



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code/DBN	310300010149
School	P.S. 149 Sojourner Truth
School Address	41 W. 117 th St., New York, NY 10026
District	NYC CSD 3
School Leader	Principal Darrigo
Dates of Review	March 7-8, 2013
School Accountability	Focused
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	Pre K- 8	Total Enrollment	388	Title 1 Population	27%	Attendance Rate	91.3%				
Free Lunch	86%	Reduced Lunch	4%	Student Sustainability	% NP	Limited English Proficient	9%	Students with Disabilities	23.96%		
Types and Number of English Language Learner Classes											
#Transitional Bilingual	0	#Dual Language	0	#Self-Contained English as a Second Language				0			
Types and Number of Special Education Classes											
#Special Classes	4	#Consultant Teaching	0	#Integrated Collaborative Teaching				2			
# Resource Room	2										
Types and Number Special Classes											
#Visual Arts	1	#Music	0	#Drama	0	# Foreign Language	0	# Dance	0	CTE	#0
Racial/Ethnic Origin											
American Indian or Alaska Native	22%	Black or African American	%	Hispanic or Latino	27.08 %	Asian or Native Hawaiian/Other Pacific Islander	2%	White	4%	Multi-racial	%
Personnel											
Years Principal Assigned to School	1.5	# of Assistant Principals	2	# of Deans	.5	# 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.		6%	Average Teacher Absences	2/day			
Overall State Accountability Status (Mark applicable box with an X)											
School in Good Standing		Priority School		Focus District		Focus School Identified by a Focus District	X	SIG Recipient	NP		
ELA Performance at levels 3 & 4	13.7	Mathematics Performance at levels 3 & 4	16.7	Science Performance at levels 3 & 4	73.8 (Gr.4) 35.5 (Gr. 8)	4 Year Graduation Rate (HS Only)		NA			
Credit Accumulation (High School Only)											
% of 1 st yr. students who earned 10+ credits	NA	% of 2 nd yr. students who earned 10+ credits	NA	% of 3 rd yr. students who earned 10+ credits	NA	6 Year Graduation Rate		NA			

NP = Not Provided

Did Not Meet Adequate Yearly Progress (AYP) in ELA			
	American Indian or Alaska Native	X	Black or African American *Males
X	Hispanic or Latino * Males		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 *Males
X	Hispanic or Latino *Males		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
X	Students with Disabilities	X	Limited English Proficient
X	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Science			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
X	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. Establishing a school-wide practice of recording and analyzing benchmarks and end-of-unit assessments, in order to monitor and revise instructional practices.
2. Building teacher team capacity, in order to align instruction with the Common Core Learning Standards
3. Utilizing data from various assessments, in order to provide targeted instruction that addresses all multiple entry points
4. Promoting and establishing students' pro-social skills and higher academic expectations
5. Strengthening the partnership/communication between the school, home and community-based organizations.

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

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

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

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

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

	OVERALL RATING FOR TENET 3:			D	
Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students and pertinent subgroups experience consistent high levels of engagement, thinking and achievement.					
#	Statement of Practice	H	E	D	I
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.			X	
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.			X	
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.			X	
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.				X
	OVERALL RATING FOR TENET 4:			D	
Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.					
#	Statement of Practice	H	E	D	I
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.			X	
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.			X	
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.			X	
5.5	The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.				X
	OVERALL RATING FOR TENET 5:			D	

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

#	Statement of Practice	H	E	D	I
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.		X		
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.		X		
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.			X	
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.			X	
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: At the time of the Integration Intervention Team (IIT) review, the school was beginning to develop systems and a school culture designed to increase student achievement. Because these efforts were in the beginning stages, continuous and sustainable school improvement had not yet been realized.

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).

- Based on interviews and documents reviewed, the Integrated Intervention Team (IIT) concluded that, at the time of the IIT review, although the school leader had shared the school vision with the community, not all stakeholders had taken ownership for the vision or clearly understood their roles in moving the school forward with urgency. The school leader indicated to the IIT that she was the fifth principal the school had in eleven years and that she had tweaked the original school mission and vision. She said that she wants all students to be self-motivated and to advocate for their own learning, to grow socially and emotionally and to improve their ability to navigate the community. She also said that the vision encourages all students to achieve, demonstrate mutual respect and acceptance and develop independence. However, during meetings of the IIT with parents and staff neither group could articulate the vision, the roles of stakeholders or the steps required to achieve this vision. The implementation of a shared vision and progress in achieving school-wide goals were hampered by a lack of school community familiarity with the school vision and school-wide goals and because stakeholders' roles in accomplishing the vision and goals were not known throughout the community.

