



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code/DBN	343000011450
School	Long Island City High School
School Address	14-30 Broadway Long Island City, NY 11106
District	NYC CSD 30
School Leader	Vivian Selenikas
Dates of Review	April 22 -24, 2013
School Accountability	Priority
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	9-12	Total Enrollment	2980	% Title 1 Population	65.8%	% Attendance Rate	80.6%				
% Free Lunch	69.22	% Reduced Lunch	6.95	% Student Sustainability	91	% Limited English Proficient	14.73	% Students with Disabilities	14.43		
Types and Number of English Language Learner Classes											
# Transitional Bilingual	18	# Dual Language	0	# Self-Contained English as a Second Language		1					
Types and Number of Special Education Classes											
# Special Classes	18	# Consultant Teaching	0	# Integrated Collaborative Teaching		66					
# Resource Room	14										
Types and Number Special Classes											
# Visual Arts	24	# Music	26	# Drama	0	# Foreign Language	69	# Dance	4	# CTE	31
Racial/Ethnic Origin											
% American Indian or Alaska Native	.23	% Black or African American	11.48	% Hispanic or Latino	61.4	% Asian or Native Hawaiian /Other Pacific Islander	15.13	% White	11.24	% Multi-racial	0.07
Personnel											
Years Principal Assigned to School	1	# of Assistant Principals	12	# of Deans	20	# of Counselors / Social Workers		10/3			
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	4%	% Teaching with Fewer Than 3 Yrs. of Exp.	5%	Average Teacher Absences	5 days				
Overall State Accountability Status (Mark applicable box with an X)											
School in Good Standing		Priority School	X	Focus District		Focus School Identified by a Focus District		SIG Recipient (a)	(g)		
ELA Performance at levels 3 & 4	43.43	Mathematics Performance at levels 3 & 4	54.54	Science Performance at levels 3 & 4	52.45	4 Year Graduation Rate (HS Only)		56.1			
Credit Accumulation (High School Only)											
% of 1 st yr. students who earned 10+ credits	79.0	% of 2 nd yr. students who earned 10+ credits	72.1	% of 3 rd yr. students who earned 10+ credits	70.5	6 Year Graduation Rate		66.7			

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
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		Limited English Proficient
	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 ELA: PI=148 EAMO= 174 Did Not Meet Math: PI =173 EAMO = 171 Met		

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. The four-year graduation rate of Cohort O will be 70%, an increase of 13.9 percentage points.
2. The all student group in Cohort O will increase by 5% the passing rates on the English, Integrated Algebra, and Global Regents, as measured by a score of 65% or higher, over that of Cohort N.
3. 70% of the students in the school in the lowest third will earn 10+ credits in their third year, an increase of 13.4%
4. School attendance rate will be 85%, an increase of 6%
5. There will be improvement in the School Environment by 3 points as measured by the School Environmental Survey for 2012-13 school year.

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 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:		E		
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:		E		
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:				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 vision is shared by school leaders to encourage high outcomes for all students. School leaders strategically use data driven professional development opportunities to foster a collaborative analysis of resources. This change in the school culture is resulting in increased student achievement and success.

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 developed a vision and created goals that support the vision. Interviews with the school leader, parents, teachers, and students indicated that the school has a vision to provide students with the skills and knowledge needed to succeed in school and throughout life. In addition, each of the five small learning communities within the school has its own vision. Each small learning community has measurable goals to increase attendance, credit accumulation, and student achievement. The school vision is prominently posted throughout the school in English and Spanish. The school leader reported that the goals were created by every team in the school using multiple sources of data. The school community’s vision promotes a shared sense of urgency about achieving school-wide goals.

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 various evidenced-based systems and structures as well as human capital to improve professional practices within the school community. The school uses the Atlas program to examine student achievement data and modify the curriculum as needed. Atlas consultants use specific protocols to support teachers in assessing student work and modifying the curriculum. The school leaders analyze the Atlas data and discuss best practices based on the findings. In addition, the school’s small learning community (SLC) and cabinet meetings are structured to monitor attendance data, academic data, and student credit accumulation by student cohort. The school leader uses the data shared in the cabinet meetings to develop and revise accountability plans to improve instructional practices school-wide. The school leader re-organized the school into the SLC structure to allow for flexible programs such as the daily common planning time where staff collaborate and share best practices within their small learning community. Teacher leaders within each SLC are responsible for providing guidance on course content and ensuring alignment of materials to the Common Core Learning Standards. Additionally, the school leader created a

