



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code/DBN	310600010132
School	P.S. 132 Juan Pablo Duarte
School Address	185 Wadsworth Avenue, New York, NY. 10033
District	NYC CSD 6
School Leader	Ms. Xiomara Nova
Dates of Review	June 3-4, 2013
School Accountability	Focus
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration		K-5	Total Enrollment		763	Title 1 Population		%	Attendance Rate		94.%
Free Lunch	89%	Reduced Lunch	4%	Student Sustainability	%	Limited English Proficient	54%	Free Lunch		89%	
Types and Number of English Language Learner Classes											
#Transitional Bilingual		6	#Dual Language		11	#Self-Contained English as a Second Language		6			
Types and Number of Special Education Classes											
#Special Classes		4	#Consultant Teaching		0	#Integrated Collaborative Teaching		2			
# Resource Room											
Types and Number Special Classes											
#Visual Arts		#Music		#Drama		# Foreign Language		#Visual Arts		#Music	
Racial/Ethnic Origin											
American Indian or Alaska Native	0%	Black or African American	1%	Hispanic or Latino	97%	Asian or Native Hawaiian/Other Pacific Islander	0%	American Indian or Alaska Native	0%	Black or African American	1%
Personnel											
Years Principal Assigned to School		7	# of Assistant Principals		2	# of Deans		0	# of Counselors / Social Workers		2
% of Teachers with No Valid Teaching Certificate		0	% Teaching Out of Certification		0	% Teaching with Fewer Than 3 Yrs. of Exp.		2%	Average Teacher Absences		4
Overall State Accountability Status (Mark applicable box with an X)											
School in Good Standing		Priority School	x	Focus District	x	Focus School Identified by a Focus District			School in Good Standing		
ELA Performance at levels 3 & 4	8.8%	Mathematics Performance at levels 3 & 4	10.6%	Science Performance at levels 3 & 4	56.9%	4 Year Graduation Rate (HS Only)		N/A			
Credit Accumulation (High School Only)											
% of 1 st yr. students who earned 10+ credits		% of 2 nd yr. students who earned 10+ credits		% of 3 rd yr. students who earned 10+ credits		6 Year Graduation Rate					

Did Not Meet Adequate Yearly Progress (AYP) in ELA
(Mark an "X" in the field(s) where school is identified for not meeting AYP.)

N/A	American Indian or Alaska Native	N/A	Black or African American
	Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander
N/A	White	N/A	Multi-racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Mathematics

N/A	American Indian or Alaska Native	N/A	Black or African American
X	Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander
N/A	White	N/A	Multi-racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Science

N/A	American Indian or Alaska Native	N/A	Black or African American
	Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander
N/A	White	N/A	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		
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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. Through a clear and focused vision, the Principal will implement a plan of action that improves the progress and performance of all learners as evidenced by the results of a 5% increase in ELA and mathematics state assessments.
2. By June 2013, all classroom teachers will design and implement engaging, rigorous coherent curriculum which are aligned to the key common core standards for a variety of learners as evidenced by curriculum maps highlighting new units of study, classroom lessons, activities and assessments, including formative and end of unit performance tasks.
3. By June 2013, the school community will continue to adopt and implement a research based framework for teacher effectiveness (Danielson) as part of their teachers' individualized professional development plans with a focus on 1e, 3b. and 3d, as evidenced by several cycles of mini observations, improved pedagogy, enhanced questioning/discussion strategies of student engagement and highly developed teacher teams.
4. By June 2013, the school will identify and develop systems to identify students at risk and will provide targeted at risk students with social and emotional supports that meet their needs and ensures success in their academic performances and preparation for the next steps in high school and college as evidenced by adoption and successful implementation of a school wide behavioral management system and an overall 5% increase in academic performances among students in grades 3- 5.
5. By June 2013, the school community will increase parent involvement by 5% and outline how parents will share responsibility for improved academic achievement through increased participation and communication as well as increased opportunities for parents to become involved in each child's education and the receipt of increased feedback regarding each student's learning outcomes as measured by the 2013 NYCDOE Learning Environment Survey.

