



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code/DBN	331500011497
School	The School for International Studies
School Address	284 Baltic Street, Brooklyn, New York 11201
District	NYC CSD 15
School Leader	Jillian Jumani
Dates of Review	March 11-12, 2013
School Accountability	Priority
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	6-12	Total Enrollment	475	% Title 1 Population	80	% Attendance Rate	89				
% Free Lunch	74	% Reduced Lunch	6	% Student Sustainability	97	% Limited English Proficient	16	% Students with Disabilities	15		
Types and Number of English Language Learner Classes											
# Transitional Bilingual	0	# Dual Language	0	# Self-Contained English as a Second Language				4			
Types and Number of Special Education Classes											
# Special Classes	3	# Consultant Teaching	0	# Integrated Collaborative Teaching				12			
# Resource Room	1										
Types and Number Special Classes											
# Visual Arts	5	# Music	0	# Drama	2	# Foreign Language	3	# Dance	3	# CTE	4
Racial/Ethnic Origin											
% American Indian or Alaska Native	0.21	% Black or African American	41	% Hispanic or Latino	39	% Asian or Native Hawaiian /Other Pacific Islander	5	% White	14	% Multi-racial	0
Personnel											
Years Principal Assigned to School	5 months	# of Assistant Principals	1	# of Deans	1	# of Counselors / Social Workers		4			
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	15	% Teaching with Fewer Than 3 Yrs. of Exp.		29	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	X	SIG Recipient (a) (g)	N/A		
ELA Performance at levels 3 & 4	80%	Mathematics Performance at levels 3 & 4	79%	Science Performance at levels 3 & 4	40%	4 Year Graduation Rate (HS Only)		46.7%			
Credit Accumulation (High School Only)											
% of 1 st yr. students who earned 10+ credits	71.6%	% of 2 nd yr. students who earned 10+ credits	68.9%	% of 3 rd yr. students who earned 10+ credits	69.6%	6 Year Graduation Rate		71.6%			

Did Not Meet Adequate Yearly Progress (AYP) in ELA (Mark an "X" in the field(s) where school is identified for not meeting AYP.)			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities		Limited English Proficient
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		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective			
	Limited English Proficiency		

Describe the school's top priorities (no more than 5) based on the school's comprehensive plans (SCEP, SIG, DCIP, etc.):

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

1. Improve the graduation rate by offering credit recovery, establishing a senior college course, implementing strategic programmatic options, and by developing a Senior Mentor Program.
2. Align units of study in social studies, English language arts (ELA), mathematics, and science to the Common Core Learning Standards to increase rigor and raise student progress on the progress report.
3. Establish an inclusive learning environment by establishing ICT classes that implement differentiated strategies to support different learning needs.
4. Provide consistent and ongoing pedagogical support to teachers that include professional development on the common core and ongoing feedback as informal observations.

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			X	

	achievement outcomes.				
	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 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, social, and emotional developmental health) to support student success.			X	
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students, and school constituents centered on student learning and success.			X	
OVERALL RATING FOR TENET 6:				D	

School Review Narrative:

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.	Tenet Rating	D
<p><u>Debriefing Statement:</u> School leadership has developed a vision for the school; however, not all of the school stakeholders could describe it. As a result, they are not able to participate fully in the school mission and goals.</p> <p><u>Strengths:</u></p> <p>All ratings for this Tenet are either Developing or Ineffective and therefore, comments listed are under Areas for Improvement.</p> <p><u>Areas for Improvement:</u></p> <p>2.2 <u>The school has received a rating of <i>Developing</i> for this Statement of Practice:</u> 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).</p> <ul style="list-style-type: none">• The school is in the beginning stages of developing a vision for student achievement and well-being, finding ways to incorporate results from the school’s data, and shared ownership of the vision is increasing. The school vision “aims to integrate the diversity of our city and our world into all aspects of our student's learning experiences.” The school vision emphasizes cultural awareness across the disciplines, the development of socially conscious leaders, equipped with intellectual tools, academic and critical thinking skills. Interviews with the school leaders and staff and document review conducted by the Integrated Intervention Team (IIT) indicated the school held a staff retreat in the weeks before the review, but some teachers indicated they were not aware of the vision. Document review showed the goals were not measureable or time specific. For example the goals included, “improve the graduation rate by offering credit recovery, establishing a senior college course, implementing strategic programmatic options, and by developing a Senior Mentor Program.” Interviews with student support staff, parents and students showed they did not clearly understand school goals. Consequently, while school constituents shared a sense of urgency concerning the state of the school, the achievement of clear goals is restricted by the lack of a vision and mission shared by all constituents and each stakeholders’ role in achieving the goals. <p>2.3 <u>The school has received a rating of <i>Developing</i> for this Statement of Practice:</u> 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 encouraged the staff to use systems that lead to the collection and analysis of		

