



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

**DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)**



<b>BEDS Code/DBN</b>	342700010197
<b>School</b>	PS 197 - The Ocean School
<b>School Address</b>	825 Hicksville Road, Queens, New York 11691
<b>District</b>	27
<b>School Leader</b>	Christina Villavicencio
<b>Dates of Review</b>	March 7-8, 2013
<b>School Accountability</b>	Focus
<b>Type of Review</b>	SED Integrated Intervention Team (IIT)

<b>School Information Sheet</b>																							
Grade Configuration		Pre K – 5		Total Enrollment		504		% Title 1 Population		97.58%		% Attendance Rate		91%									
% Free Lunch		95		% Reduced Lunch		5		% Student Sustainability		TBD		% Limited English Proficient		13		% Students with Disabilities		18					
<b>Types and Number of English Language Learner Classes</b>																							
# Transitional Bilingual		0		# Dual Language		4		# Self-Contained English as a Second Language				0											
<b>Types and Number of Special Education Classes</b>																							
# Special Classes		5		# Consultant Teaching		0		# Integrated Collaborative Teaching				2											
# Resource Room		0																					
<b>Types and Number Special Classes</b>																							
# Visual Arts		1		# Music		1		# Drama		0		# Foreign Language		0		# Dance		0		# CTE		0	
<b>Racial/Ethnic Origin</b>																							
% American Indian or Alaska Native		1		% Black or African American		61.4		% Hispanic or Latino		31.8		% Asian or Native Hawaiian /Other Pacific Islander		1.2		% White		3.8		% Multi-racial		0.4	
<b>Personnel</b>																							
Years Principal Assigned to School		2		# of Assistant Principals		2		# 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.		3		Average Teacher Absences		8									
<b>Overall State Accountability Status (Mark applicable box with an X)</b>																							
School in Good Standing				Priority School				Focus District		X		Focus School Identified by a Focus District				SIG Recipient (a)		(g)		N/A			
ELA Performance at levels 3 & 4		57%		Mathematics Performance at levels 3 & 4		79%		Science Performance at levels 3 & 4		50%		4 Year Graduation Rate (HS Only)		N/A									
<b>Credit Accumulation (High School Only)</b>																							
% of 1 <sup>st</sup> yr. students who earned 10+ credits		N/A		% of 2 <sup>nd</sup> yr. students who earned 10+ credits		N/A		% of 3 <sup>rd</sup> yr. students who earned 10+ credits		N/A		6 Year Graduation Rate		N/A									

<b>Did Not Meet Adequate Yearly Progress (AYP) in ELA</b> <b>(Mark an "X" in the field(s) where school is identified for not meeting AYP.)</b>			
	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		
<b>Did Not Meet Adequate Yearly Progress (AYP) in Mathematics</b>			
	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		
<b>Did Not Meet Adequate Yearly Progress (AYP) in Science</b>			
	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		
<b>Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective</b>			
X	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. Tenet 2 – Develop teacher pedagogy and provide differentiated supports as needed based upon student performances.
2. Tenet 3 – Infuse technology components and methodologies allowing for access points for diverse learners.
3. Tenet 4 – Teachers will utilize all formative and summative data sources to support student achievement and plan for instruction.
4. Tenet 5 – Implement a program in-house to support the social emotional skill sets for teachers, students and families.
5. Tenet 6 – Support parent engagement by providing parents with professional support around curriculum throughout the year.

**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	
<b>OVERALL RATING FOR TENET 2:</b>				<b>D</b>	

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

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

	<b>OVERALL RATING FOR TENET 3:</b>			<b>D</b>	
<b>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.</b>					
<b>#</b>	<b>Statement of Practice</b>	<b>H</b>	<b>E</b>	<b>D</b>	<b>I</b>
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	
	<b>OVERALL RATING FOR TENET 4:</b>			<b>D</b>	
<b>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.</b>					
<b>#</b>	<b>Statement of Practice</b>	<b>H</b>	<b>E</b>	<b>D</b>	<b>I</b>
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	
	<b>OVERALL RATING FOR TENET 5:</b>		<b>E</b>		

**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	
<b>OVERALL RATING FOR TENET 6:</b>				<b>D</b>	

School Review Narrative:

<b>Tenet 2 - School Leader Practices and Decisions:</b> 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.	<b>Tenet Rating</b>	<b>D</b>
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**Debriefing Statement:** While the school leader has involved the school community in making strategic decisions in allocating resources to implement a vision aligned with measurable goals in order to sustain continuous growth and improvement, observed teacher practices do not consistently reflect the espoused practices. The school is hindered in making consistent progress in developing systems to support and sustain school improvement.

