



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	662300010046
School	Martin Luther King, Jr. High Tech & Computer Magnet School
School Address	135 Locust Hill Avenue, Yonkers, NY 10701
District	Yonkers CSD
School Leader	Leslie Powell-Grant
Dates of Review	March 12 – 13, 2013
School Accountability	Priority
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration		PreK-8	Total Enrollment		562	Title 1 Population		47.3%	Attendance Rate		91.1%
%Free Lunch	79.64%	%Reduced Lunch	5.59%	%Student Sustainability		%Limited English Proficient		16.55	%Students with Disabilities		8.4%
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		1	#Consultant Teaching		0	#Integrated Collaborative Teaching					0
# Resource Room		1									
Types and Number Special Classes											
#Visual Arts	0	#Music	1.5	#Drama	0	# Foreign Language	1	# Dance	0	CTE	#
Racial/Ethnic Origin											
American Indian or Alaska Native	.2%	Black or African American	44.3%	Hispanic or Latino	51%	Asian or Native Hawaiian/Other Pacific Islander	1.8%	White	2.5%	Multi-racial	.2%
Personnel											
Years Principal Assigned to School		6	# of Assistant Principals		1	# of Deans		0	# of Counselors / Social Workers		/1
% of Teachers with No Valid Teaching Certificate		None	% Teaching Out of Certification		None	% Teaching with Fewer Than 3 Yrs. of Exp.		16%	Average Teacher Absences		6%
Overall State Accountability Status (Mark applicable box with an X)											
School in Good Standing			Priority School	X	Focus District	X	Focus School Identified by a Focus District			SIG Recipient (a) (b)	
ELA Performance at levels 3 & 4		20.5%	Mathematics Performance at levels 3 & 4		18.6%	Science Performance at levels 3 & 4			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 Second 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	X	Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	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
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:

No priorities were provided.

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:				D	

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' strengths 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				X

	support student success.				
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	D
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Debriefing Statement: The school leaders are building a culture and structure intended to lead to student academic success and well-being; however, at the time of the Integrated Intervention Team (IIT) review, the school had not yet established systems to ensure continuous sustainable school improvement. Consequently, the capacity of the school to address the needs of all students and community stakeholders was limited.

Strengths:

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

Areas for Improvement:

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

- The school does not have a vision that everyone in the school community knows and understands. Although the school leader indicated to the IIT that school stakeholders are aware of the vision; during stakeholder interviews with the IIT, many constituents indicated that they were unaware of the school vision and therefore were unable to speak about it. From a document review, the IIT noted that School Comprehensive Educational Plan (SCEP) goals were neither specific nor measurable. Further, the school goals were the same as the goals indicated in the District Comprehensive Improvement Plan (DCIP) and were not specific to the school. Parents interviewed by the IIT reported that although they were not included in the development of the SCEP, they had an opportunity to review it. The lack of a community-wide, shared understanding of the school vision and goals, and the lack of school-wide and student goals that are specific and measurable impede the attainment of a shared sense of urgency and the achievement of school improvement goals.

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

- Although the school has identified the primary use of academic data as being to inform instructional planning, the IIT found that evidence-based systems are not in place to effectively

examine and improve individual and school-wide practices in the critical areas. During interviews, the school leader and teachers indicated to the IIT that data is used to group students for remedial services. During the document review, the IIT noted that the school compiles data using classroom binders and that progress data includes information derived from state and local assessments. However, the IIT noted that the use of the data was uneven across the school community. Staff members shared with the IIT that they were waiting for data from a District-wide assessment that was administered in February (the month prior to the IIT review) to inform instruction going forward. The school leader reported that staff is aware of expectations around instruction regarding best practices; however, the staff shared that opportunities to attend District-led professional development (PD) have been limited and knowledge of best practices is not uniformly understood across the school. Documents reviewed by the IIT regarding best practices indicated that there is no system for monitoring the implementation and outcomes of best practice. The limited use of data to inform instruction and the lack of systems to consistently implement, examine, and monitor school-wide practice hamper progress toward mission critical goals.

