



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

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



<b>BEDS Code</b>	342500011263
<b>School</b>	Flushing International High School
<b>School Address</b>	144-80 Barclay Avenue, Flushing, NY 11355
<b>District</b>	NYC CSD 25
<b>School Leader</b>	Lara Evangelista
<b>Dates of Review</b>	February 25-26, 2013
<b>School Accountability</b>	Focus
<b>Type of Review</b>	SED Integrated Intervention Team (IIT)

School Information Sheet												
Grade Configuration	9-12	Total Enrollment	422	% Title 1 Population		% Attendance Rate	94%					
% Free Lunch	86%	% Reduced Lunch	7%	% Student Sustainability	NP	% Limited English Proficient	91%	% Students with Disabilities	1%			
Types and Number of English Language Learner Classes												
# Transitional Bilingual		# Dual Language		# Self-Contained English as a Second Language								17
Types and Number of Special Education Classes												
# Special Classes		# Consultant Teaching		# Integrated Collaborative Teaching								
# Resource Room	1											
Types and Number Special Classes												
# Visual Arts	4/17	# Music		# Drama	1/4	# Foreign Language		# Dance		# CTE		
Racial/Ethnic Origin												
% American Indian or Alaska Native		% Black or African American	2%	% Hispanic or Latino	30%	% Asian or Native Hawaiian /Other Pacific Islander	66%	% White	1%	% Multi-racial		
Personnel												
Years Principal Assigned to School	1.5	# of Assistant Principals	1	# of Deans	0	# of Counselors / Social Workers						2
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	10%	% Teaching with Fewer Than 3 Yrs. of Exp.	18%	Average Teacher Absences						3
Overall State Accountability Status (Mark applicable box with an X)												
School in Good Standing		Priority School		Focus District		Focus School Identified by a Focus District	X	SIG Recipient (a)		SIG Recipient (g)		
ELA Performance at levels 3 & 4	79%	Mathematics Performance at levels 3 & 4	91%	Science Performance at levels 3 & 4	91%	4 Year Graduation Rate (HS Only)						60%
Credit Accumulation (High School Only)												
% of 1 <sup>st</sup> yr. students who earned 10+ credits	84%	% of 2 <sup>nd</sup> yr. students who earned 10+ credits	93%	% of 3 <sup>rd</sup> yr. students who earned 10+ credits	85%	6 Year Graduation Rate						80%

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	X	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
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		
<b>Did Not Meet Adequate Yearly Progress (AYP) in Science</b>			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		
<b>Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective</b>			
	Limited English Proficiency		

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

**SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:**

1. To improve teacher effectiveness by developing a shared understanding of instructional excellence through the use of the Internationals Network for Public Schools (INPS) classroom rubric, this highlights best practices for English language learners (ELLs), as a tool for frequent teacher feedback.
2. To improve teacher effectiveness in planning for instruction and curriculum that aligns with the Common Core Learning Standards (CCLS) focus standards through the development of Common Core tasks in all subject areas.
3. To improve teacher effectiveness in assessing students, setting student learning goals and planning for instruction accordingly by moving towards a mastery-based assessment system for all students.
4. To improve systems for assessing students, organizing data, and sharing information with students and families in order to increase the coherence of policies and practices across the school through transitioning to an online assessment tool.
5. To continue developing restorative justice practices through our advisory program to strengthen our school culture of collaboration and shared responsibility.

**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>E</b>		

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

#	Statement of Practice	H	E	D	I
3.2	The school leader 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			X	

	knowledge around specific content.				
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.		X		
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.		X		
	<b>OVERALL RATING FOR TENET 3:</b>		<b>E</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>E</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>E</b>		

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

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

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**

**E**

**Debriefing Statement:** The school leader has created a safe and collaborative community that supports student success and well-being.