**Strengths:**

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

- The school community shares and understands an articulated vision concerning student achievement and well-being. The updated mission/vision statement of the school is “We are a community in which all stakeholders, parents, staff, and students are committed to and share in the responsibility of creating a positive and supportive learning environment that promotes the development of the whole child.” During interviews with the school support team (SST) and other teachers, these staff members discussed the school’s vision consistently and in depth. The school staff supported the vision with enthusiasm and indicated that the school leader gave them opportunities to participate during its update and revision. During interviews, the school leaders and staff informed the Integrated Intervention Team (IIT) that the school leadership team (SLT) participated in preparing the School Comprehensive Educational Plan (SCEP). Parents indicated they had opportunities to respond to and participate during the revision of the mission/vision statement. Agendas and attendance records from Title I parent workshops show that parents discussed the vision and received information about school goals. Consequently, the school community shares a sense of urgency about students’ achieving school-wide goals aligned to the vision as outlined in the SCEP.

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

- The school leader interview informed the review team that she has recruited, hired, and works to sustained staff to meet the needs of the school. She uses partnerships with organizations to add internal and external human resources along with systems and structures for programming students and teachers that address student achievement and incorporate an extended learning time program. As previously mentioned, the school leader created a position for a technology coach; this person supports the teachers through a push-in model to support them in infusing technology into classroom lessons. The school leader reported to the review team that the dual language program

for ELLs was extended to provide a continuum of learning for grade four in the 2012-13 school year, and in the 2013-14 school year the school leader plans to extend the program to grade five. The school leader reported she re-organized staffing assignments based upon the NYS assessments data in both English language arts (ELA) and mathematics. The school leader indicated she arranged for a school-based option (SBO) vote that combined the 37.5 additional minutes of daily instruction into three 50-minute blocks weekly. This extended the day for students on Mondays and Tuesdays, allowing for an additional 50 minutes of instruction each of these days focused on ELA and mathematics. On Wednesday, student dismissal is at 2:40 p.m. Teachers then use the third, 50-minute block to engage in professional learning on data inquiry known as "Data Wednesdays." Based upon assessment data, the school leader reduced the class sizes in grades two and four to an average of 16 students to support student achievement. Columbia University Teachers College provides coaching support in-house as well as workshops off-site to support teachers in refining the pedagogical practices required to teach balanced literacy. After school, instructional leaders provide PD for teachers in all areas related to the CIE. Each Wednesday the school leaders meet to discuss teacher data from the frequent cycles of observation using the Danielson framework. The school leader purchased the book, *Implementing the Framework for Teaching in Enhancing Professional Practices*, by Charlotte Danielson, as a PD resource for the school leaders. The office of the Queens County District Attorney (DA) collaborates with the school through the S.T.A.R. (Straight Talk about Risks) Track Program. This program works with students in grade five to help safeguard children from violence, threats, and fear by teaching students how to avoid drugs, gangs, and guns. S.T.A.R. Track also provides children with the tools to resolve conflicts peacefully on their own. The school receives materials and resources from a program called Donors Choose. The school has received rugs, furniture, document cameras, musical instruments, and iPads from this resource. Classroom teachers received laptops to assist them in analyzing data, planning instruction, and accessing resources through both the Internet and school site licenses. The school organized an additional lunch period for students to create a better social and emotional environment. This was a strategic decision based upon the data from incident reports. The school leader also consistently analyzed the fiscal capital available to the school community. The school leader indicated that she made extensive use of the Children First Network (CFN), 611 resources, and other PD partnerships, e.g., Teachers College for onsite PD, coaching and offsite workshops. In making these critical and strategic decisions to develop and fund targeted efforts aligned to school goals, the school leader supports and sustains the school community to work toward improving student achievement.