data outcomes. Document review and interviews showed that a few teachers from the school participated in the Children First Network (CFN) 112 laboratory site professional development (PD) to begin to embed the Common Core Learning Standards (CCLS) into mathematics, English language arts (ELA) and history. Interviews and document review indicated school leaders were developing feedback loops that use Charlotte Danielson's *Framework for Teaching* to provide teachers with ongoing feedback on instruction. Interviews and document review showed the school leaders expected teachers to set goals for "what we learn" using the CCLS, and "how we learn" using the Danielson framework. Interviews with school leaders, teachers, and support staff indicated that conducting informal visits and walk-throughs through a staff inter-visitation program was developing into part of the PD feedback loop. Teachers reported grade level teams use a weekly "Kid Talk" protocol to examine student data. The IIT found that not all teachers had data binders. Some of the data binders reviewed by the IIT had some pre-assessment data and tracking of student work completion, while others did not. School leaders reported communicating with stakeholders through staff meetings and newsletters, school leadership team (SLT) meetings, and with students through Town Hall meetings. Consequently, evidenced-based systems to examine and improve individual and school-wide practices are still in the developmental stage, limiting progress toward an effective environment for student learning and 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 has made a number of strategic decisions related to human, programmatic, and fiscal capital. Interviews and document review indicated that the school leader has been instrumental in hiring new staff, including a data specialist, a special education liaison, and a "recruitment and articulation officer." The school leader planned to hire a community assistant for the spring semester to support the parent-teacher association (PTA) in their parent outreach responsibilities. The school leader has instituted a zero period, an after school period, and a Saturday academy, and created a blended learning program, all to allow students options for credit recovery. However, since the school leader was appointed on an interim-acting basis at the beginning of the school year, she has had limited time to provide more guidance to teachers and make more decisions concerning human, programmatic, and fiscal capital. Because of these circumstances and short duration of her tenure at the school, the school leader's strategic plan for the resource allocation is in the early stages of enactment, limiting progress toward school improvement and student achievement goals.

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.

- The school does not have fully functional systems in place to conduct targeted and frequent observations. The school leader was appointed on an interim-acting basis in September 2012, and had yet to conduct formal teacher evaluations. Interviews with the school leader and documents

reviewed indicated that the leadership is focusing on observing new teachers and teachers who are completing probation. School leaders reported they just started to conduct formal observations for all teachers in the spring term. The school leaders provide informal feedback through email, but there was no system to track the impact or outcomes of the feedback following PD on the Danielson framework. Therefore, the lack of a fully functional system and absence of feedback results following PD are having minimal impact to improve teacher practices and offer limited accountability for continuous improvement.

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

Tenet Rating

D

Debriefing Statement: Although lesson plans include CCLS standards and some evidence of higher-order thinking skills, observations show that implementation of these lesson plans is inconsistent across grades and content areas. Consequently, this limits student learning.

