



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

DIAGNOSTIC TOOL FOR DISTRICT AND SCHOOL EFFECTIVENESS (DTDSE)



DBN	13K266
School	Park Place Community Middle School
School Address	62 Park Place, Brooklyn, New York 11217
District	NYC CSD 13
School Leader	Glenda Esperance, IA
Dates of Review	February 26-27, 2013
School Accountability	Focus
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	6-8	Total Enrollment	157	% Title 1 Population	84	% Attendance Rate	93				
% Free Lunch	73	% Reduced Lunch	11	% Student Sustainability	TBD	% Limited English Proficient	2.5	% Students with Disabilities	21.15		
Types and Number of English Language Learner Classes											
# Transitional Bilingual	0	# Dual Language	0	# Self-Contained English as a Second Language		0					
Types and Number of Special Education Classes											
# Special Classes	0	# Consultant Teaching	0	# Integrated Collaborative Teaching		3					
# Resource Room	0										
Types and Number Special Classes											
# Visual Arts	1	# Music	0	# Drama	0	# Foreign Language	1	# Dance	0	# CTE	3
Racial/Ethnic Origin											
% American Indian or Alaska Native	0	% Black or African American	77	% Hispanic or Latino	22	% Asian or Native Hawaiian /Other Pacific Islander	1	% White	1	% Multi-racial	0
Personnel											
Years Principal Assigned to School	Less than 1 year	# of Assistant Principals	1	# of Deans	0	# of Counselors / Social Workers		2			
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	8	% Teaching with Fewer Than 3 Yrs. of Exp.	8	Average Teacher Absences		2			
Overall State Accountability Status (Mark applicable box with an X)											
School in Good Standing	N/A	Priority School	N/A	Focus District	X	Focus School Identified by a Focus District	X	SIG Recipient (a)	(g)		N/A
ELA Performance at levels 3 & 4	17%	Mathematics Performance at levels 3 & 4	31%	Science Performance at levels 3 & 4	51%	4 Year Graduation Rate (HS Only)		N/A			
Credit Accumulation (High School Only)											
% of 1 st yr. students who earned 10+ credits	N/A	% of 2 nd yr. students who earned 10+ credits	N/A	% of 3 rd yr. students who earned 10+ credits	N/A	6 Year Graduation Rate		N/A			

Did Not Meet Adequate Yearly Progress (AYP) in ELA (Mark an "X" in the field(s) where school is identified for not meeting AYP.)			
	American Indian or Alaska Native		Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Science			
	American Indian or Alaska Native	X	Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) 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. Decrease the number of students performing at Level 2 on NYS Mathematics Exam by 25 percent by June 2013.
2. Decrease the number of students performing at Level 2 on NYS Mathematics Exam by 20 percent by June 2013.
3. Build teacher teams' capacity to provide engaging curriculum that align units of study with the shifts of the Common Core Learning Standards (CCLS), in response to diverse student learning needs.
4. Improve teacher effectiveness, including those new to the profession, with meaningful formative feedback and next steps from short, frequent cycles of formative classroom observation in order to deliver engaging learning activities aligned to the CCLS shifts.
5. Improve parental outreach in order to support shared parent-school accountability, parent access to information about their child's educational options and parents' capacity to support their children's progress to be "career and college ready".

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:				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
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		X		

	needs are identified and used to augment learning.				
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic, social, and emotional developmental health) to support student success.		X		
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.		X		
	OVERALL RATING FOR TENET 6:		E		

School Review Narrative:

