



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code/DBN	320900010163
School	Arthur A. Schomburg Elementary School / PS 163
School Address	2075 Webster Avenue, Bronx, New York 10457
District	NYC CSD 9
School Leader	Dilsia Martinez
Dates of Review	February 13 -14, 2013
School Accountability	Focus
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	K - 5		Total Enrollment	587		% Title 1 Population	99.6		% Attendance Rate	93.9	
% Free Lunch	99.6		% Reduced Lunch	2		% Student Sustainability	NP		% Limited English Proficient	39	
Types and Number of English Language Learner Classes											
# Transitional Bilingual	4		# Dual Language	NA		# Self-Contained English as a Second Language	3				
Types and Number of Special Education Classes											
# Special Classes	7		# Consultant Teaching	NA		# Integrated Collaborative Teaching	0				
# Resource Room	1										
Types and Number Special Classes											
# Visual Arts	✓		# Music			# Drama			# Foreign Language		
Racial/Ethnic Origin											
% American Indian or Alaska Native	.51		% Black or African American	33		% Hispanic or Latino	65.12		% Asian or Native Hawaiian /Other Pacific Islander	.51	
% White	.34		% Multi-racial	0							
Personnel											
Years Principal Assigned to School	10		# of Assistant Principals	1		# of Deans	0		# of Counselors / Social Workers	2FT 1PT	
% of Teachers with No Valid Teaching Certificate	0		% Teaching Out of Certification	0		% Teaching with Fewer Than 3 Yrs. of Exp.	13		Average Teacher Absences	7	
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	✓	
			SIG Recipient (a)	(g)							
ELA Performance at levels 3 & 4	30.9		Mathematics Performance at levels 3 & 4	30.2		Science Performance at levels 3 & 4	53		4 Year Graduation Rate (HS Only)	N/A	
Credit Accumulation (High School Only)											
% of 1 st yr. students who earned 10+ credits	N/A		% of 2 nd yr. students who earned 10+ credits	N/A		% of 3 rd yr. students who earned 10+ credits	N/A		6 Year Graduation Rate	N/A	

NP = Not Provided

Did Not Meet Adequate Yearly Progress (AYP) in ELA (Mark an "X" in the field(s) where school is identified for not meeting AYP.)			
	American Indian or Alaska Native		Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
X	Students with Disabilities	X	Limited English Proficient
X	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
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
	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. Increase teacher effectiveness and student learning through a process of frequent formative observations and meaningful teacher feedback guided by the Danielson Framework.
2. Improve student work through effective teaching and progress monitoring.
3. Improve student outcomes in ELA for all students.
4. Improve student outcomes in mathematics for all students.
5. Reduce the gap in performance for ELL students in the area of mathematics.

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
<p><u>Debriefing Statement:</u> The school community leader has a vision; however, the school’s systems that lead to a common understanding of the vision and highly effective practices are not fully developed and communicated.</p> <p><u>Strengths :</u></p> <p>2.4 <u>The school has received a rating of <i>Effective</i> for this Statement of Practice:</u> Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.</p> <ul style="list-style-type: none">• Interviews with the school leader by the Integrated Intervention Team (IIT) indicated that she, in consultation with the assistant school leader and network staff, ensures appropriate staff is assigned to the school. For example, because there is a large population of English language learners (ELLs) in the school, she requested the appointment of a bilingual guidance counselor and bilingual psychologist. The school leader reported she programs staff specifically to focus on interventions for at risk students that will positively impact their achievement. For example, the school uses the <i>I Ready</i> Program, a diagnostic tool that helps teachers gather information on student academic needs. The school leader also stated because student mathematics scores decreased, the school uses ST Math, which is another diagnostic tool based on student needs .The school leader reported during interviews with the IIT that she meets with the network and community leaders to review the school’s status and make funding decisions to address the school’s needs, such as after-school extended day programs. Document review and interviews indicate that the school also uses Response to Intervention (RtI) for in class support for ELLs. Interviews with the school leader and document review indicated there is an “Arts for All” residency that offers student’s exposure to the arts, afterschool tutoring in English language arts (ELA) and mathematics for students in grades three through five, and a Saturday program providing tutoring for ELLs. As a result, the school leader makes strategic decisions to organize resources regarding human, programmatic, and fiscal capital that support school improvement and student achievement goals. <p><u>Areas for Improvement:</u></p> <p>2.2 <u>The school has received a rating of <i>Ineffective</i> for this Statement of Practice:</u> Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Education Plan (SCEP).</p> <ul style="list-style-type: none">• The school leader has articulated a vision, but that vision is not understood by the school community. During interviews, the school leader reported to the IIT that she created the school-wide vision with the phrase, <i>Code RED</i>: rigorous curriculum; engagement through questioning; and discussions and differentiated instruction based on assessment. She noted that the use of <i>Code RED</i> sends the		