Strengths:

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

- The school provided opportunities and systematic support for teachers to learn more about the CCLS in order to develop more rigorous and coherent curricula across all grades and subjects. Interviews and document review indicated that teachers had a choice of PD opportunities provided both by the CFN and by the school. Logs and attendance records show the majority of teachers voluntarily attended multiple sessions. Much of the PD focused on studying the Common Core and aligning units of study to the standards. The school implemented one common core unit per class in the fall, which focused on reading informational texts and writing standards in science, history, and ELA classes. Mathematics classes focused on modeling, constructing a viable argument, and analyzing the reasoning of others. During the spring semester, all classes embedded the speaking and listening standards through “accountable talk” moves, sentence starters, mock trials, Socratic seminar, debates, “fishbowl” discussions and group discussion. Classroom teachers across the school community used NYS Common Core Modules for mathematics and used NYC ELA curriculum across all grade levels (six through twelve). Each grade-level teacher team produced one unit using the CCLS shifts during the fall 2012. Each grade-level team also plans to produce a second unit by June 2013. Teachers observed by the IIT were discussing learning goals. The IIT saw bulletin boards in classrooms that had the CCLS standards posted on them. The team also observed teachers discussing the CCLS with students. Therefore, the school is facilitating the implementation of curricula appropriately referencing the CCLS.

Areas for Improvement:

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

- Teachers are developing their capacity to align units of study to the CCLS, and students are beginning to receive lessons based on CCLS content. Interviews conducted by the IIT with school leaders, observations by the team of a teacher team meeting, classroom visits, and documents reviewed indicated that the school has just started to use CCLS standards and to create teacher-made lesson plans and units of study. Department leaders in mathematics, science, history, and ELA meet with their teams weekly to develop curriculum and lesson plans. The ELA teachers participate in a Common Core Study Group funded by the NYCDOE to develop units of study and lesson plans aligned to the standards. A lead teacher in each subject area provided PD on the Common Core to support the study group and content area teachers in implementing the Common Core into lesson plans. Select mathematics, ELA, and history teachers participate in the CFN 112 Common Core study session to embed the common core into lesson plans. Co-planning takes place across disciplines to implement instructional strategies to embed further the Common Core into planning, such as writing templates and techniques to unpack difficult tasks. However, observations and reviewed lesson plans show that standards are addressed, but higher order questioning was not in evidence. The review of the curricular materials provided by the school did not yet form a cohesive map across the grades or within a discipline. The curricula across grades and within disciplines do not yet stimulate higher-order thinking fully. Consequently, the units and lessons plans do not build deep conceptual understanding and knowledge around specific content.

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

- The school leader and teachers were collaborating within and across grades and subjects to develop curricula for students that incorporated technology. Observations and interviews indicated the school provided laptop computers to all teachers, as well as to grade six students. The school also has six mobile computer carts containing a class set of laptops shared among students in grades seven through twelve. There were ten interactive white boards (IWB) installed in select classrooms. Technology use is uneven. In one living environment lesson, the IIT observed students using laptops and a program to model meiosis. Teachers indicated students have access to calculators in mathematics classes. School leaders indicated they had a plan for next steps to support the systematic integration of technology into the curriculum. The IIT did not observe any other evidence of collaboration to integrate other enrichment opportunities into the curriculum. Consequently, the lack of systematic collaboration to integrate the arts and other enrichment opportunities, and the inconsistent use of technology limits student exposure to a rich and robust curriculum.

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

- The school is developing a data-driven culture to address student needs consistently throughout the school. Document review indicated teachers use the New York State English as a Second Language (NYSESLAT) assessment scores to inform instruction for English language learners (ELLs). Document review also showed that the school leader and staff have used limited data to inform the ELL program, and not all eligible ELLs were receiving the mandated minimum instructional time. Observations of samples of teacher data binders indicated that some teachers have collected pre- and post-assessment data used to evaluate the impact of units of study; however, this is not yet a school-wide practice. During interviews with the IIT, the school leader reported plans were in progress to assist the staff with data analysis and data dissemination. Consequently, the inconsistent use of data to identify student needs and inform instruction negatively affects student achievement.

