



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



DBN	08X530
School	Banana Kelly High School
School Address	965 Longwood Avenue, Bronx, NY 10459
District	New York City School District 8
School Leader	Charlotte Pope
Dates of Review	January 17 -18, 2013
School Accountability	Priority
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	9-12	Total Enrollment	329	Title 1 Population	72%	Attendance Rate	76%				
Free Lunch	71%	Reduced Lunch	29%	Student Sustainability	-%	Limited English Proficient	17.6%	Students with Disabilities	32%		
Types and Number of English Language Learner Classes											
#Transitional Bilingual	0	#Dual Language	0	#Self-Contained English as a Second Language				2			
Types and Number of Special Education Classes											
#Special Classes	8	#Consultant Teaching	0	#Integrated Collaborative Teaching				12			
# Resource Room	2										
Types and Number Special Classes											
#Visual Arts	4	#Music	4	#Drama	0	# Foreign Language	3	# Dance	0	CTE	0
Racial/Ethnic Origin											
American Indian or Alaska Native	0%	Black or African American	38%	Hispanic or Latino	60%	Asian or Native Hawaiian/Other Pacific Islander	0%	White	1%	Multi-racial	1%
Personnel											
Years Principal Assigned to School	5 Weeks	# of Assistant Principals	2	# of Deans	3	# of Counselors / Social Workers		3	1/PT		
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	68	% Teaching with Fewer Than 3 Yrs. of Exp.		68	Average Teacher Absences	1-2			
Overall State Accountability Status (Mark applicable box with an X)											
School in Good Standing	N/A	Priority School	<input checked="" type="checkbox"/>	Focus District		Focus School Identified by a Focus District			SIG Recipient		
ELA Performance at levels 3 & 4	72.5%	Mathematics Performance at levels 3 & 4	69%	Science Performance at levels 3 & 4	71.4%	4 Year Graduation Rate (HS Only)		45.15%			
Credit Accumulation (High School Only)											
% of 1 st yr. students who earned 10+ credits	85.2	% of 2 nd yr. students who earned 10+ credits	75.5	% of 3 rd yr. students who earned 10+ credits	70.0	6 Year Graduation Rate		58.9			

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
X	Students with Disabilities	X	Limited English Proficient
X	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native	X	Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities	X	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 student outcomes including graduation rate and achievement rate.
2. Improve of school environment including reduction of student incidents, increase student participation in extracurricular activities – as well as parent involvement.
3. Adopt school-wide teacher effectiveness frameworks.
4. Master Common Core Learning Standards (CCLS) in all areas via the alignment of two units of study in each content area for the 2012-13 school year.
5. Strengthen leadership, clarity of mission vision and commitment to improve overall student achievement.

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.

Mark an "X" in the box below the appropriate designation for each tenet, and mark in the 'OVERALL RATING' row the final designation for the overall tenet.

#	Statement of Practice	H	E	D	I
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).			X	
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.			X	
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.			X	
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.			X	
OVERALL RATING FOR TENET 2:				D	

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

#	Statement of Practice	H	E	D	I
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.			X	
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.			X	
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.			X	
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.				X
OVERALL RATING FOR TENET 3:					I

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				X

	annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.				
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:				I

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			X	

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

School Review Narrative:

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.

Tenet Rating

D

Debriefing Statement: The new interim acting school leader has begun to allocate resources to enrich student experiences and is implementing a clear vision that reflects the prioritized goals to increase student achievement. The school improvement efforts implemented by the new school leader during her first five weeks in the position are still in the developmental stage, and have yet to result in increased student outcomes.

Strengths:

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

Areas for Improvement:

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

- The new school leader has developed a school vision and aligned goals to this vision. She communicated these to the school community within her first five weeks of her leadership. The vision statement is posted throughout the school in hallways and classrooms. According to the school leader, the new school goals focus on improving the school culture, aligning the curriculum to the Common Core Learning Standards (CCLS), and increasing teacher implementation of best practices. Because the vision and goals are just being learned, the school community has not yet been able to fully align resources to address school priorities and increase student achievement.

2.3 **The school has received a rating of *Developing* for this Statement of Practice:** Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement; curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.