message that there is an urgent need to improve school performance in ELA and mathematics as outlined in the SCEP. However, the school leader and teachers constantly stated to the IIT that they were “waiting for the network to get support in moving forward on priorities.” Students interviewed by the IIT identified the school vision with the phrases: “be smart,” and “do well on tests,” and “go to school and do better.” Teachers and parents were not able to articulate the school vision or their role in accomplishing school goals. Parents gave generic responses about the school working “to do better.” The lack of an overarching school vision shared by the school community hinders a sense of urgency about achieving school-wide goals.

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

- The school leader reported that she has begun to identify new systems to help teachers increase their ability to collect and analyze data to inform instructional practices. For example, she indicated that the school has opted to participate in the Teacher Effectiveness Program (TEP), which is based on student outcomes linked to teacher performance and requires frequent classroom visits by the school leaders. However, the data collected is minimal and reflects teacher-made assessments that are not connected to a robust assessment system across all content areas. The school leader stated that the technology teacher is beginning to instruct staff on the use of a school management system to provide data to teachers, parents, and students to better help drive instruction and learning. The RtI team works with other staff and community partners, including East Tremont library, Learning Leaders, New York City Parent Academy, Bronx Health Link, and the Police Athletic League, to provide families with information and services to address the medical, social, or emotional needs of their children. Because the school leader is in the beginning stages of using evidenced-based systems, progress toward achieving mission-critical goals is limited.

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

- Through review of teacher feedback documents and interviews with the school leader, the IIT found that the school leader uses the Danielson Framework for formal and informal teacher observations, which take place regularly. For example, the school leader reported that at the time of the IIT visit, she had met with teachers for mid- year conversations related to their progress and provided feedback. Some teachers reported that they have been observed this year and confirmed that school leaders visit their classrooms for periodic check-ins throughout the school year. However, review of documentation by the IIT indicated the feedback provided by the school leader does not accurately target individual teachers’ needs. In addition, teachers reported that the professional development (PD) they receive does not include follow-up that addresses their individual needs. Review of documentation by the IIT indicates there is no formal performance improvement plan for individual

teachers based on observations of their work or the work of students whom they teach. Therefore, teachers are unclear about expectations for improvement. As a result, the ability of the school leader to hold staff accountable for continuous improvement is limited.

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: The school is developing curriculum that supports the Common Core Learning Standards (CCLS) and grade specific curriculum maps to guide instruction. However, this work is emerging and does not fully incorporate modifications and appropriate differentiation for diverse learners.

