



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

**DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)**



<b>BEDS Code</b>	320800011405
<b>School</b>	Herbert H. Lehman High School
<b>School Address</b>	3000 East Tremont Ave, Bronx NY
<b>District</b>	NYC CSD 8
<b>School Leader</b>	Rose LoBianco
<b>Dates of Review</b>	May 22-24, 2013
<b>School Accountability</b>	Priority
<b>Type of Review</b>	SED Integrated Intervention Team (IIT)

<b>School Information Sheet</b>												
Grade Configuration	9-12	Total Enrollment	2703	% Title 1 Population	68	% Attendance Rate	78					
% Free Lunch	63	% Reduced Lunch	5	% Student Sustainability	TBD	% Limited English Proficient	10	% Students with Disabilities	15			
<b>Types and Number of English Language Learner Classes</b>												
# Transitional Bilingual	5	# Dual Language	0	# Self-Contained English as a Second Language		0						
<b>Types and Number of Special Education Classes</b>												
# Special Classes	90	# Consultant Teaching	0	# Integrated Collaborative Teaching		68						
# Resource Room	14											
<b>Types and Number Special Classes</b>												
# Visual Arts	43	# Music	30	# Drama	0	# Foreign Language	53	# Dance	4	# CTE	55	
<b>Racial/Ethnic Origin</b>												
% American Indian or Alaska Native	1	% Black or African American	23	% Hispanic or Latino	60	% Asian or Native Hawaiian /Other Pacific Islander	7	% White	9	% Multi-racial	0	
<b>Personnel</b>												
Years Principal Assigned to School	2	# of Assistant Principals	12	# of Deans	8	# of Counselors / Social Workers		14/3				
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	7	% Teaching with Fewer Than 3 Yrs. of Exp.	29.5	Average Teacher Absences	9					
<b>Overall State Accountability Status (Mark applicable box with an X)</b>												
School in Good Standing		Priority School	X	Focus District		Focus School Identified by a Focus District		SIG Recipient (a)	X			
ELA Performance at levels 3 & 4	76%	Mathematics Performance at levels 3 & 4	77%	Science Performance at levels 3 & 4	69%	4 Year Graduation Rate (HS Only)	50.2%					
<b>Credit Accumulation (High School Only)</b>												
% of 1 <sup>st</sup> yr. students who earned 10+ credits	47.1	% of 2 <sup>nd</sup> yr. students who earned 10+ credits	56.7	% of 3 <sup>rd</sup> yr. students who earned 10+ credits	53.1	6 Year Graduation Rate	64%					

<b>Did Not Meet Adequate Yearly Progress (AYP) in ELA</b> <b>(Mark an "X" in the field(s) where school is identified for not meeting AYP.)</b>			
	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		
<b>Did Not Meet Adequate Yearly Progress (AYP) in Mathematics</b>			
	American Indian or Alaska Native	X	Black or African American
X	Hispanic or Latino	X	Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-racial
X	Students with Disabilities	X	Limited English Proficient
X	Economically Disadvantaged		
<b>Did Not Meet Adequate Yearly Progress (AYP) in Science</b>			
	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		
<b>Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective</b>			
	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. Tenet 2 (2.4): In order to increase the graduation rate from 50% to 52% for the 2012-2013 school year, the school will focus on providing credit recovery educational programs that target individual student needs as identified through previous high stakes exams current baseline periodic and daily formative assessments.
2. Tenet 3 (3.4): Teacher teams in English language arts (ELA), mathematics, science and social studies will develop two Common Core Learning Standards in curricular units that develop the skill of argument writing by May 2013.
3. Tenet 4 (4.2): Principals and Academy directors will visit each teacher's classroom at least three times per term by January 2013 and six times over the course of the 2012-2013 year completed by May 15, 2013. Teachers will receive with feedback in the following ways: two formative (not for file) and six written (for file) aligned to three school-selected research-based competencies of Danielson 1E, 3B, 3D (a) resulting in improved teacher practice.
4. Tenet 5 (5.2): There will be a 4% increase in staff involvement in social emotional programs facilitating progressive discipline for the 2012-2013 school year.
5. Tenet 6 (6.3): The learning environment survey (LES) category results, communication will increase from 53% (2011-2012) to 55% (2012-2013) as families engage in open exchange of information with our school regarding student progress, schoolwide goals and support activities.