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

Tenet Rating

D

Debriefing Statement: Some teachers use data to inform instruction; however, observations and examination of documents indicate this is not a school-wide practice. As a result, not all students are engaged in rigorous lessons.

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.

- Teachers were learning to use lesson plans aligned to data based on student needs while implementing units and lessons plans that referenced the CCLS. The school leader reported that teachers were collecting data and were beginning to analyze it for groups of students to plan instruction. During classroom observations, not all lesson plans showed accommodations for ELLs and students with disabilities, and the activities observed were generic to all students in the class. All students, regardless of topic understanding, level of skill mastery, language fluency or special needs received identical activities to complete, with no challenge or differentiation based on individual or small group need. Review team observations indicated that teacher questioning focused on low levels of thinking skills with little emphasis on or introduction of academic

vocabulary. Only one class observed by the team had students grouped by the teacher according to needs identified from exit slips, which provided differentiated instructional support to each group. Therefore, these practices and the lack of clear alignment between practices and data, unit and lesson plans do not yet promote high levels of student engagement.

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.

- Instruction was mainly teacher-directed with students answering questions with limited or single words and without explaining their reasoning. The school leader indicated teachers were beginning to provide coherent, appropriately aligned CCLS-based instruction. Teachers interviewed noted higher student performance because of the implementation of CCLS units of study. Review of summative assessment analysis showed evidence of students making progress in classes where teachers use CCLS-referenced units of study. Most lesson plans reviewed by the team included the intent to individualize instruction, but teacher actions lacked specificity with respect to individual student needs. Teachers stated they needed more PD on strategies that would allow them to differentiate instruction, especially for ELLs and students with disabilities. In a few classes, the team observed effective use of instructional technology to provide a variety of ways to engage students, but it is not a school-wide practice. Consequently, teacher instructional practices limit the ways in which students are able to 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.

- The school was in the process of developing a student handbook to delineate a school-wide discipline code. Students reported that expectations and enforcement of rules were inconsistent between the middle school and the high school levels. The team observed students in the halls during class time without passes from their teachers. Most questioning observed by the team was low level according to *Depth of Knowledge* strategies; the responses expected or given did not require complex or thoughtful answers. The team observed lower levels of questioning and response in classrooms across all grades and content areas. While the IIT observed general compliance with rules in the school, variable expectations among teachers and the inconsistent enforcement of rules interfered with teacher responsiveness to varied student experiences and limited teacher focus on tailoring instruction to the needs of all students. As a result, high levels of student engagement and inquiry are limited.

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.

- Teachers are learning to use a variety of data sources to inform instruction. The school leader has determined that data-driven instruction will be a focus in the coming year. The school leader reported that teachers were collecting data and were beginning to analyze it for groups of students.

Some teachers derived data from exit slips that they used to plan future instruction. Although teachers stated that they use NYCDOE Achievement Reporting and Innovation System (ARIS) data to inform instruction, there was little evidence of the use of a wide variety of data sources. The interview with the school leader indicated that the school has implemented a case conference process to occur every six weeks to discuss academics and behavior with students around questions such as, “Where are you? Where are you going?” and “How are you getting there?” However, not all students were able to discuss this process. Interviews with parents and students indicated that case conferencing to discuss student progress toward meeting goals was not available to all students with achievement and behavior needs. While some students indicated during interviews they set goals for themselves and track their own progress, this was not a school-wide practice. Consequently, the limited use of data by teachers hinders student participation in their own learning processes.

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 some systems in place, and it is developing others to address social-emotional growth. However, the school does not use data strategically to identify and promote social and emotional growth.

Strengths:

5.2 The school has received a rating of *Effective* for this Statement of Practice: The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.

