



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code/DBN	310400010825
School	Isaac Newton Middle School for Math and Science 825
School Address	280 Pleasant Avenue, New York, New York 10029
District	New York City CSD 4
School Leader	Lisa Nelson
Dates of Review	April 29 - 30, 2013
School Accountability	Priority
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	6-8	Total Enrollment	342	% Title 1 Population	Yes	% Attendance Rate	94%				
% Free Lunch	304	% Reduced Lunch	16	% Student Sustainability	22	% Limited English Proficient	36	% Students with Disabilities	78		
Types and Number of English Language Learner Classes											
# Transitional Bilingual	0	# Dual Language	0	# Self-Contained English as a Second Language		0					
Types and Number of Special Education Classes											
# Special Classes	0	# Consultant Teaching	0	# Integrated Collaborative Teaching		6					
# Resource Room	15										
Types and Number Special Classes											
# Visual Arts	8	# Music	0	# Drama	0	# Foreign Language	4	# Dance	0	# CTE	0
Racial/Ethnic Origin											
% American Indian or Alaska Native	0	% Black or African American	28.3%	% Hispanic or Latino	66.08%	% Asian or Native Hawaiian /Other Pacific Islander	3.8%	% White	1.75%	% Multi-racial	0
Personnel											
Years Principal Assigned to School	8	# of Assistant Principals	2	# of Deans		# of Counselors / Social Workers	2				
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	0	% Teaching with Fewer Than 3 Yrs. of Exp.	5	Average Teacher Absences	5				
Overall State Accountability Status (Mark applicable box with an X)											
School in Good Standing		Priority School		Focus District	X	Focus School Identified by a Focus District		SIG Recipient (a)		SIG Recipient (g)	
ELA Performance at levels 3 & 4	26.5	Mathematics Performance at levels 3 & 4	47.9	Science Performance at levels 3 & 4	34.5	4 Year Graduation Rate (HS Only)					
Credit Accumulation (High School Only)											
% of 1 st yr. students who earned 10+ credits		% of 2 nd yr. students who earned 10+ credits		% of 3 rd yr. students who earned 10+ credits		6 Year Graduation Rate					

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		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) in Mathematics			
	American Indian or Alaska Native		Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	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. Set a consistent system for all administrators to conduct frequent cycles of observations. Provide frequent feedback about teachers' strengths and areas for improvement aligned with their individual professional needs based on observations.
2. Unit plans and lesson plans will be revised to align with Common Core Learning Standards (CCLS). (3.3: Teachers ensure that unit and lesson plans that are aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher order thinking and build deep conceptual understanding and knowledge around specific content.)
3. 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.
4. Isaac Newton Middle School Community Board will be formed to investigate issues of safety and devise strategies to reduce bullying and violence. This Board will include various constituents including families, teachers, administration, local politicians, partners, NYPD and students. (5.2: The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.)

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

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

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

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

#	Statement of Practice	H	E	D	I
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.		X		
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.			X	
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.			X	
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.				X
OVERALL RATING FOR TENET 3:				D	

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

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

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

#	Statement of Practice	H	E	D	I
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.				X
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.				X
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.				X
5.5	The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.				X
OVERALL RATING FOR TENET 5:					I

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:				D	

School Review Narrative:

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.	Tenet Rating	I
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Debriefing Statement: The school leader has created a school community and learning environment with the input of all stakeholders. However, systems of continuous and sustainable school improvement do not adequately lead to improvements in student achievement.

Strengths:

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

Areas for Improvement:

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

- According to the school leader, the school has a vision that was shared with the school community; however, not all school community members are aware and could articulate this vision. Document reviews revealed that the SCEP goals and school-wide goals to improve student performance are included in the vision. During the school visit, the Integrated Intervention Team (IIT) found no evidence that the vision is aligned to specific, measurable, ambitious, results-oriented and timely goals. Based on parent and teacher interviews, communications regarding the vision had been limited and lacked a sense of urgency. As a result, not all stakeholders in the school community know and embrace the school vision, which has led to an overall lack of understanding of the need for urgency regarding meeting school-wide goals.