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 leader indicated that the school participates in TEP, which provides staff training in aligning curriculum with the CCLS. The school leader reported the implementation of curricula with relevant standards. However, documents examined by the IIT and interview responses indicate that implementation of curricula that support the CCLS is not consistent across grades and content areas, particularly in mathematics. Teachers and the school leader stated that they are waiting for the network and core curriculum specialists to provide clarity and curriculum materials to support instruction. While a review of the school’s curriculum maps and focused daily mini lessons by the IIT demonstrate planning and sequencing of instruction, classroom visits and interviews with the school leader and teachers indicate inconsistency in the quality of implementation of curriculum that supports the CCLS. For example, classroom visits by the IIT demonstrate limited student engagement in extended and rigorous conversations about complex text using rich academic language. Consequently, the inconsistent implementation of curriculum appropriately aligned to CCLS limits students exposure to the concepts and strategies necessary for their academic success.

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.

- The school leader programs weekly teacher collaboration sessions by teacher grade or department levels to examine unit and lesson plans. Teachers analyze student work to identify student strengths and learning needs. Teachers reported they are working with the TEP team to design units of study

aligned to CCLS across grade and content areas. However, teachers noted that they “are not there yet,” as they are “just learning about the instructional shifts.” Instruction observed during classroom visits demonstrates limited scaffolding of content, materials, tasks, and teacher and peer supports to optimize learning when students are working on new or difficult tasks. Reviews of unit plans and lesson plans in some subject classes indicate grade appropriate content, but there is little evidence of the use of pacing calendars to guide instruction. Consequently, the inconsistent use of curricula that do not support the CCLS and related unit and lesson plans limits student opportunities to build higher-order thinking skills and conceptual understanding.

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.

- During interviews with the IIT, teachers stated they have opportunities to meet vertically, with the purpose of targeting the content and purpose of the lessons. Also, teachers indicate they are able to articulate the objectives of lessons, how they intend to execute the lesson, and how they will accomplish their goal for the lesson. However, review of documents by the IIT indicates that curriculum tasks do not prioritize links to technology or the arts and not all students benefit from enrichment activities, such as a Saturday program. While classroom visitations by the IIT indicate that teachers and students have access to technology instruction, with a SMART Board in every classroom and laptops in a mini computer laboratory, interviews with students and document review show that there is limited access to a robust arts curriculum. Seven itinerant staff members teach visual arts, in addition to teaching multiple content areas, including science/art, social studies/art, and social studies/science/art. The school does not have a dedicated art room, and there are only a few pieces of student artwork posted around the school. As a result, students do not benefit from a robust curriculum that fully incorporates the arts, and other enrichment opportunities.

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

- The IIT found that most staff members engage in data analysis through the use of school-wide assessments to evaluate individual and group performance. Teachers stated during interviews that they are aware of trends from summative data derived from unit assessments and from the most recent standardized assessments. Teachers reported that although the school leader reviews data, it is shared with teachers in a limited way. Based on document reviews and teacher interviews, the IIT found limited evidence that teachers use real-time data to create action-plans that result in improved achievement outcomes for diverse learners. During classroom visitations, the IIT observed that some teachers scaffold instruction and group students for instruction based on data. However, differentiated instruction was inconsistent for diverse learners, so advanced learners are not highly engaged and have to wait for others to finish tasks. Additionally, instructional practices during classroom visits did not generate improved extended and strategic thinking skills around complex content areas. Consequently, the inconsistent use of data to inform instruction limits staff ability to

meet the needs of all students, negatively impacting student achievement.

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

Tenet Rating

D

Debriefing Statement: Teachers use a variety of data sources for students grouping; however, instructional practices and inconsistent higher order questioning limit multiple entry points for all learners.

Strengths:

4.5 **The school has received a rating of *Effective* 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.