- The support team was well informed on individual student needs. The guidance counselor, social worker, dean, and the school support team (SST), stated they work as a team to ensure each individual student’s needs are met. Interviews with the SST indicated they were aware of student social and family situations and how those situations affected individual student progress. The SST noted that they tailored the support they offered to the needs of the student. Guidance counselors used “Kid Talk” protocols as a strategy to work with students with disabilities and to assist students with the goals listed in their Individualized Education Program (IEP). The SST met once a week to discuss student needs. Students stated that they have strong connections with at least one adult in the school that they can turn to for assistance with academic or social issues. The school leader reported the school has formed a “Senior Team” that meets every two weeks to track the progress of grade twelve students to analyze credit accumulation. The team, consisting of the guidance counselor, a college counselor and teachers, focuses on student emotional and academic issues. During the interview with the IIT, students reported positive interactions with their guidance counselors. Students have access to the following on-campus services to serve their physical and socio-emotional needs in addition to guidance counselors and the school support team: a speech therapist, a physical therapist, and a full-time school psychologist. Students also have access to

Physical Medical Center, St. Vincent's Psychiatric Counseling, and a youth social worker. Off-campus support includes the Red Hook Mental Health Center. As a result, the school's systems and partnerships support and sustain student social and emotional developmental health.

Areas for Improvement:

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

- The staff, students, and families do not yet identify the school vision consistently or how it supports and connects to student social and emotional health and well-being. These groups do not yet identify or recognize their own roles in supporting the vision for social and emotional health. The school is developing curriculum for an advisory program to begin in September 2013. The advisory program, "Readiness for Adult Roles," is in development to provide skills needed for college and career readiness. The school leader reported that the leadership team has observed that students without adequate social-emotional supports perform at a lower level. Teacher interviews indicated that social emotional barriers, which students encounter, hinder academic performance and success. Parents noted during interviews, that negative student behavior, which inhibits learning, needed to be addressed. Neither parents, staff or students understand the school vision as a means to support social-emotional health and how it connects to improving the learning environment. The team observed and confirmed with document review that all grade-level teacher teams included guidance counselors, and this teaming is working to promote awareness of the importance of social-emotional health in improving student academic performance. The school's vision for social and emotional health is not yet fully established, limiting the development of a safer and healthier learning environment for the school community.

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.

- The school recently conducted a strategic planning retreat where the staff began the process of refining and revising the school's vision and instructional beliefs to include social and emotional developmental health. Parents and students stated that they generally felt safe in the school, and students clearly knew where to seek adult support when needed. Interviews with parents indicated they were able to discuss the support the school provides to their children regarding emotional and social needs, but they were not able to tie that support to the school's vision. Students were not able to articulate how safety issues related to learning and student achievement. The school constituents were limited in their ability to articulate the school vision, although they perceived the school community as safe. Consequently this limited view hinders a sense of ownership and impedes learning.

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 analysis of academic and attendance data has helped to identify students in need of additional support; however, it is not yet a school-wide practice. Currently, the PD provided to teachers regarding the use of data to address student social and emotional needs is limited. School leaders indicated they were developing plans to build systems and provide PD that incorporate social, emotional and academic data into daily practices beginning in September 2013. SST members use their knowledge of data concerning student attendance, late arrival to school, and family circumstances to support teachers in managing classroom behavior and providing academic supports. School leaders are also planning to have training during spring 2013 on “Analysis of Student Work” to address student-learning needs. Therefore, while the school has plans to develop data analysis strategies and protocols, teachers’ ability to use data to address student needs is limited.

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: Families report a welcoming environment and an open-door policy of access to the teachers and administrators. However, low parent involvement limits partnering to improve student academic outcomes.

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 atmosphere was welcoming, and the school is working to foster a feeling of belonging and trust. Parents stated that they felt welcomed and had regular access to teachers and school leaders to discuss their children's needs. Parents and support staff have indicated their mutual interest in engaging more parents to represent fully the diverse communities of the student population. The school has recently hired a community associate to increase outreach to families to promote family involvement in the school. The school leader described her plan to hire additional staff members who speak languages other than English to serve the parents and school community at large. The PTA also reaches out to the community to increase parent participation, which is limited currently. There are no formal parent volunteer programs in the school, although the PTA president is familiar with the NYCDOE parent-volunteer program requirements. Because not all

parents feel a sense of belonging in the school community, involvement is not widespread, limiting parents' ability to support their children's 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' strength and needs are identified and used to augment learning.