**Strengths:**

2.3 **The school has received a rating of *Effective* 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 provides an online system, JumpRope, for data collection and analysis. This system allows students, parents, and teachers to view and use student information and data. Teachers report that they use data from this system to identify patterns of student need regarding instruction. The school leader stated that informal observations occur weekly with verbal and written feedback provided to teachers. If a teacher struggles with instruction, the school leader arranges inter-visitations so that the teacher can visit other classrooms. The in-school coach also provides support. Teachers shared that they attend self-selected professional development (PD) outside of the school to learn about and support the school's implementation of best practices and to support progress toward student achievement. The Integrated Intervention Team (IIT) reviewed the School Comprehensive Education Plan (SCEP), which listed the school goals approved by the school leadership team (SLT) and other staff. School leadership regularly monitors the goals at the six progress report periods throughout the school year to ensure the goals are relevant and timely. The school leader indicated that she shares with the staff data from a number of sources, including item analysis from Regents exams, attendance and incident reports, the New York State English as a Second Language Achievement Test (NYSESLAT), the Language Assessment Battery-Revised (LAB-R), and Common Core performance task results. These practices support efforts to improve school-wide practices and make progress toward mission-critical goals.

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 IIT reviewed documents that indicated many teachers have dual certification in English as a second language (ESL) as well as a content area. The school leader stated that she partners with Queens College to obtain student teachers, which provides a source of potential teachers

to hire who are familiar with the school's needs. The school leader also indicated that she supports classroom instruction by partnering with Internationals Network for Public Schools (INPS), which provides apprentice teachers who serve as aides in the classrooms. The personnel hiring committee includes school leaders, the guidance counselor, one representative from each teacher team, and students. The school leader and staff indicated that the committee reviews resumes, looking for teachers who speak languages other than English, have experience teaching English language learners (ELLs), and have experience with project-based learning. The committee also requires prospective hires to teach a demonstration lesson. The school leader used a portion of the school's budget to hire a full-time literacy coach to support the work of the teachers. School leaders developed a school schedule that provides for collaborative weekly horizontal and vertical team meetings so that teachers can meet across grades and across disciplines. The school leader provides additional academic preparation opportunities for students after school, and on Saturdays for Regents preparation. These opportunities include courses offered at Queens College through the College Now program, *iLearn* online offerings, and art programs through a partnership with the Museum of Modern Art. The school leader reported that her hiring decisions aligned to school-wide goals and that to support these goals, she hired four art teachers and a coach during the 2012-13 school year. The school leader also said that technology upgrades support student language development. The school leader indicated that she budgets for a business manager, who works with school leaders and teachers to allocate funds that support school goals. The school leader's practices and decisions regarding the use of resources support the achievement of school-wide goals, which leads to overall school 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).

- During interviews, the school leader and teachers shared that the founders of the Internationals Network for Public Schools (INPS) created the current school vision. This vision includes five core principles: heterogeneity and collaboration to support each other and develop language through differentiation and scaffolding; project-based activities that include writing and that are assessed through the use of rubrics; project-based and experiential activities that encourage problem solving and have real world meaning; language; and content integration. During the large student group meeting, students could not articulate the school's vision. Parents did not demonstrate a clear awareness of the school's vision. During interviews, teachers and school leaders indicated a common knowledge and effort concerning the vision. In addition, they discussed ways they will work together to prepare students for college and careers, while also helping them access the English language and use it effectively. The IIT reviewed documents that indicated the school has specific, measurable, ambitious, results-oriented, and timely (SMART) goals that reflect priorities and align to the vision. The school leader reported that the school community tracks achievement of goals through the

JumpRope online grading system and through progress reports provided six times per year. Although the school has procedures in place for tracking progress toward school goals, not all constituents know and understand the school vision. This limits the ability of all stakeholders to work together with a sense of urgency to meet school-wide goals and sustain school improvement.