### **Areas for Improvement:**

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

- The school leader has encouraged the staff to use systems that are adaptive, and interconnected, although observed teacher practices do not consistently reflect the espoused practices. The school leader re-organized the schedule so that teachers spend an additional 50 minutes every Monday

and Tuesday to provide direct student instruction, with staff engaging in “inquiry cycles” on “Data Wednesday” to analyze data and adjust the instructional focus to improve student achievement. The school leader provided each teacher with a new laptop computer donated by an outside source so that teachers could collect, track, and share data digitally. Teachers described a central online website the school developed to assist them in accessing and sharing instructional resources. Teachers received technology professional development (PD) through a grant program, and the school hired a technology teacher to provide ongoing daily support to infuse technology into classroom lessons, although teachers used the interactive white board as an overhead projection device, and did not consistently use the technology to engage students directly. The school leader built in double planning periods (90-minute blocks) once per week to work on the curriculum and develop units of study to support the 2012-13 NYC Chancellor’s Citywide Instructional Expectations (CIE). This block of time also integrated PD for teachers through the Future Executives (FE) program. The FE program is a community-based organization (CBO) that provides services related to social and emotional learning and cultural sensitivity for teachers, students, and parents. A special education consultant provides support for the school in reviewing Individualized Education Programs (IEPs) as well as helping to set up flexible programming for the students with the goal of moving students to less restrictive environments. The school leader incorporated a dual language Spanish class for grades one through four to support early literacy for English language learners (ELLs), although data to show how this supported achievement for early literacy learning was not available at the time of the review. Interviews with the review team and document review showed that school leaders have developed feedback loops using Charlotte Danielson’s Framework for Teaching. Based on Danielson’s methodology, school leaders use frequent informal class visits to provide feedback and individualized PD for teachers to follow up on the feedback. School leaders have also developed a tiered system of support for teachers based on the Response to Intervention (RTI) model. All teachers receive support; however, teachers in the lowest tiers receive direct, focused, and continuous support, which includes classroom inter-visitation, modeling by coaches in areas such as the workshop model, and one-to-one conferences with the leadership. The school leaders conduct weekly observations, providing immediate feedback supporting the goals of the school and the individualized needs of teachers. Feedback aligned to the Danielson framework includes targeted next steps, with a plan for follow-up classroom support visits. The school leaders build on teacher strengths and encourage teachers to serve as PD facilitators to improve teaching practices throughout the school. However, although systems and structures are in place to teachers support and to provide explicit support to improve teacher practices, evidence of the effectiveness or aptness of the feedback and PD supports was not available at the time of the review. While the school leader implemented evidenced-based systems to provide teachers with support to improve practices, and although the school showed an eight percent improvement in student performance between November 2012 and January 2013 interim assessment, uneven implementation and a lack of teacher understanding of how to revise the curriculum to effectively implement data-driven instruction hinders student academic progress.

**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.

- Although school leaders have developed feedback loops using Charlotte Danielson’s *Framework for Teaching*, with frequent informal class visits to provide such feedback and devise individualized PD for teachers, instructional practices do not yet consistently show effective implementation of the individualized PD. The school leader and her two leadership assistants indicated that they spend time daily in conducting informal class visits. School leaders reported that the leadership team meets weekly to discuss classroom visits and walk-throughs and uses their analyses of these visits and walk-throughs to develop a tiered system of PD supports for teachers. However, there has been no evaluation of the implementation of the tiered PD plans to determine if the plans have yielded consistent changes in teacher practices that effect improved student achievement. According to interviews with school leaders and teachers, grade leaders facilitate the first half of bi-weekly double planning periods to aid ongoing PD. Grade leaders noted in interviews with the review team that they work with their peers to develop and refine lesson plans and to demonstrate new instructional strategies. Teachers indicated that choosing activities for these instructional strategy sessions followed data analysis sessions concerning student progress and achievement. Again, no evaluation of this structure or strategy of teacher support confirmed if the plan met teacher needs. The IIT reviewed documents that contained the minutes and next steps for peer coaching from these sessions. The school leader indicated to the review team that she meets once a month with each grade leader to assess patterns and trends in student achievement and other data and uses this information for the next cycle of peer coaching. While this process holds grade leaders accountable for sharing and guiding peers with applying data analysis to revise curriculum, modifying small student groups, and adjusting teaching strategies, it was not clear to the team if teachers adjusted their practices and if the adjustments showed growth in student achievement. Consequently, while the school has developed a system to hold staff accountable for continuing improvement, the system does not yet indicate that it has been effective in improving practices and improving student outcomes.

