



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	321000011438
School	Fordham Leadership Academy for Business & Technology
School Address	500 East Fordham Road, Bronx, NY 10458
District	NYC CSD 10
School Leader	MaryAnn Tucker
Dates of Review	April 18-19, 2013
School Accountability	Priority
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	9-12	Total Enrollment	451	% Title 1 Population	90.14	% Attendance Rate	82.2				
% Free Lunch	77	% Reduced Lunch	6	% Student Sustainability	TBD	% Limited English Proficient	16.59	% Students with Disabilities	23.56		
Types and Number of English Language Learner Classes											
# Transitional Bilingual	0	# Dual Language	0	# Self-Contained English as a Second Language				5			
Types and Number of Special Education Classes											
# Special Classes	13	# Consultant Teaching	0	# Integrated Collaborative Teaching				12			
# Resource Room	5										
Types and Number Special Classes											
# Visual Arts	0	# Music	5	# Drama	0	# Foreign Language	5	# Dance	0	# CTE	0
Racial/Ethnic Origin											
% American Indian or Alaska Native	0.24	% Black or African American	27.4	% Hispanic or Latino	68.27	% Asian or Native Hawaiian /Other Pacific Islander	2.88	% White	1.2	% Multi-racial	0
Personnel											
Years Principal Assigned to School	1.5	# of Assistant Principals	2	# of Deans	1	# of Counselors / Social Workers		4/1			
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	0	% Teaching with Fewer Than 3 Yrs. of Exp.		3.3	Average Teacher Absences	4			
Overall State Accountability Status (Mark applicable box with an X)											
School in Good Standing		Priority School	X	Focus District		Focus School Identified by a Focus District		SIG Recipient (g)	X		
ELA Performance at levels 3 & 4	9.1%	Mathematics Performance at levels 3 & 4	5%	Science Performance at levels 3 & 4	13.6%	4 Year Graduation Rate (HS Only)		52.6%			
Credit Accumulation (High School Only)											
% of 1 st yr. students who earned 10+ credits	68.8	% of 2 nd yr. students who earned 10+ credits	56.3	% of 3 rd yr. students who earned 10+ credits	49.1	6 Year Graduation Rate		55.3			

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

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

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

1. Improve the percentage of teachers (40%) who advance at least one level overall on the Charlotte Danielson's *Framework for Teaching* by June 2013
2. Identify active students from the 2011-2012 school year who were chronically absent (20 or more days) and provide them with additional support that will improve their daily average attendance rates for 20% of the Target Group.
3. As per the Citywide Instructional Expectations for 2012 – 2013 (2b), our teachers will engage collaboratively to develop and implement by June 2013 two tasks in each of the four core subjects (Math, ELA, Science and Social Studies) aligned to the Common Core Learning Standards (CCLS).
4. By June 2013, teachers (50%) will display advanced skills in lesson planning and delivery of Differentiated Instruction to support the various learning styles of our individual students.
5. By June 2013, our goal is to strengthen communication with our parents, resulting in a 20% increase of parents attending monthly Parent Association meetings, involve them in the planning and decision-making process.

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:			E		

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 aligned appropriately 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 Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.			X	
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.			X	
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.			X	
	OVERALL RATING FOR TENET 4:			D	
Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.					
#	Statement of Practice	H	E	D	I
5.2	The school cultivates the development of overarching 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:		E		

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

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

School Review Narrative:

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement.	Tenet Rating	E
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Debriefing Statement: The school leaders have developed a vision and school culture that is increasing student attendance and progress toward academic achievement.