**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.**

#	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			
<b>OVERALL RATING FOR TENET 2:</b>			<b>E</b>		

**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		
<b>OVERALL RATING FOR TENET 3:</b>				<b>D</b>	

**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	
<b>OVERALL RATING FOR TENET 4:</b>				<b>D</b>	

**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		
<b>OVERALL RATING FOR TENET 5:</b>			<b>E</b>		

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

#	Statement of Practice	H	E	D	I
---	-----------------------	---	---	---	---

6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.		X		
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.			X	
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.		X		
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students, and school constituents centered on student learning and success.			X	
	<b>OVERALL RATING FOR TENET 6:</b>		<b>E</b>		

School Review Narrative:

<b>Tenet 2 - School Leader Practices and Decisions:</b> 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.	<b>Tenet Rating</b>	<b>E</b>
---	---------------------	----------

**Debriefing Statement:** The school leader has created a sense of urgency for a shared vision and mission-critical goals by establishing evidence-based systems and structures with strategically organized resources. Consequently, the school is on an improvement path that is advancing student learning and adult capacity.

**Strengths:**

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

- Leaders at the school ensured that the articulated mission was understood and shared across the community. The school “is committed to the intellectual and emotional growth of every student through the creation of a nurturing and supportive learning environment. By mobilizing the resources of parents, the community, business and cultural entities and the professional staff, our school community is dedicated to a single purpose - maximizing pupil potential. To foster a personalized approach in assisting every student, the academic program is structured along the lines of a broad array of thriving Houses, Special Programs and intensive guidance counseling support.” During interviews conducted by the Integrated Intervention Team (IIT), all constituents used a common language to describe the school’s mission and vision, as well as conveying a sense of urgency about achieving the mission. The review team’s examination of documents and the responses of staff confirmed that the school leader has developed a clear vision for the school to increase the graduation rate, elevate student achievement, and improve social and emotional development so that students are college and career ready. Students reported they participated in focus groups to give their input into the mission. The school leader scheduled and staffed programs in order to increase students’ graduation rate. Document reviews and interviews with school leaders, teachers, staff, parents, and students indicated that the school community has expanded and strengthened opportunities for credit accrual. These include Saturday tutoring sessions, targeted academic intervention, after school tutoring, tutoring during teachers’ lunch and preparation times, and a “PM school” or late afternoon classes. The school also serves as a Young Adult Borough Center (YABC), offering academic programs in the evening for high school students who are behind in credit, are considering dropping out, or have adult responsibilities in the daytime. According to the school self-assessment and the SCEP, the school has identified goals for each of the DTSDE Tenet 2 through Tenet 6, which aligns to the school vision. Consequently, the school has a shared sense of urgency about achieving school-wide goals, supporting an improvement path to advance student learning and adult capacity.

2.3 **The school has received a rating of *Effective* for this Statement of Practice:** Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement; curriculum and teacher practices; leadership development; community/family

engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.

- The school leaders effectively implemented and use evidence-based systems to examine and improve individual and school-wide practices that impact student achievement, address curriculum and teacher practices, support leadership opportunities for staff, encourage family engagement, and systematically support student social and emotional developmental health. Interviews with school leaders, teachers, students, parents, and the school support team (SST), indicated the school created seven academies to provide students with more personalization. Interviews and document review showed school leaders also created a support structure to include an academy director (an assistant principal), a guidance counselor, a dean, a family worker, a secretary, a school aide, and assigned teachers to each academy to create greater student accountability. Document review, teacher interviews, and observation by the IIT indicated that teachers engage in regularly scheduled common planning and inquiry meetings in each academy and across subject areas. Interviews and documents reviewed noted there are designated lead teachers, instructional support teachers for each of the core subjects—English language arts (ELA), mathematics, social studies, science—as well as art and foreign languages. The school leaders ensured that teachers receive support through relevant professional development (PD) that incorporates partnerships with several organizations, including the Australian United States Services in Education (AUSSIE), Brienza’s Academic Advantage (Brienza) services, and Teachers College Writers Project. The master schedule indicated, and during interviews teachers reported, that they participate and collaborate professionally on teams during structured times each week. Teachers also indicated that they participate in classroom inter-visitations and informal walkthroughs where they give informal, low-inference feedback to their peers using the domain elements, based on the Danielson teacher feedback model that the New York City Department of Education (NYCDOE) uses. Based on observations and interviews with school leaders and teachers, teachers in each academy review student work weekly, using the ATLAS protocol from the National School Reform Faculty website. Documents reviewed, including previous meeting agendas and teacher interviews, showed that the protocol guided teacher conversations during weekly inquiry meetings. The review team found constituents interviewed were able to articulate the five goals listed in the DTSDE self-assessment and the SCEP. Use of these evidence-based systems supports the school’s progress toward achieving its stated goals in all areas.