strategic plan for professional growth for teachers. The school leader reported that teachers rated unsatisfactory are provided intervention plans, which may include inter-visitations, targeted PD on lesson planning, and strategies to improve instruction aligned to the Danielson Framework for Teaching. As a result, the systems utilized by the school leader improve the individual teacher and school wide practices in critical areas to 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 made hiring decisions and created programs to meet the academic needs of the students and school. The school leader reported that she has restructured the leadership team by adding four new personnel to support the small learning community structure across the school. The school leader has divided school into SLC's, with each assistant principal overseeing a specific cohort, subgroup or content area. Additionally, the school leader hired a second bilingual parent coordinator to meet the needs of a large bilingual parent base. The deans were re-trained to address student social and emotional development. The school uses state funds for the Achieve Now program that targets at-risk students. The school leader stated the school uses Achieve 3000 (an online provider of differentiated instruction), a zero period, and after school tutoring to assist English language learners (ELLs) and students with disabilities. Student-support staff reported that the English language arts department provides PD to paraprofessional staff on supporting literacy and scaffolding. The school has set a goal of increasing the four-year graduation rate to seventy percent, which requires that at least 619 students who are members of the four-year graduate cohort graduate. At the time of this visit, school data indicated that 625 were on track to graduate. The school leader's strategic decision-making around human and programmatic capital aligns to the goals in the School Comprehensive Education Plan (SCEP) and targets the needs of the school community. As a result of the initiatives, the immediate needs of the school community are met and the students have opportunities to achieve academic success.

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

- The school leaders have implemented an observation system that includes regular observations, timely feedback, and improvement plans. As of April 2013, the school leaders had completed 180 teacher observations and provided targeted and specific feedback to teachers with time-bound next steps. The school leader accompanies each assistant principal on at least one class visit to every teacher in the school to provide calibrated Danielson feedback to improve pedagogy. The teacher is then informally observed again to ensure that the recommendations are addressed within the timeline set by the assistant principal. Teachers with unsatisfactory observation ratings meet regularly with a school leader and receive intervention plans, which include lesson planning, inter-visitations, and strategies to improve instruction. The school submits Annual Professional Performance Review (APPR) goals to the superintendent for feedback at the beginning and middle of the year. The school has partnered with High Schools that Work, which provides PD on CCLS, curriculum writing and instructional practice. These efforts to ensure that staff have the support

and resources the staff need have allowed the school to develop a culture of continuous 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

E

Debriefing Statement: The school has established vertical and horizontal meetings in which teacher teams collaboratively develop curricula and share strategies to improve instructional practice thereby positively influencing student 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 supports teachers in developing and implementing curricula that reflect CCLS. The school leader reported that the UFT Teacher Center assists the staff in implementing rigorous and coherent curricula that support CCLS and the CCLS instructional shifts. Document review and teacher interviews indicate two lead teachers, who are New York City Department of Education (NYCDOE) Fellows, turnkey their training on CCLS shifts and best practices to staff. Document review and interviews indicated that the school uses curricula that supports CCLS. Classroom visits by the IIT indicated that effective ELL strategies are used in content area subjects and document reviews indicate that teachers have received PD in Sheltered Instruction Observation Protocol (SIOP). These efforts support and facilitate quality implementation of rigorous and coherent CCLS supported curricula.

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

- Teachers use pacing calendars and curriculum maps that support the CCLS and develop lesson plans that differentiate instruction for students. Teachers meet daily during common planning time to examine pacing calendars, develop unit plans and curriculum maps, and collaborate on best practices. Teachers collaborate to develop tasks to promote students' higher-order thinking skills. Lesson plans reviewed by the team include activities that support the CCLS and support differentiation for all students. Student projects reviewed reflected CCLS and classroom objectives. Lesson plans reflecting the CCLS help teachers stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.

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.

- The school leader and teachers have developed and implemented a plan to incorporate technology in the curriculum and expose students to interdisciplinary curricula, including art and music. School leaders and teachers reported that horizontal and vertical groups meet to collaborate and develop curriculum that incorporates the arts and technology. Teacher interviews indicated that the SLCs foster teacher collaboration. The school uses various software programs, such as Daedalus Integrated Writing Environment (DIWE), Google docs, i-Learn, Dropbox, Elmo, Castle Learning, APEX, and Study Island, to increase student engagement and proficiency. For example, the integration of Study Island helps the ELL's and students with disabilities increase their comprehension and engage in enrichment. Teachers utilize these programs to assist student learning, revise curricula, and plan engaging lessons to reinforce key concepts using a different instructional modality. The review team observed students using laptops, calculators, and SMART Boards during lessons. The school created ongoing partnerships with the Apollo Theater Academy, Baryshnikov Art Center, the Metropolitan Opera, and Martha Graham Dance Group to provide access and exposure to the arts for all students. Teachers reported that they use the school library to incorporate art and music into their lessons. Teachers, students, and school leaders report that the school also uses the online cooking class, ROUXBE. Students have access to a curriculum that incorporates the arts and technology. The development of curricula materials that connect across disciplines improves students' ability to be college and career ready.

