



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	342800010008
School	JHS 008 Richard S. Grossley
School Address	108-35 167 th Street Jamaica, NY 11433
District	NYC CSD 28
School Leader	Angela Green
Dates of Review	June 3-4, 2013
School Accountability	Priority
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	6-8	Total Enrollment	752	% Title 1 Population	100%	% Attendance Rate	91%				
% Free Lunch	76%	% Reduced Lunch	5%	% Student Sustainability	0%	% Limited English Proficient	6%	% Students with Disabilities	27%		
Types and Number of English Language Learner Classes											
# Transitional Bilingual		# Dual Language		# Self-Contained English as a Second Language	1						
Types and Number of Special Education Classes											
# Special Classes	8	# Consultant Teaching		# Integrated Collaborative Teaching	5						
# Resource Room	6										
Types and Number Special Classes											
# Visual Arts	10	# Music	19	# Drama	0	# Foreign Language	29	# Dance	9	# CTE	0
Racial/Ethnic Origin											
% American Indian or Alaska Native	3%	% Black or African American	66%	% Hispanic or Latino	17%	% Asian or Native Hawaiian /Other Pacific Islander	13%	% White	1%	% Multi-racial	0
Personnel											
Years School leader Assigned to School	3	# of Assistant School leaders	4	# of Deans	2	# of Counselors / Social Workers	5				
% of Teachers with No Valid Teaching Certificate	0%	% Teaching Out of Certification	16%	% Teaching with Fewer Than 3 Yrs. of Exp.	7%	Average Teacher Absences	N/A				
Overall State Accountability Status (Mark applicable box with an X)											
School in Good Standing		Priority School	X	Focus District		Focus School Identified by a Focus District		SIG Recipient (a)		SIG Recipient (g)	X
ELA Performance at levels 3 & 4	24%	Mathematics Performance at levels 3 & 4	33%	Science Performance at levels 3 & 4	44%	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	X	Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
X	Students with Disabilities	X	Limited English Proficient
X	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in 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
X	Students with Disabilities	X	Limited English Proficient
X	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Science			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective			
	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. Safety and security
2. Sustainable and ongoing professional development (PD)
3. Meeting the needs of learners

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 PD 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 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:				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:				D	

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

#	Statement of Practice	H	E	D	I
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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 PD 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	E
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Debriefing Statement: The school leader uses evidence-based systems to ensure that teachers make effective instructional adjustments. As a result, there are high levels of accountability, which results in continuous school improvement.

Strengths:

1. **2.3 The school has received a rating of *Effective* for this Statement of Practice:** Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement; curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.

- The school leader uses evidence-based systems to analyze practices and guide improvement. For example, the school leader meets with teachers to review student data at least twice each month. In addition, the school leader reported that she and the assistant school leaders have implemented an in-school mentoring program where instructional leads share best practices and conduct classroom inter-visitations. During the vertical teacher meeting, staff stated to the Integrated Intervention Team (IIT), that teachers are encouraged to use ACHIEVE 3000, Achievement Reporting and Innovation System (ARIS), and Individual Improvement Plans (IIPs) to make instructional adjustments at the school level. Teachers also stated that they are encouraged by lead teachers and coaches in the use of online data systems. The implementation of the aforementioned evidence-based systems, ARIS and Achieve 3000, encourage school-wide practices that ensure progress toward mission-critical goals.

2.4 The school has received a rating of *Effective* for this Statement of Practice: Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.

- The school leader has analyzed the needs of the school and allocated resources to address those needs and accomplish the school-wide goals. The school leader relied on an internally conducted school needs assessment by the school leadership to allocate funds for instructional programs aligned to school-wide goals that enhance student learning. Programs purchased included Achieve3000, SuccessMaker, and SkillsTutor, which were purchased to address the goal of increased student achievement on New York State assessments. Teachers stated they receive helpful, specific feedback and support from school leaders, and through the PD 360 program that provides video vignettes illustrating various areas of need for teacher instruction. The school leader has also designed IIPs aligned to the Danielson Framework for Teacher Evaluation Instrument. By successfully utilizing resources to address the needs of the school, the school leader is able to support the achievement of mission-critical goals.

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 PD opportunities; and hold administrators and staff accountable for continuous improvement.