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

- School leaders made strategic decisions to organize resources concerning human, programmatic, and fiscal capital that allowed a collegial atmosphere that fosters and encourages professional trust and collaboration among staff. School leaders reported the School Improvement Grant (SIG) model last year proposed a Turnaround model for the school, an aggressive model calling for a 50 percent turnover of staff for the 2012-13 school year. However, because of the court ruling that blocked SIG plan to use the Turnaround model, many of the teachers initially informed they would not have positions at the school under that model, actually remained at the school. Interviews with school stakeholders indicated the school leader worked within the confines of the reversal and staffing

mandates of the substantially reorganized school structures and programs to filled vacant positions. To increase accountability and support, the principal redesigned central office leadership roles to oversee school-wide operations, such as curriculum development, student services, attendance and assessment data, and parent outreach. Examples of revised school structures are the Offices of School Support, Climate and Culture, and Attendance, Assessment and Accountability. The school created two new specialized academies to address the needs of advanced learners and overage, under-credited students, and sustained five academies that provide choice for students. The IIT learned during interviews with school leaders and teachers that the school leader appointed four core subject area instructional leads with expertise in English language arts (ELA), mathematics, science and social studies, as well as two other lead teachers to provide pedagogical modeling and peer coaching. Through budget decisions, technology support from the CFN, and space allocations made by the NYCDOE, the school leaders created a teacher center to provide a setting for professional collaboration across academies and a center to foster parent involvement; both meeting places are actively used. The school leader and teachers stated during interviews that the school leader made common planning time for teachers within and across academies mandatory when designing the schedule to guarantee substantial regular meeting time to develop more rigorous curriculum and identify strategies to support struggling students. By adjusting staff assignments to include in-school tutoring, “PM” sessions, and by extending Saturday school offerings, more students gained access to targeted academic support. Consequently, the school leader effectively leverages resources to support progress towards school improvement and student achievement goals.

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

- The school leader has implemented a comprehensive system to track teacher progress and hold all staff accountable for improvement. The IIT conducted interviews with school leaders and teachers, and reviewed informal and formal observations. These indicated that the school has a detailed system for informal and formal observations with written and face-to-face conversation for feedback and follow-up resulting in ongoing and supportive PD in place. Among documents reviewed by the IIT were a log of assistance and guidelines for supervisors to follow while conducting formal and informal observations, along with schedules and protocols to ensure timely communication and actionable feedback with follow-up loops related to PD. Through interviews with staff and review of documents, the IIT found that the school used instructional coaches to follow through with individualized supports and consultants who provided ongoing, differentiated PD and targeted interventions. Detailed support logs with dates of completed observations, teacher reflection documents, and interviews also substantiated how teachers and supervisors use and reflect on student scholarship and other student data. The school leader reported and interviews with staff verified how the school leader checked in with academy directors (assistant principals) and used leadership competencies to rate them. The IIT reviewed samples of observation documents for academy directors and other supervisors responsible for special education and English language learner (ELL) programs. The IIT found that staff with responsibilities related to students with disabilities and ELLs are observed, receive actionable

feedback, and that ongoing support activities provided for teachers and outcomes for students are reviewed. Because of the comprehensive system and structures in place at the school, the school leader, all academy directors, teachers, and other staff receive support while being held accountable for continuous improvement of outcomes for student achievement and student social and emotional developmental health.

**Areas for Improvement:**

All ratings for this Tenet are either **Highly Effective** or **Effective** and therefore, comments listed are under **Strengths**.

**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:** While the school is working to develop rigorous and coherent curricula that support the CCLS, currently unit and lesson plans inconsistently emphasize higher order thinking, multiple entry points, and detailed performance tasks that allow students to demonstrate deep conceptual understanding. Consequently, student progress towards graduation does not accelerate in keeping with College and Career Readiness standards.

