



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	310500010194
School	PS 194 Countee Cullen Elementary School
School Address	244 West 144 th Street, New York, New York 10030
District	NYC CSD 5
School Leader	Josephine Bazan
Dates of Review	April 8 & 9, 2013
School Accountability	Focus
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	PreK-5	Total Enrollment	244	% Title 1 Population	NP	% Attendance Rate	89.7%				
% Free Lunch	NP	% Reduced Lunch	NP	% Student Sustainability	NP	% Limited English Proficient	15%	% Students with Disabilities	21%		
Types and Number of English Language Learner Classes											
# Transitional Bilingual	0	# Dual Language	0	# Self-Contained English as a Second Language	0						
Types and Number of Special Education Classes											
# Special Classes	4	# Consultant Teaching	0	# Integrated Collaborative Teaching	5						
# Resource Room	1										
Types and Number Special Classes											
# Visual Arts	NP	# Music	NP	# Drama	NP	# Foreign Language	NP	# Dance	NP	# CTE	NP
Racial/Ethnic Origin											
% American Indian or Alaska Native	2%	% Black or African American	53%	% Hispanic or Latino	41%	% Asian or Native Hawaiian /Other Pacific Islander	1%	% White	2%	% Multi-racial	1%
Personnel											
Years Principal Assigned to School	1	# of Assistant Principals	1	# of Deans	0	# of Counselors / Social Workers	1/1				
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	0	% Teaching with Fewer Than 3 Yrs. of Exp.	7%	Average Teacher Absences	10 / yr				
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		SIG Recipient (a)		SIG Recipient (g)	NP
ELA Performance at levels 3 & 4	14%	Mathematics Performance at levels 3 & 4	29.3%	Science Performance at levels 3 & 4	52.6%	4 Year Graduation Rate (HS Only)	NA				
Credit Accumulation (High School Only)											
% of 1 st yr. students who earned 10+ credits	NA	% of 2 nd yr. students who earned 10+ credits	NA	% of 3 rd yr. students who earned 10+ credits	NA	6 Year Graduation Rate	NA				

NP = Not Provided

Did Not Meet Adequate Yearly Progress (AYP) in ELA (Mark an "X" in the field(s) where school is identified for not meeting AYP.)			
x	American Indian or Alaska Native	x	Black or African American
x	Hispanic or Latino	x	Asian or Native Hawaiian/Other Pacific Islander
x	White	x	Multi-racial
x	Students with Disabilities	x	Limited English Proficient
x	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
x	American Indian or Alaska Native	x	Black or African American
x	Hispanic or Latino	x	Asian or Native Hawaiian/Other Pacific Islander
x	White	x	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. Create a strategic plan that consistently supports the effective use of resources to improve classroom practice and student outcomes. (QR Report 2011)
2. Develop a multiyear plan to align the school's curriculum, instruction, assessments, and instructional materials to the Common Core Learning Standards. Develop and implement with fidelity a schoolwide Word-Study curriculum. (ESCA, Aug.2011, p.5)
3. Develop and implement a multiyear professional plan that follows a job-embedded and sustained professional learning process and focuses on context related to the following topics identified during co-interpretation: classroom management, word study and Common Core. (ESCA, Aug. 2011, P.5)
4. As cited in the 2011-2012 QR report, the use of data to plan for differentiated instruction was widely inconsistent and varied broadly across grades and content areas. Develop and implement with fidelity a plan to ensure that the components of effective classroom management are evident in every classroom.(ESCA report 2011, p.5)
5. As per the 2011-2012 QR "Increase and deepen collaboration with parents in order to communicate high expectations that help students and families attain school goals."