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

- The school leader is developing in her ability to make strategic decisions with available resources to improve student outcomes. As a result of not having a widely understood vision and a clear set of school-specific goals, the school is unable to align its allocation of resources with its mission-critical goals. The school leader reported, during an interview with the IIT, that the District determines the needs of the school and makes all hiring and fiscal decisions for the school with limited input from school leadership. In spite of the prominent role the district plays in hiring staff, the developing nature of the teacher evaluation system and the inconsistent levels of feedback provided to staff result in limitations with the school's ability to fully develop staff and maximize the human capital available. The school leader also expressed that she has been unsuccessful in ensuring that the staff assignments to the school made by the District align with the needs of the school or the students. For example, the school does not have a social worker, psychologist, or school counselor assigned to support the social and emotional developmental health needs of over five hundred students, even though student suspension rates continue to increase. The school leader indicated that the school budget is \$10,000 per year for all materials and supplies and if more funds are needed, she will send a written request to the District for consideration. At the time of the IIT review, the District had honored all requests submitted, although it was unclear to the school leader how much more could be requested. Without a clear set of school specific goals to guide the school, the school leader is unable to fully advocate for the needs to the school to ensure that the identified goals can be reached.

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

- At the time of the IIT review, the school’s system for evaluating instruction had recently changed. The school leader reported that the school was in the process of adjusting observation schedules and practices to meet the requirements of the newly adopted Teacher and Principal Annual Professional Performance Review (APPR) System. Based on a document review of formal and informal teacher observations and on interviews with staff, the IIT found that the instructional evaluation system did not include frequent observation of teachers or the provision of feedback connecting student performance data to teachers’ instructional practices. Documents reviewed by the IIT also indicated that while teachers received feedback on their instructional practice, this practice was inconsistent. The lack of a consistent system for teacher observation and feedback that is connected to student performance and teacher improvement goals has resulted in the school leader not being able to effectively hold administrators and staff accountable for continuous instructional improvement. This situation has also resulted in a lack of available data for the school to use to tailor PD to meet student and teacher needs.

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

Tenet Rating

D

Debriefing Statement: At the time of the IIT review, the school leader and staff were in the process of developing and implementing coherent curricula and local assessments designed to support the Common Core Learning Standards (CCLS) and to meet the needs of all students. However, school constituents lacked a sense of urgency in completing this work, which hindered school improvement efforts and the school’s capacity to maximize teacher instructional practices and student learning outcomes.

Strengths:

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.

- At the time of the IIT review, teachers had opportunities to collaborate on teaching and learning. School leaders and staff spoke with the IIT about weekly meetings that were used to discuss opportunities to enable students to access curricula. The school leader indicated that students had access to curricula that incorporates the arts, technology, and other enrichment opportunities. During classroom visits across the grades, the IIT noted students and teachers using SMARTBoards and creatively using music and art to enhance learning. As a result of the opportunities for staff to collaborate, students have access to curricula that incorporate the arts, technology, and other enrichment opportunities.

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.

- The school is in the process of developing curricula maps and curricula designed to support the CCLS. The school leader and teachers reported that the District scheduled PD to address the CCLS; however, the number of staff allowed to attend the sessions was limited. Some of these sessions were cancelled but were not rescheduled. Interviews with the school leadership and staff indicated that units of study were collected and reviewed by school leadership. During a review of curricula by the IIT, it was noted that the format was not consistent throughout all disciplines. The units reviewed by the IIT were both typewritten and handwritten and none of the units was descriptive in nature. The lack of consistent PD opportunities and other systemic support for all staff limit the school's ability to develop and implement quality curricula aligned to the CCLS.