- To support student learning, the school uses Fountas and Pinnell, as well as grade specific initial, medial and formal assessments to screen and target students with different skill sets and achievement capabilities. Teachers report they have access to data from the school's assessment systems. At team meetings and on their own, they gather, analyze, and use data to inform instructional practices and group students for interventions. The data used includes results of teacher- made assessments, I-Ready, and Fountas and Pinnell assessments. They also get data from common assessments in mathematics and ELA. Teachers report they also use New York State English as a Second Language Achievement Test (NYSESLAT), and I-Ready assessments to determine student grouping and instructional strategies. Teachers also stated during interviews that they identify student strengths and learning needs and group students for differentiated levels of support, based on the findings. This was evident in several classes visited by the IIT, where students were able to explain why small groups were seated together to complete an assignment. Teachers reported that through multiple teams that meet weekly, they focus on using data to inform instructional planning. Classroom visitations indicated that teachers score student work providing numerical or rubric-based feedback on post-it notes or on students' work. Comments noted on student work in classrooms visited by the IIT were thoughtful and specific, and students interviewed indicated these feedback comments were helpful to them. As a result, students are participating in their own learning, which is fostering student interest and engagement.

Areas for Improvement:

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

- The IIT found, through classroom visits and document review, that teachers plan lessons and use data to form student work groups. However, interviews with teachers indicated there were inconsistencies in teachers' skills in analyzing and interpreting data to develop differentiated strategies and alternative

instructional approaches for students of differing performance levels, interests, and ability in order to promote high levels of student engagement and inquiry. Review of some curriculum maps and daily lessons by the IIT did not include samples of interventions, accommodations, or differentiated instruction strategies to help guide teachers' development of learning goals and strategic plans of action for diverse learners. The IIT found class and individual goals were evident in some mathematics and ELA classes and for students with disabilities, but progress monitoring is not done consistently or systematically to ensure self-assessment by students or inform effective adjustments to instruction. During the student interview, students stated that some teachers set goals with and for them. The inconsistent use of lesson plans that reflect the diverse needs of each class limits the ability of the school to ensure that all students are receiving instruction that promotes high level of 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.

- The IIT found through classroom visitations, that teachers inconsistently provide students of differing abilities and learning styles with targeted interventions to help them access complex instructional content and concepts that support the CCLS. Teachers reported that they need additional support in questioning techniques to insure that their classroom instruction leads to multiple points of access for all students, especially for students with disabilities and ELLs. Most teachers plan and execute lessons that are general in nature and do not provide multiple access points to ELLs, students with disabilities, and other relevant subgroups, as evidenced during classroom visitations. There was limited focus on differentiated instruction with multiple entry points and scaffolding to engage all learners. The IIT found that while teachers and students use essential questions to focus the lesson, teachers do not consistently use rubrics to guide student work. In addition, teachers inconsistently assess appropriately the levels of student work and unevenly articulate next steps to students for improved instructional growth and achievement. Consequently, some students are unable to participate in learning because teachers are not providing multiple points of access to learning for different groups of students.

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.

- During classroom visitations, the IIT found that student behavioral expectations were posted in the hallways and classrooms. The IIT noted that students were compliant but not always challenged in ways that were tailored to their strengths and needs. Documents reviewed by the IIT indicated a reduced number of behavioral incidents reported online. The school promotes the "Respect For All" program, celebrates it with posters, and addresses bullying issues via messages on bulletin boards in hallways and classrooms. Lessons on character development and incentives for students, from some teachers, help to promote a safe and culturally sensitive environment for students. However, classroom visits by the IIT indicated inconsistencies in the development of higher-order thinking skills and questioning techniques to engage students in high quality discussions related to text meaning and

interpretation. The rigor of questioning and inquiry techniques varies among teachers. For example, some teachers frequently posed low-level or closed-ended questions, and often accepted factual recall, one-word, short phrase, or whole group answers. As a result, classroom instruction garnered low levels of student engagement and inquiry.

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 partners with a number of community agencies, educational institutions, and cultural organizations that offer students a range of academic activities and social supports. These partnerships have provided opportunities and resources that positively support student social and emotional developmental health leading to a safe school environment.