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			X	

	student achievement outcomes.				
	OVERALL RATING FOR TENET 3:			D	

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

#	Statement of Practice	H	E	D	I
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.			X	
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.			X	
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.			X	
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.			X	
	OVERALL RATING FOR TENET 4:			D	

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

#	Statement of Practice	H	E	D	I
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.			X	
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.			X	
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.		X		
5.5	The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.				X
	OVERALL RATING FOR TENET 5:			D	

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

and social-emotional growth and well-being.

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

School Review Narrative:

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.	Tenet Rating	D
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Debriefing Statement: The school has not fully developed systemic structures designed to increase student achievement. As a result, continuous and sustainable school improvement is limited.

Strengths:

2.4 **The school has received a rating of *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.

- Based on interviews with the school leader and other staff, the Integrated Intervention Team (IIT) found that the school has made a number of strategic decisions related to the use of human, programmatic, and fiscal resources. The school leader reports that she hired additional staff and programmed students to meet their individual and sub-group needs. She hired a part-time data specialist to assist staff in analyzing data and monitoring student progress in order to improve student outcomes, and she recruited three new teachers to support student needs. The school leader also indicated to the IIT that she reviewed the programming of English language learners (ELLs) in transitional bilingual and dual language classes to determine the effectiveness of these programs and then made necessary modifications. In addition, the school leader stated to the IIT that she monitors the budget on a regular basis and uses money as it becomes available to the school in order to support school needs. These decisions have supported the school’s efforts to improve student outcomes.

Areas for Improvement:

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

- The school does not have a clearly articulated vision that is shared and understood by all constituents in the school community. The school leader indicated that she has developed a vision and goals for moving the school forward and that the school goals were developed collaboratively with the school leadership team, using the results of standardized exams and the previous year’s Quality Review. However, school stakeholders interviewed by the IIT, including staff, parents and students, were not able to clearly define the vision. They were also unable to identify aligned goals. Consequently, the absence of a clear understanding around the school’s vision and goals results in a lack of urgency to achieve them, which limits the school’s ability to foster continuous school improvement.

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.

- Interviews with the school leader and staff indicate that the school leader has encouraged staff to use some evidenced-based systems in an effort to improve school outcomes. However, these systems are not interconnected and have not been analyzed to determine their effect on student outcomes. The school leader reported to the IIT that she is implementing distributive leadership, incorporating Positive Behavioral Interventions and Supports (PBIS) in the cafeteria and hallways, and using EasyCBM assessments in an effort to track student progress. She also noted that she has implemented Quick Reads to provide interventions to students, and divided the school into two academies. However, in some cases, the school leader could not explain to the IIT how these decisions would lead to increased student outcomes. For example, once the school had already implemented Quick Reads, the leaders and staff realized that it did not support the rigor of the Common Core Learning Standards (CCLS). The school leader allows teachers to select grade leaders; however, based on formal and informal observations, school leaders have designated the performance levels of some of these leaders as low or medium-level on the school's professional development (PD) plan. The themes or objectives of the two academies are not clearly articulated, and the teachers in the academies are in different parts of the school, making ongoing collaboration difficult. School leaders and teachers report that teachers within each of the academies meet regularly, but teachers across the academies are not similarly programmed. The school was not able to explain to the IIT how they use the EasyCBM assessment to monitor individual student progress and to modify instruction accordingly. Consequently, the lack of fully functional evidenced-based systems and structures in areas of critical need limits the school's ability to improve individual and school-wide practices.

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.

- Interviews with the school leader and staff and documents reviewed by the IIT indicate that the school has made efforts to implement cycles of observations, and a talent coach from the New York City Department of Education (NYCDOE) has visited the school to provide support in this area. However, the system of observations and feedback is in a developmental stage. The IIT found that not all teachers have received cycles of observation with actionable feedback. In addition, the written observation feedback provided to teachers lacks focus and alignment with the teacher effectiveness rubric that the school is using. Additionally, the school did not provide the IIT with evidence of written teacher improvement plans or a tracking system to monitor teacher progress. As a result, the school leader's ability to hold staff accountable for continuous improvement is limited.

<p>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.</p>	<p>Tenet Rating</p>	<p>D</p>
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Debriefing Statement: The school is working on developing curricula and assessments that support the CCLS. Currently, students especially sub-groups of students, are inconsistently exposed to rigorous instruction, which limits their progress.

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.