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 are scheduled to meet weekly to align unit plans and curriculum maps with the CCLS. During interviews with teachers, the IIT learned that the school provides opportunities for the planning of unit maps and lessons. Teachers also indicated that the school adopted a program in February 2013 to support CCLS implementation of mathematics. Staff reported that reading materials adopted by the school are not CCLS-aligned. The school leader stated that teachers are not contractually required to submit lesson plans with the exception of cases where teachers received unsatisfactory ratings on formal observations. A document review of lesson plans submitted to the IIT indicated inconsistent content with regard to CCLS alignment, a lack of multiple entry points for all learners, and a lack of assessment of student proficiency. Additionally, the lesson plans did not include complex instructional materials nor did they promote higher-order thinking skills or deep conceptual understanding and knowledge around specific content. The lack of consistent inclusion of CCLS-based higher-order questioning and complex materials in instructional limit the school's capacity to promote instruction that fosters higher-order thinking and a deep understanding of content.

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 collects student data with the intent to inform instructional practices and strategies. The school leader reported that the school uses summative data from the previous year to assist in the development of curriculum maps as a guide to plan for group instruction. The IIT found from

interviews that the school is planning to develop action plans based on data from an ELA assessment that was administered the month prior to the IIT review. Some teachers reported using ELA and Developmental Reading Assessment (DRA) data to identify patterns of learning and to drive instruction. Staff also reported that they use data related to the continuation of student services and grouping by language proficiency level or Individualized Education Program (IEP) goals. The IIT was informed that data from the New York State English as a Second Language Achievement Test (NYSESLAT) is used for grouping students by grade proficiency level. Some teachers reported that they struggle with the use of data. The lack of consistent skills in the collection, analysis, and use of data, including timely, formative assessment data, limits strategic action planning, unit and lesson planning, and hampers the maximization of student achievement outcomes.

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

Tenet Rating

D

Debriefing Statement: Teachers use generic instruction that does not stimulate student thinking or incorporate higher-order questioning and instructional practices and strategies that do not provide multiple entry points for all learners. These factors limit the school’s capacity to maximize student achievement and engagement.

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.

- As found during IIT interviews with teachers and school leadership, teachers are not contractually required to submit lesson plans to school leaders for review and feedback unless they have received an unsatisfactory rating. The school leader informed the IIT that teachers plan instruction based on student data distributed at the beginning of the year and that the school provides teachers with time to develop instructional plans and strategies to meet instructional goals. The IIT visited classrooms and found no apparent system to promote student engagement or employ ongoing assessment. In some classrooms, the IIT noted little differentiation in content and material to meet student needs. A document review by the IIT indicated a lack of short- and long-term goals targeted to the needs of individuals and subgroups of students. Annual and unit plans developed by the school did not constitute a clear plan to meet student goals and promote high levels of student engagement and inquiry. The lack of uniformly developed and monitored lesson

planning impedes the school's ability to use instructional practices and strategies that maximize student engagement and inquiry and to implement differentiated instruction targeted to address student needs and promote the achievement of student goals.

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.

- Some teachers use instructional practices aligned to the standards while others do not. A document review by the IIT indicated that lesson plans lack differentiation and do not include multiple points of access for students from all subgroups. In some classrooms observed, there was evidence of the implementation of instructional shifts in support of the CCLS, including small group instruction. However, many of the lessons observed were teacher-directed and did not consistently include higher-order questioning. During some classroom visits, the IIT noted that teachers provided opportunities for student engagement, including using the SMARTBoard and high levels of prompting, while other classrooms lacked student groupings, use of technology, or higher-order thinking questions. In addition, during interviews with the IIT, students reported the inconsistent use of supportive rubrics. Inconsistencies in the use of differentiated instructional strategies and the provision of multiple points of access for all students, impede student engagement and limit the ability of students to achieve targeted goals.