- The school was developing partnerships with organizations representing various cultures in the community. Support staff reported during interviews that some staff have the ability to communicate in many of the languages spoken by students and their families. The school sends some information, both written and by phone messenger systems, to families in English, Spanish, and Arabic. The school was planning to use NYCDOE translation services to include additional languages spoken in the school community. The parents interviewed stated the school communicates regularly about student achievement using Jupiter Grades, but does not do so in all pertinent languages. The school produced a student newspaper and a parent newsletter that was sent to parents; however, both documents were only written in English. Translation services are available through the NYCDOE, although it was not clear at the time of the review if the services were being used by the school. Because the school is in the developmental stage of ensuring reciprocal communication with all families and community constituents, the school's ability to recognize student strengths and identify needs is limited, diminishing opportunities to support student learning.

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

- While the school shares contact information with families about organizations, such as the Arab-American Association, Red Hook Community Program, and the NYC Department of Health, it does not provide PD to staff on how to develop partnerships to work with families or community agencies. The school has community partnerships with Brooklyn Library, Metro Museum, and New York Hall of Science and some teachers work with these organizations to develop connections to support student learning. The SST indicated they provided information and referred families to local community groups, such as Long Island College Hospital and Mount Sinai Hospital to provide medical and mental health services. The school was not able to provide the IIT with any evidence of PD for staff that supports them in developing partnerships with families or the community. While the the school community is developing partnerships with community-based organizations, it does not yet partner with families and community agencies to promote and provide PD across all areas, thereby limiting student 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 is beginning to share data with families. School leaders indicated that the SCEP and the school leaders' annual performance review goals were shared with the PTA. The school is planning

to hold workshops for parents on using ARIS to access data about their children's performance later in the year. Parents state they receive information during parent-teacher conferences. Document review and interviews show the school shared student performance data with families using Jupiter Grades. Teachers indicated they used Jupiter Grades to provide timely feedback and data on student progress for teacher teams, students and parents. Parents confirmed that their children were able to access timely information about their class work and assignments. However, there was no evidence showing parent workshops focusing on understanding student data. While the school delivers data to parents and students, staff are not yet engaged with families in dialogue that centers on data or strategies that promote student learning and success.

Recommendations:

Tenet 2: School Leader Practices and Decisions

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

- 2.2: Develop and share a clear vision concerning student achievement and well-being so that it is uniformly seen, heard, and known across the community. Develop a plan for how to work as a community to realize this plan, and ensure that all constituents understand their role in achieving the plan. Ensure the goals for the school reflect the priorities, which align to the vision, and are specific, measurable, ambitious, relevant, and time-bound.
- 2.3: Encourage staff to use systems that are dynamic, adaptive, interconnected, and lead to the collection and analysis of outcomes. Support and advocate for practices in areas that influence school and student progress and achievement, which include feedback loops and examples of best practices connected to student achievement. Communicate pertinent school goals that are timely, transparent, and widely available to all stakeholders.
- 2.4: Recruit, hire, and sustain personnel that enable the school to meet the academic and social needs of the students and school. Analyze the fiscal capital available to make funding decisions that address the school goals at least once per year.
- 2.5: Develop and implement a system for frequently observing targeted teacher practices throughout the school year that result in relevant feedback and teacher improvement plans. Use student data, feedback from formal and informal observations, and PD opportunities connected to improvement plans and conversations to provide support to teachers and other staff members. Conduct periodic check-ins of other school leaders and staff members, especially those supervising subgroups of students who are experiencing achievement and developmental lags, i.e., special education and ELL supervisors. Ensure that check-ins lead to an understanding of the next steps that are necessary to yield a positive year-end evaluation rating.