- The school is in the beginning stages of developing and implementing curricula that support the CCLS. Interviews with school leaders and staff and documents reviewed by the IIT indicate that the school has begun to develop and refine units of study that support the CCLS. However, these units lack accommodations for sub-groups of students, including English language learners (ELLs), students with disabilities, and high achievers. Additionally, the school has not developed a strategic approach to incorporating existing instructional programs and materials into the units of study, leading some teachers to report that there are no curricula. Finally, classroom observations by the review team demonstrate that there is limited evidence that teachers are effectively implementing the CCLS in classroom instruction. As a result, students’ exposure to a rigorous and coherent curriculum that supports the CCLS is limited.

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.

- Interviews with the school leaders and staff, and documents reviewed by the IIT, indicate that teachers are scheduled to meet during three common planning periods per week to discuss, develop, and refine curricula units. The IIT found that the school has developed some curriculum maps and pacing calendars. Teachers use commonly shared lesson plans that generally include standards and higher-order thinking questions. However, most units and lesson plans reviewed by the IIT did not include specific accommodations for ELLs, students with disabilities, or higher achieving students. In addition, while teachers incorporate higher-order thinking questions into written lesson plans, the IIT found during classroom visitations that many teachers are not using these questions in their actual instruction.

Without consistent exposure to units and lessons that promote higher-order thinking, not all students are building 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

- Interviews with the school leaders and teachers indicate that the school schedules time for teacher collaboration. However, the location and scheduling of teachers in the school’s two academies limits collaboration and planning among teachers. In addition, while the school builds technology into the curricula, the school leader reported to the IIT that some teachers are still struggling with its use. The school has two technology teachers who assist teachers in building their technological capacity. The IIT found that the school does not incorporate arts into the curricula in a structured way, and the art teacher generally does not have the opportunity to attend grade level meetings because she is covering for other classroom teachers. As a result, students’ access to a robust curriculum that incorporates the arts, technology, and other enrichment areas is limited.

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

- Interviews with the school leaders, the data specialist, and teachers, and documents reviewed by the IIT indicate that the school is using a screening tool to identify student needs for Response to Intervention (RTI). However, the data samples provided to the IIT consist of a list of questions that students answered incorrectly, and the school is not tracking this information by student. The school implemented this screening process twice this year, and it is planning to implement it once more. However, the school did not provide an explanation for how they are using this data as a mechanism to track student progress, both in general and towards end-of-year summative assessments, particularly for those students who do not require RTI. The information was not disaggregated by student and the school leader could not explain to the IIT how this information was helping teachers to target individual student needs. The school leader also indicated to the IIT that teachers are tracking student reading levels via a leveled reading program. However, the data provided to the IIT was comprised of hand-written sheets containing one measurement, not a series of measurements over time. Without a data-driven culture based on student needs, staff is not able to develop action plans to inform instruction, which limits student achievement outcomes.

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

**Tenet
Rating**

D

Debriefing Statement: Staff are not systematically using data-based strategies to make decisions and create action plans that address the gap between what students know and need to learn. This leads to low levels of student

critical thinking and achievement.

Strengths:

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

Areas for Improvement:

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

- Interviews with the school leaders and staff and documents reviewed by the IIT indicate that teachers use instructional practices that are aligned to lesson plans and that there are efforts to base these plans on student data. However, most lesson plans reviewed by the IIT did not include accommodations for ELLs, students with disabilities and high achieving students. During classroom visitations, the IIT found that teachers were not using data consistently to plan and modify instruction and that many students did not have short- and long-term goals based on grade-level benchmarks. Because instructional practices are not planned to meet established goals consistently, high levels of student engagement and inquiry are not being promoted in all classrooms.

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.

- Based on interviews with the school leaders and staff and classroom observations, the IIT found that the school leaders expect teachers to use instructional practices that support the curricula maps and CCLS shifts. However, school leaders do not always define the instructional practices they expect to see implemented or monitor for appropriate implementation of these practices. The school leader reported that as a school, leaders and staff agreed upon standardized expectations for lesson plans, including language objectives to meet the needs of ELLs and the use of Universal Design for Learning (UDL) to provide multiple points of entry for students. However, classroom visitations by the IIT indicated that teachers were inconsistently providing multiple entry points to enable all students to access the instruction, and many lesson plans reviewed by the IIT did not include accommodations for student sub-groups. As a result of teachers inconsistent use of strategies to address different learning needs, not all students are provided with opportunities for multiple points of access to achieve instructional outcomes and related 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

- Interviews with school leaders, teachers, students, and the student support team, as well as

observations by the IIT, indicate that the school is a safe environment for students. To support a safe learning environment, the school implemented PBIS in hallways and in the cafeteria. It also implemented Peace Builders, a character education program. However, most of the classroom instruction observed by the IIT was generic and did not include specific strategies tailored to the strengths and needs of all students. While school leaders expect teachers to include Depth of Knowledge (DOK) questions in lesson plans, many questions included by teachers are low level and do not stimulate student thinking. As a result, the school is not achieving high levels of engagement and inquiry for all students.