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				X

	achievement outcomes.				
	OVERALL RATING FOR TENET 3:				I
Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students and pertinent subgroups experience consistent high levels of engagement, thinking and achievement.					
#	Statement of Practice	H	E	D	I
4.2	Teachers use instructional practices and strategies organized around 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
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:

<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 community has a vision. However, not all stakeholders are able to clearly articulate the vision. The school systems that lead to common understanding, accountability and highly effective practices are not fully developed and communicated. Consequently, progress toward school improvement is limited.</p> <p><u>Strengths:</u></p> <p>All ratings for this Tenet are either Developing or Ineffective and therefore, comments are listed under Areas for Improvement.</p> <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 Education Plan (SCEP).</p> <ul style="list-style-type: none"> The school community’s vision for improved student outcomes is posted throughout the school building; however, not all members of the school community can articulate the goals as evidenced by interviews with some staff, and parents. Students, teachers, and school-based support staff are able to articulate the focus and intent of the work of the school centering on improving student attendance and increasing student achievement. Data charts are posted on each classroom door and are referenced by all school constituents. The school leaders developed the goals based on data and presented them to staff, and the school leadership team (SLT). School leaders distribute and articulate schoolwide goals to teachers and support staff, and they meet regularly to develop and assess the work towards achieving the school’s SMART goals. However, during the student support focus group meeting, one member stated that while she is not able to articulate the school vision, she has a copy of it and knows that the school vision is posted around the school. Some other members stated that while they may not be familiar with the school’s vision, they know they, the staff, and the school leaders, are working to improve students’ reading and mathematics test scores. Because not all stakeholders are able to clearly articulate the school vision, collaboration, and a sense of urgency toward achieving school-wide goals is limited. <p>2.3 <u>The school has received a rating of <i>Developing</i> for this Statement of Practice:</u> 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-</p>		

critical goals.

- The school is beginning to use some evidenced-based systems in areas of critical need. School leaders report and document review indicate the school leader provides common planning time and opportunities for staff to use best practices and develop goals; however, progress is not monitored and practices are not modified. School leaders have established common planning time for teacher teams to meet weekly with a focus on identifying the needs of students in the lowest third by looking at data and lesson plans. The school leader reported that the inquiry team picks a skill and strategy for each grade to develop and analyze. Teachers then look at the progression of the expectations of the Common Core Learning Standards (CCLS) and collect student work after classroom visitations. The school leader reported she supports improved instructional practice by using the Danielson rubric as a benchmark during classroom observations and as a learning tool during professional development (PD). In addition, the school leader reported the use of the Observation 360 web tool to track informal and formal classroom visits and to provide timely feedback and suggested next steps to teachers and paraprofessionals. However, the IIT found inconsistency in evaluating progress across grades towards defined teacher goals and in adjusting pedagogical practices in order to build coherence and accelerate student learning. Because practices encouraged by the school leader are not monitored or evaluated consistently, progress toward mission critical goals is limited.

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

- The school leader made some decisions regarding human, programmatic, and fiscal resources that support student needs and improvement goals. She introduced several programs and identified lead staff to support these initiatives; however, training for staff on the use of these programs is not in place. School leaders implemented a test preparation program for all students in grades three to five and an after-school program two times a week to address the needs of English language learners (ELLs). The school purchased the Foundations program to support phonemic development at the lower grade levels; however, staff has not received the professional development (PD) necessary to implement the program. The school leaders have put in place 90 minutes weekly for common planning time for staff to support instructional goals. Three instructional lead teachers are assigned by the school leader to turn-key what they learned from Network PD. However, the school leader reports that although other programs to improve student achievement have been purchased, they will not be rolled out to staff until the next school year. Although the school leader has made some strategic decisions in keeping with student needs and school goals, implementation of these initiatives is not consistent and focused, which limits the school's overall improvement and student achievement goals.

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.

- The school leaders report they use the Observation 360 program, which they have aligned to school wide goals for improving and tracking teachers’ classroom practices. These practices include developing questioning, discussion and communication skills. The assistant school leader reports that she visits classrooms twice daily, emails teachers with written feedback, and subsequently follows-up with informal or formal discussions focused on instructional next- steps. The staff developers indicate they also visit classrooms, model instruction, give workshops for additional support, provide feedback, recommend next steps, and deliver PD. As part of the observation process, teachers complete a reflection sheet. However, document review shows limited evidence that staff is held accountable for applying strategies learned in PD workshops or using administrative feedback and data analysis to ensure continuous instructional improvement. As a result, the school is limited in its ability to develop higher levels of accountability and promote continuous improvement.