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.

- Based on interviews and documents reviewed, the IIT determined that, at the time of the IIT review, the school had begun to implement some systems and school-wide practices to improve instruction and student achievement. The school was implementing common planning time, an after-school support program for English language learners (ELLs) and Positive Behavioral Interventions and Supports (PBIS). However, IIT found that mechanisms were not in place to monitor, assess or evaluate these systems and school-wide practices in order to determine their effectiveness and to identify areas in need of improvement. For example, the school had implemented a system where school leaders used observations and snapshots to monitor teacher performance and progress and the school was in the early stages of implementing the TeachBoost platform to track this process. However, tracking did not include a way to record data that specifically identified what each teacher needed to work on and how teachers were progressing toward stated goals. The lack of full implementation of comprehensive, evidence-based systems limited progress toward improving student achievement, social and emotional health, and school-wide 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 IIT found, from interviews and documents reviewed, that, at the time of the IIT review, the school leader had not organized human, programmatic and fiscal capital to fully support school improvement and student achievement. The school leader had not implemented a formal system for tracking growth of teacher practice and had not identified those teachers in need of improvement plans. Additionally, in some classes observed by the IIT, not all adults, including paraprofessionals and co-teachers, were actively engaged in providing instructional support to students. Although two instructional coaches were cut from the budget, at the time of the IIT review, provisions had not been made to redistribute their former responsibilities in a way that effectively met the needs of all students. The school leader indicated that she was working with the Network, New York City Department of Education's (NYCDOE's) support organization, to develop skills to maximize her budget. Actions taken by the school leader to support school improvement included the hiring of several new teachers and the provision of mentors where appropriate. The school leader had also implemented a zero period, an extended day program, a Saturday school and an after-school support program for ELLs. The lack of organization of resources to comprehensively support school improvement goals has limited the school's ability to achieve school-wide goals and meet the needs of all students.

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.

- Based on interviews with school leadership and teachers, the IIT concluded that school leaders observed teachers both formally and through informal snapshots and provided feedback based on observations. However, at the time of the IIT review, there was neither a formal observation schedule nor a structured approach to providing feedback and follow-up. In addition, the school

had not developed or implemented teacher improvement plans for teachers in need of assistance and improvement. The professional development (PD) plan provided to the IIT by the school was generic, and did not identify how PD could be provided to respond to teacher and student needs. There was no system to monitor and evaluate the impact of PD on teacher practice or student achievement. The system for evaluating and supporting instructional practice did not include a formal structure for scheduling observations, did not connect observations with student data, provide consistent observational feedback or provide input to the development of PD opportunities based on student and school needs. Consequently, the school leader was not able to ensure that support or accountability for continuous improvement or teacher practice were optimized.

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

Tenet Rating

D

Debriefing Statement: At the time of the IIT review, the school was beginning to develop curricula and assessments that are aligned to the Common Core Learning Standards (CCLS). However, instructional practice did not consistently provide students with rigorous instruction that was aligned to the CCLS. The lack of implementation of CCLS-aligned curricula inhibited the capacity of the school to maximize student-learning outcomes.

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.

- Based on interviews with school leaders and teachers, the IIT concluded that, at the time of the IIT review, teachers were in the beginning stages of meeting during common planning time to discuss curricula and its alignment to the CCLS. Based on classroom observations, the IIT noted that teachers' work during common planning time was not resulting in rigorous implementation of CCLS-aligned curricula in classrooms. School leaders and staff reported that the school was using an outside organization (Atlas) to help them align their units of study with the CCLS, and teachers had received PD from the NYCDOE Network about CCLS-based instruction. Curriculum maps reviewed by the IIT were neither comprehensive nor specific and they were not supported by unit plans that included pacing calendars. However, the IIT noted that there was no school-wide format for curriculum mapping. Most lessons observed by the IIT did not promote higher-order thinking skills or help students analyze information. Because of inconsistencies in the development and implementation of CCLS-aligned curricula, students did not have access to rigorous and coherent

CCLS-aligned curricula across the content areas.

