack of PD for staff, many constituents are not receiving the supports needed to promote 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.

- Although the school provides access to some student data, such as student progress reports and information regarding graduation requirements, not all parents are able to retrieve or comprehend the information. Parents interviewed by the IIT indicated that not all parents have access to Achievement Reporting and Innovation System (ARIS) nor do they have training on the use of this system to fully understand and interpret the data. The IIT found no evidence of workshops or training to increase parents' understanding of school or student data. Because not all parents are empowered to access, use, and comprehend data necessary to participate in dialogue with school staff, their ability to advocate on behalf of their children's needs is limited.

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: Develop and work toward specific, measurable, ambitious, results oriented and timely goals that reflect priorities that are aligned with the vision.
- 2.3: Encourage the staff to use systems that are dynamic, adaptive, interconnected, and that leads to the collection and analysis of outcomes. Support practices in areas that impact the school, student progress, and achievement, which include feedback loops and examples of best practices connected to student achievement.
- 2.4: Ensure that appropriate staff is assigned and sustained that enable the school to meet the academic and social needs of the students and the school. Create and use generic systems and structures for programming students and teachers that address student achievement, and incorporate an extended learning time program. Analyze the fiscal capital available to the school community to make funding decisions that address the school goals once a year.
- 2.5: Observe targeted teacher practices throughout the school year that result in relevant feedback and teacher improvement plans. Use student data, feedback from formal and informal observations, and PD opportunities connected to improvement plans and conversations to provide support to teachers and other staff members. Conduct periodic check-ins of other school administrators (especially administrators supervising subgroups of students) and staff members that lead to an understanding of the next steps that are necessary to be able to yield a positive year-end evaluation rating.

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: Ensure that all teachers formally participate in grade-level or other meetings to collaboratively create and examine coherent CCLS - appropriately aligned curriculum unit plans across their grade/subject. Ensure that all teachers use appropriately aligned CCLS pacing calendars and unit plans across all grades, content areas, and classes that expose students to a progression of sequenced complex materials. Ensure teachers use CCLS-appropriately aligned lesson plans that promote higher-order thinking skills and help students to analyze information.
- 3.4: Create opportunities for all teachers to work in partnerships within and across grades and subjects to target what is taught and why it is taught. Ensure that students are exposed to a standards-based aligned curriculum that enables them to discover, create, and communicate information using the arts, technology, and other enrichment areas.
- 3.5: Ensure that timely data (formative and summative assessments including screening, interim measures and progress monitoring) is shared with teachers and instructional staff so that they can assess school effectiveness, identify student needs, and promote high levels of student learning and success. Use assessment tools to identify patterns of student learning that leads to the adaptation of instruction. Analyze collected data, leading to the

development of instructional plans for groups of students that capture current levels of student achievement and map out a clear and timely path for progress and growth.

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 have a plan that is informed by data (summative, interim, attendance, IEPs, NYSESLAT,) and grade-level goals for all groups of students. Ensure that teachers use instructional practices and strategies that are aligned with plans, which include accommodations for groups of students with disabilities as well as for the linguistic needs of ELLs, and provide instructional interventions to students that lead to inquiry and engagement. Ensure that teachers create short and long-term goals for groups of students based on grade-level benchmarks, which lead to student involvement in their own learning.
- 4.3: Ensure that teachers use instructional practices appropriately aligned to CCLS curriculum maps to instruct students. Ensure that teachers use multiple entry points in learning that enables students to achieve their targeted goals.
- 4.4: Ensure that teachers create environments in which there is a common understanding and recognition of acceptable and safe behaviors by using behavioral expectations that are explicitly taught. Ensure teachers use strategies that are sensitive to diverse groups of students and their needs, which provides access to learning and social opportunities. Ensure that teachers stimulate students' higher order thinking skills by asking questions that relate to instructional materials that contain high levels of text and content complexity.
- 4.5: Utilize data sources and analyze the information provided from such sources to inform instructional decision-making, including student grouping and instructional strategies. Ensure teachers use targeted plans to adjust student grouping and instructional strategies based on data for most students. Ensure teachers provide frequent feedback to students based on the analysis of timely data and provide students with their next steps.

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: Ensure a system is established and sustained that allows each child to be known by a designated adult who coordinates social and emotional developmental health needs. Use data to identify areas of need and cultivate partnerships that impact student social and emotional developmental health.
- 5.3: Ensure all school constituents can articulate the skills and behaviors that demonstrate social and emotional developmental health and lead to academic success. Establish and sustain a curriculum/program that teaches, supports, and measures social and emotional developmental health for students that results in a significant number of students demonstrating these skills. Provide PD that builds adult capacity in supporting students' social and emotional developmental health that result in a safe, respectful learning community.
- 5.4: Ensure that the school community and teachers are able to articulate the school vision and how it is connected to student social and emotional health and the role teachers play in achieving that vision. Provide

parents with information that helps them understand the work that the school does that is linked to the social and emotional health of their children and how this support is tied to the school's vision.

- 5.5: Ensure that student support staff 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.

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:

- 6.2: Sustain an open-door policy to ensure appropriate access to school leaders and staff. Promote a trusting and respectful relationship with diverse families and community stakeholders. Offer families opportunities for volunteering and engaging with the school focused on student learning and development.
- 6.3 Respect and acknowledge the diversity of the existing knowledge and culture of families and community members. Ensure that the staff communicates about school issues and concerns in all languages so that all parents are aware of school updates communication. Regularly communicate with families concerning student achievement information using multiple tools in all pertinent languages so that student achievement is increased.
- 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 Provide a wide range of learning opportunities for families to elevate their understanding of student data. Share data in a way in which families can understand student learning needs and successes and are encouraged to advocate around students support.