



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code/DBN	331400010016
School	P.S. 16 Leonard Dunkley Elementary School
School Address	157 Wilson Street, Brooklyn, NY 11211
District	New York City (NYC) Community School District (CSD) 14
School Leader	Mary Renny
Dates of Review	March 14 – 15, 2013
School Accountability	Focus
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	K - 5	Total Enrollment	291	% Title 1 Population	100%	% Attendance Rate	92.9%				
% Free Lunch	100%	% Reduced Lunch	0	% Student Sustainability	TBD	% Limited English Proficient	13%	% Students with Disabilities	13%		
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	3	# Consultant Teaching	0	# Integrated Collaborative Teaching	0						
# Resource Room	1										
Types and Number Special Classes											
# Visual Arts	0	# Music	1	# Drama	0	# Foreign Language	0	# Dance	0	# CTE	0
Racial/Ethnic Origin											
% American Indian or Alaska Native	0	% Black or African American	28%	% Hispanic or Latino	70%	% Asian or Native Hawaiian/Other Pacific Islander	1%	% White	1%	% Multi-racial	0%
Personnel											
Years Principal Assigned to School	4	# of Assistant Principals	1	# of Deans	0	# of Counselors / Social Workers					
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	0	% Teaching with Fewer Than 3 Yrs. of Exp.	4.7%	Average Teacher Absences					
Overall State Accountability Status (Mark applicable box with an X)											
School in Good Standing		Priority School		Focus District	X	Focus School Identified by a Focus District	X	SIG Recipient (a)		SIG Recipient (g)	N/A
ELA Performance at levels 3 & 4	31.3%	Mathematics Performance at levels 3 & 4	50.0%	Science Performance at levels 3 & 4	82%	4 Year Graduation Rate (HS Only)					
Credit Accumulation (High School Only)											
% of 1 st yr. students who earned 10+ credits		% of 2 nd yr. students who earned 10+ credits		% of 3 rd yr. students who earned 10+ credits		6 Year Graduation Rate					

Did Not Meet Adequate Yearly Progress (AYP) in ELA (Mark an "X" in the field(s) where school is identified for not meeting AYP.)			
	American Indian or Alaska Native	X	Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities		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
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities		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		

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

1. Focus the use of resources on struggling sub-groups.
2. Students in grades one through five will show progress in English language arts (ELA) writing performance tasks. By June 2013, 50% percent of our students, in grades one through five, will move from "apprentice" to "practitioner" or higher, based on ELA writing performance tasks as evidenced by the CCLS-aligned rubric. During the course of the year, students will show steady progress as measured by three writing tasks from the CCLS.
3. Have short and frequent cycles of teacher observations using Danielson's *Framework for Teaching*, and provide objective feedback. By June 2013, increase the number of observations with feedback by 25 percent over 2011-12.
4. Improve student behavior and decrease behavioral infractions by 25 percent in order to provide a safer and more orderly school environment.
5. Provide a parent workshop series on *The 7 Habits of Highly Effective Families*, to provide families with an understanding of the school program, *Leader in Me*, and learn how to implement the program at home.

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, and 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 align appropriately to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.			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:			E		

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
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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:		E		

School Review Narrative:

<p>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.</p>	<p>Tenet Rating</p>	<p>D</p>
<p><u>Debriefing Statement:</u> The school leader, with the input of stakeholders, has created a vision that embraces and promotes student achievement. However, the lack of comprehensive systems to address critical gaps limits the school’s progress toward improvement.</p> <p><u>Strengths:</u></p> <p>2.5 <u>The school has received a rating of <i>Effective</i> for this Statement of Practice:</u> 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.</p> <ul style="list-style-type: none"> School leaders conduct frequent teacher observations, provide relevant feedback, track teacher progress based on student data, and provide targeted professional development (PD). Through documents reviewed, the Integrated Intervention Team (IIT) found that teachers received formal and informal observations, which included joint observations by school leaders, based upon the Danielson Framework. School leaders reported that they observed most teachers once a week, while other teachers were observed twice a week depending on identified needs. Teachers also had the opportunity to observe best practices via classroom inter-visitations. The school leader reported using <i>eCOVE</i>, an electronic tool for collecting objective data on teaching practices and student behaviors, to assess and record teacher practices during walk-throughs. Teachers reported receiving timely written observation reports with targeted feedback directed at specific areas of instruction to ensure reflection on teaching practices, such as how to ask open-ended questions. Based on interviews with school leaders, teachers, and documents reviewed, the IIT determined that observations informed PD needs, such as the need for PD on higher-order questioning. The school leader reported that trend analysis from the <i>eCOVE</i> data system showed an 80-percent improvement in teacher use of questioning and benchmark assessments, and in increasing student time-on-task. Consequently, the system to conduct teacher observations holds school leaders and teachers accountable for continuous improvement. <p><u>Areas for Improvement:</u></p> <p>2.2 <u>The school has received a rating of <i>Developing</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 Educational Plan (SCEP).</p> <ul style="list-style-type: none"> The school has a vision, developed with contributions from school stakeholders. However, the school community did not define its goals in actionable terms, or indicate how progress toward achieving those goals would be measured. Parents and teachers reported collaborating to create the school vision, and students had created posters and drawings about the vision, which were seen by the IIT throughout the school. While the self-assessment submitted by the school included its community’s vision for all students to be college and career ready, and be highly effective people, the shared goals did not have specific, 		

measurable, ambitious, results-oriented, and timely (SMART) outcomes included. Although the school has established a vision, the lack of SMART goals monitored by school leaders at regular intervals to evaluate progress limits the school's ability to fully realize the vision or inform improvement.

2.3 The school has received a rating of *Developing* for this Statement of Practice: Leaders 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 has implemented some evidence-based systems to improve instruction. The IIT reviewed documents, including the school schedule, which showed school leaders provided common planning time for teachers to meet two to three times per week to review student work. School leaders and teachers reported that school leaders frequently attend these meetings to observe, monitor, and provide guidance, and school leaders use teacher observation software to track teacher practices; however, school leaders could not explain how these practices were affecting measurable student outcomes, increasing student achievement, or improving student social and emotional developmental health. The IIT also found no plan for monitoring PD effectiveness to improve teacher practices. The IIT found little evidence showing that systems currently in place have led to measurable results. Therefore, the lack of interconnected systems with demonstrated outcomes limits the school's ability to fully progress toward achieving its 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.

- School leaders have made decisions to organize resources; however, the impact of these decisions is not entirely apparent. The school leader reported hiring staff to provide reading instruction and interventions for students with disabilities. The IIT also learned that the school leader hired a special education teacher support services (SETSS) provider and a reading specialist to provide academic interventions for students with individualized education plans (IEPs). While the school leader has made organizational decisions designed to improve student outcomes, reviewers found that these decisions have not fully translated to the necessary adjustments in practice needed to improve student achievement. For example, the school leader reported assigning teachers to different grade levels based on expertise and instructional success, and identified instructional lead teachers for literacy and mathematics to help improve instruction. However, the IIT found that during classroom visits instruction often consisted of all students completing the same assignment, and there was a lack of differentiation or multiple points of access in the classrooms. While the school leader purchased textbooks in mathematics and English language arts (ELA) to support the Common Core Learning Standards (CCLS), reviewers did not see consistent evidence of complex materials, higher-order questions, or the CCLS instructional shifts in the classrooms visited. In addition, the IIT found that the school offers extended learning opportunities before and after school, and on Saturdays. These programs provide tutoring, test preparation, and additional instruction for English language learners (ELLs). However, the school has not monitored these programs or other decisions for effectiveness, or examined whether the decisions have resulted in measurable outcomes. As a result, the lack of substantial changes to administrative and instructional practice limits the most effective ways to organize and maximize resources available and impedes potential to improve academic growth.

Tenet 3 - Curriculum Development and Support: The school has rigorous and coherent curriculum and assessments that align appropriately 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 has adopted curricular materials that support the CCLS, and teachers have developed some appropriate curricula for instructional use. However, the inconsistent use of the curricula limits student access to a rigorous and challenging curriculum, especially for ELL and students with disabilities subgroups.

Strengths:

3.4 **The school has received a rating of *Effective* for this Statement of Practice:** The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology, and other enrichment opportunities.