3.3 **The school has received a rating of *Ineffective* 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.

- Based on interviews, observations, and documents reviewed, the IIT found that the NYCDOE provided teachers with CCLS-aligned task bundles and that staff had attempted to modify this material to incorporate strategies and practices tailored to meet the needs of the school's ELLs and students with disabilities. However, most lesson plans reviewed by the IIT were not in alignment with task bundles, and most instruction observed did not introduce complex materials or involve the use of questioning that would stimulate higher-order thinking. Although the school had access to CCLS-aligned materials, the IIT found that curricula, unit and lesson plans, and instruction were not consistently aligned to each other, curricula were not CCLS-based and curricula did not introduce complex materials. Documents reviewed and observations by the IIT indicated that teachers were using curriculum maps that were not coordinated with pacing calendars and unit plans. The lack of alignment between unit and lesson plans and the lack of CCLS-aligned curricula tailored to meet the needs of all students limit student progress and students' ability to access progressively more complex material. The lack of consistent introduction of complex material and CCLS-aligned questioning strategies limited the promotion of higher-order thinking and inhibited the development of 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.

- Based on interviews with school leaders and staff, the IIT found that school leaders provided opportunities for teachers to meet vertically in teams to plan, share best practices and look at student work. However, at the time of the IIT review, there was a lack of formal and systemic evaluation and monitoring of work that took place during team meetings. Additionally, the school had not prioritized incorporating the arts, technology and other enrichment areas into curricula. As a result of a lack of focus and formalized, collaborative planning within and across grades and subjects, students were not consistently provided with access to robust curricula that would enable them to discover, create and communicate information using the arts, technology and other competencies.

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.

- Based on classroom observations and documents reviewed, the IIT concluded that although some teachers were collecting data and used it to identify trends and inform their instruction, this was not a school-wide practice. The IIT found evidence that the school used summative data to monitor and track student progress and inform instructional decision-making. For example, the

results of the spring ELA and mathematics assessments were used to make instructional decisions for the next school year. Some school computer-assisted assessment and analysis was being used during the school year to monitor and track student progress, create groups of students based on skills and provide interventions for students. However, formative assessment data was not consistently used to inform instructional practice nor was it used to develop a school-wide data-driven culture based on student needs, assessments, and analysis. The lack of a data-driven culture that used formative data to inform instruction inhibited progress toward the attainment of greater 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: At the time of the IIT review, teachers were inconsistently using data-based strategies to make decisions and create action plans to address the gap between what students knew and needed to learn. This practice limited the consistent implementation of strategic instructional practices to promote high levels of engagement, 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.

- Based on interviews with the school leader and staff, the IIT found that the school leader had not clearly communicated to staff expectations for lesson plan design and content. Lesson plans reviewed by the IIT were inconsistent and most did not provide multiple points of entry or accommodations for student sub-groups. Much of the instruction observed, particularly in special education classes, was teacher-directed and did not encourage student engagement and inquiry. Although most students had goals and could articulate them, the school leader indicated that the school needed to institute progress monitoring towards student goals and establish benchmarks to enable teachers and school leadership to assess progress toward goals. The IIT observed that teachers had developed goals for students in ELA and math and in most classes; goals were displayed on the students' desks. Students were able to share their goals and their achievement levels in ELA and mathematics (from last year's testing) with members of the IIT. Students were also able to describe to the IIT where they wanted to be, in terms of achievement, at the end of the school year. At the time of the IIT review, a lack of coherent expectations regarding lesson and unit planning and a lack of progress monitoring toward goals hampered the ability of staff to consistently tailor student goals to student progress, tailor instruction to meet student goals and to

foster high levels of student engagement and inquiry.

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.

- Lesson plans reviewed and classroom observations by the IIT indicated that most teachers were not implementing coherent, appropriately aligned CCLS-based instruction. The IIT also noted that instruction was generally not differentiated and did not provide multiple points of entry for all students (including students who finished tasks early). In most classrooms observed, all students were engaged in the same activities. Additionally, many teachers did not implement checkpoints and assessments during their lessons to ensure that students were learning what was being taught. The inconsistent use of instructional practices that were aligned with CCLS curricula and the lack of differentiated instruction limited the variety of ways students could engage in learning, and achieve targeted goals.