- The school leader has established a system to regularly observe teachers and monitor their progress to ensure continuous improvement. The school leader observes teachers at least three times per year to assist them in meeting their individual goals, and stated to the IIT that there is a school PD plan designed around teacher needs and strengths. School leaders conduct weekly cabinet meetings, and monthly goal monitoring meetings occur to measure progress and plan the next steps for improvement. The tracking of teacher and administrator progress through observation, feedback and PD promotes continuous school improvement.

Area for Improvement:

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

- The school leader has a vision that is often considered in making decisions and adjustments for the school environment and student achievement; however, the goals for the school are not timely, and student goals are not connected to the school goals. The school leader stated in interviews with the IIT that the vision was created several years ago in collaboration with the school leadership team, which includes parent representatives. Teachers shared that they have input in ongoing modifications to the school vision. Teachers also reported to the IIT that lead teachers help increase their understanding of the school’s progress toward meeting goals, and provide support to help teachers implement the CCLS and plan interventions for students with greater needs. However, a document review indicated that the goals outlined in the School Comprehensive Education Plan (SCEP) are not timely. In addition, the goals did not have interim benchmarks or action plans. Student portfolios reviewed also did not consistently include student goals aligned to school-wide goals. Inconsistent practices regarding the alignment of individual student goals to school-wide goals limit a shared understanding of the school’s vision and hinder timely progress toward achievement of the school vision.

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
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Debriefing Statement: The school leaders and staff have begun to support and implement the integration of the CCLS into the curriculum; however, the current curriculum lacks the rigor to stimulate higher-order thinking, and limits greater student achievement outcomes.

Strengths:

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

Areas for Improvement:

3.2 **The school has received a rating of *Developing* 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.

- While the school has begun providing support for implementation of the CCLS, the CCLS has yet to be fully integrated into planning and teaching across the school. According to teachers interviewed by the IIT, the leadership team schedules a common planning time each week to allow teachers to modify curricula. Teacher teams meet weekly to discuss the CCLS and instructional shifts. They modify tasks to meet student needs using the Engage NY website as a resource. However, the review team found that not all reviewed plans provided consistent opportunities for students to engage in higher-order thinking activities. Teachers also stated that school leaders provide PD supporting the CCLS curricula, tailored to address patterns of student need noticed during teacher observations. School leaders stated that they provide systematic support to teachers through faculty meetings, weekly common planning times, and specific PD sessions. Although these supports have been provided, the review team found limited evidence of the CCLS instructional shifts being implemented in the classrooms visited. The inconsistent implementation of rigorous and coherent curricula hinders the use of instructional practices that maximize student learning outcomes.

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 are developing plans to support the CCLS, students are not fully challenged during instruction. During teacher meetings, teachers affirmed to the IIT that they participate in grade-level and content-specific professional learning teams to review curricula and make instructional adjustments; however, students stated that often there is a lack of challenging content presented during instruction. Most classrooms visited by the IIT had lesson plans aligned to the CCLS; however, the implementation of these lessons did not produce consistent engagement of students in activities designed to stimulate higher-order thinking skills, or use scaffolding within complex materials. The inconsistent use of complex materials that stimulate higher-order thinking limits students' ability to build deep conceptual content understanding and knowledge.

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 teachers have been provided with time to collaborate regarding student achievement and the curriculum, students are not provided with exposure to a multidimensional, interdisciplinary curriculum. School leaders, lead teachers, and network and school support staff make efforts to

sustain collaboration through structured grade level and subject area teacher team meetings during scheduled common planning times; however, the review team did not see evidence that this collaboration had resulted in a robust, cohesive curriculum that was inter-connected across subjects and disciplines. Laptops are available for student use in most classrooms. SMART Boards are also present in some classrooms; however, the incorporation of technology and the arts in instruction is limited. The limited use of technology and the absence of the incorporation of the arts in the curriculum do not allow students the tools and opportunities necessary to access a robust curriculum.

3.5 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader and teachers develop a data-driven culture based on student needs, assessments, and analysis, which leads to strategic action planning that, informs instruction and results in greater student achievement outcomes.

- The use of student data to design instruction and interventions is inconsistent. Teachers stated in interviews that they use data to design interventions and create student groups. Teachers explained that they use data to address the needs of individual students and to examine learning gaps and trends to make curricular adjustments; however, classroom observations did not consistently reveal differentiated learning tasks and student groupings that reflected purpose. A document review of the SCEP, inquiry team meeting minutes, and agendas indicate that teachers of students with disabilities are actively involved in data analysis, developing systematic tools to evaluate instructional effectiveness, and devising instructional plans to target greater student achievement outcomes. However, it was not evident that teachers of general education populations were also involved in the use of data analysis to create instructional plans. During the school visit, review team members did not receive information regarding the collection of timely data and use of assessment tools to identify patterns of student learning. Inconsistent practices related to the use of data slow the process of strategic action planning necessary to inform instruction and increase student achievement.