**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 stated the school has a plan for frequently observing teachers. The SCEP includes a plan to conduct informal observations of every teacher six times throughout the school year. At the time of the visit, the school leader stated in interviews with the IIT that she had conducted three to four informal observations for each teacher. She added that the coach also watches teachers deliver lessons and provides feedback to the teachers and to the school leaders. The coach indicated that she meets with specific teachers following a set schedule and checks in with the school leader regularly regarding the support provided. The coach uses logs and email correspondence to document her activities and the supports she provides. The school leader indicated that she analyzes student data from Regents exams, NYSESLAT assessments, and interim and summative assessments, and uses this information to provide PD opportunities for the staff. School leaders stated that the next steps and support given to teachers become more explicit if initial instructional recommendations are not implemented by the teacher or if the teacher continues to struggle. A review of documents by the IIT indicated that the school leader frequently uses a template specific to the Internationals Network for Public Schools (INPS) model when observing teachers. This template uses a rubric to identify strengths and weaknesses and highlight best practices for English language learners (ELLs). The school leader indicated that she checks in with the assistant school leader at a regularly scheduled Monday meeting and daily throughout the school week to plan and discuss scheduling, student achievement, teacher development, and other issues. These practices result in teacher support and progress that is monitored regularly and continuous school improvement is evident.

**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**

**E**

**Debriefing Statement:** School curriculum supports the Common Core Learning Standards (CCLS). The school leaders have created a structure where teacher teams meet within and across grades and content areas. The school ensures that staff provides students access to engaging, rigorous curricula that

stimulates higher-level thinking. This results in improved student-learning outcomes.

**Strengths:**

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

- School leaders have provided curricula that support the CCLS. A document review of content area curriculum maps by the IIT revealed that these materials support CCLS instruction, teaching, and learning. During the teacher meeting, teachers spoke about the alignment of lesson plans and instruction to the CCLS. The IIT reviewed lesson plans that aligned instruction to support the CCLS, and in many classrooms, IIT members observed consistent use of curricula supporting the CCLS. Additionally, teachers included explicit language and content objectives regarding instruction for ELLs. In a science classroom, a team member observed groups of students completing different activities and sharing the information with peers later in the lesson. During class visits, the IIT observed students using graphic organizers and experience charts that bridged prior knowledge and allowed students to engage in meta-cognition through reflection activities. The IIT reviewers also observed the use of challenging academic language and project-based activities that were authentic, meaningful, and student centered. The IIT reviewed curricula documents that employed the use of the principles of Understanding by Design including baseline, interim, and culminating assessments. These materials also included relevant and real world applications. Staff continuously provides materials that reflect CCLS, and the school leader supports this work. The school addresses student learning needs via the systematic implementation of curricula that supports the CCLS. As a result, students have increased opportunities to become college and career ready.

**3.4 The school has received a rating of *Effective* or 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 leaders have created a structure where teacher teams meet within and across grades and content areas. All teachers reported being engaged in structured meetings scheduled both by content area and across disciplines to discuss student progress and the development and modification of instruction to support student needs. The review team observed an ELA content area teacher meeting with teachers who taught ELA at all four grade levels. The project-based curriculum used in the school includes real world applications, supports Common Core instruction, and includes the arts, technology, and other enrichment. The review team observed the use of technology in all classrooms during class visits. Students participated in activities that required them to prepare photo shoots and upload photos via computers. The IIT observed students working in groups on projects that enabled them to discover, create, and communicate information. Art teachers stated they include writing in art instruction on a regular basis, using higher-order questions and evaluation methods to guide students. Student artwork is on display throughout the building and in the school leader's

office. The student Multi-Squad group plans meetings to address student issues and conducts workshops and culminating art activities for students. One teacher stated, “Arts are important in terms of differentiation as well as in higher-order thinking skills because they help students make connections.” During visits to art and drama classrooms, the review team observed teachers encouraging discussion and higher-level thinking strategies. These structures and practices demonstrate a culture of partnership across the school community and provide students with access to an enriched academic curriculum that prepares them to be college and career ready.