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

**Tenet Rating**

**D**

**Debriefing Statement:** The school leaders and teachers receive extensive outside resources and support, and school programming has resulted in the continuing development of coherent curricula that support the CCLS. However, teachers do not yet fully understand the data analysis protocols and strategies required to apply the resources and support to modify instructional practices and student-learning outcomes.

**Strengths:**

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

- Although the school leaders provides support to teachers to facilitate the implementation of a curriculum that supports the CCLS, the curriculum is not yet consistently rigorous. The IIT reviewed curricula documents that confirm that the school has adopted the Teachers College *Reading and Writing Project* for ELA, however, teacher interviewed by the team could not describe how this curriculum choice supported the CCLS instructional shifts. Interviews and document review indicated that teachers have collaborated to develop connections among social studies, science, and other disciplines using these ELA strategies. Nevertheless, they did not have a strategy to evaluate if they were achieving their intended goal. The school uses the *Everyday Math* program, which the school leader indicated CFN 611 consultants cross-referenced with the CCLS to assure mathematics curriculum alignment. With facilitation provided by school leaders through the development of a shared online resource archive, teachers shared materials and resources across the grades, among general education, special education, and dual language classrooms to implement a rigorous and coherent CCLS-based curriculum. However, school leaders and teachers do not have a plan that evaluates if this curriculum and implementation approach contributes to student achievement on a grade-level continuum. Therefore the school does not yet assure that it has provided students with the means to meet the goal of college or career readiness.

3.3 **The school has received a rating of *Developing* for this Statement of Practice:** 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.

- School leaders and teachers interviewed asserted that the units and lesson plans reference the CCLS for mathematics and ELA, however, the enactment of the plans across the school is uneven or inconsistent in supporting the CCLS shifts. Document review, including teacher-prepared lesson plans and interviews, indicated grade level teams meet weekly with a grade-level lead teacher to create lesson plans, to develop instructional strategies to provide multiple points of entry, and to expose students to materials aligned to their grade. ELLs and Spanish language learners receive support in dual language classrooms with supplemental informational texts and online resources, provided in both Spanish and English, which focus on vocabulary acquisition, social studies, and science. Teachers reported that they are using CCLS-aligned lesson plans. The IIT examined lessons plans and noted that while the plans as written showed inconsistent support for the CCLS shifts, and involved some higher-order thinking skills, but that questions prepared in advance did not consistently support student analysis of specific content information. Consequently, lesson plans inconsistently support skills across the grades that students need for college and career readiness.

3.4 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to

have access to a robust curriculum that incorporates the arts, technology, and other enrichment opportunities.

- Teachers meet weekly during double planning periods to collaborate in grade-level groups for planning instruction. Document review and interviews indicated that teachers meet twice a month during the first half of a 90-minute grade-level common planning period for instructional strategy support provided by a grade-level lead teacher. As previously noted, the school provided each teacher with a laptop computer for the digital collection, organization, sharing of data, and hired a technology teacher this year to provide ongoing support. While the review team observed teachers using interactive white boards (IWB) to guide students visually to various text sources and as an updated “chalkboard,” students did not use the interactive features or otherwise engage in using technology themselves. Interviews with students indicated they do not regularly use technology outside technology classes. The review team found no other evidence indicating that teachers incorporate the arts or other enrichment activities into the formal curriculum. While teachers receive ongoing support in learning to infuse technology into their lessons, students are not yet enabled or engaged fully to discover, create, or communicate information using the arts and other enrichment areas in all areas of the curriculum. The absence of technology and the arts infused in all subjects inhibits student growth toward achieving college and career readiness.