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

Tenet Rating

I

Debriefing Statement: The school is in the beginning stages of developing curricula that support the CCLS. The school uses some unit plan material that supports the CCLS in English language arts (ELA) and mathematics. However, the tasks and lessons plans based on these materials do not consistently promote higher order thinking and conceptual understanding for all students. There is an inconsistent use of data to inform student grouping and provide diverse learners with multiple points of entry to ensure understanding of complex instructional content and text.

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 and staff are in the early stages of working to support the development and implementation of curricula that support the CCLS shifts. The school uses some unit plan materials that support the CCLS in ELA and mathematics as evidenced through document reviews. However, the implementation of the CCLS is inconsistent and teachers are not receiving sufficient support to enable them to move forward with the development and implementation of curricula that support the CCLS. A review of documents and interviews with the school leaders indicate that the school

has no written curricula maps or pacing calendars to help support teachers' collaborative understanding of the school's curricula designs, as well as the sequence in which complex instructional concepts and material should be taught in all content areas. Classroom visits by the IIT showed inconsistency in the delivery of lessons that promote higher order thinking and conceptual understanding for diverse learners, including students with disabilities, and meet the expectations of the CCLS. Because the school has inconsistently implemented curricula that support the CCLS, students' exposure to the academic rigor required by the CCLS is limited.

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

- Teacher grade teams meet for 90 minutes weekly with the assistant principal, mathematics coach, and/or Network support staff for PD workshops and for collaborative discussions and planning. However, classroom visits and document review, such as student folders and posted student work, demonstrate that these meetings have limited impact on classroom instruction. There is little evidence that rubrics are used to assess student work. Instructional planning and practices observed during classroom visits demonstrate limited scaffolding of content, materials, and tasks. There is limited staff and peer support to optimize learning when students work on new or difficult tasks. For example, in one mathematics classroom, the two teachers, working with two groups, used number blocks to help students solve a word problem. However, neither teacher worked with the students in transforming the discovered answers into the posted number equation in order to solve the written equation. In another classroom that the IIT visited, the teacher did not expand a student's reasoning by helping him make logical connections to the story or ask others to build on a student's response when he identified his favorite part of a story. Classroom visits indicate that there is limited staff planning in the use of higher-order questioning techniques to build conceptual understanding. Consequently, not all students are engaged in rigorous complex learning experiences that build deep conceptual understanding and knowledge needed for academic success.

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

- Although teachers regularly meet by grade level, document reviews by the IIT indicate limited evidence that this time is used to develop a robust curriculum that integrates the arts, technology, and other enrichment opportunities. While the school notes the development of multi-year PD and instructional plans in the school's self- assessment, the IIT found no written plan for collaboration. Classroom visits by the IIT and an examination of student programs demonstrate that students have limited access to working technology and arts instruction within the school day. Consequently, the lack of collaboration among teachers to integrate the arts, technology and other enrichment opportunities into the curriculum, hinders students' exposure to a rich and robust

curriculum necessary for academic success.

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

- While documents and interviews indicate that the school uses some data, such as Developmental Reading Assessment (DRA) and ACUITY to inform instructional decision-making, classroom visits demonstrate that teachers do not collect real-time data of students' in-class performances, such as conference note taking to use for planning next steps. During classroom visits, the IIT observed limited evidence that data is used to form flexible student grouping based on identified instructional needs of individual students. For example, students use the same instructional materials and perform the same activity tasks in most of the classrooms the IIT visited. Classroom visits and student folders demonstrate a limited focus on collecting real-time data to inform lesson planning. Classroom visits and document review indicate limited use of rubrics by teachers and students to guide instructional next steps. For example, one teacher's feedback statement was "Well done!" Consequently, the lack of the systematic use of data to identify student needs and inform planning and instruction hinders the school's progress toward improved 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

Debriefing Statement: Teachers have access to a variety of data sources; however, instructional practices and inconsistent higher order questioning limit multiple entry points for all learners. As a result, high levels of student engagement, inquiry, and achievement are limited.