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

- Interviews with school leaders, students, and staff indicated that, at the time of the IIT review, the school was implementing a Positive Behavioral Interventions and Supports (PBIS) program, and that this program contributed to a safer and more orderly environment. Interviews indicated that, while the school made efforts to recognize the different cultures in the building through activities celebrating diversity, the school was not meeting the diverse learning needs of all students in the school. For example, the IIT noted that there was no formal PD or plan in place to support general education teachers in meeting the needs of ELLs and students with disabilities. During classroom visits, the IIT noted that instruction was not differentiated and students who completed tasks in less than the allocated time were not provided with additional opportunities to engage in activities that would extend their learning and accelerate their thinking. Instead, these students either sat idle or assisted other students. Instruction did not include questioning strategies to promote the development of higher-order thinking skills for all students. The lack of instruction that was responsive to the needs and strengths of all students inhibited the promotion of high levels of student engagement and inquiry.

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.

- During interviews and document reviews, the IIT noted that teachers had data binders and collected student data; however, there was no evidence of a school-wide system to collect and analyze data. There was some evidence that summative, interim and formative data were being used to group students for Academic Intervention Services (AIS) and for after-school and Saturday intervention programs; however, most classroom instruction observed by the IIT did not involve grouping students or providing feedback to students based on formative assessment data.

Additionally, most lesson plans reviewed by the IIT did not identify benchmarks by which student outcomes could be assessed. The lack of use of assessment data to inform instructional decision-making including the development of action plans for grouping and adjusting instruction and the lack of use of data to provide feedback to students limited the school's ability to improve student achievement and promote student ownership of 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 at the time of the IIT review, the school was beginning to create systems and supports aimed at meeting the social and emotional developmental needs of at-risk students. Because systems were just beginning to be implemented, at the time of the IIT review, the school had not yet established an environment that was optimally conducive to learning for all constituents.

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.

- During the IIT review, the IIT noted, from interviews and documents reviewed, that the school leader had begun to implement some initiatives to support student social and emotional developmental health. These initiatives included a PBIS program, a school-based support team and a safety committee .However, the school had not developed or implemented a data-based, comprehensive plan to monitor the social and emotional developmental health of students and to identify and address needs of all students in this area. The school leader indicated to the IIT that although there was no formal, comprehensive system to support and sustain social and emotional developmental health, students knew that there was someone they could go to if they had a problem. The school leader also indicated that many teachers provide on-going informal support to students and families in the school community who experience hardships such as living in shelters and having incarcerated parents. Students interviewed by the IIT confirmed that if they had problems they could seek help from an adult at the school. The lack of overarching formal systems and partnerships that develop and support social and emotional developmental health limit the capacity of the school to fully address the social and emotional developmental health needs of all students.

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.

- When asked by the IIT about the school's vision for social and emotional developmental health, the school leaders and staff referred to the PBIS program and to the presence of a student character pledge that focused on respect, responsibility and safety. Both the school leader and staff indicated to the IIT that, as part of the PBIS program, staff was reinforcing positive behavior in order to establish a school climate that supported student social and emotional developmental health. The school had enlisted the aid of STOMP Out Bullying, a national organization that addresses bullying issues. The school, however, did not have a clearly articulated and communicated vision for the social and emotional developmental health of all students and had not provided PD to support the implementation of a school vision or build the capacity of adults to support students' social and emotional developmental health. The school had not developed a comprehensive plan to identify school-wide goals and implement actions to address the social and emotional developmental needs of students. The school had also not implemented a monitoring system to determine the effectiveness of efforts to establish a safer and healthier school environment. The school's capacity to optimize and maintain a safer and healthier environment for families, teachers and students was hampered by the lack of a school vision and a comprehensive plan for the development and implementation of a system to support and sustain social and emotional developmental health for all students.