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.

- School leaders and teachers report that they are using data, such as the results of a screening tool, to inform instructional decision-making. However, although the school collects various forms of data, it does not have a comprehensive data system for identifying and tracking the progress of each student and for making the corresponding modifications to instruction. During classroom observations, the IIT found that most teachers were not using data consistently to inform instruction, group students or implement specific strategies to meet the needs of subgroups of students. Consequently, the inconsistent use of data to inform planning limits teachers’ ability to foster student participation in their own learning.

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

Tenet Rating

D

Debriefing Statement: The school has developed a safe and respectful environment and provides supports aimed at meeting the social and emotional developmental health needs of at-risk students. However, the school does not have an overarching strategic plan to address the social and emotional needs of all students. As a result, students’ academic success is impacted.

Strengths:

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

- Interviews with teachers, students, and parents indicate that the school has provided a safe environment. Students expressed to the IIT that they feel safe and supported at school. Parents reported that they understand the school’s efforts to support students’ social and emotional developmental health. Parents noted that the school advises parents of the social and emotional supports provided by the school through weekly workshops and monthly family nights. As a result, the

school environment is conducive to learning, and it fosters a sense of ownership among the school's stakeholders.

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.

- Interviews with the school leaders, teachers, students, and student support staff indicate that the school has implemented some initiatives to address student social and emotional developmental health. These initiatives include an instructional support team that meets every two weeks to identify and support student academic or emotional needs that staff or parents bring to their attention, PBIS, and the Peace Builders program. However, the IIT found that the school does not have a comprehensive plan and system to address the social and emotional needs of all students. The lack of an overarching plan and system limits the school's ability to support and sustain student social and emotional developmental health.

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

- Interviews with school leaders, teachers, parents, students, and the student support staff indicate that the school articulates and promotes, through its PBIS and Peace Builders programs, the skills and behaviors that it believes demonstrate student social and emotional developmental health and lead to academic success. However, the IIT found that teachers have not received PD on the PBIS program, and the school has not implemented an evaluation tool to measure and monitor the effectiveness of these programs. As a result, the school is not optimizing its opportunities to build a safer and healthier environment for families, teachers, and students.

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.

- Interviews with school leaders, teachers, and the student support team indicate that the school does not have a formal system to use data to identify and support the social and emotional developmental health needs of all students. Based on interviews with the school leaders, teachers, and members of the student support staff, the IIT found that the school does not generate, analyze and interpret data on student behavior to plan and implement interventions. The school does not have a system that integrates academic and behavioral data. Reports indicated that the school does not have a plan that enables staff and teachers to use data to make decision about collaborative responses and progress monitoring. The lack of a system and training for all staff to use data impedes the ability of staff to address student social and emotional health needs, which negatively impacts student success.

Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well being.	Tenet Rating	D
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Debriefing Statement: The school is welcoming to families and is developing a culture designed to increase parent engagement and build partnerships centered on student achievement and progress. However, the school has not yet optimized adult capacity to share responsibility for student well-being and academic success.

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.

- Interviews with the school leaders, parents, and students indicate that the school has an open door policy and parents feel welcome at the school. The parents interviewed by the IIT, including those who have children in identified subgroups, reported their support for the school and the school leaders. They agreed that the school leaders and teachers work with parents to improve their children’s learning, keeping them informed about homework and test grades. According to parents, the presence of the bilingual family worker helps to enhance the parents’ perceptions about the school. The staff reports their support for the strategic placement of the bilingual family worker in the main office to meet and greet, welcome all parents, and direct them to appropriate staff. Students and parents both express that parents have easy access to teachers and school leaders via the telephone, written correspondence, and monthly meetings. Parents indicated to the IIT that they believe that the school promotes positive relationships with diverse families, and all families are encouraged to volunteer at the school, and to attend parent conferences. The staff makes efforts toward building the trust of parents and meeting the needs of students. The positive school atmosphere fosters a feeling of belonging and trust, which contributes to the effectiveness of the partnership between home and school in promoting student success.