**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 leaders and teachers meet each Wednesday to study student data. Interviews indicated that at these sessions, teachers are beginning to learn to collect and organize data and to track it digitally. Interviews and document review show that the school leader purchased several software programs for teachers to support emerging readers (grades kindergarten to two), reading assessment (grades kindergarten to three), and to assist teachers in providing standards-based assessment, instruction and test preparation (grades kindergarten to three). The school leader purchased forty site licenses for a pilot program to enhance vocabulary development for English as second language (ESL) learners. School leaders and grade-level lead teachers indicated that they meet weekly to study formative and summative data and to identify patterns of student learning at each grade level. The school leaders indicated they used summative assessment data from the 2011-12 school year to create smaller class sizes for students in grades two and four, which now average about 16 students per class. The digital collection of data and the “Data Wednesday” schedule intends to build a data-driven culture in which teachers will learn to assess, analyze data, and plan instruction to increase student achievement. Through interviews and observations, the IIT found that teachers do not yet know how to use data to inform strategic planning and instruction. Classroom visits by the team indicated that teaching still focuses on lower-level questioning, requiring single-word responses, and teacher-centered whole-group instruction. Because teachers do not yet understand the data analysis process necessary to plan strategically and implement instructional changes, greater student achievement outcomes are limited.

<b>Tenet 4 - Teacher Practices and Decisions:</b> 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.	<b>Tenet Rating</b>	<b>D</b>
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**Debriefing Statement:** The teachers create a safe environment, where individual student goals are developed and individual students feel cared for and supported. However, all students have not yet experienced an increase in academic achievement.

**Strengths:**

All ratings for this Tenet are either **Developing** or **Ineffective** 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.

- Interviews, document reviews, including teacher-made lesson plans, and classroom visits by the IIT indicated that teachers adopted a lesson-planning template, which they were studying how to align to class data. In addition, interviews revealed that teachers spend time in regularly scheduled sessions to collaborate in lesson planning that provides instructional interventions to students. Interim assessment data reviewed by the IIT showed that each grade level and subject area did not sufficiently close gaps for all students, including ELLs, students with disabilities, and other subgroups. Goals for groups of students do not reflect the use of interim assessment data and do not consider consistently students' short- or long-term progress. The school is in the process of expanding its work to ensure that CCLS performance tasks are sufficiently rigorous for all students across the school and that higher-order thinking skills are embedded in most lessons. Teachers interviewed indicated that they were modifying the performance tasks to promote more student inquiry and cross-curricular connections. However, the lack of consistent support for high levels of student engagement and inquiry hinders progress toward meeting necessary student goals.

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.

- Observations conducted by the review team indicated that although teachers reported that they planned in grade level groups to prepare and revise units and lessons plans that referenced the CCLS, the review team found that teachers were providing generic instruction in many classes, while others were providing students with multiple ways to engage in learning. Classroom visits indicated that teachers demonstrated appropriate CCLS instructional shifts inconsistently across grades and subject areas, including ELLs, students with disabilities and other subgroups. Interviews and document review, including interim assessment data, indicated that student achievement was increasing in some classes, but not in others. For example, the third grade teachers revised

instructional tasks to include inquiry in an ELA non-fiction unit that engaged students in studies of fish that included dissection of sharks. Given the inconsistency of instructional practices from classroom to classroom, some students are being limited in their access to learning and achievement 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.

- The school staff has adopted the Positive Behavioral Interventions and Supports (PBIS) system, intended to create an environment in which there is a common understanding and recognition of acceptable and safe behavior. Interviews and a review of documents indicated that there was a consistent decrease in incident reports and suspensions from previous years. As observed by the review team, teachers were inconsistent, however, in their responses to students’ varied experiences. Review team observations revealed pervasive use by teachers of lower-level questions related to generic instructional materials in classrooms. While the school has made progress in reducing negative behavior and fostering student compliance, tailored classroom experiences intended to capitalize on the strengths and needs of all students were limited, hindering high levels of student engagement and inquiry.

**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.

- While document review, interviews, and observations indicated that teachers while have lesson plans and group students for various learning activities, the plans, and grouping strategies do not always specify targeted interventions for students requiring additional support, especially ELLs and other subgroups. Teachers are in the process of learning to analyze the information provided from summative and formative assessments and other data sources and do not yet use interim assessments to adjust small student groups or revise individual student goals. Interviews with students indicated that the small student groups remained unchanged from the beginning of the school year. While interviews and document review indicated teachers gave students data based feedback through rubrics and made comments on student work products, this feedback did not provide information that led to an understanding by students of their next steps to improve achievement. Consequently, students do not yet participate wholly in their own learning process, thus diminishing their potential for making academic progress.