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.	Tenet Rating	E
<p>Debriefing Statement: School leaders have a clear vision to promote student achievement and progress by establishing and strengthening systems in key areas including frequent monitoring of instructional practices that lead to continued school improvement.</p> <p>Strengths:</p> <p>2.3 The school has received a rating of <i>Effective</i> 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.</p> <ul style="list-style-type: none">• The school leader supports teachers by communicating goals to staff members to encourage the use of systems that are inter-connected and lead to the collection and analysis of outcomes. The school leader states that she encourages practices that improve school and student progress and achievement including training for universal access to the schoolwide Jupiter Grades system that provides access for staff, parents, and students to student grades, homework, and behavior information. The school also introduced into classrooms the Common Core Learning Standards (CCLS) bundles from the Department of Education. The school uses the Teacher Effectiveness Pilot to hold teachers accountable for incorporating Danielson into their own practice. The school leader has implemented teacher and student goal setting. The school leaders have begun to use the Achievement Reporting and Innovation System (ARIS) to inform decision-making for teacher and student scheduling. The school community is using systems and schoolwide practices in critical areas to make progress toward mission-critical goals to improve student achievement. <p>2.4 The school has received a rating of <i>Effective</i> 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.</p> <ul style="list-style-type: none">• The school leader uses school resources to support the academic and the social needs of students. The school leader uses the fiscal capital available to fund schoolwide efforts that support school goals while considering the needs of students and staff members. The school leaders hired an F-status English language arts (ELA) teacher, increased the part-time guidance counselor hours, purchased textbooks, sponsored special events for students, used ARIS data to inform decision-making, and moved teachers to an underperforming 8th grade class to improve instruction. The school leaders are planning decisions that support and improve the use of school resources to support student improvement. <p>2.5 The school has received a rating of <i>Effective</i> for this Statement of Practice: The school leader has a fully</p>		

functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.

- The school leader stated that she is in classes every other day, conducts formal observations twice a year, and conducts periodic checks on other school leaders. The school leaders work with the academic coach to observe classes. This leadership team has developed an on-going process to assess, prepare oral and written feedback to teachers, and then inform teachers of their observation feedback within 24-48 hours after a class is observed. This system holds school leaders accountable for continuous improvement in how teachers are observed and evaluated, and it places a time limit on when feedback is received by teachers. As a result, teachers receive timely feedback designed to improve practices and increase student achievement.

Areas for Improvement:

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

- The school leaders are beginning to work with teachers to increase classroom rigor by setting specific, measurable, attainable, results-oriented, and time-bound SMART goals and then meeting with teachers to follow-up on the goals and to reflect, review and analyze the Teacher Effectiveness Program (TEP) dashboard trends. The school is beginning to utilize student performance data to inform instructional decision making and teaching practice. The school leaders are beginning to use data to assess student performance and improve instructional practice through professional development (PD). They also are implementing a Teacher Effectiveness Pilot, seeking District support, extending the ninth period to provide academic support to students, and developing plans to increase student performance. The school leader is working with the school community to gain support from all constituents to develop a shared ownership of the school vision and to use that vision to promote high expectations for all students; however there was some confusion among parents about the actual vision of the school. The school leader reports using student data binders with teachers to highlight new content areas and activities that support the school vision. As a result of these new initiatives, the school is developing its ability to use to align its school improvement efforts toward specific goals to increase student achievement.

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: **Debriefing Statement:** Teachers are meeting collaboratively around the development of curriculum maps aligned to the CCLS; however, the lack of inclusion of higher-order thinking skills and large conceptual understandings limits instructional practices and student progress.

Strengths:

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

- The curriculum maps and scopes and sequences across content areas used by the school reflect the CCLS standards. Meetings are scheduled one period per week so that staff can focus on developing, implementing, and assessing coherent CCLS curricula across the content areas. Students and parents noted that across subjects students are engaged in more writing, reading, using texts to support a position, and analysis than they were in prior years. The school community is benefiting from multiple efforts to support and implement the CCLS with fidelity.

Areas for Improvement:

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

- Teachers work in groups, attend PD, and meet as departmental teams once per week to implement the CCLS in classrooms. Teachers work collaboratively to try to embed the CCLS coherent curriculum across the school, including in lesson plans; however, instructional practice does not always reflect the implementation of the CCLS. The school leader reported and the ITT Team observed during classroom visits that the school has purchased non-fiction books to expand student content knowledge as well as expand the use of technology, including computers, SMARTBoards, laptops. The use of these resources have not aided in the alignment of classroom instruction in CCLS and the instructional shifts. Most classrooms do not reflect the major CCLS shifts in instructional delivery. The documents provided by the school confirm that the school community is engaged in implementing the CCLS; however, teachers do not consistently group students according to ability or promote higher order thinking. The school community has not fully integrated the CCLS. Visits to classrooms by the review team indicate that teacher questioning is still dependent on student recall and that questioning to develop higher order thinking is not used. Instructional practices in the school do not support full implementation of the CCLS or a deep conceptual understanding and knowledge of instructional content, limiting the ability of the curriculum to provide students with the skills they need for the future.