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

- A review of the discipline data by the IIT showed an increase in suspension rates for the past three years for which District data was available. While there were zero suspensions in 2009-10 school year, the number of suspensions in the 2010-11 school year grew to 71, and in 2011-12 there were 122 suspensions. The school leader reported that the District provides the discipline data to the school and that at the time of the IIT review she did not have the 2012-13 data available. However, the school leader was able to review entries in her journal of school incidents and parent conversations regarding 96 suspensions for 2012-13. She also provided the IIT with reports of other incidents that had not resulted in suspensions. Despite a negative trend in discipline data, students interviewed by the IIT reported feeling safe asking questions in class and said they are treated well by the school staff. During interviews with the IIT, staff members expressed concern and empathy toward students and their needs and reported that they work as a team in an effort to meet these needs. The school has provided targeted services to some students through the Response to Intervention (RtI) and Second Step Program and some students receive support afterschool or on "Dream Catcher" Fridays. The IIT noted, during classrooms visitations, that instruction varied from classroom to classroom. Instruction in some classrooms involves students in engaging instruction with multiple points of entry while instruction in other classrooms requires students to answer lower-order questions in such rapid succession that students are sometimes not afforded the opportunity to respond. The inconsistent use of instructional strategies that

promote student involvement, stimulate higher-order thinking and maintain high levels of instructional rigor hinder the school's ability to establish an environment that is tailored to the strengths and needs of all students and is responsive to students' varied experiences

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 inform instructional decision-making is a school-wide expectation. The school leader reported that teachers receive summative assessment data at the beginning of the year for their students and that they are strongly encouraged to collect and analyze formative assessment data. During classroom visits, the IIT noted uneven collection and use of formative data. Students reported that they consistently receive feedback on tests and homework assignments but not on other work. The IIT observed supportive academic rubrics on classroom bulletin boards but these provided inconsistent feedback to students and lacked next steps for academic improvement. The lack of a comprehensive system to collect, analyze, and use data to inform instruction as well as a lack of the provision of feedback to students limits student participation in their own learning process and inhibits the school's ability to foster high levels of student engagement, thinking, and achievement.

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 established a number of student supports and has established partnerships with a few community organizations. However, because the school has not yet designed or implemented comprehensive systems to identify and address the diverse social-emotional developmental health needs of all students or to identify ways to address barriers to social-emotional developmental health and academic success, the school's efforts to promote successful outcomes is impeded.

Strengths:

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

Areas for Improvement:

5.2 **The school has received a rating of *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 has identified a number of programs, partnerships, and strategies to assist in meeting the social and emotional developmental needs of students. The school leader and staff reported to

the IIT that the school does not have a school counselor or school psychologist to service the social and emotional needs of over 500 students. The IIT noted, during staff and school leader meetings, that the school uses staff, family relationships, and observations to aid them in identifying social and emotional developmental health needs of students throughout the school. Further, staff indicated that when needs are identified, students and families receive a “McRichmond” form which is the school’s version of the RtI process to refer students to one of the programs or strategies adopted by the school. The school uses a Second Step Program, to support student social and emotional developmental health needs; however, staff reported that not all staff members have received PD regarding this program. The school has also collaborated with two student intervention programs, KICS- School-Based Mental Health Program for psychological and social support and Spectrum Health Services (SPECTRUM) for medical support. The school leader reported that the school has not evaluated the overall effectiveness of intervention programs and strategies adopted by the school or their effect on academic achievement. Because the school lacks strategic implementation and evaluation of school-wide social and emotional developmental supports, comprehensive data collection and analysis, and relevant PD hinders the school’s ability to support and sustain the social and emotional developmental health needs for all students, especially those students who are in need of a higher level of support.

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 that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.

- The school has adopted Six Rules of Behavior intended to help build a sense of well-being among the students. The IIT observed students and staff reciting these rules during the school day’s opening routine but did not see explicit teaching of the desired behaviors associated with the Six Rules of Behavior. During staff interviews, the IIT learned that although the school has adopted RtI and a Second Step Program, knowledge and training of staff in this program are inconsistent. Staff reported that the school has adopted a bullying program provided by the KICS Program and a health services program called SPECTRUM. However, teachers reported the cancellation of the Second Step Program five-hour certification course, that the RtI program is not known school-wide and that not all students have access to SPECTRUM and KICS services. They also indicated that the school does not have a team dedicated to creating a positive school climate. The lack of a vision and overarching mechanisms to systematically promote social and emotional developmental health hampers the establishment of a school environment that meets the social and emotional needs of students and fosters a safe learning environment for all school constituents.