**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 leaders have established a culture with specific student behavior expectations, which has resulted in the reduction of the number of incidents. The support staff uses data to identify specific student needs, and staff work with teachers in their efforts to increase the academic and social success of 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 developed a school-based system that works in partnership with outside organizations to determine and address the social and emotional development needs of students. Interviews and document review indicate that each child is well known by multiple adults in the school. Interviews with the school leaders, support staff, and teachers indicate that they engage in weekly inquiry meetings to focus on the needs of the lowest one-third of achievers in the school. Teachers also indicated that they conference with students, sharing their conference notes with their peers through their “data inquiry binder” and other “kid watching” activities to identify struggling students. Teachers stated that they also use these notes to identify and recommend students for before and after school academic support and enrichment activities. School leaders indicated that based on the analysis of the location and time of frequent behavioral infractions, they changed the schedule so that a third lunch period was created, and specific grades of students were paired to eat together to reduce negative encounters. The school also contracted the services of the Cross Island “Y” to create and staff a structured lunch and play program. All school stakeholders indicated satisfaction with the schedule change and were highly satisfied with the program in which students were able to expend a great deal of energy during the organized time, while learning to cooperate, manage conflict and play healthy games under watchful and supportive adult supervision. Because of these systems and partnerships, the school has been able to sustain and support students in their 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 developed and promoted a vision for social and emotional developmental health that focuses on “creating a positive and supportive learning environment that promotes the development of the whole child.” The school developed a PBIS matrix that is posted in each classroom and in multiple places along hallways throughout the school. Students receive “pink apple dollars” from classroom teachers for individual PBIS rewards, and “green apple dollars” are awarded by the school leader for class group PBIS rewards, which students redeem bi-weekly at the school “apple store.” In addition to the ongoing PBIS training for staff, the school also collaborates with the FE, a CBO that provides services in support of social and emotional learning and cultural sensitivity for teachers, students, and parents. This group provides PD and support for teachers, parents, and students concerning social and emotional learning. A consultant from FE works with students on conflict resolution during all lunch periods. Teachers in kindergarten through grade three have been working with Bank Street College in a PD program on Emotional Responsive Practice, and teachers and students in grades four and five were participants in S.T.A.R. Track, an anti-violence, anti-drug, and anti-gang program run by the Queens County DA office. Because the school vision for social and emotional health is promoted and connected systematically to learning

experiences, the school is a safer and healthier environment for families, teachers and students, thus creating an environment in which students' positive social and emotional development is a necessary component of academic 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 stakeholders were able to articulate how the school community is safe and supportive. Students interviewed indicated and parents confirmed that students feel safe and supported both academically and in their social and emotional development. The IIT heard students repeat the school oath after the daily recitation of the Pledge of Allegiance. School constituents indicated knowledge of the PBIS matrix and student oath: "I am a future leader and I will strive to do my best. We will respect others and we won't settle for less." School leaders, teachers, and parents asserted that this oath demonstrates the values the school has for students, who are referred to consistently as "scholars." School leaders and teachers believe the school oath is a self-fulfilling statement that promotes the school values of scholarship, effort, and good citizenship. School leaders, student support staff, and parents also indicated the school had supportive partnerships with Long Island Jewish Mental Health Clinic with referrals for students and families. The school collaborates with Cornell University to provide nutrition classes for the Student Council and for parents. The City Harvest Food Drive supports school constituents with supplemental food and was instrumental in feeding families from the school that were displaced after the storm that devastated the area. Because school constituents share an understanding of how the school community is safe and conducive to learning, this fosters a sense of ownership that leads to improved 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.