6.3 **The school has received a rating of *Effective* for this Statement of Practice:** The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strengths and needs are identified and used to augment learning.

- Interviews with the school leader, parents, and students indicate that the school respects and acknowledges the diversity of the existing knowledge and culture held by families and community members. The school leaders and teachers also acknowledge the challenges and barriers to parents from non- English speaking families. In response to cultural diversity, the school hired a bilingual family worker who plays a key role in developing relationships with parents and families. The bilingual family worker encourages reciprocal communication among non-English speaking families by sharing information, following up on their concerns, and linking parents with external agencies. Parents reported to the IIT that they view the family worker as trusted interpreter, liaison person, and mentor. Her support helps parents to overcome the language and other barriers to that may restrict their

involvement in their children’s education. In addition, the school staff was able to establish relationships with particular groups of parents with similar ethnicity or through connections in the community. During interviews, the IIT found that teachers play a critical role in meeting with parents to communicate school issues and concerns in both English and Spanish, the primary second language spoken in the community. Parents participate in discussions with the school support staff to discuss ways to strengthen learning based on students’ needs. Students and parents reported they were more confident about coming to the school and becoming involved in activities beyond the classroom. Parents indicated they want their children to achieve and succeed, and thus they welcome opportunities to participate in the school’s life. Consequently, the school’s respect for cultural diversity and strategies for reciprocal communication enhances the ability of families to identify their children’s strengths and needs, which augments learning.

Areas for Improvement:

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.

- Interviews with school leaders, parents, teachers, and the student support team indicate that the school provides some connections between families and the community to support student learning and growth. For example, the guidance department provides referrals for parents to enable them to access counseling, transportation, and a food pantry, among other supports. However, the IIT did not find evidence of PD for parents to learn about the curricula so that parents can know what the students are learning in school and on grade levels. In addition, there was limited evidence of PD opportunities for staff focused on developing and sustaining relationships with families and community agencies. The school leaders reported to the IIT that the staff receives some PD during grade meetings, “lunch and learn” meetings, and faculty conferences on how to collaborate with families. As a result of the limited PD to staff to build relationships with families and the community and the lack of a comprehensive approach to connect families with community organizations, students’ opportunities for success are diminished.

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.

- In interviews with school leaders, the student support team, and parents indicated that the school provides learning opportunities for families who actively seek to understand student data. For example, the school provides ongoing workshops where data is discussed. Family nights are held once a month to present topics that affect student achievement. School leaders and staff report that topics covered include understanding the new ELA and mathematics standards, New York State testing, and the school’s grading policy. However, because the school does not have a comprehensive data system for identifying and tracking the progress of each student, the data that the school provides to parents is limited. Consequently, the school is not optimizing opportunities to empower and encourage families to use and understand data to promote dialogue between parents, students, and school constituents

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 shares a well-defined, clearly-articulated vision and school-wide goals concerning student achievement and well-being that are specific, measurable, ambitious, results-oriented and timely. Ensure that all stakeholders are clear on the steps necessary to achieve the vision and corresponding goals. Develop and monitor formal, written goals for all staff and students that are connected to the school's vision and are modified as progress is made. Develop individualized written professional goals for assistant principals.
- 2.3: Ensure that school leaders assess potential systems and programs before they are implemented school-wide. Evaluate implemented systems for effectiveness, and ensure that they lead to the collection and analysis of outcomes. Modify these programs on an ongoing basis to support instruction and student achievement. Re-evaluate the purpose and objectives of the school's two academies to ensure that this structure best supports all students.
- 2.5: Ensure that all teachers receive cycles of observation where written feedback is clearly aligned with the school's teacher effectiveness framework, and outlines next steps for teacher improvement. Monitor progress using a fully-developed tracking system for all teachers to ensure improvement, and develop action plans for low-performing teachers. Ensure that the PD plan includes specific, targeted supports for all teachers. Update the plan regularly to reflect teacher progress and needs. Ensure that the cabinet develops and communicates to staff explicit expectations for rigorous instruction and then follows up to ensure that teachers in all classrooms are meeting these expectations. Develop goals and expectations for assistant principals, and monitor these goals and expectations to ensure progress towards the goals.