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.

- The school has not aligned arts and technology to the academic curricula. The classrooms have SMART Boards, and teachers use this technology to project daily agendas, homework, "Do Now" activities, and class notes for students to copy rather than use this technology as an interactive learning tool with images, sounds, video, texts, multimedia, and additional resources to enhance

student learning. The misalignment between the academic curricula and the arts, technology and other enrichment activities limits the benefits that students receive from a robust curriculum that incorporates academic and enrichment classes.

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 school leader and teachers have begun using data from Juniper Grades, Acuity, and ARIS to begin to develop a data-driven school culture based on student needs. The school leader and teachers are beginning to use formative and summative data to identify patterns of learning. The review team found through a review of documents that the adaptation of instructional plans is based on the performance of specific students and has sometimes caused a misalignment of instruction for other students. Teachers review student data binders during team meetings and discuss Acuity results and benchmark performance assessments to make instructional and programmatic decisions. The school leader indicates that teachers use exit slips to assess quickly student understanding of content material. Classroom visits by the review team indicate that there is little variation in instructional activities and that all students often receive the same instruction without matching student skills, levels of interest, and talents. A review of documents, visits to classrooms, and conversations with school leaders, teachers, and students indicate that the school is focusing on planning instructional activities and analyzing data to increase the achievement outcomes for lower performing students. However, the school has not fully developed plans to ensure that higher performing students receive learning activities that engage and challenge their abilities. As a result, the school is still developing its ability to ensure that the curriculum provided meets the needs of all students.

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: Teachers are using lesson plans and are beginning to use data to inform grouping and multiple points of entry; however, there is an inconsistent use of higher-order questioning techniques, which limits achievement.

Strengths:

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

Areas for Improvement:

4.2 The school has received a rating of *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.

- There is an inconsistent use of instructional practices organized around daily lesson plans to meet established student goals or consistently promote high levels of student engagement and inquiry. Curriculum maps reviewed by the review team list differentiated instructional strategies and incorporate graphic organizers and tiered instructional concepts; however, there is limited evidence that teachers are embedding these plans-of-action into classroom practice. Students report that there is more work and much harder information to learn this year; however, the school leader and teachers self-report that some students are difficult to engage. Differentiated instruction is not consistently used, and grouping was not based on student need or ability. All students were engaged in the same task in classrooms visited. Teacher lessons are beginning to use data to inform their instructional practice; however, student levels of focused engagement were inconsistently evident in the classrooms visited by the review team. In one classroom visited, multiple students talked about off-task topics. Instructional practices and strategies that support daily lesson plans and promote student engagement and inquiry are not consistently implemented across the school, limiting efforts to increase student 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.

- Teachers used curriculum maps to focus on the concepts that are prioritized in the CCLS and to identify instructional connections within and across grades levels. The students in the classrooms visited by the review team appeared to be arranged in groups; however; groups were not planned by design or methodology, and class work was not provided to match student abilities. Tasks were the same for all students in most classes, and student grouping usually consisted of students engaged in the same tasks. In the classes observed by the review team that had students with disabilities, co-teachers and paraprofessionals were passive participants and were not being fully utilized during the lessons observed. The lack of instruction strategies that engage and challenge students limits the ways in which students can access learning and achieve goals.

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

- In most classrooms, students understood teacher instructional expectations and demonstrated a respect for each other. In one class, the teacher stayed at the board while some students were confused when trying to compute a problem. The guidelines for accountable talk were posted and students usually adhered to them. Interviews with the AP and teachers and observations of classes by the review team, indicated that the use of higher order questioning, differentiated instruction, grouping, multiple points of entry, scaffolding and students playing an active role in their own learning are areas that are not consistent across the school. Without instruction that is responsive to students' varied experiences, needs and strengths, the school is limited in its ability to ensure that students are appropriately engaged and challenged.