Strengths:

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

- The school community shares a vision and goals concerning student achievement and well-being that staff, families, and students support. The school states its mission is “to create a community of diverse lifelong learners.” The mission goes on to state the school is “a place where all students will graduate as confident, goal-oriented and well-adjusted individuals who possess the skills, knowledge and values necessary to be successful.” Interviews conducted by the Integrated Intervention Team (IIT) of school leaders, staff, students, and parents indicated all constituencies had a clear sense of the school vision and articulated the goals, which addressed teacher improvement with regard to the *Framework for Teaching* by Danielson. Other goals for teachers included demonstrating increased skill in lesson planning and delivery of differentiated instruction, and collaborating to develop CCLS performance tasks for mathematics, English language arts (ELA), science, and social studies. The school also identified goals for improving student attendance rates and strengthening communications with parents. The Integrated Intervention Team (IIT) observed posters in classrooms and offices around the school stating the school mission and goals. Documents provided to the IIT indicated the agendas from various meetings, during which the mission statement was discussed and revised with teacher participation. Consequently, the school community understands and shares the school goals, and is working to achieve the vision as outlined in the School Comprehensive Education Plan (SCEP).

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.

- School leaders effectively use evidence-based systems to examine and improve individual and school-wide practices. Interviews indicated the school leaders began the school year by examining the transcript of every student in the school and contacted every family concerning the student’s progress toward meeting graduation requirements. The school leader instituted Danielson’s *Framework for Teaching* observation rubric as a measure of instructional practice. The teacher

observation cycle consists of with pre- and post-observation meetings with teachers to provide support and immediate feedback, three short 15-20 minute visits, which the school leader and teachers labelled “teacher intensives,” one formal visit for every teacher by December 2012, and a second round of teacher intensives occurred by March 2013. A third round is scheduled for completion by June 2013. Documents reviewed, including completed teacher observation rubrics, showed that written feedback provided specific suggestions and points to address between observation rounds. The school leader has set up PD and collaborative work and planning times for teachers to study and improve practices to support students with disabilities, English language learners, and low-achieving general education students. School leaders and guidance counselors reviewed each student transcript to ensure it was up-to-date and that each student received a schedule for classes that fulfill graduation requirements. Teachers interviewed believed they received appropriate support from the school leader that helped them understand their role in improving the school climate and culture and support their work to increase student achievement. Since the school leader has clearly communicated school goals that are timely, transparent, and widely available to all stakeholders, and evidence-based systems and feedback loops give teachers a clear path to improved practices, the school has the systems in place to make progress toward achieving 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 school leader has made strategic decisions to organize human, programmatic, and fiscal resources. According to staff interviewed, transcript analyses led the school leader to overhaul, develop, and refine the programming for students, to reorganize student schedules, and to ensure teacher assignments were within their license areas. The school leader reported she instituted changes such as organizing common planning time for teachers, hiring a new guidance counselor, and bringing in a retired school leader to assist in administrative tasks, thereby freeing her to engage in more instructional leadership activities. Interviews with staff indicated that the school leader focused on improving guidance programs, improving PD for teachers and staff concerning a number of school goals, creating uniform grading policies, and supporting common assessment planning. The school leader purchased technology to monitor credit accumulation and to provide students with credit recovery and credit accumulation options. She also provided interactive white boards (IWBs) and Internet connections in all classrooms. Interviews also noted that the school sought and used Children First Network (CFN) 551 support to improve attendance. Because of the strategic decisions of the school leader, the school is able to direct resources toward improving student achievement.

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 IIT found that school leaders have implemented an effective system for formal and informal observations that takes place regularly. In interviews, teachers reported that school leaders

frequently visited classrooms and gave them feedback. Interviews with school leaders, teachers, and support staff also documented that the school uses data from *Achieve 3000*, *Reading Horizons*, *Datacation*, *Discovery* and Achievement Reporting and Innovation System (ARIS) to assess teacher progress based on performance data for their students. Data sources also include *Atlas Rubicon*, PLATO, *Castle Learning*, and the New York State English as a Second Language Achievement Test (NYSESLAT), scholarship reports, Regents examinations, and Individualized Education Programs (IEPs). The IIT reviewed documents, including completed teacher feedback rubrics, school leader logs of completed observations of teachers and support staff including assistant principals, special education supervisors and English as a second language (ESL) teachers, and interviewed teachers and staff to verify that school leaders have developed actionable feedback loops using Danielson’s *Framework for Teaching* to inform teacher observations. Document review, including completed Danielson feedback rubrics and interviews with school leaders, staff, and teachers, reported that PD occurs on an ongoing basis to guide teachers in developing a fuller understanding to the practices described in the Danielson rubric. The school leader and assistant school leaders also discuss observations with each other to ensure consistency among observers. Thus, the school leader has a fully functional system in place to conduct targeted and frequent observations and is able to track progress of teacher practices based on student data, feedback, and professional development opportunities. The school leaders hold all staff accountable for continuous improvement.