- Interviews and document review indicated that teachers and support staff work together during weekly data sessions and regular student inquiry meetings to learn to use data aligned to academic and social emotional developmental health needs. School leaders and special education teachers use IEPs and interim benchmark data to measure student growth and subsequent need for related services. The school leaders have also developed a Behavior Intervention Plan support for teachers by accessing central NYC Department of Education (DOE) and CFN 611 resources. The PBIS team and the pupil personnel team (PPT) each meet monthly to support students identified with social emotional learning (SEL) needs. The school has multiple means for supporting teachers to use data to improve unit and lesson planning, and school leaders have used data to reduce incident reports of student misbehavior. However, teacher interviews and observations indicated the lack of teacher understanding of interim assessment results. Teachers do not understand how to apply data to address student social and emotional developmental needs. Consequently, students do not yet demonstrate consistent social and emotional developmental growth leading to academic improvement, especially among student subgroups.

<b>Tenet 6 - Family and Community Engagement:</b> 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.	<b>Tenet Rating</b>	<b>D</b>
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**Debriefing Statement:** The school is responsive to families, communicating school and student goals and providing workshops at different times of the school day; however, the school has not provided PD to the teaching staff to strengthen the existing partnerships that further student academic progress and social emotional growth.

**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 IIT team found the school atmosphere welcoming and one that fosters a feeling of belonging and trust among school constituents. Interviews with parents, students, and staff indicated that the school leaders have an open-door policy that ensures appropriate access. Document review and interviews indicated that the school has monthly meetings that occur at different times of the day to accommodate parents’ work schedules. The school has agendas and attendance records for Parents Association meetings and SLT meetings that show increasing parent and family participation. The school sends notices for the meetings and other school documents in all languages spoken in student homes in a variety of modes including flyers, letters, and telephone messaging systems, a school website, and e-mail. Interviews indicated that the school gave each student in grades three through five a student planner. The planners are small notebooks for students to keep track of daily assignments, and include notes from teachers to students to share with parents, and to invite parent replies to the teachers’ notes. The planners also state the school mission and vision, attendance policy, behavior protocols and school calendar. Consequently, the school encourages families to engage freely and frequently with the school, which leads to increasing student social and emotional success and academic improvement.

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.

- Interviews and document review indicated the school has engaged in effective planning and reciprocal communication with families. The school holds monthly “Let’s Talk About” meetings for community stakeholders. These meetings offer parents an opportunity to talk to the school leaders and CFN 611 support staff about their “wonderings and wows” concerning the school culture, learning environment, and pedagogy. School leaders and CFN support staff incorporate the issues discussed to guide the school on its “next steps.” The first of these “next steps” suggested involving the school community in revising and understanding the school mission and vision statements and sharing the school oath that students recite daily after the “Pledge of Allegiance” each morning. The school leader and several staff members are bilingual in Spanish and English and ensure accurate translation of documents. Translators are available for parents during conferences with

teachers, and for any other reason upon request, and are always available whenever the school is open. The school has a new website that it launched in February 2013 in addition to a monthly newsletter to communicate with parents and community stakeholders. Because of the planning and communication strategies in which the school engages, student strengths and needs are identified and the information is used to support 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 community collaborates with families and community agencies to promote and provide PD. School leaders indicated that the school was awarded a NYC Parent Academy grant for the 2012-13 school year. The NYC Parent Academy is part of the NYCDOE program to create partnerships between families and schools. The school indicated that it used the grant funds to provide monthly interactive workshops to assist parents with advocating for and nurturing their children's education. Childcare and food are provided at these workshops to encourage broad family participation. Teachers indicated they also participate in the workshops. Interviews and document review showed the school developed partnerships with FE to present parent workshops on social emotional learning to ensure family and teachers shared an understanding of cultural sensitivity. The school has a parent coordinator who acts as a liaison and translator as necessary whenever parents visit the school, and who also develops and presents workshops for parents. Documentation showed this included a Title I workshop to explain the CCLS. The school also presented a workshop for parents on the curriculum the teachers are developing. The school collaborated with Cornell University to present workshops on nutrition. Consequently, across all academic and social emotional developmental health areas, the school is providing PD to support and improve student success.