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.

- The use of data to group students to improve instruction or as a basis for planning is not consistent across the school. Teachers provided information that indicated data are used to group students; however, students who are assigned to groups often work on the same tasks with little differentiated work to support or challenge all students. There is no targeted plan in place to group students to maximize outcomes. Teachers interviewed did not articulate their decisions why their students were grouped and could not provide targeted interventions of students. Interviews with teachers, a review of student binders, portfolios, student drafts, and work exemplars confirm that teachers meet with students to discuss their written work and test results, but there is limited evidence that the school has developed a uniform rationale for the collection and assessment of documents to ensure that students remain engaged in the learning process. In classroom visits, there were inconsistencies in the use of data to improve instructional practice; there was little indication that students were grouped by design; and students were generally grouped to work on the same activities. The inconsistent use of data to group students by design, provide differentiated work and target interventions does not promote student participation and engagement in learning.

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

Tenet Rating

D

Debriefing Statement: The school community provides students with a safe and supportive environment; however, the school does not have a formal system in place to assess and support the social and emotional needs of all students.

Strengths:

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 community is safe according to parents, teachers, school leaders, and students. Current services in the school promote a safe, bully-free learning environment. Students shared in interviews that specific plans are made for students who fight at school. Students also stated that they feel more confident at school, and that the staff cares about the students and motivates them to do well. As a result, the school environment allows students to access learning, increasing the likelihood of improved student achievement.

Areas for Improvement:

5.2 The **school has received a rating of *Developing* 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 community works with outside agencies, parents, teachers, and students to provide social and emotional supports to students. The school uses part-time student support services staff and a school leader to provide crisis counseling and additional support for students. These are informal systems. The current system of referral using the AP, the guidance counselor, and the social worker are being updated to ensure that there are formal systems available to all students. The school guidance counselor and family coordinator have provided workshops for parents that included a workshop on the social and emotional health of students and families. The Jupiter Grade system can be used to track student attendance, tardiness, and behavioral data. Most students believe that the school community supports their social, emotional, and health needs and that caring adults are available to support them, if needed. The part-time school guidance counselor provides mandated counseling, high school articulation, high school applications, and support for students with behavioral problems. The school community is working with community partners to develop procedures and protocols that formally support the social, emotional, and health needs of students and their families. Until these formal structures are in place, the school will be limited in its ability to ensure that the needs for all students are being met.

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

- The current student support services provided by the student support services staff, school leaders, and selected teachers are not based on a plan that ensures services or crisis counseling to all students. The school community has worked with some parents to provide social and emotional development workshops; however, the school leaders have not reached out to all parents to engage them in a vision that firmly builds social and emotional developmental health. As a result, not all families, teachers, and students are benefitting from a systemic approach to social and emotional developmental health that addresses needs and provides appropriate supports.

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

- The school community has no plan in place to use data to develop teacher ability to respond to student social and emotional needs or to use data to help them become academically and socially successful. The art teacher provides some support to teachers to help them with the use of technology and data; however, there is no systemic plan to routinely collect and review data on social and emotional developmental health, and use the review of the data to inform planning and supports. The absence of formal structures to use data to respond to student social and emotional needs, impedes the school's ability to ensure that all student needs are being met.

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

Tenet Rating

E

Debriefing Statement: Student academic progress and social emotional growth is encouraged by a school culture that fosters commitment and engagement by family, school and community stakeholders.

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.