**Strengths:**

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

- School leaders and teachers developed a data-driven culture based on student needs, assessments, and analysis. Interviews with school leaders and teachers, review of documents and observations of teacher work sessions by the IIT indicated teachers’ consistently use summative and formative assessments. The IIT observed teachers as they reviewed, analyzed, and discussed student data and work samples using the ATLAS protocols. Teachers used the protocol to evaluate performance tasks to pinpoint where and with what students struggled. Teachers then discussed strategies that they might use to modify instruction in response to achievement results. ELA teachers kept a “performance task binder” that helped them track student progress by subgroups. Some of the assessment tools teachers organized, analyzed, and used were item analyses in mathematics and reading to determine baseline performance levels with *Ed Performance*, *Acuity* as a predictor for Regents examination scores. The teachers used the student benchmark results to group students in grades nine through eleven for remediation supports. The staff reported they then used *Achieve 3000* to provide ongoing support and continuously assess student reading level progress. Through classrooms visitations and interviews, the review team found that teachers used the tools to identify patterns of student learning in order to adapt instruction based on the findings of the group. The school leader, academy directors, and teachers also track passing rates to understand credit accrual patterns and student progress toward goals. Teachers plan and revise lessons using scholarship data. Because the data analysis system that is in place at the school, teachers with

school leadership support, engage in strategic action planning that informs instruction and is beginning to result in greater student achievement outcomes.

**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.

- School leaders and staff provided consistent and systematic supports to teachers in all academies, and teachers were in the process of developing and revising curricula and lesson plans. To support these processes, school leaders created schedules within each academy to enable teachers to meet to analyze student data and to share common planning and preparation time. Consultants from Brienza and AUSSIE were available during these common planning and preparation periods to support groups of teachers as well as individual staff. The school leadership encouraged teachers to develop and adopt a school-wide lesson plan template to guide the planning of coherent instruction derived from the standards. Teachers received time and support in developing units of instruction in mathematics and literacy with performances tasks aligned CCLS. The IIT observed teachers using the ATLAS protocol to examine student work products. Although the team noted that the protocol generated discussion among teachers, the teachers did not address adapting lesson plans or have a process to examine research-based strategies and choose one to address student needs uncovered during the examination. The team review of lesson plans showed inconsistent use of the suggested lesson plan template from lesson plans collected across the school during the review. The reviewed lesson plans, particularly with regard to supports for students with disabilities and for ELLs, did not clearly address lesson modifications or adjustments. The lesson plan review also showed inconsistency from class to class, both within and among academies to support multiple points of entry for students, with the inconsistent introduction of, or the lack of introduction of, or use of a range of complex materials to support rigor. While the school leaders and staff support and facilitate the quality implementation of curricula, the lessons plans reviewed are not yet consistently rigorous and aligned to support the CCLS instructional shifts, impeding accelerated academic achievement for all students.

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

- Teachers formally participate in academy, grade-level, and subject area meetings to learn how to develop coherent lesson plans and to discuss how to choose materials based on the CCLS. Based on document review by the IIT and according to interviews with the school leaders, instructional leads from subject area departments and teachers, the teachers from each academy meet once a week for common planning, “kid talk” about student issues, and to plan inquiry. Teachers also had common preparation periods to plan together. The vertical teacher team reported they met weekly after school for inquiry with each core content area represented. The school had protocols

for staff to follow to guide their work, but observations and interviews indicate this process is in the early stages of development. Teachers with teachers described how they were beginning to identify outcomes they believed would lead to school wide improvement for all students. For example, one group of ELA teachers observed working by the IIT, noted tasks the teachers discussed they could use to improve outcomes, such as teach more about transitions in writing, help students identify structures for developing each paragraph, and show students how to use a checklist. However, the IIT noted the teachers did not follow the discussion of possible responses with a plan to recommend adjustment of instructional practices in the classroom. In addition, the IIT noted that the teacher group did not follow their discussion with a time line for implementation of the improvement practices discussed, nor did they discuss how they could monitor the impact of the tasks discussed on student performance. The lessons, as planned, lack a consistent introduction of supports for students, a range of complex materials, and stimulation of higher-order thinking, which hinders academic achievement.