Areas for Improvement:

All ratings for this Tenet are either **Highly Effective** or **Effective** and therefore, comments listed are under **Strengths**.

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

Tenet Rating

D

Debriefing Statement: The school is developing curricula and assessments aligned to the Common Core Learning Standards. However, because the curriculum is in development, and teachers are learning about the teaching shifts embodied in the CCLS while developing and revising units, lesson plans, and performance tasks, students receive inconsistent exposure to rigorous and high levels of instruction, which limits students’ progress.

Strengths:

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

- The school leaders and instructional coaches provide consistent and systematic support to teachers to address the CCLS. Document review, including teachers schedules, interviews, and observations indicated teachers have regularly scheduled common planning time to support their work in unit and lesson planning across grades and by subject area. Teachers interviewed reported that teachers

in all grades and subjects used *Atlas Rubicon* to develop and share curriculum maps and pacing calendars, which teachers believed support the CCLS. Document review, including review of curriculum submitted to the IIT for each subject, indicated teachers worked in subject area and grade level groups to develop two CCLS performance tasks in each of the four core subject areas, i.e., English language arts (ELA), mathematics, social studies, and science. Teachers indicated they planned lessons together, based on the results of common assessments developed for each subject. Teachers reported they have opportunities to observe peers with exemplary lessons and strategies during “learning walks,” and that they receive immediate feedback from informal and formal observations by school leaders. As a result, school leaders are facilitating the development of and providing support for teachers to implement coherent curricula that support the CCLS.

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

- School leaders and teachers ensure that teachers collaborate within and across grades and subjects. Teachers and school leaders reported that all teachers in each grade and across all subjects pair up with a fellow teacher—a “buddy”— to collaborate to develop lessons that incorporate the use of technology. Specifically, teachers reported they collaborated to develop lesson plans that incorporated the IWB and used Internet resources. All classrooms are equipped with IWBs with Internet connections, and each teacher has access to a laptop computer that the school provided. The IIT observed that moveable carts with classroom sets of laptop computers, calculators, and supportive software are available to assist students with their assignments. The IIT observed some students in a few classes using the laptop computers, specifically PLATO and *Castle Learning*. Students who needed to make up credits because of previous course failure, or needed to review material to re-take previously failed Regents examinations, had individualized computer-based learning supports. Enrichment opportunities were available to students, mainly through after school clubs (chess, checkers, swimming, nutrition, and martial arts) and educational trips (Jewish Holocaust Museum, Medieval Times, DNA Lab, Philadelphia Walking Tour) to enrich instruction. In addition, a partnership with National Dance Institute exposes students to the arts, with a culminating performance scheduled for June 2013. Consequently, students have access to a robust curriculum that incorporates the arts, technology, and other enrichment opportunities.

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.

- School leaders and teachers have developed a data-driven culture based on student needs, assessments, and analysis of outcomes. Document review and interviews conducted by the team noted that school leaders and teachers use baseline information from *Datacation*, ARIS, NYSESLAT, IEPs, and scholarship reports to adjust teaching strategies. Teachers also received PD and have regularly scheduled common planning time to analyze baseline assessments to perform gap analysis on student achievement results on common assessments. Teachers and school leaders reported they used the gap analysis information, as well as student work products, to revise curriculum units

of study. Staff reported they used the *Achieve 3000* and *Reading Horizons* assessment results and learning style surveys to plan to support individualized instruction for greater student achievement. Teachers indicated the data gathered from the computer programs and the learning-style surveys were sources of information they used when planning lessons with multiple points of entry, especially for ELLs and students with disabilities. Therefore, the data-driven culture leads to strategic action-planning that informs instruction and increases the likelihood of greater student achievement outcomes.