- According to the PTA president, 10-15 parents attend PTA meetings monthly and the meetings are arranged during the day and at night to improve parent attendance. The parents interviewed by the review team found the atmosphere in the school welcoming to parents. Parents were impressed with the Parent Coordinator and the school leader's ability to engage the guidance counselor, social worker, and teaching staff to participate in training that provided access to Juniper Grades to parents so that all constituents had access to student grades, attendance, and behavioral information. The parents were effusive about having access to student data and explained how some parents arranged to track or monitor student behavior and attendance using the Jupiter System while others knew of their student's grades before the student did because of parent access to the system. The Parent Coordinator speaks Spanish; the school leader speaks French; and Juniper Grades can be translated into 100 languages, making communication with families easier since the school introduced the system. Parents provided examples of how the staff worked with parents to solve academic and social problems. There were examples of progress made both general education and special education students. Parents present believe that the school community is successful because of committed school leaders and teachers who foster an atmosphere that is welcoming and supportive to student progress. As a result, parents are more likely to be engaged in their child's learning, which improves the likelihood of increased 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 community engages in an "open door policy" that extends to parents, teachers, students, and community-based agency workers in the school community to encourage planning and reciprocal communication to address student strengths and needs in order to augment learning. The planning and reciprocal communication between school leaders, teachers, community-based agency staff, and students has strengthened the responsiveness to student needs and has augmented learning by developing systems to respond to student needs.

6.4 The school has received a rating of Effective for the Statement of Practice: The entire school community partners with families and community agencies to promote and provide professional development across

all areas (academic and social and emotional developmental health) to support student success.

- In addition to PD that teachers and school staff attend to improve their instructional practice, parents have also attended workshops on topics such as accessing Jupiter Grades, working to build a supportive social emotional system, and supporting student success. Parents have also attended workshops in academics and technology. The school community works with neighboring schools and community organizations to sponsor activities, trips and workshops. The school community is working to use a range of supports to partner with families and community agencies in establishing a safe and secure environment that supports student achievement.

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

- The school is using school data systems to develop a range of learning opportunities for teachers, parents, and students to elevate their understanding and use of data to support student achievement. Training in the use of Acuity and ARIS has made data more accessible within the school community. The parent training in Jupiter Grades has expanded parents' interaction and dialogue with students as they learn to access, discuss, and assess academic data with their children. Parents' use of data systems to monitor their children's' behavior, track attendance, and communicate with teachers and school leaders about their children has expanded as parents learn to use the data systems. The school community has provided parents with computer access and time to meet with school staff to discuss using data to improve student outcomes. School data is shared in a way that promotes and encourages a dialogue between parents, students, and school staff to support student achievement, increasing the likelihood of improved student outcomes.

Recommendations:

Tenet 2: School Leader Practices and Decisions

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

- 2.2 Develop an inclusive school vision that reflects high expectations for all students where stakeholders have a sense of ownership of continued student academic success. Develop a strategic plan with measureable goals and timeframes that are aligned to the School Comprehensive Education Plan. Promote the ownership of the school vision so that that all constituents can use the vision to develop and reinforce high expectations for all students. Highlight new content areas, activities and goals that support the school vision across the school community.

Tenet 3: Curriculum Development and Support

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

- 3.3 Improve the implementation of the CCLS by providing PD for teachers on questioning techniques that require higher order thinking, expanding student responses and grouping students according to their skills and abilities.
- 3.4 Align the arts and technology with the academic curricula, provide PD to integrate technology as an interactive learning tool, and identify a school data specialist to support a robust curriculum that fully supports student achievement.
- 3.5 Provide PD to develop instructional plans that are based on student needs; provide differentiated instruction; and use student grouping to provide activities that match the needs and abilities of all students.

Tenet 4: Teacher Practices and Decisions

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

- 4.3 Provide PD and coaching on creating multiple points of entry of access to all students, developing strategies for flexible grouping of students, and providing group projects that are based on the needs and abilities of students.
- 4.4 Consistently use higher order questioning, differentiated instruction, and scaffolding, and minimize teacher-dominated instruction to improve instructional practice and student achievement.
- 4.5 Continue to use data to group students and provide targeted interventions. Ensure student groups are working on tasks that reflect their skills and instructional activities. Encourage student engagement in the learning process.

Tenet 5: Student Social and Emotional Developmental Health

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

- 5.2 Develop a formal plan where partnership and program implementation support and sustain the social, emotional and health issues of students.
- 5.3 Devise a plan to build a social, emotional, and health support system and structure to meet the needs of students. Ensure that the system promotes a vision connected to learning experiences that students can use to support and enhance their social and emotional development.
- 5.5 Develop a strategic plan to use social and emotional developmental health data, PD, and outreach to referral agencies to help teachers, parents, and student support services staff respond to students and families in crisis.