- The school does not have systems that are dynamic, adaptive, and interconnected that lead to the collection and analysis of data to identify and espouse best practices. The school leader reported that she is developing a system to collect and share school-wide data with staff. According to the school leader, the school provides staff with data from Stars Classroom, a Web-based system that automates the collection of course marks from teachers. The absence of evidence-based systems to examine and improve individual and school-wide practices limits progress toward mission-critical goals.

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

- The school leader has changed the school’s daily schedule, adopted a trimester annual schedule, and purchased additional library books for classrooms. During interviews with the review team, the school leader reported that she allocated funds to increase leveled libraries in classrooms and re-organized the school schedule to include sufficient time between periods for students to get to classes on time. The school leader also reported the school just adopted a trimester schedule, which the school used last semester to identify at-risk students, with the hope of increasing credit accumulation and the graduation rate. According to the school leader, the school uses a “zero period” before school to extend services to these students. Because the school leader has just begun to make strategic decisions about resources to foster school improvement, the school’s ability to achieve goals is limited.

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.

- While the school leader uses the Danielson Framework, she has not implemented a fully functional system for conducting observations, tracking the progress of teacher practices based on student data, and providing feedback and targeted professional development (PD) opportunities. The school leader reported that she is developing a schedule of classroom visits, which school leaders will implement jointly. However, the review team found little evidence that the school leader provides PD opportunities targeted to staff needs or uses data to track the progress of teachers. The review team observed that school leaders use check-ins to assess organization and discipline rather than instructional practices. The absence of a fully functional observation system limits the school leader’s ability to hold administrators and staff accountable 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

I

Debriefing Statement: Teachers do not collaborate in the development of curriculum, do not consistently use lessons plans that support the Common Core Learning Standards (CCLS), and do not employ data on an on-going basis to inform planning. This limits their ability to deliver lessons that promote student conceptual understanding and higher-order thinking.

Strengths:

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

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.

- At the time of the review, only the mathematics curricula and one grade-level curriculum in English language arts (ELA) supported the CCLS. The school leader stated that one of the school goals is to align curriculum to the CCLS. The school provided curriculum maps for each subject including social studies and science to the review team. The absence of fully developed curricula for all grades and subjects limits the quality implementation of rigorous and coherent curricula supporting the CCLS.

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

- Teachers do not collaboratively develop unit plans that reflect the CCLS. Many teachers have not implemented lesson plans that introduce complex materials and stimulate higher-order thinking skills. In addition, many teachers did not provide students with the necessary feedback to improve performance. Based on interviews with teachers, the review team found, however, that teachers do not collaboratively participate in the development of curriculum maps or units of study. Ninety percent of teachers are new to the school and interviews indicated that some teachers were not confident in their ability to adequately prepare lessons that support the CCLS. The school leader reported being aware of this situation and is planning PD to address this issue based on teacher feedback about their needs. The review team found limited evidence during classroom visitations that lesson plans and instructional practices foster development of higher-order thinking skills or deep conceptual understanding of specific content. The review team's analysis of teachers' written feedback on student work indicated that the feedback did not provide students with sufficient, detailed next steps to improve their work. The lack of instruction and materials that stimulate high-order thinking limits students' ability to 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.

- Teachers do not collaboratively develop curricula that incorporate the arts, technology, and other enrichment opportunities and, thus, do not uniformly integrate such opportunities into classroom lessons. The school leader reported establishing a vertical teacher team at the time of the review team visit. Previously, there were content area teams and grade level teams. Based on interviews with teachers, the review team found that teachers do not collaboratively participate in the development of curriculum maps or units of study. During classroom visits, there was little evidence, beyond a SMART Board or web-accessed videos, that lessons integrated the arts, technology or other enrichment opportunities. The lack of systematic collaboration among teachers

to incorporate the arts, technology and other enrichment opportunities limits student access to a robust curriculum.

3.5 **The school has received a rating of *Ineffective* 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 does not have an evidence-based system for strategic-action planning that informs instruction or identifies patterns of student learning. According to the school leader, the school recently purchased Skedula and Datamation software to access data; however, the school has not trained teachers to use these programs. The review team visited a teacher team meeting being held to review student work, but teachers did not analyze objective performance data to develop strategic plans to improve performance. The absence of a data-driven culture supporting strategic-action planning to inform instruction diminishes 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

I

Debriefing Statement: Most teachers do not use instructional practices that support the CCLS. Lessons are generic and opportunities are limited for students to engage in differentiated learning, especially for students who are English language learners (ELLs), which prevents students from achieving their highest potential.