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

Tenet Rating

D

Debriefing Statement: Most teacher practices support the alignment of the CCLS; however, the prevalent use of generic, whole-group instruction observed does not address the gaps in student understanding and ability and limits student access to higher levels of achievement.

Strengths:

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

Areas for Improvement:

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

- The instructional practices and strategies observed in most classes visited were generic, and the instruction focused on the abilities of students who were able to master grade appropriate tasks. A document review of student goal setting forms in student folders indicated general goals, without challenging targets. During the visit, there was limited evidence provided to show that all teachers are regularly monitoring students' short or long-term progress toward established goals. In general, instructional practices included the use of visual aids, graphic organizers, manipulatives, audio-visual supports, and computer-based programs to provide multiple entry points, and interventions. However, the review team did not observe evidence of consistent practices organized around annual and unit planning across all lesson plans reviewed. Inconsistent planning and inconsistent monitoring of student progress hinders the attainment of high levels of student engagement, inquiry and achievement.

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.

- During some classroom visits, teachers offered a wide variety of modalities to engage students in learning. In other classes visited, teachers used generic lesson plans that limited student engagement and achievement. In most classrooms visited, students worked on the same task, with one point of access, and one acceptable finished product. Inadequate instructional strategies, without necessary modifications for all student needs, does not provide multiple points of access, and limits opportunities for struggling students to achieve at high levels.

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 small student group meeting, students explained that they have opportunities to be part of the student government and to run for class leadership positions. Students stated that during student meetings they discuss general issues pertinent to the school, such as the anti-bullying campaign, which increases safe zones in the school building. During classroom visits, review team members observed teacher questioning that prompted students to think deeper and use reasons and evidence to support their viewpoints regarding individual articles used during instruction. In some classes visited, teachers addressed the needs of English language learners (ELLs). In two out of over twenty classes visited, teachers differentiated the instructional activities according to the proficiency levels of ELLs. Instruction that is not consistently tailored to the strengths and needs of all student groups hinders the attainment of 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.

- During both the vertical and grade level/subject teacher meetings, teachers indicated that they use baseline assessments, unit assessments and periodic Acuity Instructionally Targeted Assessments (ITAs) to measure student academic growth. ACHIEVE 3000, an online program which includes differentiated instructional activities for varied skill levels, aids in monitoring the progress of

student, teacher and school-wide goal attainment, and instructional interventions. Teachers conduct individual student conferences and provide written feedback to students. In addition, content-specific rubrics to measure content knowledge and skill-specific rubrics monitor skill mastery. Teachers stated that ARIS is used to obtain individual student data that informs the formulation of instructional groups. Teachers stated they adjust student groupings based on ongoing assessment of specific tasks. Although teachers use multiple forms of data, there was no clear indication of when and how they analyze data to affect instructional strategies and differentiation for subgroups, particularly for ELLs. Data analysis that does not occur in a manner that consistently supports all student needs discourages students' participation in their own learning, and student achievement is limited.

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

Tenet Rating

D

Debriefing Statement: The school has various supports in place to address the social and emotional health of students; however, the absence of PD intended to aid teachers and staff in learning how to identify student needs, does not equip staff with the skills necessary to promote a student body that is both academically and socially successful.

Strength:

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.

- During the leadership meeting, the school leader explained that the school is structured into academies. Each academy has a youth development team comprised of an assistant principal, a guidance counselor, a dean, and a substance abuse prevention intervention specialist (SAPIS). This team provides daily services for students in need of support in areas such as attendance and health, and conducts assemblies and provides preventive services to avoid adverse situations and incidents. Students stated that most of the staff is available to support them, and some provide an email address for contact purposes. Students understand that there is a ladder of referral starting with the teacher and ending with the school leader. The school has established partnerships and obtained grants to create programs, such as Project Boost, Making Proud Choices, Young Men's Initiative(YMI), and Girls Empowered and Motivated to Succeed (GEMS) The school has also cultivated some partnerships that support families. A referral procedure to monitor referrals and follow-up on supports is in place. The use of social and emotional learning data allows the school to identify specific needs of students, and because of data analysis, programs are identified that may benefit specific student social and emotional development needs and behaviors. Established systems and partnerships that cultivate the growth of social and emotional developmental health within the student population lead to greater student academic and social 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.