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

- During the visit, review team members reviewed curriculum documents, which included baseline, interim and summative assessments to monitor student progress and to plan instruction. The school leader also reported that line-item analysis is also conducted on in-house and city and state assessments to determine the areas students need more support in. With the help of these assessments, the school leader and teachers determine what students know and need to know. According to the school leader and staff, the school uses the JumpRope online grading system. The system allows teachers, parents, and students to view current student grades. The school leader stated the school distributes six progress reports to parents each school year. The school leaders and teachers indicated that they use data from various sources, including state and city assessments. For example, the teaching staff, along with school leaders, perform line-item analysis of the Regents exams to determine specific student needs in content areas. Teachers indicated that they maintain data binders and use advisory periods to review individual student performance and to inform students about next steps required to meet individual goals. School leaders indicated that they use data to track graduation rates, attendance rates, tardiness, Regents exam scores, and the effectiveness of programs. The team reviewed lesson plans and maps that included clear learning goals and assessments to determine the effectiveness of instruction. A data-driven culture is evident at the school. By regularly collecting and analyzing achievement data to inform instruction, the school is able to provide students with a curriculum that addresses their needs, leading to increased student achievement.

**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 teachers meet frequently to ensure that lessons support CCLS and promote higher-order thinking skills, these efforts have not consistently translated into lesson plans and instruction that accomplish these goals. Content area teachers meet weekly, and interdisciplinary teams also collaborate weekly to modify instruction according to student

needs. During the ELA department meeting observed by the IIT, the writing coach led the conversation as various teachers across different grades discussed how to support struggling writers. During the meeting, teachers followed a specific protocol, discussing next steps as they examined and analyzed student work based on lesson plans and units that support the CCLS. While some instruction observed by the team involved higher-order thinking skills, the team found limited evidence of questioning and instructional activities that led students to think on deeper levels, make inferences and use reasoning to support claims and thoughtful opinions. Teachers stated they develop learning goals using CCLS language that has been adapted to be student friendly, and teachers said they use common rubrics that reflect CCLS language. There are a number of good teaching practices evident throughout the school; however the inconsistent use of higher-order thinking questions and activities delays student progress toward building deep conceptual knowledge and understanding.

**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**

**E**

**Debriefing Statement:** Teacher practices include the use of data to inform instruction. As a result, students experience increased levels of inquiry and engagement.

**Strengths:**

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

- The school leader and staff indicated that the school employs the Internationals Network for Public Schools (INPS) model that incorporates ESL strategies and other instructional interventions for ELLs. All curriculum units include baseline, formative, and summative assessments that are monitored through the mastery-based assessment system on the JumpRope online grade book. During class visits, the team observed teachers using lesson plans that reflected the data from this assessment system. According to the teachers interviewed by the IIT, student groups are flexible and designed heterogeneously. Students stated they set and discuss goals during advisory periods. Additionally, students stated they work on long-term goals through written essays, which they complete after progress reports are distributed. School leaders and staff noted that language development is a key component of all lessons, and the IIT observed students using electronic and paper dictionaries in most classes visited. The school assigns project-based activities that help students develop collaboration and cooperation skills. During the small student group, students presented portfolios of their work and were able to articulate specific goals that they were working on with the assistance of teachers. The goals included social emotional goals, academic goals, leadership skills, career readiness, and exposure to the workplace through internships. Teachers provide many instructional supports, and in most cases lesson planning

closely aligns instruction with individual student data for the varied student population, increasing the likelihood of improved student engagement and inquiry.

**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 is a safe environment in which students are able to experience high levels of engagement and inquiry. In advisory classes, students created "Community Principles." These principles identify behavioral expectations for students and provide a common understanding and recognition of acceptable and safe behaviors. The team observed the Community Principles posted throughout the school building. The school leader shared that the school implements the Restorative Justice program, which supports mediation and communication among students and ensures that the school community addresses conflicts and resolves them in an equitable and peaceful manner. Students stated that staff sometimes uses the advisory sessions to diffuse any conflicts between students. All students interviewed by the IIT reported that the school is a safe place and that their teachers are always available to help them. Parents stated that they feel safe when they come to the school and that the children feel safe in the school building and in the surrounding area. During class visits, no student behavioral incidents disrupted instruction. The school environment supports the diverse groups of students and their needs. Staff and students report that the school atmosphere is highly supportive and accepting of the many cultures and backgrounds of the students, staff, and school community. During the student meeting, students mentioned that they can make suggestions for creating new clubs and that they are encouraged to make suggestions for internships. According to teachers, experiential learning exposes students to new places through field trips and project-based activities that develop language and content knowledge. The Multi-Squad team develops and plans school meetings to address student needs. Student engagement in class discussions is encouraged and supported. Students stated that weekly advisory meetings are a forum for students to express their opinions and suggestions. During class visits, team members observed the use of primary source documents such as the 13<sup>th</sup> Amendment, Civil War documents, and an historical film. The team also observed content-driven discussions in many classes. Students interviewed stated they feel comfortable asking their teachers questions about material, procedures, and next steps for completion of work. These practices create a common understanding and recognition of acceptable behaviors and create a learning environment that leads to high levels of student engagement and on-going access to learning and social opportunities.