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 do not use evidence-based lesson plans that differentiate instruction or create short- and long-term goals based on grade-level benchmarks for all groups of students. In some classes, ELLs sat in the back of the class without supports to engage them or assist them in understanding the lesson. Some lessons observed did not allow students to engage in inquiry, and students were compliant and waited for direction from the teacher. In a special education class, students were asked to read an article, but were not provided with vocabulary support or an opportunity to explore the meaning of difficult words in the text. Because teachers do not use instructional practices and strategies organized around evidence-based lesson plans and grade-level benchmarks, their ability to establish student goals and promote high levels of student engagement and inquiry is limited.

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.

- In classrooms visited by the review team, lessons were teacher-centered, did not reflect the CCLS, and did not offer students multiple points of access. The review team found that teachers delivered whole-class instruction and based their lesson plans on the former New York State Standards. The lessons did not offer multiple points of access for all students to achieve targeted goals. The lack of access was evident in classes where teachers left ELLs unsupported throughout the lesson and without opportunities to scaffold their learning. Because lessons do not reflect the CCLS and do not provide multiple points of entry for students to access learning, students' ability to reach targeted goals is limited.

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' behavioral expectations and classroom instruction fosters an environment of compliance rather than of engagement and inquiry. The school leader has instituted a program to serve at-risk students. The review team found that teachers created an environment that is safe by setting expectations for appropriate behavior in the classrooms reviewers visited. Students were respectful to teachers and each other in classes and throughout the school. The school leader has created the Angel Network to address the needs of at-risk students by pairing those students with school staff. However, the review team found during classroom visits that teachers use teacher-directed instruction and ask lower-order questions that do not engage students. Because instruction is teacher-centered and does not include higher-order questions, teachers have not fully developed an environment that fosters engagement and inquiry, which limits opportunities for student learning.

4.5 The **school has received a rating of *Ineffective* 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 do not consistently use data to inform instructional decision-making, develop targeted plans to adjust student grouping or instruction, or provide student feedback. In addition, the review team determined that the teacher feedback provided to students does not help students improve performance. Based on interviews and document reviews, the review team found that teachers use limited data sources to inform their instructional planning or to modify instruction to meet the needs of all students. The school leader reported that she is developing a system to assist teachers in gathering and using data to increase student achievement. The team found that teacher feedback on student work did not provide sufficient next steps for improving performance. In some cases, the feedback was in the form of check pluses and smiley faces. Because teachers do not use data to inform instructional decision-making or to provide feedback to students, student participation in their own learning process is hindered.

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
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Debriefing Statement: While the school works with others in the community to address student needs, the school does not have a clear vision to guide its work concerning student social and emotional developmental health. In addition, the school has not established a curriculum to address these needs, and staff have not benefitted from a series of workshops outlining social and emotional developmental health concerns. Without a clear vision concerning student social and emotional health, and a clear plan to achieve that vision, the school’s ability to meet the needs of all students is limited.

Strengths:

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

Areas for Improvement:

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

- While the school has programs that support students’ social and emotional health, staff does not use data to identify student needs or evaluate services. The school has cultivated a system of referral and support that addresses the social and emotional developmental health of students. In addition, the school has a variety of programs and community partners that support social and emotional health. While these initiatives allow the needs of the some students to be met, the school does not have a clear plan to use data to understand the needs of all of its students, and to monitor the effectiveness of the supports that are in place. While the school is responsive to some needs, the lack of a clear system to review data, and the absence of a vision pertaining to social and emotional developmental health, results in the school reacting to needs that arise instead of proactively ensuring that the needs of all students are met. As a result, barriers can remain that may impede the school’s ability to improve student outcomes.

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

- The school presented no evidence of a program or curriculum that teaches, supports, and measures social and emotional developmental health or of PD that builds adult capacity to support students in this area. Document review indicated that the school leader has created a new school vision that is beginning to be known in the school community; however, the vision does not mention a vision for the social emotional health of students. Document review indicates that the school does not offer PD to support staff in supporting the social emotional developmental health of students. The absence of a curriculum and PD that support social and emotional developmental health limits the

school's ability to build a safer and healthier environment for students and their families.