- Teachers meet regularly, both in grade level groups, and across specific subject groups, to develop lesson plans that reflect the CCLS and provide enrichment activities for students. The school leader reported that the school provides a music program for all students. The school has established a partnership with the organization *Studio in a School* that enables students to participate in the visual arts. Teachers reported that there are opportunities to work in partnership with others, including *Studio* staff, to devise arts- and technology-based lesson plans, and expected to offer students activities having multiple points of entry. According to agendas reviewed by the IIT, teachers meet weekly to discuss student work, instructional strategies, and implementation of the CCLS. School leaders reported that they frequently attend these work sessions and monitor the outcomes of meetings. The IIT observed displays of student work that included art and technology integration in classrooms and hallways. During classroom visits, the IIT observed teachers integrating the visual arts into instruction and embedding expectations for the arts into student final projects. The school leader has also adopted technology-based instructional materials that support the CCLS for use in the school computer lab. In classrooms visited, teachers used laptop computers, tablets, and interactive white boards. The incorporation of art, music, and technology within and across grades and subjects gives students access to a more robust curriculum, which increases their ability to be academically successful.

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.

- Although the school leader provided PD and common planning time, at the time of the visit, only a limited number of CCLS-aligned units of study in mathematics and ELA were implemented. Based on interviews with school leaders, teachers, and documents reviewed, the IIT found that the school had implemented only one unit of study for ELA and mathematics in the fall semester; and another unit each for ELA and mathematics was delivered in the spring semester. School leaders and teachers reported working to align informational texts in science and social studies with the expectations of the CCLS. In addition, the IIT learned that the school had adopted English as a second language (ESL) curricular material and purchased new ELA and mathematics textbooks. School staff reported that teachers receive ongoing PD to support curriculum development. According to the school leader, grade-level teacher teams meet regularly to

plan units of study, and the IIT observed teachers using such units in classrooms; however, reviewers did not observe teachers consistently incorporating the CCLS instructional shifts. While school leaders provide supports to foster implementation of curricula reflecting the CCLS, the absence of fully implemented curricula that aligns to the CCLS limits students' ability to be college and career ready.

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

- Through interviews with school leaders and teachers, the IIT learned that teachers meet regularly to create unit plans that support the CCLS. Although agendas showed that teacher workgroups focused on inclusion of the CCLS instructional shifts in planning, and teachers reported that they had developed lesson plans to promote higher-order thinking skills, classroom visits by the IIT showed that the intended delivery outcomes were inconsistent. For example, while some teachers' planning reflected the CCLS in the units of study in mathematics, the IIT found an inconsistent use of properly sequenced, complex materials was school-wide. An inconsistent use of CCLS instructional materials impedes student academic success and overall school improvement.

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 school is developing a data-driven culture. School leaders reported that they collect and analyze data from interim and other assessments weekly to enable the leadership team to measure grade level and school wide academic growth; student data is collected from teachers each week to measure student progress. The school leader and teachers reported that they were beginning to learn how to analyze data from various sources, including New York State Education Department (NYSED) and New York City Department of Education (NYCDOE) examinations. School leaders and teachers reported that they hold feedback conferences with students to develop next steps and strategies for working with student groups. The school leader reported that this practice was intended to develop teacher skill in organizing small work groups based on student needs. Some lesson plans reviewed by the IIT included assessments designed to determine the effectiveness of instruction. However, IIT classroom visitations showed student groups receiving identical instruction, and assignments. While the school has a systematic plan for the collection of data by school leaders, teachers are in the process of developing the skill of analysis to use data to inform instructional decisions and organize small work groups designed to meet student needs. The lack of instructional planning and differentiated lesson delivery to support the instructional needs of all students limits consistent improvement of student 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
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Debriefing Statement: Teachers engage in some strategic practices designed to improve instruction and learning, but these practices are not present in all lessons. Consequently, students, in particular ELLs and students with disabilities, do not experience high levels of engagement or consistent support promoting higher levels of thinking

that result in improved achievement.