Areas for Improvement:

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

- Teachers have not ensured that all units and lesson plans appropriately support the CCLS curriculum and introduce complex materials. While teachers indicated during interviews that they have formal, regularly scheduled meetings, with opportunities to discuss, revise and create lesson plans across their grade and subject areas, the IIT found the materials teachers used in some classrooms, were not aligned to the unit plans or pacing calendars. Specific subject area lesson plans reviewed by the team were not consistent in addressing the CCLS. The reviewed lesson plans did not indicate the consistent use of a range of complex materials and did not provide consistent planning to support multiple points of entry. For example, the lessons did not address the needs of students with disabilities through accommodations and did not plan for modifications or adjustment to support ELLs. The IIT review also found that some of the lesson plans did not adequately support students preparing to take Regents examinations. Consequently, students are not stimulated to engage in higher-order thinking and build deep conceptual understanding and knowledge around specific content.

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

Tenet Rating	D
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Debriefing Statement: Although school data shows improving student achievement, the wide use of a predominantly teacher-centered instructional method, which does not consistently support CCLS instructional shifts, limits students’ opportunities to engage in high level and rigorous learning activities.

Strengths:

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

- Teachers have worked together to develop a lesson plan template and are learning to align it to class data to support the CCLS. While the IIT observed teachers preparing short- and long-term goals for groups of students based on grade-level benchmarks, the IIT also observed teachers using instructional practices that were unevenly aligned to a written plan or not providing necessary instructional interventions. The IIT reviewed lesson plans and observed lessons that did not offer students a range of grade-level appropriate information or set performance tasks to challenge students to examine complex materials. For example, students in an advanced science class answered recall questions on worksheets that required students to recall a single word or short phrase about an organism, and then used the worksheet to create a one-to-three page PowerPoint presentation to report the worksheet answers. While teachers engage in instructional practices and strategies organized around annual, unit, and daily lesson plans, these practices and strategies do not consistently challenge students with rigorous tasks requiring inquiry and examination of complex materials. Consequently, students do not consistently experience 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 instructional practices aligned to standards, but the practices do not lead consistently to progress toward student achievement goals. The IIT found that teachers used questioning strategies that focused on lower-level questions. Questions observed in a many subject areas asked students to recall or define a term, describe a graphic representation, or name an object from a picture, with no further probing for deeper understanding or application. During classroom visits, the review team found inconsistent use of small group instruction based on teacher-made plans. Students interviewed shared that student groupings were based on convenient location within the classroom or on students choosing to work with friends. The most commonly observed strategies for instruction consisted of information directed to the whole class as a single group, single word recall responses, and teacher actions that were not adapted to student needs. While lesson plans indicated teachers knew which students were ELLs or students with disabilities, instructional strategies and activities observed did not consistently offer students multiple points of access. Reviewers consistently observed students in a class all doing the same activity at the same time with the teacher expecting an identical response from each person. In the groups observed by the IIT, the more able students typically did the work for the group, while others in the group observed. As results of the lack of rigor, engagement, and higher-order thinking, students are limited in the ways they are able to access learning and achieve targeted goals.

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

- The IIT found that school leaders and teachers have developed a plan for acceptable student

behaviors, but student responses and teacher expectations observed by the IIT were inconsistent. In some classes, the team observed students engaged in off-task behaviors, i.e., sitting with heads down or engaging in off-topic conversations, with inconsistent interventions from teachers. Students sat in work groups, but they were unable to explain the reasons for their particular groupings beyond convenience, proximity, or preference. Interviews with students indicated they felt safer this year than in previous years, but disruptive student behavior was a problem in some classes. Interviews with teachers indicated they were aware of the need for an environment that responded to varied student experiences, although the team observed uneven attempts to tailor activities specifically to the strengths and needs of all students, especially for ELLs. For example, the team observed that native English speakers and advanced ELLs working in small groups with newcomers completed the group activity, while the others in the group watched quietly and copied written responses. Therefore, classroom environments do not yet lead to consistent, high levels of student engagement and inquiry.