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

- A majority of staff members use JumpRope online system, Regents line-item analysis, ongoing classroom assessments, and NYSESLAT data to inform instructional approaches to scaffolding, and differentiation. Most teachers stated they use Regents line-item analysis to identify patterns of student need and create plans with instructional strategies to help students

improve in identified areas. During class visits, the IIT reviewed lesson plans that included teachers' use of multiple data sources, including summative and formative assessments, to inform instruction. The school leader indicated that teachers use a mastery assessment measure in the JumpRope online grade book to identify students in need of extra support during the school day and after-school. Team members reviewed student work that included written teacher feedback. Students reported that they receive feedback on their work based on the rubrics provided by the teachers. Students indicated that they self-assess their work using rubrics. Teachers stated they conference with students regarding their progress informally on a daily basis and formally on finished projects. According to students and teachers, students reflect on goals during advisory periods and write reflective essays on their progress toward achievement. Students stated that they review their individual progress on JumpRope and confer with teachers on next steps to ensure improvement. School leaders indicated that they review and monitor staff use of the JumpRope online grade book and the data stored there during scheduled teacher team meetings. These practices lead to lesson planning and instruction that are informed by data and adjusted to meet on-going instructional needs, which helps foster student participation in their own learning.

**Areas for Improvement:**

**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 not consistently providing multiple points of access to all students. A review of lesson plans by the IIT did not find evidence that teachers were always providing a variety of ways to engage all student populations, including students with disabilities, in the learning process. However, during some class visits, the team observed interventions to support student outcomes, such as scaffolds for individual students at the student's ability level. The team reviewed documents that showed that the school's curriculum maps support the CCLS, helping teachers provide coherent instruction. Students stated they have choice regarding projects to complete during class time. However, there was insufficient evidence to determine that these choices actually led to the provision of differentiated tasks for student learning. During class visits, the review team observed some teachers making connections to real life situations and using rubrics, essential questions, and exit slips to help achieve expected student learning outcomes. However, the inconsistent practice of creating and using multiple instructional entry points for all populations of students decreases opportunities for students to access learning in a variety of ways, which negatively affects student outcomes.

**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

<b>Tenet Rating</b>	<b>E</b>
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conducive to learning for all constituents.

**Debriefing Statement:** The school has established strategic systems to support student social and emotional development that leads to a safe and respectful environment for all constituents.

**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 a system to support the social and emotional developmental health of the students. The school leader said an advisory class provides students with a connection to at least one adult in the building who can coordinate social and emotional developmental health needs. During the large student group meeting, students confirmed that they could go to a designated adult if they have a concern or problem. Students shared that they discuss their issues and problems during advisory periods, which meet twice a week. The student support staff team indicated that they meet with the interdisciplinary teacher teams to discuss student needs and supports. The guidance counselor indicated that she tracks the identified at-risk students discussed during student support staff and interdisciplinary team meetings. The counselor also indicated that staff members discuss attendance data and incident reports at the meetings. When needed, the student support team provides interventions to students through on-site programs as well as through outside counseling from Community-Based Organizations (CBOs). A social worker from the Child Center of New York is on site at the school once a week. The school leader reports that the school also has the services of a part-time psychologist, a social worker bilingual in Spanish, and numerous resources in the community. This allows the school to offer multiple levels of support, both on-site and through external partnerships, in areas that affect students and families, such as adjusting to a new culture, applying the college, and applying for financial aid. The school leader reported that these partners include the Asian Americans for Equality, Chinese American Planning Committee, Teachers Unite, Child Center of New York, Catholic Charities, Queens Legal Services, and Facing History. Parents stated that the school is unique and is willing and able to communicate and collaborate with parents. These practices result in a system that supports the social and emotional developmental health of students.