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

- The school leaders collect and disseminate a variety of data, which teachers use to identify student needs, revise instructional plans, and adapt instruction for groups of students. Interviews with school leaders and teachers indicated that data are shared during cabinet, teacher, and SLC meetings. School leaders share the results of uniform midterm tests and Regents examinations with teachers. These data are used by teachers to craft mini-lessons on specific strategies that need to be addressed by individual and small groups of students. Teachers use this data during the common planning time and when conferencing with students within their SLC structure. Teachers reported that DIWE results and learning style surveys assist teachers with the modification of instruction to meet the needs of all students. The school leader stated that the network data specialist provides information on cohort and student data for each department to analyze and revise instructional plans for groups of students. The analysis of data leads to planning that informs instruction and promotes greater 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

E

Debriefing Statement: Teachers regularly engage in strategic practices and decision making in order to provide multiple points of entry geared towards encouraging driving all students to achieve higher levels of engagement, inquiry, and thinking.

Strengths:

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

- There is an overall structure in place to ensure that the teachers use data to plan and set general grade-level goals for all students. Teachers adjust curriculum maps and differentiate instruction based on student performance data. The school leader and teachers report that content teams review student work samples weekly and use such data together with formative and summative performance data to adjust curriculum maps to meet the individual learning needs of all students. Interviews with the school leaders and teachers and document review indicate that integrated co-teachers and Special Education Teacher Technology Specialists (SETTS) co-plan with general education colleagues to develop differentiated instruction strategies and grouping of students. Students and teachers report that individual goals are created and are revisited in the middle and at the end of the school year. Teachers and students reported that teachers create short- and long-term goals for students grouped by achievement. The review team observed classes and found that some teachers use instructional practices and strategies to address established student goals. As a result, teachers' instructional practices provide students with high levels of engagement and inquiry for all students.

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

- Classroom visits by the review team indicate many teachers use instructional practices that support the CCLS and the instructional shifts. Many lessons observed followed a coherent lesson plan structure with a logical sequence that ensured multiple points of access for all students. Many of the lessons observed offered students opportunities to work collaboratively or in pairs. Students interviewed stated that they felt intellectually safe to engage in the classroom by asking and answering questions. In the lessons the review team observed many students were actively engaged. Classroom visits indicate these efforts lead to students achieving targeted goals through a variety of instructional approaches. For example, during classroom visits the IIT observed leveled vocabulary and targeted writing strategies provided by teachers for multiple entry points for students. The use of the SIOP protocol also allowed ELL students to have access to lesson content. In many lessons the review team observed teachers asked thought-provoking questions and organized their lessons to ensure different subgroups were challenged and supported. These instructional practices lead to increased student engagement, which contributes to improvements in academic outcomes for all students.

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

- The school has explicit behavioral expectations, which are stated in student contracts and were

created with full collaboration of all stakeholders. These behavior expectations are supported throughout the school community, which creates a cohesive culture and common language among the school stakeholders. This culture is supported in the classroom by engaging instruction through questioning techniques and discussion. Teachers use instructional practices that stimulate student thinking by teaching persuasive writing and by having students initiate and participate in a range of discussions (one-on-one, in groups, and teacher led). This results in positive interactions and engagement. Interviews with school leaders, teachers, students and parents indicated that all stakeholders collaborated in the creation of school-wide rules. The review team's observations of classes and hallways indicated that a strong culture of mutual respect permeates the school community. Teachers create a safe environment that promotes high levels of student engagement and inquiry. Teachers provide weekly tutoring for individuals and groups of students during common planning time. This supports on-going student progress and augments the sense of buy-in and support in the school community. The school behavioral expectations, along with the implementation of and student adherence to the rules, results in a learning environment that is intellectually and physically safe for students to thrive and succeed.