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

- Teachers use data sources to inform instructional decision-making, such as ARIS, *Datacation*, baseline assessments, mid-term examinations and practice Regents examinations. Document review indicated that teachers have a variety of information from these data sources and a dedicated meeting time set aside for analysis that informs instructional decision-making and action-planning; however, classroom observations by the team indicated that in some classrooms student grouping was not strategic nor was the adjustment of instruction based on data analysis. Teachers did not consistently use the information they collected to inform the strategic grouping of students, for instance, to reteach concepts, or challenge advanced students. Student interviews indicated that teachers provided students with feedback based on data, but the feedback did not provide students with information on their next steps for making academic progress. Students knew if they answered correctly or incorrectly, but they did not get enough information from teachers on how to improve beyond the admonition to “try harder.” Thus, while teachers had data sources and time for analysis to inform lesson planning to develop explicit teacher plans, these tools and processes were not yet in full use to foster student participation in their own learning.

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

E

Debriefing Statement: The school has demonstrated progress from the previous year, and there is evidence to connect student social-emotional developmental health to learning outcomes. The physical safety has improved, and student intellectual safety continues to develop.

Strengths:

5.2 The school has received a rating of *Effective* for this Statement of Practice: The school cultivates the

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

- The school has cultivated and developed overarching systems and partnerships. Interviews conducted by the team noted the school has four guidance counselors. Each counselor is responsible for a cadre of students to ensure that at least one adult knows each student and checks on their academic, social and emotional needs. The guidance counselors indicated that they maintain an open door policy to talk to student about how they are doing in their classes and help students stay informed of the requirements they need to fulfill for graduation. Students and parents interviewed indicated they discussed the graduation plan with their counselor, who was available to answer their questions and support them or guide them to appropriate resources when either the student or families had concerns or problems. School leaders, teachers, and other staff indicated that the school works as a team with parents to support their efforts in working with students. There were a number of programs available for students to recover credit or get remedial academic assistance, i.e., *PLATO*, *Achieve 3000*, and *Reading Horizons*. The school has a partnership with the community-based organization, (CBO) Counseling in Schools (CIS), which provides two social workers to assist with counseling needs. The school has another CBO, Gang Diversion, Reentry, and Absent Fathers Intervention Centers (GRAAFICS), which works on decreasing criminal activity and provides alternatives for students who want to change their behavior or who are identified as exhibiting at-risk behaviors associated with gang membership. Therefore, the school provides support to improve academic achievement and to build and sustain social and emotional developmental health.

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.

- The school developed a vision that included goals for social and emotional developmental health. One school goal indicates that the school had targeted students with chronic absences of 20 or more days in the previous school year. School leaders and staff targeted students to receive additional support intended to improve their daily average attendance rates by 20 percent. According to interviews conducted by the IIT, the school leaders examined the transcripts of every student to gather clear information on student academic needs, and then contacted parents to get information on student social and emotional needs in order to develop programs to meet these needs. School leaders reported and teachers verified that there were actions and activities in progress to develop staff understanding of student needs. For example, student support team (SST) members place informal notes in teachers' mailboxes to invite them to discuss students with academic and/or social emotional developmental health needs. The SST works with school leaders to promote a social emotional developmental health theme each month, e.g., accepting responsibility for your academic record. The SST also indicated that they were planning events to assist students in developing more maturity and that they have initiated a peer-mentoring program. Because the school promoted a vision that includes a goal for social and emotional developmental health connected to learning experiences, the school continues to focus its efforts to build a safer and healthier environment for all stakeholders.

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.