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 all stakeholders interviewed by the IIT agreed that the school was much safer since the implementation of the PBIS program, at the time of the IIT review, stakeholders were not aware of an overarching plan for addressing student social and emotional developmental health. The IIT found, during interviews with staff, that the school leader had not formally communicated expectations to teachers and support staff regarding the promotion of social and emotional developmental health. The school lacked a clear delineation of the roles and responsibilities of constituents in promoting social and emotional developmental health. The school leader indicated to the IIT, that while the school did not have formal systems for social-emotional support, students knew that there was someone they could go to if they had a problem. Students corroborated that they felt there was an adult that they could turn to in the school if they had a problem or needed to talk. Parents interviewed by the IIT expressed mixed opinions as to whether the school was supporting their children's social-emotional developmental health needs. The lack of development and implementation of formalized plans and systems to establish and maintain a safe school environment and promote the social and emotional developmental health of all students have inhibited the creation of a school community that was conducive to learning and fostered a sense of ownership by all constituents in promoting student success.

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.

- Based on interviews with the school leader and staff, the IIT concluded that the school did not have a comprehensive plan for the use of data to promote social and emotional developmental health. The IIT also found that the school support staff and leadership did not develop and implement systems and supports to enable the use of data by teachers and other staff to identify and develop action plans to address students' social and emotional developmental health needs. The lack of systems and support provided to increase stakeholders' capacity to use data to respond to student social and emotional developmental health needs limited the ability of staff to address these needs and promote student social and academic success.

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

Tenet Rating

D

Debriefing Statement: At the time of the IIT review, the IIT found that the school was welcoming to families and the school was in the process of developing a culture designed to increase parent engagement and build partnerships centered on student achievement and progress. Because the school had not yet fully implemented plans to instill a sense of ownership of student growth among all constituents, the school had not 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.

- Based on interviews with parents and staff, the IIT concluded that parents felt welcomed by all members of the school community and had access to the school leader and staff. The IIT noted that school staff and the parent coordinator were outside the school daily in the morning and at dismissal greeting parents and helping them with any issues or information they needed. Parents who met with the IIT reported that the school leader and staff were accessible. The school leader shared that parents were welcome to volunteer in the school, and the school participated in the NYCDOE Learning Leaders program that trains parent volunteers to participate in the school community. Because the school atmosphere was responsive to families and offered opportunities and support for families to volunteer in the school, families were encouraged to engage with the school to increase 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' strength and needs are identified and used to augment learning.

- At the time of the IIT, the IIT found that the school regularly communicated with families in multiple languages and was taking steps to improve family engagement. Modes of communication included phone blasts, class newsletters, monthly calendars, and ongoing workshops provided by

the parent coordinator. The IIT found that the school sent home report cards and progress reports to help families monitor student achievement and progress. The school has also notified parents of their children's ELA and mathematics scores, as well as the scores their children will need to advance to the next level. Parents interviewed by the IIT shared that diversity was acknowledged and celebrated in the school and monthly celebration activities had a different focus each month. Parents also shared that past activities included the decoration of the gym based on the countries represented among the student population and a multicultural day celebration. This helps to involve families in improving student achievement. Because the school has acknowledged the diversity and culture of community families, and has established reciprocal communications about school issues, concerns and student progress in ways that all families could access and understand, student strengths and needs were communicated and used to augment 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.

- Information shared during IIT interviews with school leaders, parents, and staff indicated that the school partnered with families and some community agencies, including the Harlem Children's Zone (HCZ). The IIT also learned that the school had provided some PD for HCZ's "peacemakers," who served as teachers' assistants, on how to interact in the classroom and how to work with parents. The school provided parents with a list of organizations and resources available to support students and families, and the parent coordinator scheduled workshops on timely issues. The school provided some parent workshops to assist parents with using data to monitor their children's academic progress, on the CCLS shifts, and on bullying. However, there was no evidence of PD designed to support school staff in establishing and maintaining partnerships with families and community agencies promote student success. The lack of PD in this area limited the school community's ability to seek and sustain healthy partnerships with families and community organizations to address student needs and support student success.

6.5 The school has received a rating of *Developing* for this Statement of Practice: The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on learning and success.