Tenet 3: Curriculum Development and Support

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

- 3.3: Ensure teachers have regular formal opportunities to participate in grade-level and other meetings to collaboratively create and examine CCLS-aligned curriculum unit plans across their grade and subject. Ensure teachers use CCLS-aligned pacing calendars and unit plans across all grades, content areas, and classes to ensure teachers expose students to a progression of sequenced complex materials.
- 3.4: Make certain that teachers receive support so that they expose students to a standards-based aligned curriculum that enables students to discover, create, and communicate information using the arts, technology and other enrichment areas.
- 3.5: Collect timely data, including formative and summative assessments, screening, interim measures, and progress monitoring. Share the data with teachers and instructional staff members so that they can assess school effectiveness, identify student needs, and promote high levels of student learning and success. Use assessment tools to identify patterns of student learning that lead to the adaptation of instruction. Work with teachers to

analyze collected data, leading to the development of instructional plans for groups of students that capture current levels of student achievement and map out a clear and timely path for progress and growth.

Tenet 4: Teacher Practices and Decisions

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

- 4.2: Support teachers to ensure that unit and lesson plans are informed by data (summative, interim, attendance, IEPs, NYSESLAT) and grade-level goals for all groups of students. Ensure teachers receive support in using instructional practices and strategies, which align to plans, include accommodations for groups of students with disabilities and supports for the linguistic needs of ELLs, and provide instructional interventions to students that lead to student inquiry and engagement. Ensure teachers create short-term goals and reference long-term goals for groups of students based on grade-level benchmarks that lead to student involvement in their own learning.
- 4.3: Support teachers to make sure they provide students with a wide variety of ways to engage in learning that enable students to achieve their targeted goals.
- 4.4: Ensure teachers create environments in which there is a common understanding and recognition of acceptable and safe behaviors by using behavioral expectations that are explicitly taught. Make certain teachers stimulate student thinking by asking questions that relate to instructional materials that contain high levels of text and content complexity.
- 4.5: Make certain teachers have support to use data sources and analyze the information provided from such sources to inform instructional decision-making, including student grouping and instructional strategies. Ensure teachers use targeted plans to adjust student grouping and instructional strategies based on data for most students. Support teachers to provide frequent feedback to students based on the analysis of timely data, and provide students with their next steps.

Tenet 5: Student Social and Emotional Developmental Health

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

- 5.3: Support and ensure that all school constituents can articulate the skills and behaviors that demonstrate social and emotional developmental health and lead to academic success. Develop a curriculum or ensure there is a program in place that teaches, supports, and measures social and emotional developmental health for students that results in a significant number of students demonstrating these skills. Provide PD that builds adult capacity in supporting students' social and emotional developmental health that result in a safe, respectful learning community.
- 5.4: Support teachers to ensure they are able to articulate the school vision and how it is connected to student social and emotional developmental health, and the role teachers play in achieving that vision. Support parents

to ensure they are able to express the work the school does, linked to their children’s social and emotional developmental health, and how this support is tied to the school’s vision.

- 5.5: Ensure that the school leader and support staff work with teachers to develop an understanding of how to use data to address student social and emotional developmental health needs that align to academic and social success. Set expectations for all staff members to use data to address effectively student needs.

Tenet 6: Family and Community Engagement

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

- 6.2: Ensure the school community promotes and supports a trusting and respectful relationship with diverse families and community stakeholders. Offer families opportunities for volunteering and engaging with the school focused on student learning and development.
- 6.3: Provide support to staff so that they acknowledge and develop respect for the diversity of the existing knowledge and culture held by families and community members. Ensure school staff communicates school issues and concerns in all languages represented by school community. Support and ensure staff regularly communicates with families concerning student achievement information using multiple tools in all pertinent languages so that student achievement is increased.
- 6.4: Provide PD for targeted school staff on how to seek and sustain healthy partnerships with families and community organizations that is linked to student needs.
- 6.5: Provide the school community with a wide range of learning opportunities for families to elevate their understanding of student data. Provide PD and support so that the school community shares data in a way in which families can understand student learning needs and successes and are encouraged to advocate on behalf of their children.