- School constituents were able to articulate how the school environment has become physically safer since the appointment of the school leader. Teachers and parents indicated how the school was not only safer, but also more welcoming, organized and supportive for students and for them as adults. Students interviewed reported that staff supports them emotionally with any issue, whether it was academic, social or personal. Teachers interviewed reported they strongly supported the changes the school leader made with policies and procedures to improve school safety, and that they worked with the school leader to develop the new behavior policy and their role in student social and emotional developmental health. Students, counselors, teachers, and school leaders indicated that the peer mediation program was successful in reducing student fights and altercations while helping students feel safer at school. School leaders and parents reported that when families received school choice and transfer information, no family chose to exercise the option to leave the school because they were satisfied with the school. School constituents are able to articulate how the school community is safer and more conducive to learning, which encourages a sense of ownership among students, parents, and teachers supporting student achievement and social and emotional developmental health outcomes.

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.

- School leaders and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs. Interviews and document review show that the school has increased the number of school counselors and redefined their roles to allow them to more actively collaborate with teachers in analyzing data during cohort team meetings to ensure both academic and social success for all students. Each week, one collaborative planning session is devoted to "kid talk" where student behavior, social and emotional responses and their impact on student achievement is discussed, and responses and solutions are brainstormed. The CBOs, e.g., CIS and GRAAFICS, collaborate with teachers and other staff to address and respond proactively to students' social, emotional, and psychological well-being. Interviews and document review indicated that teachers use anecdotal logs in *Datacation* to share information on student behaviors, academic progress, and social and emotional concerns to foster a climate of support for individual students. School leaders, teachers and staff reported that because they share their observations of student behaviors, more student needs were identified and addressed before they became greater problems. Because of the collaboration among school leaders, teachers and other support staff, the school has a comprehensive response to student academic and social and emotional developmental health needs, allowing students to become more academically and socially successful.

Areas for Improvement:

All ratings for this Tenet are either *Highly Effective* or *Effective* and therefore, comments listed are under **Strengths**.

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 is welcoming to families and has created a culture designed to increase parent engagement centered on student achievement and progress. As a result, the school has increased adult capacity to share responsibility for students' well-being and academic success.

Strengths:

6.2 **The school has received a rating of *Highly 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 atmosphere is welcoming and fosters a feeling of belonging and trust. During interviews parents indicated that the school is a welcoming space that is responsive to families and community members. Parents noted that school leaders and parent association members worked collaboratively to design an open-door policy to ensure appropriate access to school leaders and staff. The parent coordinator indicated a growing number of parents participated in the parent association. Interviews also indicated school leaders and staff are available before and after school to conference with parents, and that an increasing number of parents, especially families of students with disabilities and ELLs, were participating in these conferences. Document review and interviews indicated that guidance counselors held monthly workshops and classes for parents, on topics such as taking to teenagers, immigration, using the computers in the computer lab, nutrition and cooking, and looking at student data. Parents reported these workshops and classes were timely, helpful, and well-received. The school community is proactive in connecting families to numerous agencies that provide a range of support services.. The school offers opportunities for families to volunteer and engage with the school and maintains the position of parent coordinator to act as liaison between families and the school. School and community celebrations give families opportunities to share food and personal experiences. Consequently, the school encourages families to freely and frequently engage with the school, leading to increased student opportunities for success.

6.3 **The school has received a rating of *Effective* for this Statement of Practice:** The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.

- The school engages in effective planning and reciprocal communication with family and community stakeholders. Parents reported that school staff respects and acknowledges the diversity of families' knowledge and culture and indicated this has led to an increase in the number of parents

attending school events, such as holiday celebrations like Thanksgiving. Parents and school leaders noted that the school provided translators for all activities and for one-on-one conferences with teachers. Students indicated during interviews that their parents had participated in at least one session with the school leader and guidance counselors to discuss their school program leading to graduation. Parents stated they were also encouraged to bring a “buddy” to translate for them if they so desired. The school also supported communication with parents and students through the availability of data sources such as ARIS and *PupilPath*, the parent and student online interface of *Datacation*, and teacher-prepared intervention logs. Students and their families use the *PupilPath* portal to keep track of assignments, homework, test and quiz grades, projects and attendance. Students and parents can also email the teacher directly through the portal. Students, parents, teachers, staff, and school leaders all reported that this function facilitated frequent and ongoing home-school communication. Through all these programs and modes of communication, student strengths and needs are identified and used to augment learning.