Strengths:

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

Areas for Improvement:

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

- Teachers' lesson plans and delivery of instruction demonstrate limited use of differentiated strategies and alternative instructional approaches that support increased student engagement and improved intellectual inquiry for diverse learners. In five of five classrooms visited by the IIT for students with disabilities, there was no evidence of differentiation. Additionally, the lesson plans

examined by the IIT were not designed around student needs. The assistant school leader reported that she and the school leader work with the Danielson framework to help focus teachers' work on questioning strategies. However, classroom visits by the IIT provided limited evidence that differentiated and scaffolded discussion strategies are consistently used by teachers to help all students, particularly students with disabilities and ELLs learn and progress to new levels of academic mastery and understanding. Document reviews indicate that teachers have set professional and student goals for this school year. However, classroom visits demonstrate that student goal-setting is not uniformly embedded in classroom practice to give students long-term and short-term motivation to make continuous academic progress. As a result, high levels of student engagement and inquiry are limited.

4.3 **The school has received a rating of *Ineffective* 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 provide students of differing abilities and learning styles with limited targeted interventions and generic activities. Classroom observations indicate that most of these activities are teacher- directed and were inconsistently adapted to meet the needs of all students. While document review shows that staff has identified learning goals for students, classroom visits demonstrate that teachers inconsistently involve students in the lesson and inconsistently assess student achievement. Mastery of learning determined by asking questions with rigor and depth was infrequently observed by the IIT. For example, when asking questions, teachers frequently interact with students who volunteer or state their answers out of turn. Consequently, inconsistent instructional differentiation results in limited opportunities for multiple points of access for students to achieve instructional outcomes and 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.

- Observations by the IIT indicate that most students respond to staff directives and adhere to posted or stated rules and routines. There is limited evidence of engaging students in high quality discussions related to text meaning and interpretation and meeting the needs of diverse learners. The rigor of questions and inquiry to motivate high levels of student engagement varies among classrooms. For example, the IIT found during a classroom observation some students underlined important words in the text and were acknowledged by the teacher; however, the teacher did not encourage or support those students who failed to use this strategy of underlining main ideas and supporting details to retain information, increase understanding, and apply new concepts. In a Pre-K classroom visited by the IIT, the teacher asked students to turn-and -talk with a neighbor and describe their reasons for selecting a favorite part of the story they planned to paint. In a grade five Integrated Collaborative Teaching (ICT) classroom, one teacher motivated the day's lesson by directing students to sit and read the distributed text, and the co-teacher directed the students to first read the questions and then look back at the story. Although students are generally compliant,

staff does not consistently tailor instruction to the needs of all students, which limits high levels of student engagement and inquiry.

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

- Teachers use common grade level assessments, including Acuity and DRA data to track student growth. Some teachers display this data in their classrooms. There is limited evidence that teachers consistently engage in strategic practices to inform decision making in order to provide multiple points of entry geared towards meeting the needs of diverse learners. For example, in one (ICT) classroom, a group of female students with disabilities worked among themselves with some support from the co-teacher. The IIT observed limited evidence that teachers use content –specific rubrics. In addition, the IIT found limited evidence that teachers provide students with targeted feedback to help students identify improved content choices and next steps. As a result, student participation in their own learning process is limited.

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 has systems and partnerships that support student social and emotional health. As a result, the school promotes a safe and respectful environment for all constituents.

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 a team of professionals who meet formally and informally, to provide social and psychological guidance and crisis intervention to students. The guidance counselor reports that she hosts a behavior intervention lunch to help students identify ways in which they can improve relationships with other students. The counselor reports that the school has zero tolerance for bullying and that she dedicates time to focus on the behaviors of students involved in such incidents and provide support to students who may have been subjected to such behavior. School support personnel (SSP) report that they refer parents to the New York Foundling Hospital in cases of suicidal matters and other significant family issues. The school works with the CookShop Classroom program to provide students and parents with healthy nutritional training. Additionally, the school affiliates with Lens Crafters and gives parents Gift of Sight vouchers for free eye exams and glasses if students have lost glasses. The Harlem Childrens Zone (HCZ) provides after-school classes in academic test preparation, arts, technology, and sports, and runs an on-site summer camp. The SSP report that the HCZ also is funding a one-to-one paraprofessional for an Individualized Education