2.3 **The school has received a rating of *Ineffective* for this Statement of Practice:** Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement; curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.

- During the school visit, the IIT was unable to locate evidence that the school has an operational, evidence-based system that supports the implementation of best practices. The school leader indicated, and classroom observations confirmed, that across grade levels, teachers do not consistently use differentiated instructional practices and strategies. The absence of evidence-based systems to identify and communicate best practices impedes progress towards mission critical goals.

2.4 **The school has received a rating of *Developing* for this Statement of Practice:** Leaders make strategic

decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.

- To meet student needs, the school leader has made some strategic hiring decisions and has implemented two after-school programs; however, the IIT found that the school does not meet all students needs appropriately. The school leader reported that she analyzes the fiscal capital to make funding decisions that address the school-wide goals once a year. Based on classroom visits, the school is not meeting the needs of all students due to generic instruction without the differentiation of instructional approaches and tasks. Because the school has not made strategic decisions to organize its resources to address the needs of all students, the capacity for students to achieve goals is limited.

2.5 **The school has received a rating of *Ineffective* for this Statement of Practice:** The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.

- The school leader conducts targeted teacher observations; however, the school leader does not use student data to evaluate and track teacher practices. The IIT found no evidence that the feedback from observations includes specific steps for teacher improvement, aligned to professional development (PD) or teacher improvement plans. Interviews with the school leader and teachers did not provide evidence of systems that include check-ins regarding teacher next steps and instructional practices that utilize the analysis of student data. The IIT reviewed formal teacher observation feedback and found that feedback did not reflect a progression of specific and actionable guidance to improve teacher practice. The lack of a fully functional system including actionable feedback, tracking of student data, and targeted PD, hinders staff accountability for continuous student improvement.

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

Tenet Rating

D

Debriefing Statement: The school has a written curriculum that supports the implementation of the Common Core Learning Standards (CCLS) and related common assessments. However, modifications to curriculum were not evident to meet the needs for identified subgroups in order to maximize 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.

- The school provides support for the implementation of CCLS aligned instruction, through bi-weekly teacher meetings, teachers review the CCLS and participate in curricular alignment coaching. Teachers reported that they work with coaches at teacher meetings to align curriculum to the

CCLS. As a result, the support structure provided enables teachers to receive the ongoing support necessary for quality implementation of the CCLS.

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.

- While teachers collaboratively discuss and revise lesson plans to support the CCLS, they do not consistently implement these plans in the classrooms visited. Lesson plans and pacing calendars reviewed by the IIT support the implementation of the CCLS. During the school visit, teachers met to discuss curricula and revise unit plans. However, classroom visits did not consistently follow available lesson plans and did not align to the CCLS. Because teachers do not consistently use unit and lesson plans reflective of the CCLS, students do not receive stimulating, rigorous instruction, and thereby are not able to build deep conceptual understanding and knowledge around specific content.

3.4 The school has received a rating of *Developing* for this Statement of Practice: The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.

- While there is evidence of some collaboration across grades and subject areas, the IIT found no evidence that interdisciplinary planning occurs to target what is taught, why it is taught and modifications for future instructional plans. According to the school leader, she schedules meetings for teams of teachers to collaborate. The art teacher reported that he attends weekly grade level meetings and department meetings. Based on classroom visits, teachers use enrichment activities infrequently. The absence of comprehensive, interdisciplinary planning and collaboration, limits student access to a robust curriculum that incorporates the arts, technology, and other enrichment activities.

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

- While some teachers reported the use of data, the IIT found that teachers do not use data to strategically adapt instruction. Additionally, there was no evidence found that supports teacher work regarding the development of instructional plans that map out a path for progress and growth. Classroom visits did not show consistent use of scaffolding strategies for students with disabilities and English language learners (ELLs). Some teachers reported using Achievement Reporting Information System (ARIS) and Acuity data, but did not provide evidence of action plans based on this data. As a result, the absence of data-driven strategic action planning limits effective instructional planning to promote greater achievement outcomes.

Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students and pertinent sub-groups experience consistent high levels of engagement, thinking and achievement.	Tenet Rating	I
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Debriefing Statement: Teachers are developing practices and making decisions to address the gaps between what students know and need to learn. However, some students, including those in pertinent subgroups, are not actively engaged in higher levels of thinking that lead to increased student achievement.

Strengths:

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

Areas for Improvement:

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

- Not all teachers have developed and implemented instructional plans based on data. Document review of unit and lesson plans did not include teaching strategies and accommodations for students with disabilities and ELLs. During the school visit, the IIT found that teachers do not consistently create short- and long-term goals for students. Classroom visits revealed that some lesson plans were present, but during instruction, teachers provided few accommodations for students. As a result, there is an absence of instructional practices aligned to plans, which hinders student engagement and inquiry.

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

- While lesson plans reflecting the CCLS were provided for review during the school visit, teachers did not provide multiple points of access for students during instruction. Lesson plans and aims were found to support alignment to the CCLS, during classroom visits. However, the IIT found that teachers did not always use instructional practices aligned to the standards. During classroom visits, the IIT found that teachers provided the same instruction and tasks to all students, with no modifications for struggling students. Generic instructional practices limit student access to learning and achievement of 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.

- During the school visit, the IIT found that teachers had developed behavioral expectations and used strategies that were sensitive to the diverse needs of their students to foster a safe environment for learning. The IIT found that teachers did not engage students in questioning that

related to instructional materials with high levels of text and content complexity and that was responsive to the varied experiences of students. In most classroom visits, teachers had established plans for acceptable student behavior; however, there was an absence of instructional practices that were consistently sensitive to the diverse student needs. As a result, the learning environment was not consistently tailored to student strengths and needs and therefore limited student engagement.

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.

- During the visit, the IIT found some evidence of some teachers using data for instructional decision-making. Teachers reported that they posted some data on Teacher Ease, an on-line data collection system. Students and parents reported that teachers post data online for parents and students to review. Classroom visits did not provide evidence of data use in instruction and in action plans used to provide targeted interventions. The lack of explicit, data based teacher instructional plans which include differentiation for specific student groups, does not promote student participation in their own learning process.

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

Tenet Rating

I

Debriefing Statement: The school cultivates a culture that promotes safety. Formal systems are being developed to support the social and emotional developmental health of students. However, this process is in the initial stages, resulting in social and emotional health issues not being uniformly addressed.

Strengths:

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

Areas for Improvement:

5.2 **The school has received a rating of *Ineffective* 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 established a School Support Team (SST) to address the social and emotional health needs of students. However, the school leader reported that there is no formal, overarching plan for addressing the social/emotional developmental health needs of all students in the school. At the time of the visit, the school was developing a system of referral and support to address the social and emotional developmental health needs of students, connecting to the academic success of students. Additionally, during the visit, the IIT found that the school was in the initial stages of developing a ladder of referral for students. As a result, the school does not have an overarching

system of support, which hinders the supports provided to students regarding social and emotional development.

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

- During the school visit, the IIT found that the school had no vision for social and emotional health and did not have a program to teach or measure skills and behaviors related to social and emotional developmental health. Classroom visits revealed that some staff were unable to articulate the school's vision and its connection to social and emotional developmental health. During interviews, staff and parents could not identify the skills or behaviors being taught that connected to student social and emotional health. The school leader stated that the school does not have a curriculum or program in place to teach, support, and measure social and emotional developmental health. As a result, there is a lack of vision and support for the social and emotional health of students and this limits the school's capacity to provide a safer, healthier environment for students, staff, and families.

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

- At the time of the visit, the school was making efforts to create a safe environment conducive to learning. Students reported that they were unaware of where to turn for social and emotional supports. Additionally, students expressed that they do not consistently feel safe at the school. Parents indicated that teachers volunteer their free time to mediate student conflicts. During interviews, teachers were unable to articulate how the school's vision connected to social and emotional developmental health. In addition, teachers indicated an uncertainty regarding their role in supporting students in this area. As a result, the absence of a safe, supportive learning environment leaves students without a sense of ownership and support within their school.