- The school leader stated that she uses data to establish specific after school programs to meet student social and emotional needs. Teachers report that they review data on ARIS, and in individual education plans (IEPs). Student support staff members emphasized the importance of collaborating with teachers to identify students in need of supports. Student referral forms, which are part of the school's ladder of referral, are used to prompt follow-up conversations with students and parents. In addition, the school has a Youth Development Team comprised of the Substance Abuse Prevention Intervention Specialist (SAPIS) and the assistant principal of security. This team meets regularly to address and discuss issues of safety and other social and emotional needs of students. The pupil personnel team (PPT) also meets once a week to discuss the positive behavior intervention system and available supports for students with specific social and emotional health needs. The use of the various forms of data and systems of collaboration provide teachers with information to better respond to student social and emotional health needs

Areas for Improvement:

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

- A review of documents by the IIT indicated that there is not a program in place to measure and monitor student social and emotional developmental health, and teachers did not mention attending PD sessions provided by the student support staff. During stakeholder interviews, staff, students, and parents demonstrated knowledge of general behavioral skills taught at the school, such as respect, good attendance, and positive work habits that students need to practice to support their social and emotional developmental health and accomplish the vision of the school. The student support staff stated that the school distributes the discipline code to parents and students at the beginning of each year. In addition, the school sends behavioral lessons home every other month, and guidance counselors conduct weekly lessons geared toward the school's vision. The YMI, GEMS and the BEACON program also provide some support; however, there is no specific curriculum used to teach, support and measure social and emotional developmental health. The school has a parent room set up for parents to come in and use computers. The absence of formal teacher PD related to the social and emotional developmental needs of students, and how to identify and support those needs effectively, hinders the development of a clear and understood vision for student social and emotional developmental health.

5.4 The school has received a rating of *Developing* for this Statement of Practice: All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.

- Some students interviewed expressed that they feel safe in the school building, and that they participate in the anti-bullying campaign and the initiative called "Blue Light," which is working toward developing the entire school building into a safe zone. Other students expressed that they do not feel safe, especially in hallways, because they share the school building with another school and are often afraid of the other school's students. During the parent meeting, parents were able

to convey to the IIT the school vision and the work that the school engages in to support their children’s social-emotional health. Programs, such as the YMI, which is designed for Black and Latino fathers and sons, and other after school programs provide social and emotional support, as well as academic assistance to students. Parents also spoke of the morning success program, and explained that all of the programs mentioned support their children academically, socially and emotionally. Most parents shared that they felt safe in the school, and could address any incidents that might occur with staff members. During classroom visits, the IIT observed instances of student disrespect toward one another. Teachers in these classrooms reminded students to respect their classmates. Teachers who participated in the vertical teacher meeting stated that students need regular reminders to respect the adults as well as other students in the building. Students also stated they are frequently bullied, often distracted by others in class, and unable to get answers to questions in class because other students “make fun” of them. Instances of student disrespect impair the ability of the school to establish an environment that is safe and conducive to learning.

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 a welcoming space for families to learn and collaborate with school staff; however, limited parental participation in learning opportunities and other participatory offerings at the school curtails any efforts made to encourage all community members to share in the responsibility for student progress and growth.

Strengths:

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

Areas for Improvement:

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

- During the parent meeting, families shared that they trust the school leaders, teachers, and all staff. Parents stated that they willingly volunteer at the school to do office work, and to chaperone on class trips. The school leader stated that the parent coordinator is resourceful, energetic and provides workshops for parents. Parents spoke about the parent room at the school, where the parent coordinator is always available to speak with them, organize parent activities, and schedule meetings with teachers or other staff members, as necessary. They also expressed their appreciation for the caring attitude of the school leader toward the students; however, they expressed concern that many parents do not take advantage of the opportunities offered by the school. The school welcomes families, and provides opportunities for them to engage with staff; however, sporadic parental participation hinders widespread collaboration and interferes with increased student success.