Strengths:

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

- The school partners with multiple community- based organizations (CBOs) that help meet the social and academic needs of students. Partnerships with community agencies, educational institutions, and cultural organizations offer students a range of academic activities and social supports. One school support team member reported there are several staff members in the school who collaborate to address the social and emotional needs of students. Students are well known to all staff in the school, and students indicated they have “a go to person” if they have a problem. The school receives youth development services and other supports for students from partnerships with Bronx Community College, East Tremont Library, Bronx Health Link, Police Athletic League, Ballet Tech, and Safety City, among others. Document reviews and interviews with teachers, school leaders, and student support team members indicate that the school uses a Caring School Community curriculum and Heartwood Character Education modules to guide all students towards acceptable behaviors. Interviews with members of the student support team indicate they work with other staff and external partners to provide students and their families with information about interventions, academic progress, and learning needs. The student support team indicated there is a referral system by which teachers and administrators can refer students in need of services. The special education team collaborates with social workers, guidance counselors, English as a second language (ESL) teachers, and intervention service providers, to follow up on referrals and implement required services for students, especially for students with disabilities. Consequently, strong partnerships and systems provide the necessary supports for students’ social and emotional well-being.

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.

- Students, teachers, and parents reported to the IIT that they felt safe in the school. During classroom visitations by the IIT, teachers set classroom routines and used time alerts to effectively create an educational environment conducive to learning and teaching. Interviews with the school leader indicate her commitment and success in securing partnerships that support student social and emotional needs. Based on academic performance data and analysis of student surveys and incident reports, the school leader prioritized and identified funding sources to insure focused implementation of intervention programs for student social and emotional growth. Parents interviewed by the IIT indicated they were aware of partnerships that included services from organizations and agencies, such as the East Tremont Library, Learning Leaders, New York City Parent Academy, Bronx Health Link, and the Police Athletic League. Parents reported that these organizations provided students and families with social, emotional, and academic learning opportunities in and outside of the classroom, during the regular school day and extended learning times, including afterschool and Saturdays. Parents and teachers were able to express how the school provides social and emotional supports to students and how it is connected to the school vision. Students reported that when they voice concerns, such as bullying issues, teachers and other members of the school community attend to the matter and provide support. In addition, students participate daily in the Caring School Community curriculum, which fosters a positive educational environment and promotes higher levels of engagement. These efforts foster a sense of ownership among constituents that leads to greater student outcomes.

Areas for Improvement:

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

- The school is beginning to systematically promote its overall vision for social and emotional developmental health. To foster a positive learning environment, the school has morning messages with a good conduct pledge recited by students and a detention program for students who misbehave. Programs for social and emotional learning are embedded in some parts of the curriculum, including character education lessons, and responses to literature. Teachers shared that each teacher sets her/his own class expectations and behavioral plan, and expose students to talks that focus on social and emotional health topics and themes. Student support staff reported that through collaborations with community partners, such as the Bronx Health Link and the Police Athletic League, they work directly with students on topics such as life skills, bullying, respect, and safety for all. However, during interviews, teachers inconsistently articulated a school -wide understanding of the social and emotional learning initiatives and the impact on student achievement. In addition, during interviews teachers indicated that the school did not provide PD topics focusing on student social and emotional health. The lack of a systematically promoted vision for social and emotional health and appropriate PD, limits the building of a healthier learning environment

5.5 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional

developmental health needs, so students can become academically and socially successful.

- Interviews with members of the student support team indicated they have implemented structures to address the social and emotional needs of students; however, there was no evidence that the school leader and student support staff worked with teachers to develop their ability to use data effectively to respond to students' social and emotional needs. Student support staff members work directly with students in areas such as, life skills, nutrition, and bullying. The student support team holds assemblies and talks with individual students, which help to cultivate an environment whereby students focus on safety and respect for all; they guide students in character education lessons that require students to read about and respond to literature about academic and social challenges. During interviews with the IIT, teachers referred to the school's focus on improving student conduct. Teachers reported they are aware of the data from the incident reports shared with them by the school leader and student support team and that the school monitors attendance data and reaches out to families. However, teachers indicated that they receive limited training on how to identify and respond to students' social and emotional needs. Teachers stated they also report incidents themselves via calls to students' homes or to the guidance counselor or school leader. Because the school has not developed teachers' ability on how to use data, staff is not able to respond effectively to student social and emotional needs to promote 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