5.5 The school has received a rating of *Ineffective* for this Statement of Practice: The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.

- The school has no specific plan to support staff in the use of data to address students' social and emotional developmental needs. During interviews, teachers gave no indication that they use data to address students' social and emotional developmental health. Additionally, the IIT did not see a formal system on paper or in action that included specific feedback from teachers in regard to the tracking of student needs. As a result, there is an absence of support from the school leader and the student support team for developing teacher ability to use data to respond to students' social and emotional developmental health needs. This limits teacher capacity to help students become academically and socially successful.

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

Tenet Rating

D

Debriefing Statement: The school is welcoming to families and has created partnerships with external community organizations to foster collective responsibility for students. However, families speaking languages other than English do not always receive translated school information which hinders reciprocal communication and parent ability to advocate for the needs of their children.

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.

- During the school visit, parents reported that cultural celebrations occurred at various times throughout the school year. Additionally, parents expressed that they felt welcomed at the school. The Parent Teachers Association (PTA) conducts meetings on a monthly basis at 5 p.m. to accommodate parent schedules. Parents indicated that PTA meetings are a forum for parents to communicate to and with the school. The school leader reported that students and parents are aware of the open door policy the school has and that they stated that they can come to the school leader's office anytime to address concerns. In addition, members of the IIT observed students visiting the school leader's office during the school visit. The school has good communication with families, and provides helpful information on the school's website. Additionally, teachers send text messages to parents regarding student progress and behavior. As a result, the school atmosphere fosters a feeling of belonging and trust for families which promotes increased support for student learning and achievement.

Areas for Improvement:

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

- The school communicates school information in several languages; however, not all spoken languages of students and families are regularly translated. Based on document reviews and interviews, the school communicates to parents through printed notifications that are "back-packed" to homes and normally translated into English, Spanish, and French. The PTA and School Leadership Team (SLT) meetings are conducted in English and Spanish. Based on document reviews and interviews, the school communicates with families regarding student achievement using the Teacher Ease website, ARIS, Acuity and monthly reports; however, this information is not available in all pertinent languages. Because the school does not ensure that all parents receive communications in a language that they can understand, not all families can readily identify their children's strengths and needs to augment learning.

6.4 The school has received a rating of *Ineffective* for the Statement of Practice: The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.

- The school provides families with limited information about community agencies that support student success. In addition, the school does not provide PD for school staff on how to actively seek and sustain healthy partnerships with families and community agencies. Parents reported that they are kept abreast of issues related to safety in the outside community through assemblies, teacher meetings, and parent workshops. Professional development agendas and meeting notes indicated that the school does not provide PD for staff concerning developing partnerships with families and community agencies. Because the school has not developed consistent, strong connections with some families, and community agencies, the school has not optimized supports that could promote the increase of student success.

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

- The school does not provide a wide range of learning opportunities for families to increase their understanding of student data. While the school makes some student data available to families using on-line software, many are unable to access and understand the information. According to the school leader, access to online data is limited because many families do not have computers and the information is not translated in all pertinent languages. However, the school leader reported that the parent coordinator is available only one afternoon a week to introduce parents to the Acuity and ARIS data systems. The absence of learning opportunities for families to understand school and individual student achievement data and the lack of translated data and school information in all pertinent languages limits the dialogue between families and the school.