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

- Some parents stated that they receive communications from the school in Spanish and Haitian Creole, but not in other languages represented in the student population. Parents and teachers stated that they could consult with staff members who speak other represented languages, if they need translations. The translated documents were forms downloaded from the New York City Department of Education (NYCDOE) and New York State Education Department (NYSED) websites. Parents stated that they receive information concerning student achievement through student progress reports, ARIS, Skedula, and during parent-teacher conferences; however, most of the information is not available in all languages represented at the school. One parent stated that his child is in an honors class, and that he would be better able to support his child if he could receive the class and teacher expectations in Bengali. The school staff is aware of the diverse culture within the school community; however, limited translations of pertinent student data reports, and school and class information documents, hinders reciprocal communication and mutual understanding between the school and community stakeholders which limits the potential for increased student success.

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

- The school has developed various partnerships with community organizations to support student growth and well-being. However, parents stated that students are not achieving the growth and enhanced well being expected from participating in the programs due to a lack of motivation and bad behavior. Additionally, many parents are not involved in the school community, and do not access the resources made available to them by the school. Document reviews and interviews indicate that the school does not offer PD for staff members on the establishment and maintenance of partnerships with families and community organizations. School community partnerships are not fully utilized, which limits students' social and emotional progress, and slows the process of academic improvement.

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

- The school has a system to monitor and record telephone and parent conference logs when families come in to visit the school or participate in telephone conferences. Additionally, teachers stated that they keep logs of their telephone outreach to parents. Parents can access their child's assessment, attendance, and social and emotional data on Skedula, a data based system. However, none of the parents interviewed had attended any workshops or training on the Skedula data system. During the parent meeting, parents stated that the school offers a variety of learning opportunities regarding data collection systems and the uses of data. The school provides opportunities for parents to review data and have dialogue with school staff members; however, limited participation in workshops and training sessions impedes collaboration necessary for

increased student success.

Recommendations:

Tenet 2: School Leader Practices and Decisions

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

2.2 Implement professional development regarding the development of student goals and their alignment to school-wide goals. Additionally, review and revise the goals reflected in the SCEP to encourage and support a shared sense of urgency about achieving timely goals among teachers, parents, students, and staff.

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:

3.2 Provide on-going PD and support for teachers to learn to plan and implement rigorous and coherent curricula consistently across all grade levels and subject areas.

3.3 Include the use of complex materials in instructional planning, as defined and explored during PD sessions for all teachers. Additionally, modeling and coaching should occur to demonstrate methods of engaging students in learning and stimulating higher-order thinking skills among students.

3.4 Support teachers through coaching and modeling regarding the use of technology, the arts and effective ways these areas can be connected and incorporated into the curriculum.

3.5 Ensure that teachers not only review data but also utilize data to create student groupings and tasks . The rationale for student groupings should always be included in instructional plans and teachers should be provided with on-going training regarding effective ways to collect and utilize data.

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 PD regarding assisting students with creating realistic, yet challenging, short and long-term goals. Additionally, PD, coaching and modeling regarding lesson planning should occur regularly with frequent monitoring to promote high levels of student engagement and inquiry.

4.3 Ensure that PD, coaching and modeling regarding the consistent use of instructional strategies and the use of multiple points of access for all students to achieve targeted goals occurs on a regular basis.

4.4 Ensure that teachers provide instruction tailored to meet the needs of all students and subgroups. Regular support and monitoring of the implementation of the instruction should occur.

4.5 Provide teachers with PD, regarding effective data analysis and use, to plan for instruction. Additionally, use data to measure the specific progress of subgroups. Teachers of such students should receive on-going PD to assist them in planning for instruction and to support their continuous progress.

Tenet 5: Student Social and Emotional Developmental Health

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

5.3 Research and select a curriculum that affords teachers the supports necessary to measure the social and emotional developmental health of their students. Additionally, teachers should participate in ongoing PD sessions regarding understanding and identifying the social and emotional needs of students.

5.4 Research and implement successful practices that build student respect for themselves, their classmates and staff members to promote safe, respectful environment that is conducive to learning.

Tenet 6: Family and Community Engagement

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

6.2 Research and implement successful best practices used by similar New York City schools to promote parent engagement and collaboration.

6.3 Provide translations of all student data, school information, and parental notifications to make them available in all languages represented in the student population.

6.4 Provide PD for teachers and staff regarding ways to seek and sustain partnerships with families and community organizations, to support student success.

6.5 Research and implement best practices used in similar New York City public schools to effectively engage families in dialogue regarding student data and achievement.