Debriefing Statement: While the school seeks to engage families in their children's education, the school does not fully communicate to families how data is used as a means to improve student achievement

Strengths:

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

- Parents expressed that they can easily access teachers, the parent coordinator, and school leaders. Through Parent Teacher Conferences and monthly School Leadership Team (SLT) activities, families and community members are recognized, respected, and valued for their shared contributions and commitment to the school. Events such as Family Empowerment Nights, information seminars, and other family learning workshops provide families with multiple points of entry to school activities focused on student learning. In addition, the RtI team works with other staff and community partners, such as East Tremont library, New York City Parent Academy, Bronx Health Link and the Police Athletic League to provide all families with information and services to address the medical, social, or emotional needs of their children. Through Learning Leaders, families are able to volunteer in various aspects in the school, such as assisting in classrooms to help children to read. These efforts have led to a welcoming school atmosphere. The feeling of belonging and trust and frequent contact between

staff and families support student success.

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

- The school places a high priority on working with all members of the community to maximize opportunities for families to be empowered to help their children to learn and grow. Incident reports, anecdotal records, and progress reports for students are the focus of meetings with targeted staff members. During interviews, student support staff shared that they receive on and off-site PD training and information to support their work with families to meet the medical, social, emotional, and academic needs of all students. The School Based Support Team (SBST) works with other staff to turnkey information about ways to cultivate partnerships with families along with CBOs and community members to support interventions, improve student attendance, and access community programs and services. As a result, the school community creates a culture of partnerships where they share responsibility and work together toward positive student academic and social - emotional growth and well-being.

Areas for Improvement:

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

- There is awareness and appreciation for various cultures that comprise the school community but communication is not always in all pertinent languages. Through events such as a "Meet and Greet," parent conferences, parent orientation, Parent-Teacher Association (PTA) meetings, cultural celebrations, and showcases of student work, the school demonstrates a focus on the cultural diversity of its staff, students, families, and community. Interviews with teachers and the school leader indicate that the school celebrates culture through trips to cultural institutions, literature discussions, and special student performances linked to their "Arts for All" residency. School leaders and staff use a variety of tools to engage families in ongoing communication and conversations about student needs and achievements. Parents report that they communicate with teachers through class websites and receive progress reports, phone calls, and invitations to view the work of their children. However, school bulletins and technology based messaging systems do not make use of translation services to ensure engagement and communication with all families. Parents report that families who speak Spanish receive translation support but those who speak other languages, such as Soninke, do not receive information about the achievements of their children in the language that they understand although there are parents who volunteer to translate in these other languages. Because communication with some families is not reciprocal in nature, not all parents are able to consistently engage with the school in identifying the strengths and needs of their children

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.

- While the school shares student data with families, many parents do not understand the data or its relation to their own child's current level of performance. Through interviews and examination of documents, the IIT found that the school enlisted Learning Leaders to support students' learning. Parents use the Achievement Reporting and Information System (ARIS) Parent Link, where families are able to view their children's data, including attendance and assessment data. However, families noted that shared data is generic, so that they do not receive adequate support in interpreting the results of City and State assessment data and how it affects their children. One parent added that the New York City Department of Education's on-line ARIS database does not provide data on students who are not in a testing grade, so families do not understand the performance levels or their children's next steps for progress. The school is using student data to make adjustments to curricula and instruction, to serve students more effectively. However, while the school provides workshops on how to view data on ARIS Parent Link, families expressed the need for additional faculty PD on informing parents about their own children's needs. Some teachers share data with families they see at dismissals or by notes and phone calls, but there is no evidence of a proactive or sustained school-wide effort to gain and hold parents' attention regarding student data and learning needs. As a result, families are limited in the way they understand and support the academic needs of their children