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.

- School safety is a concern of school community stakeholders as it relates to the drop off and pick up of students at the beginning and end of the school day. While students reported that, they feel that staff has done everything possible to keep them safe; parents interviewed by the IIT expressed concern for their children’s safety. All parents interviewed stated they do not feel safe for their

children during drop off and pick up times because of the number of people and amount of traffic at the school entrance. The school leader described to the IIT all of the programs in place for students intended to promote school safety and shared staff and security personnel assignments throughout the school building, including during student arrival and departure. Staff indicated to the IIT that student discipline referrals and suspensions continue to increase, not all staff members have been trained to support the social and emotional developmental health needs of all students, and the KICS and SPECTRUM Programs only support a limited number of students. Parents shared that the school should be more proactive in reaching out to all families in their native language to foster a feeling of belonging and to increase family involvement. The current school environment is not one in which all stakeholders feel safe or valued as members of the school community. These factors limit stakeholders' sense of ownership for promoting learning and student success.

5.5 **The school has received a rating of *Developing* 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 staff uses school-community relationships to help identify and address social and emotional needs for students, but the school is limited in what support services it provides to students. The school leader and staff reported to the IIT that there is no student support team dedicated to address and coordinate services to meet the social and emotional needs of all students. The school leader indicated that she encourages the use of data to address student social and emotional needs, though she also stated that, "support is provided in piecemeal." Staff interviewed stated that PD for the Second Step Program and Rtl have not occurred this year; therefore, not all staff have received this training and thus efforts to analyze and use data associated with these programs are inconsistent. The lack of implementation and coordination of social and emotional developmental health programs and services, including an effective data collection and analysis system, hampers the school's ability to maximize student academic and social success.

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 has cultivated relationships with many families and a few community-based organizations (CBOs) to support students. Currently, the school does not have comprehensive systems that build and sustain healthy partnerships with all families linked to social and emotional developmental health and academic achievement for all students.

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.

- The school schedules select opportunities for families to engage with school staff. Parents indicated to the IIT that the school does not have an open-door policy and when visiting the school they have access only to the school's main office. During interviews with the IIT, parents indicated that they are not free to show up unannounced to speak with staff at the school and that they must make an appointment to meet with school staff. Parents reported to the IIT that they were not aware of volunteer opportunities within the school environment but that they would volunteer given the opportunity and that the school has not had an active Parent-Teacher Association (PTA) for many years. The lack of awareness of and opportunities to volunteer or engage with the school in meaningful ways, limits families' ability to participate as active members of the school community and contribute as valuable resources in support of student learning and 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.

- The school leader, staff, and parents reported to the IIT that materials sent home and telephone calls made to the school community are in English and Spanish; however, the school leader reported that there are families in the community who speak Arabic and Creole. Parents interviewed by the IIT indicated that the school should be proactive in communicating with all families in their native language. The school leader reported that the school has not requested translation services from the District and teachers indicated that they do not know the process for requesting translation services. The IIT was informed that staff and some families in the community assist teachers and the school leader with needed translation services. The IIT noted that the school website is only in English and academic retention letters received by families are only in English. Parents reported that the school appears to be aware of the diversity in the community but needs to be more proactive in reaching out to all families. The school's limited communication hampers the establishment of a culture of partnership centered on building students' strengths and addressing students' need and impedes family participation and engagement in effective, reciprocal relationships with the school and school partners.

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

- The school does not provide PD to school staff on how to engage families and community stakeholders. The IIT noted, during a document review and interviews, that the school does not provide professional learning opportunities for the school staff concerning the development and maintenance of partnerships with families and the community. The IIT observed a table in the

front entrance hallway of the school that displayed various documents that contained community-based resource information; however, it was located beyond the security desk and as such was not accessible to visitors. The lack of community partnerships, the lack of PD for staff concerning the need to develop and sustain these partnerships and the lack of access to relevant community resources hinder stakeholder participation and engagement in activities and relationships that support student learning, growth and success.