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

- Teachers analyze data to inform instructional decision-making and student grouping. Teachers use data to create specific plans and adjust instructional strategies to match student's needs through the SLC meeting structure. Teachers provide detailed feedback to students and provide next steps weekly through conferencing. Teachers use various sources of data, such as formative and summative assessments, to drive instruction to meet the needs of all students. Teachers interviewed indicated that teachers group English language learners (ELL) using New York State English as a Second Language Achievement Test (NYSESLAT) scores and first language. Teachers also group students by mixed abilities within classrooms using the New York City Department of Education Achievement Reporting and Innovation System (ARIS) data; formative assessments; such as exit tickets; and item analyses from midterm and midyear exams. Teachers stated that they use available data from ARIS, SESIS reports, DIWE, and in-class formative and summative assessments to inform lesson planning. Teachers regularly assess and evaluate the achievement data. For instance, the school leader reported that staff identified 200 general education students not meeting grade-level standards. The SLC teams created and implemented intervention plans to address these students' needs by setting specific measureable goals and assigning appropriate interventions, which resulted in an increase in student attendance and credit accumulation. Teachers reported providing feedback and next steps to students based on classroom observations, student responses, writing samples, entry and exit tickets, and writing journals. Teachers across grades and content areas use rubrics, which allow teachers to provide explicit feedback regarding next steps for improvement. Document reviews indicated teachers and students create assessment rubrics for projects that foster student understanding of assignments and assessment tools. Teachers reported creating student goals using learning style surveys and student data. Teachers identify students who are off track for graduation due to credit accumulation deficits and provide such students with opportunities to make up credits, such as extended-day courses, online courses, catch-up work, and Vacation Boot Camp. Teachers use a variety of data sources to inform lesson planning, develop

explicit teacher plans, and foster 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

E

Debriefing Statement: The school community partners with various organizations to develop a safe culture that is conducive to learning and addressing the social, health, and emotional needs of students in order to improve their academic success.

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 had created systems and cultivated partnerships to support and sustain social and emotional developmental health. Students belong to an SLC, each of which has a dedicated guidance counselor, behavioral support specialist, and content team teachers who know the students well and refer students for support. Students in the grade nine academy reported that they feel comfortable in knowing where and from whom they can receive support. The review team observed teachers engaged in discussions with student-support staff about supporting the social and emotional development of students. Students stated they have multiple opportunities for support through activities such as GEAR UP, Global Kids, Study Island, Castle Learning, and Saturday tutoring. The school has created partnerships to provide health services and other enrichment opportunities. Elmhurst Hospital sponsors an on-site health clinic, which provides students with physical and emotional health services, including a psychologist. The school created partnerships with the Apollo Theater Academy, Baryshnikov Art Center, and Martha Graham Dance Group, which provide students with on-site and off-site workshops. The school offers 32 sports teams, which promote physical health, team building, leadership, responsibility, and academic motivation. The school has developed systems and partnerships that support 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 provides some learning experiences for students and staff connected to social and emotional developmental health. Interviews with students, teachers, and student-support staff and classroom observations indicated that classroom teachers provide students with opportunities to voice opinions through accountable talk. Teachers reported providing an environment where students provide positive feedback to each other to support social and emotional developmental health. Students are encouraged to share their opinions and provide evidence of their claims and counterclaims during lessons. Students also are encouraged to support one another and share their

experiences to support their classmates within the SLC team structure. Students are confident to go to a specific person within their SLC team. Students during interviews indicated that they feel safe and supported in the school community, and they are encouraged to support one another. During classroom visits, the review team saw teachers facilitate classroom discussions regarding positive and appropriate behaviors. To support students' social and emotional developmental health, subject-area teachers in grades nine through twelve teach a unit that celebrates the uniqueness of each student. The school's PD plan listed weekly sessions on *Creating a School Community and Culture of Support* for targeted staff. The school provides learning experiences connected to social and emotional developmental health, which promotes a safer and healthier environment for teachers, students, and families.

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

- The school has articulated core values and shared them with the school community. During interviews with the review team staff articulated their roles in achieving the school vision. Interviews with teachers, parents and other support staff indicated that the SLC teams work collaboratively to provide targeted interventions to students by conducting regular and frequent outreach to parents weekly to keep them informed of their children's academic needs. Staff reaches out to parents frequently to ensure that they are part of the process for monitoring their children's ongoing academic progress. Parents reported during the interview that many teachers reach out to parents often to give them updates on their children's progress on assignment completion, behavior, and graduation progress. Students indicated that student council meetings, which include the school leader and representatives of the student community, provide a forum for student leadership. The creation of a safe community that is conducive to learning allows the school to foster a shared sense of ownership toward school-wide goals, increasing the likelihood of improved student 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 presented evidence that school leaders and the student-support staff work with teachers to develop their understanding of how to use data to address students' social and emotional needs, and that school leaders expect teachers to use data for such purposes. The school uses data from a variety of sources, such as the Progress Report, the School Report Card, and Regents results, to engage in collaborative discussions to improve student performance and attendance. Staff reported that each SLC organizes its common planning time to provide opportunities to engage in planning, inquiry work, case conferencing, PD, and targeted student tutoring. Student support staff and school leaders use behavioral, attendance, and social data to address specific needs of students. The use of data allows the school to be better able to identify areas of student need to ensure that appropriate social and emotional developmental health supports are in place.