Strengths:

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

Areas for Improvement:

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

- Teachers meet regularly to develop instructional plans and grade-level goals. Documents reviewed, such as curriculum maps and lesson plans, show that the curricula contain goals in support of the CCLS. However, the implemented instructional plans do not consistently include interventions to meet the needs of students with disabilities or ELLs. Based on classroom observations, accommodations or modifications in instructional practices do not occur for all pertinent sub-groups. Teachers reported that they used benchmarks to create grade-level, short- and long-term goals. School leaders and teachers also reported meeting regularly to assess the data and develop instructional plans that allow all student groups to meet established goals; and students interviewed by the IIT were aware of the goals they were working to achieve. The IIT concluded that some lesson plans identified learning outcomes and procedures to achieve student goals, but did not include appropriate modifications or adjustments for all groups of students in the delivery. Consequently, the inconsistent use of instructional practices and strategies organized around plans and established student goals prevents high levels of student engagement and support 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.

- Teachers use curriculum maps that support the CCLS, but do not consistently provide students with multiple ways to engage in learning. A document review confirmed that curriculum maps contain goals that support the CCLS. In classrooms visited, however, the IIT found that teachers assigned all students, including ELLs and students with disabilities, the same coursework, or worksheets, using the same teaching strategies. The absence of multiple points of entry for all students limits students' ability to 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.

- While the school atmosphere is physically safe, it is not consistently supportive of the intellectual needs of all students in the school community. Students interviewed by the IIT understood the expectation for safe and orderly behaviors. Students reported feeling comfortable approaching any adult with a problem and expressed that most relationships between students and teachers are mutually respectful. Students also reported feeling comfortable asking questions about content and procedures. However, students were not able to describe specific next steps for improving their work, and reported general corrective actions,

such as they needed to try harder. According to school leaders, the school has ongoing PD to assist teachers in developing the skills needed to address the needs of diverse students. In addition, teachers received PD on questioning techniques and in some of the classrooms observed by the IIT, teachers were increasing the implementation of the techniques. The IIT observed some teachers discussing strategies from *Habits of Mind* and *The 7 Habits of Highly Successful People* with students, while others presented challenging instructional materials to students and asked questions containing high levels of text and content complexity; however, the IIT did not observe these practices in use consistently school-wide. Additionally, the IIT noted many teachers were not providing multiple entry points in their instruction to enable students with diverse learning needs access to the full material presented. The lack of a consistent classroom environment tailored to the strengths and needs of all students limits the school's ability to generate high levels of student engagement.

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

- At the time of the visit, teachers were beginning to learn how to analyze data from a variety of sources and provide data based feedback to students. However, they did not consistently use data to inform instructional practices or adjust teaching strategies. During a team meeting, the IIT observed a group of teachers assessing student work with a four-point standards-based rubric. In interviews, teachers and school leaders also reported using unit pre-assessment evaluations to determine teaching points, skills, and strategies needed to support instructional units. However, in classrooms visited, the IIT observed student work, in which teachers used rubrics that were actually checklists, and did not offer apt descriptions of the standards sought. In addition, based on documents reviewed, the IIT found that rubrics were not always used accurately, and feedback offered to students was often generic comments without pertinent information on specific next steps for improvement. Teachers also reported that they meet in teams to measure student growth against established benchmarks in literacy and mathematics. However, in classrooms visited, the IIT observed that instructional decision-making or student grouping was not based on data results because students were provided the same coursework, or worksheets, using the same teaching strategies. The inconsistent data use to inform lesson planning and student grouping to meet specific student needs impedes student participation in their own learning.

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

Tenet Rating

E

Debriefing Statement: The school community works together to promote student social and emotional development by implementing systems and programs that support a safe and a respectful environment. The involvement of all staff and parents working collaboratively, results in a learning environment conducive to learning for all students.

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 has overarching systems and partnerships to support student social and emotional developmental health. The school leader reported that the school has a six-to-eight week referral cycle based on the principles of *Response to Intervention (RTI)*, which is used as for teachers, school leaders and other staff to collaborate to proactively identify and address student needs. The school community consistently described the system and timeframe for referrals, which begin with the teacher at the classroom level, and include opportunities for parental input. The school leader listed several school supports for students and families. Supports for students included Academic Intervention Services (AIS), the RTI program, and regular planning, review, and follow-up meetings with the school-based support team. The school leader reported that the school employs guidance counselors, two school psychologists, an academic intervention specialist, and special education teachers who support students through their collaboration on the support team; the support team described a cycle involving the referral process, intervention planning, and the subsequent delivery of appropriate student supports and services. At the end of the cycle, the support team re-evaluates individual student progress, revises the plan as necessary, and begins the cycle again. The school leader also noted the school had partnerships with community-based organizations (CBOs) to support family needs. The CBOs included the local police precinct, a recreation center, and Woodhull Hospital. Students reported receiving support from an afterschool program that assists them academically, and provides extra-curricular sports and other enrichment activities. As a result, the systems and partnerships enables the school to provide support and sustains students well-being and social and emotional developmental health.