**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 review team found that the school leaders and teachers ensured that teacher collaboration within and across grades and subjects existed through the intricate structure of the seven academies. While opportunities existed for collaboration within and across academies, there was limited evidence, based on document review and observations that technology use was incorporated into curriculum maps or unit plans. In some classes, the IIT observed teachers using interactive white boards, but students were not interacting with the technology. Review of lessons plans indicated the evidence for student exposure to the arts and technology was limited, inconsistent, and dependent upon academy assignment and course selection. Technology was a central focus of class activities in one of the academies, but technology use and incorporation was not addressed consistently in the activities and lesson plans of other academies. Therefore, students in all academies do not yet have full access to a robust curriculum that consistently incorporates the arts, technology, and other enrichment opportunities.

**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 strategic inquiry practices to explore the learning needs of students, but the needs of all students, particularly sub-groups, are not addressed consistently. However, most teachers provide generic instruction and use instructional practices that inconsistently engage students in discussion and higher order thinking skills. Teacher decisions on the use of instructional practices limits student access to high levels of engagement to achieve academic goals and fosters a compliant classroom environment.

**Strengths:**

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

**Areas for Improvement:**

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

- The IIT found that teachers have a suggested lesson plan format that they agreed to use, and teachers are learning how to align it to class data. Interviews and document reviews indicated the school generates and collects data, and teachers have significant and timely data on student achievement and progress available to use from a variety of sources. In addition to scholarship reports, teachers have inquiry binders with goals for students and agendas from planning and inquiry meetings. Teachers also have sheets they use for reflecting on their own goals and on the feedback that they have received. However, classroom visits by the review team indicated that while teachers have plans for students, based on the unit of study, the plans did not indicate the data used to create the plans, or the criteria for how student were grouped. Further observations showed lessons inconsistently structured or infrequently designed to identify and accommodate the needs of students with disabilities or ELLs. Review team observations indicated many ELLs and students with disabilities became distracted during the lesson, did not participate during independent or group practice, and just sat doing nothing and either copied another student's work or left their own paper blank. While the school generates and collects data, teachers are in the process of developing systems to create timely, short- and long-term goals to monitor and track student performance for groups of students. Student goals observed by the review team were not specific to a content area or for a particular student or groups of students. Teacher instructional strategies and plans are inconsistent in addressing established student goals and promoting high levels of student engagement and inquiry, which impedes accelerated academic progress.

4.3 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.

- Teachers sometimes use instructional practices aligned to the CCLS instructional shifts. However, the IIT observed teacher-directed instruction and lesson plans with limited or no scaffolding and little or no differentiation based on coherent student grouping strategies. The IIT observed inconsistent use of, or the lack of, strategies to address student needs based on varying levels of achievement or learning needs related to accommodations for students with disabilities, or specific supports or instructional adjustments for ELLs. While interviews indicated a teacher-created lesson plan template in use at the school that suggests teachers plan and consider active learning strategies such as discussion and differentiation techniques to scaffold work related to complex texts and tasks, observations revealed inconsistent use of it during classroom instruction. The IIT observed lessons that indicated not all students experienced learning opportunities that consistently demonstrate the CCLS instructional shifts. The teaching strategy observed consistently was whole-group instruction. Inconsistent increased student achievement is one consequence of

teachers providing instruction that includes limited opportunities for all students to access learning and to achieve individual 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.

- Teachers were working to create a safe environment that was responsive to students' varied experiences. The review team noted most teachers posted the expectations for student behaviors, but that the display was inconspicuous and not consistently recognized by students. During interviews with the IIT, students confirmed that there was inconsistency in expectations from some teachers, although students noted that the expectations were becoming more consistent and applied more fairly since the beginning of the school year. The review team observed some teachers provided learning opportunities that acknowledged diverse groups of students. However, most observations revealed a compliant classroom environment with lower-order questioning and the introduction of instructional materials that did not consistently support a range of student learning needs, particularly students with disabilities and ELLs. For example, the team observed teachers asking questions that required single word student responses, with little or no requests for further elaboration from responding students or other class members. The teachers have not yet created a consistently responsive environment, tailored to the strengths and needs of all students, which hampers high levels of student engagement and inquiry.

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

- Teachers used a variety of data sources including screening, interim measures, and progress monitoring to inform instructional decision-making. Document review and observations of classrooms indicated teachers had action plans; however, the plans showed limited evidence of purposeful student grouping, and the plans did not use data consistently, especially to meet the needs of students with disabilities or ELLs. Teachers indicated they provided data based feedback through Pupil Path, and students confirmed they had access to this program. Additionally, classroom observations and interviews with school leaders, teachers, and students conducted by the IIT indicated the school used rubrics, had plans for reviewing goals, plans for conferencing during lessons, a grading policy, and other means to provide students with feedback. Students, however, did not indicate how the feedback provided them with their next steps or strategies for improving work products, or how to avoid making the same errors in the future. Students indicated that teacher comments showed them if their answers were right or wrong, but feedback from teachers did not consistently encourage students to persist in discovering why their answers were correct or incorrect. The limited use of data to inform lesson planning for particular subgroups of students, and the inconsistent feedback provided to individual students to offer next steps, limits full student participation in the learning process.