- During IIT interviews with school leaders, parents, and teachers indicated that the school shared student data with families in the form of report cards and progress reports. Additionally, the school offered parents workshops on how to understand their children's progress reports. However, since the school was lacking a school-wide system to collect and analyze data, this limited the school's ability to share all pertinent data that would allow families to fully understand their children's growth and empower and encourage families to use data to advocate and partner with the school to promote student support 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: Include community participation in the development and communication of a school vision statement and the delineation of the roles of constituents in the accomplishment of the goals of the SCEP. Ensure that school-wide goals are timely, measurable and align with the goals of the SCEP. Ensure that all school stakeholders are aware of and understand the school's vision, school-wide goals, and the specific steps and responsibilities necessary for the school to realize them.
- 2.3: Develop and implement systems for identifying and addressing the school improvement needs of the school's entire population. Ensure that all systems and programs related to student achievement include mechanisms to examine and improve individual and school-wide practices to achieve clearly identified school improvement goals. Provide on-going, targeted support to ensure continuous improvement of instructional practice and progress toward school-wide goals. Ensure that PD is effective in enabling staff to identify and address the academic and behavioral needs of all students. Ensure that the supervisors of instructional programs implemented for sub-groups are provided with opportunities to participate in school staff PD. Ensure that tracking of teacher practice includes a way to specifically identify professional goals for teachers and record progress toward these goals.
- 2.4: Ensure that school resources are organized to maximize the use of the school budget to support school improvement and student achievement. Implement a formal system for tracking teacher practice and growth and ensure teachers in need of improvement are identified and provided with improvement plans and support. Ensure that all adults in the classroom, including paraprofessionals and co-teachers, have clearly defined and communicated roles and outcome expectations. Ensure that the instructional program is monitored and supported to facilitate the effective implementation of instruction to achieve school-wide goals and meet the needs of all students.
- 2.5: Ensure the establishment of a system of evaluation of instructional practice that includes a structure for scheduling and conducting formal observations and providing feedback and follow-up based on classroom observations and student performance. Ensure that school leadership develops and widely communicates explicit school leadership expectations for instruction and ensure that expectations are being met in all classrooms. Ensure that written observational feedback for all teachers clearly outlines next steps for the improvement of instructional practice and student achievement. Ensure the development and implementation of teacher improvement plans for teachers in need of assistance and improvement. Implement a process, based on student data, to track teacher practice and progress toward the accomplishment of teacher, school-wide and student goals. Ensure the use of observational findings in the development of PD opportunities to accomplish school improvement goals. Evaluate the school's PD plan and ensure that it includes a calendar of strategic PD sessions that support the school's goals and addresses the needs of individual teachers. Develop instructional goals and expectations for school leaders, and monitor their implementation to ensure progress toward instructional goals. Provide PD and support where needed to strengthen leadership capacity. Ensure that the school leader maintains an

active role in developing and communicating the school's instructional expectations and in supervising school instruction.

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 curriculum maps are comprehensive and include specificity, and that unit plans are detailed and include pacing calendars. Ensure that units include goals, assessments and accommodations for all students. Ensure that curricular expectations for each unit are consistent and address what students need to know across all grades. Ensure that implemented curricula are rigorous for all students and appropriately aligned to the CCLS.
- 3.3: Communicate expectations to teachers for lesson plans that include higher-order thinking questions, formative assessments, and checks for understanding. Ensure lesson plans include instruction that stimulates high levels of student cognitive engagement and that accommodations provided for sub-groups maintain rigor. Monitor instructional planning and implementation to ensure that teachers are including these elements into lesson plans and instruction. Ensure that work accomplished during common planning time results in improved CCLS-based instruction in the classroom. Formally monitor and evaluate the use of common planning time for its effectiveness in promoting the development and implementation of CCLS-aligned curricula and make adjustments to planning accordingly.
- 3.4: Ensure that students are exposed to collaboratively developed CCLS-based curricula that provide opportunities for students to discover, create and communicate information using the arts, technology and other enrichment areas.
- 3.5: Analyze collected data and develop instructional plans for individuals and groups of students that address current levels of student achievement and map out clear and timely paths for progress and growth. Ensure that instruction is adjusted across the content areas based on student outcomes on formative assessments. Ensure that general education teachers are informed of the New York State English as a Second Language Aptitude Test (NYSESLAT) scores and Individual Education Programs (IEPs) of the ELLs and students with disabilities in their classes and provide necessary PD to ensure that teachers know how to use this data to support these students.