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

- The school has a vision to build and sustain positive attitudes for all students; and this has been a focus for the social and emotional developmental health of the school constituency. The vision centers on building leadership, and character skills in students and other school stakeholders. School leaders, support staff, teachers, students, and parents all reported in interviews that the school had developed a curriculum to support this vision. The school-based support team described initiatives to support social and emotional health, such as workshops for all staff and students based on the *Six Pillars of Character*, *Leader in Me*, and *Lean on Me*, which teaches character traits that address high student academic goals. School staff and teachers also reported to the IIT that they studied programs such as *Habits of Mind* and *The 7 Habits of Highly Effective People*. The school leader and the school-based support team reported that the team provides PD for school staff twice a month; teachers, school aides, the school nurse, the kitchen staff, and school safety agents reportedly received PD through workshops on *The 7 Habits of Highly Effective People*. School stakeholders reported that this allowed them to share the same values and deliver a consistent message about character skills needed and expected throughout the school. Teachers reported that they reinforced the behaviors and skills taught in these programs by acting as role models, and by discussing these programs, behaviors, and skills with students during daily morning meetings. Student leaders described how they served as peer mediators using techniques learned through the program. Students also reported that the school held assemblies connected with these programs to celebrate student success and achievements. For example, parents reported that they had opportunities to attend the *Leader in Me* program, training sessions, school assemblies, and lunchtime events. School stakeholders

stated that these initiatives are having results, and compared with the previous year, the school had reduced the number of infractions and behavioral incidents by 59 percent. Because the school vision connects to positive experiences through a structured program for social and emotional development, the school environment is safer and healthier for families, teachers, and students, which leads to student academic and social success.

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.

- School constituents are able to state how the school community is safe, conducive to learning and fosters a sense of ownership. Students expressed that they feel safe and supported by school leaders and staff, safety agents, and cafeteria workers, and were able to identify a reliable adult in the school who was available to help them when needed. The school leader, parents, school support staff, and teachers reported that the peer mediation program played a significant role in the elementary school by enabling students to self-regulate. Members of the school community reported having a “voice.” For example, students reported making suggestions to teachers and school leaders about changes they wanted in their school, such as turning water fountains back on. Students reported to the IIT that they were thrilled when it happened. Teachers reported that their role in promoting the school vision for social and emotional developmental health was outlined in the Teacher Handbook. In addition, teachers noted that the *Leader in Me* program had given them the tools to provide this support. Parents were able to discuss the PD for staff, and training for parents in order to involve all stakeholders in supporting student social and emotional developmental health. Parents stated that student achievement was linked to many programs offered to the school community, and expressed that they valued the programs the school implemented to help their children grow. The supports to the social and emotional health within the learning environment promote a sense of ownership toward improving student outcomes.

Areas for Improvement:

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.

- The school leader and the school-based support team have begun to collaborate with teachers to develop teacher skills with data analysis to address student needs. The school leader and school-based support team reported that the school uses student data, including attendance and incident reports, state and benchmark assessments, and student work, to monitor student academic progress. However, at the time of the visit, the school had not begun to interconnect the academic data with the interventions to address social and emotional developmental health needs that are presented in classrooms. The school leader and teachers reported that the school collects data from multiple sources daily, and each week teachers send data to the school leader for analysis. The school leader reported that the school-based support team, including the SETSS, ESL, and speech teachers, and guidance staff, are working with classroom teachers to learn how to use data to identify academic needs, and develop individual plans through the RTI process to respond to student social and emotional needs. Students receive AIS and other services to address social and emotional developmental health needs as part of the referral cycle. The school leader

reported that through the collaboration with support staff, teachers' understanding and use of data as part of the RTI process has increased. However, at the time of the visit, the school did not provide data that demonstrated the impact of the RTI process on improving student outcomes. As a result, the lack of data outcomes connected to student academic, social, and emotional development limits the school's ability to support student academic and social 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

E

Debriefing Statement: The school has an open-door culture that fosters family engagement with community partners to support and sustain student academic progress and social-emotional growth and well-being. The welcoming atmosphere and supportive school programs promote family engagement with the school and support 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.