Recommendations:

Tenet 2: School Leader Practices and Decisions

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

- 2.2: Develop SMART goals that align with the school vision. Make the vision and goals known to all stakeholders so that there is a shared sense of urgency regarding student achievement.
- 2.3: Implement systems that are dynamic, adaptive, interconnected and lead to the collection and analysis of outcomes to inform practice. Espouse and support evidence-based practices that foster student progress and achievement. Establish feedback loops to evaluate practice continuously. Ensure that goals are timely, transparent, and widely available to all stakeholders.
- 2.4: Develop systems for programming students and teachers that address student achievement and support established mission-critical goals. Annually analyze available fiscal capital to make funding decisions that address school goals.
- 2.5: Observe teachers frequently, provide relevant feedback, targeted PD opportunities, and differentiated teacher improvement plans. Develop a system that tracks formal and informal observations, related feedback, teacher progress based on student data, targeted PD, and holds staff accountable for continuous improvement. Conduct periodic check-ins with other school leaders and staff members that provide next steps necessary to yield a positive year-end evaluation rating.

Tenet 3: Curriculum Development and Support

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

- 3.3: Ensure that teachers consistently use unit and lesson plans that reflect the CCLS and stimulate higher-order thinking to enable students to build deep conceptual understanding and knowledge around specific content. Develop pacing calendars that support the CCLS.
- 3.4: Ensure that teachers meet across grades and subjects targeting what is taught and why it is taught. Provide students with curricula that enables them to discover, create, and communicate information using the arts, technology, and other enrichment areas.
- 3.5: Develop a system to collect and analyze student data to evaluate school effectiveness, identify student needs and patterns of student learning, inform instruction, and map out a clear and timely path for progress and growth. Provide staff the necessary PD to use this system effectively to promote student achievement.

Tenet 4: Teacher Practices and Decisions

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

- 4.2: Provide training and coaching for teachers on how to create plans that are informed by data and grade-level goals for all groups of students. Ensure that teachers align instructional practices and strategies with

instructional plans. Provide accommodations for students with disabilities and interventions for all students that lead to inquiry and engagement. Ensure that teachers establish short- and long-term student goals based on grade-level benchmarks.

- 4.3: Ensure that teachers use instructional practices aligned to CCLS curriculum maps and provide students with multiple ways to engage learning. Provide PD to enable teachers to develop appropriate and engaging instructional practices for all students groups.
- 4.4: Ensure, through PD and monitoring, that teachers use strategies that are sensitive to the strengths and needs of diverse students, provide access to social and learning opportunities, use instructional materials that contain high levels of text and content complexity, and stimulate high levels of student engagement and inquiry.
- 4.5: Ensure, through PD and monitoring, that teachers use data to inform instructional decision-making, adjust student groupings and provide targeted interventions. Ensure that teachers provide frequent feedback to students based on the analysis of timely data to foster student participation in their own learning process.

Tenet 5: Student Social and Emotional Developmental Health

In order for the school's strategy and practices to fully align with the concepts in the Effective column of Tenet 5 the school should:

- 5.2: Develop partnerships to promote student social and emotional developmental health and track their effectiveness. Identify students with needs related to social and emotional developmental health and create a system of student referral and support that addresses these needs. Explore designating a specific adult to coordinate addressing the social and emotional developmental health needs of each student.
- 5.3: Develop a school vision for social and emotional health. Develop a program that teaches, supports, and measures social and emotional developmental health and results in students demonstrating these skills. Provide PD to help teachers support the social and emotional developmental health of students.
- 5.4: Ensure that all constituents can articulate the skills and behaviors that demonstrate social and emotional developmental health. Ensure that teachers and parents understand the vision and the role teachers play in achieving the vision.
- 5.5: Create systems in which the school leader and support staff work with teachers to develop an understanding of how to create and use relevant data to address students' social and emotional developmental health needs.

Tenet 6: Family and Community Engagement

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

- 6.3: Develop an effective communication system using multiple tools in all pertinent languages that enables all parents to engage in a dialogue focusing on student achievement.
- 6.4: Develop connections with families and community stakeholders focused on supporting student learning and growth. Provide PD for all staff members on how to seek and sustain healthy partnerships linked to student needs with families and community organizations.
- 6.5: Develop strategies to share school and individual data with parents in a way that enables families to understand student learning needs and successes. Foster greater family engagement in children's educational

experience through more teacher-initiated contact with parents and frequent progress reporting to parents on their child's academic and social emotional health needs.