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

- A respectful tone was evident throughout the building during instruction, in hallways, and in meetings with students and staff. Students articulated their understanding of the behaviors required for success including punctuality and attendance, collaboration, setting goals toward improved grades, leadership development, and learning English. The school leader stated that

the school has recently begun the use of the Restorative Justice program. The school uses this program to make decisions about consequences for negative behaviors and hold the community accountable for a positive learning environment. Students reported they have the opportunity to participate in the Explorers Program, the College Now program with Queens College, and the World Savvy Project, which resulted in a trip to Bangladesh. Students also reported participating in a “DNA camp” biochemistry project, the National Geographic Australia trip, Student Council, ASAP (a student leadership group), and a Storytelling Workshop at Hofstra University that included film and volunteer opportunities. According to the student support team, the students are involved in the Dignity for Schools Campaign and the Restorative Justice committee. The guidance counselor indicated that she conducts PD once a week to build staff capacity to promote social and emotional development and impact student progress. According to staff, the school leader schedules PD for all teachers regarding student social and emotional developmental health twice a month on alternating Mondays. During the student support staff meeting, the parent coordinator, guidance counselor, social worker, and community associate indicated that they collaborate to organize specific “teams” with students to address critical issues and develop programs to meet student needs. Parents interviewed by the IIT indicated that they feel welcomed and communicate frequently with the school staff. Parents also shared that they receive training in the use of JumpRope and have access to their children’s assignments, including particular tests. Parents stated that their children stay in school into the early evening and weekends because there are always worthwhile activities available. These practices allow the school to support the social and emotional developmental health needs of the students and promote a safer environment for students, staff, and families.

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

- The school provides a safe environment that supports student learning and growth in the area of social and emotional developmental health. Teachers, students, and parents all attested to this. During the large student group meeting, students stated they feel safe and can speak to teachers about any issues they have. Teachers expressed a common understanding about the vision of the school and stated they have attended workshops regarding student social and emotional developmental health. Students stated they feel a sense of ownership because they are involved in decision-making through participation in the Multi-Squad group, the School Leadership Team (SLT), and the hiring committee. School leaders reported that they work closely with the school leaders from the junior high school housed in the building to ensure safety. According to the school leader, incidents at the school have decreased from approximately 27 suspensions three years ago to 12 suspensions during the 2012-13 school year. During interviews with the IIT, parents shared that they consider the school to be safe, and that they are thrilled with the school, and that their children love it. As a result of these practices, the school community is a safe, supportive environment that is conducive to learning and the development of students’ social and emotional well-being.

**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 leader encourages the support staff to use the JumpRope system to access student data. According to the student support staff, weekly meetings occur with the guidance counselor and social worker. The student support staff stated the JumpRope system allows staff to post concerns about students and anecdotal information related to student behavior. JumpRope provides a central deposit for both academic and behavioral data that all staff members can easily access and share. Defined systems and structures are in place to demonstrate how staff uses the data collection to address and support the social and emotional developmental health needs of students.

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

**Tenet Rating**

**E**

**Debriefing Statement:** The school fosters a culture of collaboration among all stakeholders. Systems are in place to inform, engage, and empower families to be partners in their child’s learning. The result is a shared responsibility for student academic progress and well-being.