**Areas for Improvement:**

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

- Interviews with school leaders and document review indicated that the school is working with families to enable them to understand and use data centered on student learning. Further, school leaders shared the 2012 Learning Environment Survey results during a Title I parents meeting in September. The school leader indicated that she gives monthly reports on school academics and issues during the Parent Association meetings. Interviews with students and parents indicated that they receive monthly progress reports. The school leader also indicated she shares all DOE Quality Review Progress Report findings with all school stakeholders. Parents indicated, however, that they were uncertain of the purpose for various assessments, or what the various measures meant for their children or for the school, and they wanted more information on how to support their children to be more successful in school. Because teachers were not certain how to use the variety of data collected for students to inform instruction, they did not communicate clearly to parents what the data meant so that parents could support the teachers' efforts. The communication breakdown

among teachers, parents, students and other school constituents around data hampers learning by limiting student success and parental empowerment to advocate on behalf of their children.

## **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:

- 2.3: Encourage staff to use systems that are dynamic, adaptive, interconnected, and lead to the collection and analysis of outcomes. Support and advocate for practices in areas that influence school and student progress and achievement, which include feedback loops and examples of best practices connected to student achievement. Communicate pertinent school goals that are timely, transparent, and widely available to all stakeholders.
- 2.5: Develop and implement a system for frequently observing targeted teacher practices throughout the school year that result in relevant feedback and teacher improvement plans. Use student data, feedback from formal and informal observations, and PD opportunities connected to improvement plans and conversations to provide supports to teachers and other staff members. Conduct periodic check-ins of other staff members, especially those supervising subgroups of students who are experiencing achievement and developmental lags, i.e., special education and English language learner supervisors. Ensure that check-ins lead to an understanding of the next steps that are necessary to yield a positive year-end evaluation rating.

### **Tenet 3: Curriculum Development and Support**

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

- 3.2: Provide systematic and consistent support to all teachers across grades and subjects appropriately aligned to rigorous and coherent CCLS curricula. Work with teachers to ensure that the implemented curricula appropriately align to the CCLS. Use cohesive and comprehensive curricula that include clear, descriptive units of studies appropriately aligned to standards and consider what students need to know across all grades.
- 3.3: Develop and use pacing calendars or guides and coherent CCLS-aligned unit plans across all content areas, and organize the content in a logical progression of sequenced and increasingly more complex materials. Use daily and weekly meeting periods to collaborate in examining and revising coherent CCLS-aligned curriculum unit plans to ensure that the CCLS instructional shifts incorporate all subject areas. Collaboratively develop, share, and use CCLS-aligned lesson plans in all content areas with a focus on higher-order questioning and discussion, and multiple points of entry to engage all students in higher-order thinking and analysis of information.
- 3.4: Develop opportunities for teachers to work in partnerships within and across grades and subjects both vertically and horizontally on a regular basis, targeting what is taught and why it is taught.
- 3.5: Collect timely, summative and formative data, including screening, interim measures, and progress monitoring, and provide PD in its use to teachers and other instructional staff so that they can assess school effectiveness, identify school needs, and promote high levels of learning and success.

#### **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: Develop unit and lesson plans that are informed by data, including summative, interim, attendance, New York State English as a Second Language Acquisition Test (NYSESLAT), and grade-level goals for all groups of students. Use instructional practices and strategies that are aligned to unit and lesson plans, include accommodations for students with disabilities, support the linguistic needs of ELLs, and provide instructional interventions to students that lead to inquiry and engagement. Create short- and long-term goals for groups of students based on grade-level benchmarks that lead to student involvement in their own learning.
- 4.3: Use instructional practices appropriately aligned to CCLS curriculum maps to instruct students that lead to improved academic performance. Provide students with a wide variety of ways to engage in learning that enable students to achieve their targeted goals.
- 4.4: Create environments in which there is a common understanding, recognition, and use of 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 higher-level questions aligned to instructional materials that contain high levels of text and content complexity.
- 4.5: Analyze a variety of data sources to provide information for instructional decision-making, including student grouping and instructional strategies. Use targeted plans to adjust student grouping and instructional strategies based on data for most students. Provide students frequent feedback based on the analysis of timely data and information about next steps.

#### **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: Develop and implement a plan where school leaders, student support staff and teachers work together to develop an understanding of how to use data to address students' social and emotional developmental health needs that align to academic and social success.

#### **Tenet 6: Family and Community Engagement**

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

- 6.5: Provide the school community a wide range of learning opportunities to elevate its understanding of student data. Share data with the school community in a way in which families can understand student learning and successes and are encouraged and empowered to advocate for support for their children's needs.