**Tenet 5 - Student Social and Emotional Developmental Health:** The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe,

**Tenet Rating**

**E**

**Debriefing Statement:** The school has developed a referral system and comprehensive program to address the social/emotional developmental health needs of students. The current system is proactive and includes PD for staff that addresses students' needs. Consequently, the school environment is respectful and conducive to learning.

**Strengths:**

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

- The school cultivated the development of overarching systems and partnerships to address student social-emotional issues. Observations, document review and interviews with students and parents, indicated that the academy structure and the availability of support staff and leader advocates who coordinated student social and emotional developmental health needs, enabled students to identify an adult they could turn to if they had a problem or concern. Parents and students indicated the revised academy structure emphasized that students were well known by several adults who had specific roles to support them to address academic, social, and emotional needs. The student support staff had specific students whose academic, social, and emotional needs they addressed. Guidance counselors and social workers had regular and ongoing contact with students and their parents, to follow up and check-in frequently on student progress. The school had a system for referral and support for all students that addressed barriers to both academic and social emotional development. School leaders, academy directors, teachers, student support staff including guidance counselors, parents and students all described the ladder of referral and the referral processes in the same language and demonstrated consistent understanding of the practices outlined by the school leaders in the self-assessment and the SCEP, as well as during interviews. The school had extensive data systems in use to identify areas of need, and had cultivated and developed community-based organizations (CBOs) and a network of support organizations and partnerships. The school developed and sustained partnerships, specifically to support the social and emotional developmental health needs of students. These included the following: Partnership With Children; Princeton Center for Learning—Peer Group Connection; Morningside Center for Teaching Social Responsibility; In-house Intervention Team (I-team); Montefiore Mental Health Center; Throggs Neck Community Action Plan (TNCAP); Office of Climate and Culture (previously the school dean's office) and Girls and Boys Empowerment Groups. Therefore, the school has developed extensive partnerships and programs and it is able to support and foster student social and emotional developmental health.

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

- The school articulates and systematically promotes a vision for social and emotional developmental health. In the school DTSDE self-assessment, and reported earlier in this report, goal four states: "There will be a 4 percent increase in staff involvement in social emotional programs facilitating

progressive discipline for the 2012-2013 school year.” Constituents interviewed could both describe the goal consistently, and listed the behaviors and skills, such as resolving conflicts through mediation and developing effective study habits, that demonstrate social and emotional developmental health leading to academic success. In each focus group interview, the participants indicated how the school provided programs for students that included opportunities for social emotional learning, guidance services, positive behavioral supports to encourage and motivate pro-social behavior, and positive connections to the school community through the CBOs. In partnership with Princeton Center for Leadership Training, the school has adopted a program called Peer Group Connection (PGC) to support the successful transition of grade nine students from middle to high school. The program also identifies outstanding high school juniors and seniors to help create a nurturing environment for incoming freshmen and assist them with developing resiliency among other attributes. Once per week throughout the year, pairs of junior and senior peer leaders meet with groups of 10-14 freshmen in advisory sessions focused on relevant issues designed to strengthen relationships among students across grades. The upper classmen peer leaders are simultaneously enrolled in a daily, for-credit, year-long leadership course taught by school faculty to assist them in understanding the goals, strategies and lessons that are part of the PGC curriculum. Central office teams collaborate with one another and each academy to systematically ensure students are safe and individually known by adults through attendance support, disciplinary actions, guidance and youth development services that are responsive to student needs. Related structures and processes include on-going electronic communication between the principal, academy directors and deans, security aids, student support staff and teachers. Regular academy-based attendance meetings bring together counselors, deans, attendance coordinators and teachers from each small community to implement strategies such as home visits. Interviews with guidance staff described how the staff provided programming advisement, mandated counseling and behavioral intervention planning. Also staff and students described how a team of college advisors assists juniors and seniors with college and career exploration, applications and financial aid. CBOs support social emotional development. For example, Partnership with Children that serves 120 at-risk students on-site, through intensive attendance support, crisis intervention, and case management counseling, This CBO also conducted PD for staff in order to build adult capacity. Interviews with teachers and a review of PD calendar topics showed the number and variety of supports available to teachers so that they may actively support student social and emotional developmental health. The school has systems and partnerships that support the social and emotional developmental health of students and include PD for all stakeholders, which results in a safer and healthier environment for families, teachers and students.