**Strengths:**

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

- The school has a trusting and respectful relationship with parents and community stakeholders. The school holds an orientation at the beginning of each school year to welcome families as partners. The school provides morning and evening sessions to accommodate parents’ schedules. According to parents and staff, the school celebrates the holidays that represent the diverse cultures at the school, which fosters positive relationships amongst community stakeholders. In interviews, staff and parents indicated that the school offers workshops for families to learn about and understand student data, including report cards, JumpRope, and the Achievement Reporting Innovation System (ARIS). Additional workshop topics included graduation requirements, college information, computer safety, and immigration. Parents indicated that the school is always open and the school leader avails herself to them. Parents reported that the school has an active Parent Teacher Association (PTA) that meets regularly. The parent coordinator provides her cell phone number to all parents so that they can contact her directly. Additionally, parents also noted that they can email teachers and that teachers respond in a timely manner. The school leader stated that the school is developing volunteering opportunities for parents. These practices result in a shared responsibility and a respectful relationship between the school and families, which

increases opportunities for families to engage with the school to improve student outcomes

**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' strengths and needs are identified and used to augment learning.

- The school promotes an atmosphere that is positive and supportive of diverse cultures. The school leader indicated that there are 21 languages represented at the school and that students come from 45 different countries. According to the students, the school hosts a Thanksgiving celebration that involves staff and students bringing food to share that represents their culture. The school leader shared that the school has staff who speak a wide variety of languages. The school also provides translations during parent-teacher conferences. The school's automated calling system includes translations, and staff said the school provides in-person translations for phone calls in the languages the automated system cannot address. Parents confirmed that the school translates phone calls, messages, and documents into multiple languages and staff is always available to provide additional translation when necessary. The team reviewed information binders that included documents in varied languages. To augment instruction and support achievement, the student support team indicated that they provide services after school and on days when school is not in session due to holidays and other scheduled school closure times. The school leaders indicated that the JumpRope system allows teachers and parents to communicate often and informs the parents regularly of student progress, assignments, absences, lateness, and behavior. The school communicates with families concerning student achievement through the six progress reports distributed each school year. The school has effective communication protocols in place that enable families and community stakeholders to collaborate to address students' learning needs.

**6.4 The school has received a rating of *Effective* 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 actively engages families and multiple community agencies in providing programs and services that promote student success. During interviews, staff and parents indicated that the school has resources available that assist them in providing support to students. Parents stated the parent coordinator supports their needs through workshops and on-going communication. The school collaborates with community agencies such as Child Center of New York, SUNY, CUNY, College Now, Queens Legal, NYS Youth Leadership Council, and Catholic Charities to provide a variety of program and services to include leadership development and counseling. The guidance counselor and social worker indicated that they provided PD for teachers during the interdisciplinary team meetings. Staff also received PD through the Respect for All and the Restorative Justice programs. According to support staff, the school leader provided a variety of PD topics to support social and emotional developmental health including child abuse reporting, sex education, and immigration. The school systematically sustains healthy partnerships with families and community organizations

that support students' growth and development.

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

- The school shares a variety of data with families and encourages them to use it to support academic progress. A review of document reviews by the IIT indicated that the parent coordinator provides workshops to support families' understanding and use of the JumpRope grading system. According to the school leader, workshops are well attended by parents and families. Parents stated that the parent coordinator provides one-on-one assistance with the JumpRope system, if needed. Students and teachers stated that families can access the JumpRope system to view student academic achievement, including Regents exam information. In addition to the school's translation services, the school leader reports that JumpRope has a color-coded system to enable non-language-based understanding of student grades and attendance. According to the teachers, they encourage students and families to communicate with staff via websites and emails. School leaders and other school personnel indicated that they are available by telephone and email to assist families with the interpretation of data. The school's ability to provide learning opportunities for families to understand and use data encourages dialogue between school constituents and promotes student 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: Create printed communications and forums, inviting all school constituents to become familiar with the school's vision. Provide a schedule of dates and times each month to review the school vision and update all constituents on the school's progress toward meeting the school-wide goals aligned to the vision.

### **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: Support teachers in the implementation of higher-order thinking strategies to use with students during instruction in all curriculum areas, through ongoing coaching, targeted professional development sessions, and focused peer 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:

- 4.3: Provide coaching and PD for teachers to learn about ways to construct lesson plans that provide a multiple entry points for students to access complex materials and engage all student populations in learning.