- The school has an open-door policy and encourages parents to volunteer and engage with the school. The school leader reported, "We invite parents to come and visit classes, look at materials and student notebooks, and make suggestions." Based on interviews, the IIT found that the parent coordinator functions as a liaison for parents, particularly those who are not native English speakers. Parents spoke of the school as a home where they feel welcomed and have opportunities to volunteer. Parents reported that they could discuss any concerns with the school leader. The school leader reported holding teachers accountable for reaching out to the parents by monitoring their parent communication logs. The school holds a family night, a movie night, a Chinese New Year Celebration, and a Parent Read-Aloud program. Parents reported that they received training to volunteer in *The Learning Leaders* program and the *Leader in Me* program. The initiatives prepared parents to play an active role in the school to support student success. Parents reported that they participate in school celebrations, attend monthly assemblies and parent meetings, and participate in Saturday ESL classes for adults, while students attend a literacy program. The school's welcoming atmosphere and programs encourage families to freely and frequently engage with the school in order to support student achievement.

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.

- The school communicates frequently in multiple languages to provide the school community with information about school concerns, academic expectations, and student progress. The school leader reported that the school prepares materials, including bi-monthly progress reports, in English, Spanish, and Arabic. The school presented to the IIT examples of documents in varied languages, including IEPs written in English and French. Parents reported that Spanish and English versions of classroom manuals, and the school's Parent Guide were available in the parent coordinator's library. A document review

showed that the school informs families of student progress, attendance, tardiness, and other school related matters regularly through emails, phone calls, the Achievement Reporting and Innovation System (ARIS), and in conversations when parents visit the school. School leaders stated that the school sends home newsletters and offers parent workshops to provide families with multiple opportunities to learn about grade-level benchmarks, problem solving, and expectations of the CCLS. Parents are also aware of the school partners, especially the through student work in the *Studio in a School* partnership. The school leader reported that the parent coordinator provides parents with information about grade-level expectations and planning for middle school transitions; and parents reported attending these workshops designed to aid them in successfully navigating the student transition to the middle school. Through the sharing of information with family and community stakeholders on a regular basis, the school promotes engagement with its constituency that augments student learning.

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 has developed partnerships with community organizations and families to support student learning and growth. The school leader and parents reported that the school has partnerships with community-based organizations. Partnering organizations include the local police precinct, a local recreation center, *Studio in a School*, neighborhood newspapers, Woodhull Hospital, Penny Harvest, the Hurricane Sandy Relief organization, Covenant House, a local bank, and the Coney Island History Project. Parents and the school leader stated that there are numerous opportunities for families to participate in grade-level workshops, which focus on implementing the CCLS, and after every PTA meeting they have an opportunity to participate in an ARIS training workshop. The school has numerous partnerships with local community organizations, local charities, and newspapers. According to the school leader and parents, the school provided PD for all staff members, including the kitchen staff, and the school safety officer to promote the same goals and develop a consistent, mutual understanding for use of language when addressing student academic, social, and emotional development. According to the school leader, the school supported all staff members with ongoing PD as part of the *Leader in Me* program. The student support staff reported that they had opportunities for PD through the Children First Network (CFN), the UFT, and the local police precinct to encourage healthy partnerships. Students reported participating in after-school programs, such as basketball, soccer, crochet club, chess, a cooking program, and music, and in Saturday programs. The school leader reported that these community partnerships assisted students and their families with supports for social and emotional developmental growth. The school has also provided workshops for parents to support student success, including a workshop on implementing *The Leader in Me* program strategies at home. Therefore, the community partnerships with/for the school community assist families and increase opportunities to achieve student success.