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 Develop a school vision, created by a select group of staff and families, that the school community understands and supports. Develop and work toward specific, measurable, results-oriented and timely goals that reflect priorities that are aligned with the vision. Ensure the school community shares a vision concerning student achievement and well-being and how to work together to realize this vision, as outlined in the SCEP and other school improvement documents.
- 2.3 Encourage staff to use systems that are adaptive, interconnected, and lead to the collection and analysis of outcomes. Adopt and support practices in areas that influence school and student progress and achievement. Include feedback loops and examples of best practices connected to student achievement. Communicate pertinent school goals that are timely, transparent, and widely available to all parents.
- 2.5 Develop and implement a system for frequently observing targeted teacher practices throughout the school year that result in relevant feedback and teacher improvement plans. Use student data, feedback from formal and informal observations, and PD opportunities connected to improvement plans and conversations to provide supports to teachers and other staff members. Conduct periodic check-ins of school leaders (especially administrators supervising subgroups of students who are experiencing achievement and developmental lags) and staff members that lead to an understanding of the next steps that are necessary to yield a positive year-end evaluation rating.

Tenet 3: Curriculum Development and Support

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

- 3.2 Provide consistent and systematic support to teachers across grades and subjects, appropriately aligned to rigorous and coherent CCLS curricula. Use cohesive and comprehensive curricula that include clear, descriptive units of studies aligned to standards and indicative of what students need to know across all grades.
- 3.3 Collaboratively create coherent CCLS-aligned curriculum unit plans across grades and subjects. Use appropriately aligned CCLS pacing calendars and unit plans across all grades, content areas, and ensure classes expose students to a progression of sequenced complex materials. Use CCLS-appropriately aligned lesson plans that promote higher-order thinking skills and help students analyze information.
- 3.4 Ensure that students are exposed to standards-based aligned curricula that enable them to discover, create, and communicate information using the arts, technology, and other enrichment areas.
- 3.5 Collect timely data (formative and summative assessments, including screening, interim measures, and progress monitoring) and share it with teachers and instructional staff so they can assess school effectiveness, identify student needs, and promote high levels of student learning and success. Use assessment tools to identify patterns of student learning that lead to adaptation of instruction. Analyze collected data, leading to the

development of instructional plans that capture current levels of student achievement and map out a clear and timely path for progress and growth.

Tenet 4: Teacher Practices and Decisions

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

- 4.2 Ensure that plans are informed by data (summative, interim, attendance, IEPs, NYSESLAT) and grade level goals for all groups of students. Use instructional practices and strategies aligned to plans. Include accommodations for students with disabilities and ELLs, and provide instructional interventions that lead to inquiry and engagement. Create short-and long-term goals for groups of students based on grade-level benchmarks that lead to student involvement in their own learning
- 4.3 Use consistent instructional practices aligned to CCLS curriculum maps to instruct students that lead to higher levels of student achievement. Provide students with a wide variety of ways to engage in learning that enables them to achieve their targeted goals.
- 4.4 Stimulate student thinking by asking questions that relate to instructional materials containing high levels of text and content complexity.

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:

- 5.3 Provide PD that builds adult capacity in supporting students' social and emotional developmental health that results in a safer and healthier environment for students and families.
- 5.5 Ensure that the school leader and student support staff work with teachers to develop their understanding of how to use data to address social and emotional developmental health needs that align to academic and social success.

Tenet 6: Family and Community Engagement

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

- 6.3 Communicate school issues and concerns in all languages, so that all families are aware of the events, outcomes, and expectations of stakeholders within the school community. Communicate with families concerning student achievement information using multiple tools, in all pertinent languages, so that student achievement is increased.
- 6.5 Provide a wide range of learning opportunities for families to elevate their understanding of student data usage. Share data in a way in which families can understand student learning needs and successes, and encourage families to advocate around student support and sustainability.