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 staff reported that, at the time of the IIT review, nine interactive sessions geared toward parents on understanding data had taken place; however, only four parents attended the last session. Although teachers reported to the IIT that they meet one-on-one with families about academic data and student progress during open houses and parent conferences, some parents interviewed by the IIT did not know that data was available. Staff and parents reported that there is no active PTA and that it would be helpful if there were a PTA that could regularly communicate information to families about relevant events, school data, challenges, and celebrations. During the IIT interview with families, parents questioned the school's strategy and motives for inviting so many parents for this interview with the IIT and suggested that school leaders use the same strategy to form a PTA. A review of the school website indicated that the website was published only in English. Although the school provides families with various types of data, the lack of dialogue among all school stakeholders hinders families from using and understanding data to promote student success and empower family engagement in student learning.

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: Create a team of representatives from across the school community; including school leaders, teachers, parents, students, and community-based partners, to discuss and develop specific, prioritized, long- and short-term SMART goals related to student achievement outcomes. Create a cohesive vision for the school based on these goals and include goals and action plans to address these goals in the SCEP. Develop and implement structures and systems to ensure the achievement of measurable benchmarks in accordance with realistic timelines. Monitor progress toward school-wide goals and regularly share this information across the school community.
- 2.3: Develop and encourage the use of interconnected systems for the collection and analysis of school and student outcomes. Provide skill-building PD opportunities and feedback in the use of data-based best practices connected to student achievement and the achievement of school goals. Monitor the implementation and effectiveness of this PD.
- 2.4: Clearly identify a schoolwide vision and a set of school-specific goals to align resources toward. Identify and communicate to the District the necessary skills and resources needed to enable the school to meet the academic and social needs of students and achieve school improvement goals, and identify PD and on-going support necessary to acquire and implement these skills. Further develop the teacher evaluation system to ensure that staff members receive timely, high-quality feedback that will improve their instructional practices. Review the effectiveness of funding decisions toward achieving school goals throughout the year.
- 2.5: Ensure the development and consistent implementation of a comprehensive system for frequent observation and evaluation of teacher practices. Ensure the system is based on student performance data; includes formal and informal feedback; informs the provision of PD opportunities and follow-up connected to instructional practice; is linked to teacher improvement plans; and enables the school to hold administrators and staff accountable for continuous instructional improvement.

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 consistent and systematic PD, support and follow-up for all teachers across grades and subjects to ensure the development and implementation of a rigorous and coherent CCLS-aligned curriculum. Facilitate and support the incorporation of CCLS in lesson plans and classroom instruction by providing consistent PD, support and monitoring of teacher practice with relevant feedback and follow-up.
- 3.3: Ensure that grade and subject level planning meetings result in the collaborative creation and examination of CCLS-aligned curriculum units and lesson plans across all grades. Provide teachers with

CCLS pacing calendars and unit plans to increase student exposure to sequenced complex materials and lesson plans that promote higher-order thinking skills and help students analyze information across all subjects.

- 3.5: Assess school effectiveness, identify student needs, and identify patterns of student learning to inform the adaptation of instruction. Develop a comprehensive system of collecting, analyzing, and using timely data with all instructional staff and provide necessary PD and support for its implementation. Develop instructional plans and map out a path for progress and growth for groups of students based on current levels of student achievement and analysis of collected data to promote high levels of student learning and success.