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.

- While the school community reported that the school environment is safe, the team found no evidence that teachers understand their role in achieving the school's vision for social and emotional developmental health. Parents did not understand the relationship between the school vision and the school's efforts to foster student social and emotional health. During interviews, all constituents expressed their satisfaction with the safety of the school environment. According staff and students, the school conducts town hall meetings by grade level to give students the opportunity to voice their concerns and keep communication fluid. Although parents articulated that they feel their children are safe in the school, they were not able to state how the school's support of student emotional and social development connects to a school vision. Because teachers are unclear of their role in achieving the school's goals for social and emotional developmental health and parents do not understand how social and emotional supports connect to the school vision, the school's ability to foster a sense of ownership leading to student success is limited.

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

- The school presented no evidence that staff use data directly related to social and emotional developmental health to assess student needs or evaluate programs in this area. The school leader reported that she has scheduled time for teachers to work with other staff members to develop and implement action plans so students can become academically and socially successful. Because the school leader and student support staff have not developed teachers' ability to use data to respond to students' social and emotional developmental health needs, teachers' ability to help students become academically and socially successful 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: The school has not fully developed partnerships with families that enable families to have a clear understanding of the work being done at the school and by their children, and how families can support that work. As a result, the school has yet to establish a sense of shared responsibility for academic progress, which limits the effectiveness of the school's improvement efforts.

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.

- Parents find that the school is welcoming and the school leader is accessible. The parents interviewed stated that the school's atmosphere is welcoming because school safety officers, school leaders, the parent coordinator, and college/career counselor know all of the students. Parents reported that the school leader was accessible and responsive. The parents reported that they were exploring ways to get more parents involved in the school. According to students and parents, the school leader is trying to establish a forum to increase dialogue with parents. Because the school promotes a trusting and respectful relationship with diverse families and community stakeholders, parents are encouraged to engage with the school, which enables the school to benefit from their involvement.

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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.

- The school has not developed sufficient communication with families to ensure that families have the necessary knowledge to support their children. Specifically, the school does not share comprehensive information about student achievement. Based on interviews with stakeholders, the review team found that the school communicates with families in a variety of ways, including by phone and through meetings. In addition, the school translates materials into different languages. According to documents and interviews with parents and staff, a monthly calendar informs students and families of school activities. However, parents interviewed stated that the school leaders have not communicated with families about changes they are implementing so that families can provide input. The school has not effectively planned for reciprocal communication with families, thereby limiting the school's ability to identify student strengths and needs to enhance 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.

- Parents interviewed indicated that they reach out to the parent coordinator when they have concerns about their children's academic, social and emotional development. Staff and students acknowledged that the school has strong partnerships with the community organizations, and that the variety of programs offered help address academic and social-emotional needs. However, based on interviews with the school leader, the review team found that the PD plan does not provide PD for staff on developing partnerships with families and or the community. The absence of staff PD on developing partnerships with families and community agencies limits staff's ability to fully support student academic and social and emotional developmental health.

6.5 The school has received a rating of *Ineffective* 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 does not provide a wide range of learning opportunities for families to elevate their understanding of student data and does not share student data in a way that helps families understand student learning needs and successes. Based on parent interviews, the review team concluded that while the school provides families with report cards, it does not provide sufficient training to assist them in understanding the information reported. Thus, parents' understanding of their child's academic performance is limited. Because the school does not provide a wide range of learning opportunities to facilitate families' understanding of data, families are not empowered to participate in a dialogue centered on student learning and success.

Recommendations:

Tenet 2: School Leader Practices and Decisions

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

- 2.2: Ensure that the school community has the opportunity to review the school vision and suggest changes. Ensure that the goals are specific, measurable, ambitious, results oriented, and timely (SMART). Communicate the vision and goals to all stakeholders to ensure a shared sense of urgency regarding student achievement.
- 2.3: Implement systems that are dynamic, adaptive, interconnected and lead to the collection and analysis of outcomes to inform practice. Ensure, through professional development and monitoring, that all teachers use evidence-based practices that foster student progress and achievement. Establish feedback loops to continuously evaluate practice. Ensure that goals are timely, transparent and widely available to all stakeholders.
- 2.4: Develop a system for recruiting, hiring, and sustaining personnel that enables the school to meet the academic and social needs of the students and school. Annually analyze available fiscal capital to make funding decisions that address school goals.
- 2.5: Develop and implement a system for frequent classroom observations, monitoring, and assessment of teacher practices based on student data and provide relevant feedback. Provide individual teacher improvement plans, as needed. Provide PD that aligns to the needs of teachers based on their individual plans. Develop a system that tracks formal and informal observations, related feedback, teacher progress based on student data, targeted PD, and holds staff accountable for continuous improvement.