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 teachers use instructional practices and strategies that are aligned to CCLS-based instructional plans, include accommodations for all students, and provide instructional interventions that lead to student inquiry and engagement. Ensure instruction migrates from teacher-centered to student-centered instruction, incorporating best practices to promote high levels of student engagement and inquiry. Provide teachers with PD and on-going support to improve their instructional practice, including higher order questioning; grouping; lesson and unit plan development; language acquisition and accommodating the needs of all students in lesson plans and corresponding instruction. Follow up to

ensure that PD results in improved instruction. Ensure that all students have goals that are established based on data and contain benchmarks that are monitored over time and modified as progress toward goals is made. Ensure that rubrics providing feedback to students contain student-friendly language that is age and grade appropriate so students understand what they will specifically need to make progress to bring the work to the next level.

- 4.3: Ensure that all teachers are implementing coherent, appropriately aligned CCLS-based differentiated instruction that leads to multiple points of entry for all students and provides growth opportunities for students who finish tasks in less time than is allotted for a given activity. Ensure lessons contain checkpoints and formative assessments to ensure that students are learning what is being taught and are achieving targeted goals. Provide necessary PD and supports to assist teachers with this process.
- 4.4: Ensure that instruction is CCLS-based, is responsive to the diverse needs and strengths of all students and employs instructional strategies to promote high levels of student engagement and inquiry. Develop and implement a formal plan to assist general education teachers in using the best instructional strategies to meet the needs of all students and ensure that all students are provided with appropriate instructional opportunities for growth during the entirety of class sessions.
- 4.5: Develop a formalized school culture where the gathering and analysis of data play critical roles in instructional decision-making and in the timely monitoring and tracking of student performance. Ensure that data for all students is disaggregated so that teachers drill down to identify and address barriers to student progress. Develop strategies for flexible groupings of students in classrooms based on data so that all students are effectively challenged and have the opportunity to progress to more challenging work once particular skills are mastered. Ensure that students are provided with data-based feedback on their progress and are made aware of next steps to success and that instruction and feedback foster student ownership of their own learning.

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 that is coordinated, clearly defined and widely communicated so that each stakeholder is clear on his/her role in the process.
- 5.3: Develop and communicate a school vision of social and emotional developmental health. Develop and communicate to all stakeholders a comprehensive plan for the development and implementation of a system to support and sustain social and emotional developmental health for all students. 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. Ensure that all stakeholders in the school are aware of and can articulate the skills and behaviors that demonstrate social and emotional developmental health and lead to academic success. Ensure that the school formally works to strengthen

these skills and behaviors in all students. Develop and implement a curriculum/program that teaches, supports and measures social and emotional developmental health for students.

- 5.4: Ensure the development and implementation of formalized plans and systems to establish and maintain a safe school environment. Ensure the plans promote the social and emotional developmental health of all students and promote a feeling of ownership by all constituents in achieving student success. Ensure that, across the school community, teachers are able to articulate the school vision and how it is connected to student social and emotional developmental health and the role that teachers are expected to play in achieving that vision. Ensure that parents are clear on how the work the school does that is linked to the social and emotional developmental health of their children is tied to the school's vision and student success. Ensure that students are able to express that they feel supported in their social and emotional developmental health growth.
- 5.5: Develop and implement a comprehensive plan for the use of data to promote social and emotional developmental health. Ensure that school leadership and student support staff work with teachers to develop an understanding of how to use pertinent data sources to identify and address students' social and emotional developmental health needs that align to academic and social success. Provide PD and on-going support to staff in the use of data and establish an expectation by the school leader and student support staff that staff members effectively use data to identify and 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:

- 6.4: Provide PD for targeted school staff on how to actively seek and sustain healthy partnerships with families and community organizations that is linked to student needs and growth. Cultivate community partnerships to assist with supporting identified student needs and promoting student success.
- 6.5: Develop a school-wide system to collect, analyze data, and share pertinent data with all stakeholders. Provide PD and on-going support to staff, students and families in ways that ensure that constituents understand the implications of data and that encourages dialogue centered on student learning and success. Develop a data-driven culture and share data with families in ways that enable them to understand their children's needs and successes, and encourages families to advocate for their children for necessary supports.