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: Implement a system to regularly monitor instructional planning and classroom instruction to ensure that teachers implement data-informed CCLS-aligned plans tailored to meet the needs of all individuals and all groups of students and that teachers use strategies and instructional practices that are aligned to these plans. Ensure instruction promotes increased academic rigor; enables students to reach targeted goals; activates student inquiry and participation in their own learning experience; promote higher-order thinking skills; and requires all students to analyze information in alignment with the CCLS. Ensure instruction includes ongoing assessment that is used to identify and address student goals.
- 4.3: Provide focused, systemic PD to help teachers consistently incorporate differentiated CCLS-aligned instruction that includes multiple points of access for all students to achieve targeted goals.
- 4.4: Create a school-wide environment that demonstrates sensitivity to the needs of all student groups and promotes a common understanding of acceptable and safe behaviors. Explicitly teach and consistently reinforce clear behavioral expectations with all stakeholders. Develop systems to regularly monitor and evaluate the implementation so that teachers may focus on instituting strategies to infuse higher-order thinking questions, student inquiry, and higher levels of student collaboration as a means of creating rigorous instruction and promoting student engagement in a safe learning environment.
- 4.5: Ensure increased teacher capacity to connect the analysis of data with instructional decision-making, student grouping, and targeted lesson planning. Provide PD and supports to teachers to use formative assessments and progress monitoring to inform instruction and provide frequent feedback to students to empower and encourage students to actively participate in and take ownership of their own learning process.

Tenet 5: Student Social and Emotional Developmental Health

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

- 5.2: Create a comprehensive system of student referral and support that identifies and addresses barriers impeding students' social and emotional developmental health as well as academic progress. Ensure the delegation of a specific adult to coordinate addressing the social and emotional developmental health needs of each student. Develop partnerships and positive behavior strategies capable of having a positive influence on student social and emotional developmental health and measure the effectiveness of these partnerships in providing supports and sustaining the social and emotional health of all students. Ensure the provision of sufficient resources, including sufficient, qualified staff to address the counseling and psychological needs of the entire student population.
- 5.3: Develop a communication system/network that informs and educates all stakeholders of the school vision for student social and emotional developmental health and how it connects to academic success. Implement a curriculum to teach skills and positive behavior strategies and measure the effectiveness and positive outcomes of the implementation of the curriculum. Provide PD and explicit training and supports for all stakeholders in order to build adult capacity to support students' social and emotional development and establish a safe and respectful learning environment.
- 5.4: Share with families and community stakeholders the school vision to develop and foster a safe learning environment. Address safety concerns regarding arrival and departure. Develop understandings with all stakeholders how the school will work toward achieving a sense of safety and ownership across the educational community and how this links to the social and emotional developmental health of all students and leads to positive student outcomes.
- 5.5: Develop a prioritized system to provide school leaders, support staff, and teaching staff with the necessary PD and support to ensure the use of data to effectively identify and meet students' academic and social needs.

Tenet 6: Family and Community Engagement

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

- 6.2: Develop and implement an open-door policy for families and provide PD to staff regarding its design to promote the school's responsiveness to families and other community members. Ensure the policy includes effective means of communications to all families, establishes and maintains a safe environment, engenders trusting and respectful relationships, provides opportunities for volunteering as well as engaging with the school, and focuses on student learning and development. Involve constituents in efforts to reactivate the PTA and include the PTA in efforts to promote family involvement in the school.
- 6.3: Develop and implement a system where all families can participate with teachers and other staff members in on-going, reciprocal communication in all pertinent languages. Ensure the school culture promotes an environment that acknowledges the diverse knowledge and culture of the school

community. Ensure communications include accessible instruction for families in the use of multiple approaches to support their child's academic, social, and emotional developmental health progress.

- 6.4: Expand and strengthen school connections and links to community partners with families and community stakeholders focused on supporting student learning and growth. Provide PD for all staff members on how to seek and sustain healthy partnerships with families and community organizations linked to student needs.
- 6.5: Continue to develop strategies and forums to share data with families that include helping them to understand both school-wide data and their individual child's data and the implications of that data. Provide families with access to communications and activities in all pertinent languages. Analyze, interpret, and present data in a way that provides parents with information and skills to support their child's academic and social emotional success. Foster greater family engagement in children's learning through activities such as the reactivation of the PTA and greater school-initiated outreach to families. Ensure more frequent school-family communications on students' academic and social emotional health needs and successes in all pertinent languages.