Tenet 3: Curriculum Development and Support

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

- 3.2: Ensure that school leaders provide teachers in all grades and subjects the necessary resources—PD, materials, and collaboration time—to develop and implement curricula supporting the CCLS. Ensure, through monitoring and professional development, that staff use clear, descriptive units of study that support the standards and consider what students need to know.
- 3.3: Ensure that the schedule provides meeting time for teachers to collaboratively create and examine curriculum unit plans supporting the CCLS. Ensure, through PD and monitoring, that teachers use pacing calendars and unit plans that support the CCLS and expose students to a progression of sequenced complex materials and that teachers use lesson plans that promote higher-order thinking skills and help students analyze information.
- 3.4: Ensure that teachers across grades meet together and with special-area teachers to build a curriculum that exposes students to the arts, technology, and other enrichment subjects.
- 3.5: Develop a comprehensive system to collect, analyze, and use timely data. Ensure, through PD and monitoring, that instructional staff uses the system to assess school effectiveness, identify student needs, identify patterns of student learning, and adapt instruction.

Tenet 4: Teacher Practices and Decisions

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

- 4.2: Ensure, through PD and monitoring, that teachers develop and use plans that are informed by data and provide accommodations for students with disabilities and ELLs. Ensure that teachers set grade-level goals for all groups of students and create short- and long-term goals based on the grade-level goals. Ensure that teachers implement instructional interventions that activate student participation in their own learning experience.
- 4.3: Ensure, through PD and monitoring, that teachers provide instruction that supports the CCLS and includes multiple points of access for all students to achieve targeted goals.
- 4.4: Ensure teachers use strategies that are sensitive to the diversity of students, address individual student needs, and provide access to learning and social opportunities. Ensure that teachers stimulate student thinking by asking questions that relate to instructional materials that contain high levels of text and content complexity.
- 4.5: Ensure, through PD and monitoring, that all staff analyze data to effectively inform instructional decision-making, student grouping, and lesson planning. Use formative assessments, progress monitoring, and frequent feedback to students to empower and encourage them to actively participate in, and take ownership of, their own learning process.

Tenet 5: Student Social and Emotional Developmental Health

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

- 5.2: Establish a system that uses data to identify students with needs related to social and emotional developmental health and create a system support that addresses these needs. Track the effectiveness of programs and partnerships that support student social and emotional developmental health.
- 5.3: Ensure that the school vision includes social and emotional developmental health and is understood throughout the school community. Educate all stakeholders about the connection between social and emotional developmental health and academic success. Implement a rigorous and transparent curriculum to teach and measure student skills and behaviors that build social and emotional health. Provide PD and training for all stakeholders to build adult capacity to support students' social and emotional health.
- 5.4: Ensure that teachers and parents understand the school's vision for social and emotional developmental health and its connection to student success. Ensure that teachers understand their role in implementing this vision and that parents know how the school works with their children to support their social and emotional developmental health.
- 5.5: Provide school leaders and student support staff PD in using data to respond to students' social and emotional health needs. Ensure that they support teachers in using such data to effectively address student needs.

Tenet 6: Family and Community Engagement

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

- 6.3: Ensure that school staff regularly engages families and community stakeholders in planning reciprocal communications that provide families with the information necessary to support their children. Ensure that the school translates all communication with families to all pertinent languages.
- 6.4: Continue to develop connections between families and community organizations. Provide PD for school staff on how to actively seek and sustain healthy partnerships with families and community organizations that are linked to student needs.
- 6.5: Provide PD to staff on understanding and communicating school and individual student data. Develop strategies to share school and individual data with parents in a way that enables families to understand student learning needs and successes. Foster greater family engagement in children's educational experience through more frequent progress reporting to parents on their child's academic and social-emotional health needs.