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 entire school community partners with families and community agencies to promote and provide professional development (PD). Document review and interviews show that the school provided parents and families with PD on topics such as college readiness, the Free Application for Federal Student Aid (FAFSA) form, the college application process, and scholarships and grants available. School leaders and staff indicated these were events that drew an increasing number of families of older students. The school works with community agencies and other organizations to provide parents with pertinent information. For example, the local precinct of the New York Police Department (NYPD) updated families on gang activities and crime prevention, and health facilities provided information on free and low-cost community physical and mental health resources. The school leadership team, the parent association, the parent coordinator and the Children First Network (CFN) staff all provide PD at the school for school constituents on topics such as school curricular changes and the CCLS, student learning objectives and teacher evaluation, school Progress Reports, and on a variety of health topics, including nutrition, and stress management. Consequently, the school promotes and provides PD across all areas of academic, social, and emotional developmental health to support student success.

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 community provides a wide range of learning opportunities to enable all stakeholders to share and understand data. Interviews with parents indicated that the parent association and school leadership team provide forums for sharing and discussing data about student achievement. Forums involved understanding scholarship data, results from school quality reviews, and the results of the Learning Environment Surveys. Parent conferences also included sessions on using *Castle Learning* for credit recovery and ARIS to access and understand student data. The school also uses automated phone messages to share information and *PupilPath* to share frequent and ongoing

school-home communication. The parent coordinator provides several parent workshops in both English and Spanish to assist parents in learning to use ARIS and PupilPath, as well as health, nutrition, college application, and financial aid sessions. Because of the school's efforts to share data and encourage families to understand and use it, parents are empowered to advocate on behalf of their children's learning.

Areas for Improvement:

All ratings for this Tenet are either **Highly Effective** or **Effective** and therefore, comments listed are under **Strengths**.

Recommendations:

Tenet 3: Curriculum Development and Support

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

- 3.3: Develop and use pacing calendars or guides and coherent CCLS-aligned unit plans across all content areas and assure that the organization of content is a logical progression of sequenced and increasingly more complex materials. Use the daily and weekly meeting periods to examine and revise coherent CCLS-aligned curriculum unit plans to incorporate CCLS instructional shifts in all subject areas. Collaboratively develop, share, and use CCLS-aligned lesson plans in all content areas, with a focus on higher-order questioning and discussion, and multiple points of entry to engage all students in higher-order thinking and analysis of information.

Tenet 4: Teacher Practices and Decisions

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

- 4.2: Continue using a variety of data sources, along with grade-level goals, in lesson plans in all subject areas and for all groups of students. Include both next steps and remediation of learning deficiencies, and reference long-range goals in lessons to monitor student progress. Develop lesson plans with a greater focus on scaffolding techniques, grouping and guided activities for targeted students. Include accommodations and modifications for groups of students, e.g., students with disabilities and ELLs, which provide supports and interventions that lead to greater inquiry with more active engagement. Use benchmarks to create both short- and long-term goals for groups of students and include students in the goal-setting process.
- 4.3: Develop expectations for instructional practices based on the CCLS instructional shifts for all curricular areas. Ensure regular and frequent communication among staff to develop activities rigorous enough to push students to do more in-depth analysis of the content and challenge students to produce higher-level work products. Ensure all teachers have support and opportunities to develop and use a wide variety of ways to engage students in learning that enables them to achieve their targeted goals.
- 4.4: Create environments in which there is a common understanding, recognition and use of strategies sensitive to diverse groups of students and their needs. Provide more access to learning opportunities that acknowledge and tap student experiences and diversity. Stimulate student thinking by asking higher-level questions aligned to instructional materials that contain high levels of text and content complexity.
- 4.5: Make certain teachers have support to use 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. Support teachers in efforts to provide frequent feedback to students based on the analysis of timely data and provide students with their next steps.