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: Include assessments and accommodations for ELLs, students with disabilities, and high achievers in unit plans. Ensure that implemented curricula are rigorous for all student groups and support the CCLS. Ensure that, when used, existing instructional programs are incorporated into the CCLS curricula. Evaluate the curricula across grades and content areas to ensure a progression of skills and complexity.
- 3.3: Include in lesson plans accommodations for student sub-groups and provide multiple points of entry to reflect the range of student abilities within the classroom. Monitor to ensure that higher- order thinking questions included in lesson plans are rigorous to challenge students and stretch their thinking. Ensure curricula

maps include samples of interventions, accommodations, and differentiated instructional strategies to guide teachers in developing plans to meet the needs of diverse learners.

- 3.4: Ensure that students are exposed to standards-based curricula that enable them to discover, create, and communicate information using the arts, technology, and other enrichment areas. Provide PD to teachers on incorporating technology into the curricula. Ensure that art teachers play a more active role in incorporating art into the curricula.
- 3.5: Re-assess and prioritize the data that the school is capturing to ensure that it clearly identifies the strengths and needs of individual students and helps to provide a clear and timely path for academic progress and growth. Align assessments with the rigor of end-of-year summative assessments. Implement a comprehensive data tracking system that all school stakeholders can easily use and understand. Ensure that instruction is adjusted based on outcomes of data.

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 that teacher lesson plans include accommodations for groups of students, including ELLs, students with disabilities, and high achievers, and provide instructional interventions that lead to student inquiry and engagement. Create formal written goals for students and staff that are monitored and modified as progress is made.
- 4.3: Ensure that teachers provide multiple entry points for all students, including ELLs, students with disabilities and high achievers. Provide necessary PD to assist teachers with this process. Offer PD to staff that provide RTI Tier 1 supports to ensure that they have the necessary skills and strategies to provide those supports.
- 4.4: Ensure that staff uses strategies sensitive to diverse groups of students and their needs. Ensure teachers are actually using the high-order thinking questions in their instruction that they include in their lesson plans. Use instructional materials that contain high levels of text and content complexity.
- 4.5: Develop a formalized school culture where data analysis plays a critical role in instructional decision-making and in the timely monitoring and tracking of student performance. Ensure that data for sub-groups is disaggregated so that staff can identify the factors keeping students from moving forward, and make necessary adjustments. Develop strategies for flexible groupings of students in classrooms based on data so that all students are challenged and have the opportunity to move to higher level groups once skills are mastered. Ensure that all teachers effectively use rubrics and provide timely feedback to students.

Tenet 5: Student Social and Emotional Developmental Health

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

- 5.2: Develop a comprehensive, overarching plan to identify and address the social and emotional developmental health needs of all students in the school. Clearly outline the role that each stakeholder plays in implementing this plan and the interconnectedness of this plan with the school vision. Follow up to ensure effective

implementation of the plan. Develop a formalized system for referral and support for all students. Define and widely communicate this system so that each stakeholder is clear on his/her role in the process. Ensure that the system provides for feedback and follow-up. Ensure that the system designates an adult who is responsible for coordinating supports for students' social and emotional developmental health needs.

- 5.3: Develop a comprehensive PD plan to build adult capacity to identify and support students' social and emotional developmental health. Include checkpoints for monitoring the impact of PD to ensure that it results in improved academic and social/emotional success for students. Measure the effectiveness of programs such as PBIS and Peace Builders and make any necessary adjustments.
- 5.5: Work with staff to develop an understanding of how to use data to identify and address students' social and emotional developmental health needs that align to academic and social success. Develop an expectation that all staff use data to identify and address the social and emotional developmental health needs of students.

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:

- 6.4: Expand the SCEP Action Plan to indicate specific practices that the school can put in place to obtain specific benefits from its investment of time and resources in community and family connections. Explore organizations and agencies within the community that influence students' learning and development, enhance family and school influences on students, and offer varied resources to support student learning. Provide systematic training for teachers and other staff concerning families' roles in children's education and provide families with PD to help them understand their roles in the education of their children.
- 6.5: Ensure that the entire school is sharing 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.