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

- Across the school community, students were able to express that they felt safe, supported in their social and emotional developmental health and growth, and had a voice in decisions that influenced their lives as students. Students expressed their feeling of safety and opportunities for voicing their opinions and views through activities such as Kid Talk and Executive Council. Students knew they could talk to an adult at any time for support. Students indicated they were comfortable

speaking to the school leader about school issues. Students indicated these opportunities allowed them to be active participants in school decisions that affected them. Teachers interviewed by the IIT indicated they invested in the social and emotional developmental health of their students and were clear about their role in this regard. Teachers described during interviews how their role had changed to providing proactive support by understanding student behaviors and how this work with students was different from their previous understanding of reactive approaches to student discipline. Parents interviewed expressed their satisfaction with the school's work on students' behalf, and how the support linked to the vision, especially to the school goal of providing more programs for both students and teachers to support social and emotional developmental health and how that connected to improved student academic achievement. The school leader reported and students confirmed during interviews that the school leader holds student focus group meetings to discuss issues. The IIT observed that the relationships among teachers, student, and other staff were positive and supportive. Informal conversations with students also indicated the school atmosphere was warm, caring, supportive, and welcoming from their perspective. Consequently, all school constituents are able to articulate how the school community is safer, more conducive to learning and is fostering a sense of ownership that leads to greater student outcomes.

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

- The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs. Interviews with teachers indicated support staff and leadership insist that teachers keep up with the *Skedula*, the online reporting tool that gives teachers, students, and families, online and real-time information regarding grades, assignments, project instructions, rubrics, homework, and attendance. The student and family side of this program, *PupilPath*, gives students, parents, and other teachers, timely access to updated data. Teachers also share anecdotal data on student behavior. Interviews with teachers also indicated they received help on how to use Individualized Educational Program (IEP) goals and data to support instruction. The school leader expects student support staff to use data, and support staff confirmed that they regularly review a variety of student data. Interviews and document review shows that the school instituted systems to address student needs. For example, the I-Team, comprised of guidance counselors and social workers, offers services for 200 at-risk students along with an after-school reading club, and girls' and boys' empowerment group that supports student transition back to school after long-term suspension. The school substance abuse and violence prevention specialist (SAPIS) educates members of the community and delivers crisis intervention. A transition services coordinator guides students with disabilities to make connections with outside organizations for career planning. Interviews and document review showed the school leader has designated case managers in each academy to facilitate compliance issues and IEP goals for these students. The other adults in the school community collaborate with teachers to develop staff capacity to use data to respond to student social and emotional developmental health needs. These resulting systems and structures support and encourage students to become more academically and socially successful.

**Areas for Improvement:**

All ratings for this Tenet are either **Highly Effective** or **Effective** and therefore, comments listed are under **Strengths**.

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

**Tenet Rating**

**E**

**Debriefing Statement:** The school has established partnerships with various community based organizations to support students' academic and/or social-emotional growth. The school provides opportunities for families to understand data and identify students' academic progress and social/emotional developmental health needs. The structures enable families to access school and community supports and engage more actively with the school to support their children's achievement.

**Strengths:**

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

- The school is a welcoming space and is responsive to families and community members. The parent association (PA) leadership team indicated they collaborated with school leaders to design an open-door policy to ensure appropriate access to school leaders and staff. Interviews revealed that the PA leaders, together with school leaders and staff, work together to develop programs to secure more parent involvement. The parents interviewed and the PA leader indicated that a growing number of parents that attend meetings, workshops and other school activities. Parents indicated that the school leaders, staff, and teachers were warm in welcoming them, and proactive in reaching out to them to report both student improvements and needs or problems. They also indicated workshops were designed to welcome parents and support their immediate and critical needs. Parent activities included English as second language (ESL) workshops, computer classes, Zumba for both exercise and socializing and parent study groups to understand the CCLS and to use *PupilPath* and ARIS. A collaborative effort school wide afforded an open door policy for all stakeholders. Primary support for parent involvement activities comes from Title I funding. The school also has a CBO, Learning Leaders, which supports parents in becoming active participants in their child's academic success. A consequence of these efforts is that the school promotes a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, supporting opportunities for more academic and social and emotional success.