Program (IEP) student, as the school budget does not have funding to cover the cost of this service. To improve students' health, the school funds after-school basketball and track teams. The Response to Intervention (RTI) team meets regularly to review students' formative and summative test scores in order to provide academic supports. For example, the team analyzes DRA (lower grades) and ACUITY (upper grades) test scores to help identify those students performing in the bottom third of the student body. Once these students are identified, school support personnel visit classrooms to collect anecdotal data of students' academic and social needs, to plan how they will work with children individually and/or in group settings. These systems and partnerships help to sustain and support the emotional development of all students.

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.

- All school constituents can articulate how students are supported in connection with social and emotional development through various school-wide initiatives and how it is linked to learning experiences. For example, the SSP reports that the school hosts a Respect for All assembly every Thursday. During the assembly, students and classes receive Perfect Attendance certificates. The support team reports that the school leaders acknowledge every student's birthday, with a cupcake, during the monthly birthday celebrations. The school offers weekly PD facilitated by Turn Around for Children focusing on the Kagan structures for classroom management and student engagement. Staff use the text, "The 7 Habits of Happy Kids" by Sean Covey to study and develop strategies so students will demonstrate appropriate behaviors toward each other. The school also offers back to back extended day supports for tutoring and learning. The support staff indicate they provide PD for teachers to aid them in supporting students emotional needs. Parents state that the school was "in chaos two years ago, but now it is structured and professional." Consequently, these efforts put forth by the school have resulted in a safe and healthy environment for students, staff and families.

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.

- The review team observed that hallways in the school are generally quiet and school leaders and staff members promptly and calmly respond to a few students who were not behaving appropriately. Document review and interviews with the school leader indicate that teachers receive fifty minutes per week of PD with Turn-Around for Children. These sessions focus on using the Kagan structures for classroom management. The school leader reports that the successful implementation of this program has reduced behavioral incidence by sixty percent. These efforts are aligned to the school goal as outlined in the SCEP for reinforcing positive student behavior. During the focus group meeting, parents commented on the improvement in student behavior and school organization. Parents also state that the school has been responsive to the needs of their children both academically and socially. Parents report that the school leader has an open-door policy and addresses any issue they may have in regard to their children's needs. During staff, student and parent interviews, all constituents were able to articulate that the school community is safe and

conducive to learning. As a result, the school fosters a positive school environment for all constituents.

5.5 The school has received a rating of *Effective* 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 support personnel report that they collect bi-monthly information concerning students' academic and social behaviors. The support staff reported that the data is analyzed and discussed during weekly Response to intervention (RTI) meetings. This enhances staff ability to match services with individual student needs. Support staff indicated that the information is also shared with classroom teachers. School support personnel also report that they work closely with school leaders and staff to enable them to use a variety of data sources, such as the Online Occurrence Reporting System (OORS), which helps reduce incidents and enhances positive academic and social outcomes for all students. As a result, the school is able to respond to student needs and nurture 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

D

Debriefing Statement: The school culture promotes partnerships that enable parents, community, and staff to work together to enhance student academic progress, social- emotional growth, and well-being. However, in seeking to engage families in their children's education, the school does not fully communicate to families how an understanding of student progress data can be used as a means to improving 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 is welcoming and encourages a positive learning environment for students. Parents reported to the IIT that the school leader has an open-door policy. They also indicated that the school addresses their individual concerns in regards to their childrens' needs. Parents are invited to participate in various school celebrations, such as Cookshop Programs, jazz concerts and art exhibitions. Parents express that the school makes it easy for them to participate in school events and meetings by scheduling these events at different times. In addition, parents reported that at times they have been personally invited to attend school activites. These efforts to engage families in their childrens' education help to increase student success.

6.3 The school has received a rating of *Effective* for this Statement of Practice: The school engages in effective planning and reciprocal communication with family and community stakeholders so that students'

strength and needs are identified and used to augment learning.