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
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Debriefing Statement: The school culture promotes partnerships in which parents, community, and staff work together toward student academic progress, social emotional growth, and well-being. However, in seeking to engage families in their children’s education, the school does not provide sufficient opportunities for parents to understand and interpret student progress data, which limits student outcomes.

Strengths:

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

- The school holds events to welcome families and encourage family engagement. Parents stated that they participated in open houses for prospective students and their families. The school also holds an evening event to provide new parents with access to guidance counselors for targeted student advisement for upcoming school year’s programming. This provides parents with pertinent information about graduation requirements, Regents requirements, the SLC school structure, the career technical programs and the specific group of staff that is assigned to their children. In addition, the school hosts events that celebrate student successes, such as winter and spring concerts and art exhibits. Student-support staff and the school leader reported that the SLC teams meet with the parents of students needing interventions to allow a dialogue among the parents, behavior support teachers, social workers, and guidance counselors. Parents reported that the school has an open door policy where they can speak to school staff and advocate for the children. The welcoming school atmosphere encourages families to freely and frequently engage with the school, promoting increased student success and parental awareness of school expectations of student achievement.

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 uses bilingual staff to translate materials and conversations for families. The school uses a number of means to communicate with families about school activities and student progress. The school leader and student-support team reported that the parent coordinator and the bilingual parent coordinator communicate with parents via conferences and phone calls regarding student progress. Parents reported that paraprofessionals translate school information for students and their families. Parents reported that they receive ongoing communication from the school to inform them of their children’s academic progress and social development. The school leader and staff report that each SLC includes guidance counselors, social workers, and a family worker who review communications to families. Parents and staff stated that the school uses *Engrade*, an online tool for recording grades and assignments, to communicate with parents about their child’s needs and strengths. Students reported that the school communicates opportunities for credit accumulation

and course acceleration. Students are encouraged to make up any missed assignments when they are absent from school. Tutoring sessions are also offered to students through letters and phone calls. The school increased the number of marking periods from six to eight to provide parents with more frequent feedback on student progress. The school engages in reciprocal communication with families so that students' strength and needs are identified and used to augment learning. This provides additional opportunities for parents to play an active role in supporting their children's academic progress.

Areas for Improvement:

6.4 **The school has received a rating of *Developing* 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 collaborates with community-based organizations that provide activities and programs to students and families; however, the school does not offer PD to staff on seeking and sustaining partnerships with community organizations. A review of documents indicated that three organizations work with students and their families. The Metropolitan Opera provides a Saturday program for students and parents, providing them the opportunity to attend live concerts and sponsors winter and spring concerts and art exhibits celebrating student achievement in the arts. The Palazzo Strozzi Foundation promotes global awareness through cultural exchange. Gear Up provides in-class college awareness, preparation, and parent workshops on the college-application process. However, there was limited evidence that the school provides PD to targeted staff on how to seek partnerships with families and community organizations to support student success. The absence of PD for targeted staff on seeking partnerships with families and community agencies limits the school's ability to support student success. As a result, the school's efforts to linking the community to the school through strategic planning are not fully realized.

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.

- The school provides information to families about student achievement but does not provide a range of opportunities to increase families' understanding of student data. Document review and interviews with the school leader, school staff, students, and parents indicated that the school shares student data with families in progress reports and quarterly report cards. To help families understand these reports, the school provides information about the school-wide grading policy and the course work requirements. However, there was no evidence that the school provides a range of learning opportunities to increase parent understanding of student data. The absence of opportunities to increase families' understanding of student data limits families' ability to engage in a dialogue with school staff centered on learning and success.

Recommendations:

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:

- 6.4: Develop a PD plan to ensure that teachers and support staff implement strategies to create and sustain healthy partnerships with families and community organizations. Empower parents to become active participants by providing pertinent information on how to support their child's learning and take advantage of community resources. Link student needs across all areas (academic and social-emotional) to increase student success.
- 6.5: Provide workshops to parents on understanding school and individual student data. Develop strategies to share school and individual student data with parents in ways that enables families to understand student learning needs and successes and to advocate for student support. Develop strategies and workshops for families that help them interpret data and help their children plan for college and career readiness.