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

- The school community works together with families and collaborates with community agencies to promote and provide PD. Interviews with parents indicated that school wide, teachers communicated with parents via *PupilPath* to provide real-time information regarding student progress. The school has restructured into academies, which enable students to establish

personalized connections with teachers, support staff, family workers, parent volunteers, and school leaders. The staff works closely with the PA to establish community organization partnerships, e.g., Partnerships with Children, to address student needs effectively. The school offered and conducted PD for targeted school staff to encourage and sustain active CBO partnerships, i.e. health and nutrition providers, food banks, family mental health services. This comprehensive approach provides a range of programs and services to students and families, and supports the academic, social, and emotional health of students, leading to more student success.

**Areas for Improvement:**

**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.

- While some of the school community is aware and cognizant of the school's diverse population, not all staff members have a grasp of culturally responsive pedagogy. Interviews revealed the school was developing a plan and working with community partners to cultivate a deeper understanding of the diversity and needs of the community. Interviews also indicated the school relies on translations from the Office of Translation Services, along with outside providers as well as parent volunteers. Headphones are available during assemblies to include non-English speaking parents in the proceedings. The school has an automated telephone messenger service that delivers information in different languages. The school also communicated with families using *Skedula* and some teachers indicated they deliver messages through emails, phone calls and letters, which they have translated for families. Interviews with parents and students indicated that not all teachers engaged in this kind of reciprocal communication, and that the efforts of some teachers were encouraging, while the efforts of other teachers were not. While the the school engages in effective planning and is working to develop more opportunities for reciprocal communication with family and community stakeholders, the processes teachers use to communicate with families are not yet consistent. Although student strengths and needs are beginning to be identified and used to augment learning, one consequence of the inconsistencies in some teacher practices is limited reciprocal communication between families and school

**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 entire school shares data and is learning to empower and encourage families to use and understand it. Interviews and document review indicated the PA and parent coordinator collaborate with staff to offer and conduct several workshops. Some of the workshops explained how to access and use *PupilPath* and ARIS. The school designed and offered other workshops to help families access student data more effectively. Although the families can access data, and the school is in the process of working with families to find ways to help families to understand data, during interviews, parents indicated that they were still not sure how to use the workshop information to understand the data. While the school is developing strategies to use data in an effective way that supports student learning and influences achievement, parents and families do

not yet understand how to use student data, which limits their dialogue with school staff. A consequence of current school efforts is that the school does not benefit fully from the input and participation of families to support student learning and success.

## **Recommendations:**

### **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:

- 3.2: Engage teachers in revisiting the CCLS and subject area and cross-curricular action plans focusing on how to employ the CCLS shifts to support high levels of student achievement for all students, including students with disabilities and ELLs with appropriate accommodations and modifications. Complete curriculum maps for all subject areas and develop units of study that consistently reference the CCLS and incorporate the instructional shifts such as procedural fluency, coherence, and rigor in mathematics. Implement high-quality cohesive and coherent CCLS-aligned curricula.
- 3.3: Develop and use pacing calendars or guides and coherent CCLS-aligned unit plans across all content areas. Assure and organize content in a logical progression of sequenced and increasingly more complex materials. Use daily and weekly meeting periods to examine and revise coherent CCLS-aligned curriculum unit plans to incorporate CCLS instructional shifts in all subject areas where applicable. Collaboratively develop, share, and use CCLS-aligned lesson plans in all content areas with a focus on higher-order questioning and discussion, and multiple points of entry to engage all students in higher-order thinking and analysis of information.
- 3.4: Make certain 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.

### **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 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 ensure they provide students with a wide variety of ways to engage in learning that enables student 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 teaching behavioral expectations explicitly to foster classroom communication and support for all learners. Describe, teach, and reinforce personal attributes correlated with college and career readiness. 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 student data,.

Support teachers to provide frequent feedback to student based on the analysis of timely data and provide students with their next steps.

### **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:

- 6.3: 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 about school issues, concerns, and opportunities that lead to college and career readiness in all languages represented by school community so that parents are aware of the communication. 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.
- 6.5: 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 and sustain student support.