- The school staff engages in effective planning and reciprocal communication with families in regards to students' strengths and needs. During interviews with the IIT, the school leaders and parents report that the district shares packets on the Common Core. Document review indicates the school sends monthly calendars to families in English and Spanish that include all events and activities for students, families and the community. The school leader reported the school uses Global Connect, a phone communication system, to inform families of events within the school community and from the New York City Department of Education. Individual student goals based on DRA benchmarks and mathematics goals are sent home multiple times during the school year. Document review indicates that appointments were made for parents who were unable to attend teacher/parent conference, to meet with teachers during more convenient times to discuss student strengths and needs. These efforts to encourage reciprocal communication with families foster stronger family and school partnerships, which promote student learning.

Areas for Improvement:

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

- Document review and interviews with parents and staff indicate the school offers workshops for parents around the CCLS to inform parents about the new expectations for all students. The social worker reported that the school scheduled a workshop for parents concerning social and emotional health needs, but attendance was poor. Parents report that formal methods of communication need improvement, and they rely primarily on phone blasts for information about school-wide issues. The school leader reported that health workshops for parents and children will begin the next year. Document review by the IIT showed limited evidence that PD for school staff centers on information on how to seek partnerships with families to support student success. The limited PD offered to staff on developing and sustaining partnerships with families minimizes the school's ability to help support student academic, social, and emotional development.

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

- The school leader reported and document review indicated that the school shares some information with parents on student performance. For example, parents receive information on students' progress using DRA, Acuity, and report cards. However, the school did not share information in a way that helps family understand it. The IIT did not find evidence of training or workshops for parents to enable families to understand student data to identify student needs and strengths. As a result, the ability of parents to advocate on behalf of their children's needs is hindered.

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. Involve students, parents and the larger school community in reassessing the school's vision. Ensure that the school community supports the school vision so that it is uniformly seen, heard, and known across the community.
- 2.3. Develop support for the practices that are introduced and include feedback loops to monitor students' progress and modify teaching practices.
- 2.4. Consistently analyze fiscal capital available and make strategic decisions to fund targeted efforts that are aligned to school-wide goals, considering the needs of all students, including sub-groups, and staff members on an ongoing basis.
- 2.5. Use student data, feedback from formal and informal observations, and PD opportunities to develop individual staff improvement plans.

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 all staff to develop and implement the CCLS. Use cohesive and comprehensive curricula that include clear, descriptive units of study and consider what students need to know across all grades.
- 3.3. Ensure staff develop and review pacing calendars and unit plans across all grades, and content areas. Ensure staff develops lesson plans that promote higher-order thinking skills and help students analyze information.
- 3.4. Ensure all students are exposed to a curriculum that enables them to discover, create, and communicate information using the arts, technology, and other enrichment areas.
- 3.5 Analyze timely data (formative and summative assessments including screening, interim measures and progress monitoring) and share this data with staff to identify student needs and promote high levels of student learning and success. Use assessment tools to identify patterns of student learning that lead to the adaptation of instruction. Analyze collected data, leading to the development of instructional plans for groups of students 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 staff has plans that 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 that include accommodations for students with disabilities and ELLs. Provide instructional interventions for students that lead to inquiry and engagement. Create short -term and long – term goals for groups of students based on grade-level benchmarks, which leads to student involvement in their own learning.
- 4.3. Use instructional practices that support the CCLS. Provide students with a wide variety of ways to engage in learning that enable students to achieve their individual goals.
- 4.4. Use strategies that are sensitive to diverse groups of students and their needs and provide access to learning and social opportunities. Stimulate student thinking by asking questions that relate to instructional materials that contain high levels of text and content complexity.
- 4.5 Use data sources and analyze the information from these sources to inform instructional decision- making, including student grouping, and instructional strategies based on data. Provide frequent feedback with content specific rubrics to students based on the analysis of timely data that clearly identify next steps for the students.

Tenet 6: Family and Community Engagement

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

- 6.4: Provide PD for targeted school staff on how to actively seek and sustain healthy partnerships with families and community organizations that are linked to student needs.
- 6.5: Provide a wide range of learning opportunities for families to elevate their understanding of student data. Share data in a way in which families can understand student learning needs and successes and are encouraged to advocate around student support and sustainability.