6.5 The school has received a rating of *Effective* 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 among parents, students and school constituents centered on learning and success.

- The school provides multiple forums for increasing parent understanding of student data, and communicates information about data so that families understand student learning needs and successes. Workshop agendas, a parent resource book, and letters sent home attest to the fact that the school actively engages families in understanding student achievement data. School leaders and parents stated

that the school offers a variety of workshops to increase parent understanding of student data, and parents reported attending workshops to learn how to access websites with student data and information about the CCLS. Parents reported that the parent coordinator holds ARIS workshops after PTA meetings, the school hosts grade-level workshops on data, and they attend sessions on understanding report cards and progress reports. In addition, the school leader stated that staff members are available to help parents interpret data through telephone conversations or via email. Parents reported that they understand their children's grades, the Proficiency Levels 1 through 4, and know how to interpret the rubrics corresponding to student work. As a result, the programs the school offers increase family understanding of student data and promote a dialogue among parents, students, and school constituents centered on learning and success.

Areas for Improvement:

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

Recommendations:

Tenet 2: School Leader Practices and Decisions

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

- 2.2: Develop SMART goals, monitor progress over time, and make necessary adjustments to ensure that the school's vision is fully realized. Ensure that goals are widely shared with all stakeholders.
- 2.3: Implement systems that are dynamic, adaptive, interconnected, and lead to the collection and analysis of outcomes to inform practice. Ensure, through PD and monitoring, that all teachers use evidence-based practices that foster student progress and achievement. Establish feedback loops to continuously evaluate teaching and identify successful practices.
- 2.4: Implement and monitor a system to ensure that the strategic use of resources leads to increased achievement for all students.

Tenet 3: Curriculum Development and Support

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

- 3.2: Engage all teachers in revisiting the CCLS and participate in cross-curricular, as well as school-wide discussions leading to grade-level, subject area, and cross-curricular action plans on how to employ the CCLS shifts to support high levels of student achievement for all students, including students with disabilities and ELL with appropriate accommodations and modifications. Ensure that students with disabilities have IEP goals that are based on grade level academic standards.
- 3.3: Ensure, through PD and monitoring, that teachers use pacing calendars or other guides, and unit plans that expose students to a progression of sequenced complex materials. Ensure that the content organization is a logical progression of sequenced and increasingly more complex materials in all content areas with a focus on higher-order questioning and discussion, and with multiple points of entry to engage all students in higher-order thinking and analysis of information. Ensure that modified achievement standards for targeted subgroups align with the CCLS for each grade.
- 3.5: Use a variety of assessment tools, including frequent informal, in-class checks for understanding, such as exit slips, or responses to writing prompts, to identify patterns of student learning that lead to the adaptation of instruction. Work with teachers to analyze collected data that leads to the development of instructional plans for groups of students that capture current levels of student achievement, support diverse learning needs, 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 align fully with the concepts in the *Effective* column of Tenet 4 the school should:

- 4.2: Regularly monitor classroom instruction to ensure that teachers plan strategies and instructional practices that promote higher-order thinking skills with the goal of increasing academic rigor and active participation of all students in their own learning.
- 4.3: Ensure, through PD and monitoring, that teachers in all curricular areas provide CCLS-based instruction with multiple points of access for all students to achieve targeted goals.
- 4.4: Ensure, through PD and monitoring, that teachers use instructional materials that contain high levels of text and content complexity, and that they ask questions related to that content. Ensure that instruction is tailored to the strengths and needs of all students.
- 4.5: Ensure, through PD and monitoring, that teachers use student data to develop and implement instructional plans, which include student grouping and instructional strategies. Ensure that teachers are consistently using rubrics schoolwide and providing specific feedback based on individual student's strengths and needs. Ensure that students receive and understand project rubrics early, in order to communicate the project expectations and maintain students understanding of the academic goals they need to accomplish.

Tenet 5: Student Social and Emotional Developmental Health

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

- 5.5: Implement a data monitoring system to assess the impact/outcomes of the various supports and initiatives at the school. Specifically, create a data plan to track the RTI services that the school provides and correlate the data results to the attendance, behavior, and academic progress. Ensure that the school utilizes all data results in a manner that interconnects to student academic, social, and emotional development to support student success.