



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code/DBN	33-16-00-01-0243
School	The Weeksville School, PS 243
School Address	1580 Dean Street, Brooklyn, New York 11213
District	New York City Community School District 16
School Leader	Karen Hambright-Glover
Dates of Review	May 7-8, 2013
School Accountability	Focus
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	PK - 5	Total Enrollment	357	Title 1 Population	91%	Attendance Rate	91.3%				
Free Lunch	0%	Reduced Lunch	93%	Student Sustainability	%	Limited English Proficient	2.8%	Students with Disabilities	17.6%		
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	2	#Consultant Teaching	0	#Integrated Collaborative Teaching	5						
# Resource Room	1										
Types and Number Special Classes											
#Visual Arts	1	#Music	0	#Drama	0	# Foreign Language	0	#Dance	0	#CTE	0
Racial/Ethnic Origin											
American Indian or Alaska Native	0%	Black or African American	78%	Hispanic or Latino	19%	Asian or Native Hawaiian/Other Pacific Islander	2%	White	0%	Multi-racial	0%
Personnel											
Years Principal Assigned to School	8	# of Assistant Principals	1	# of Deans	0	# of Counselors / Social Workers	1				
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	0	% Teaching with Fewer Than 3 Yrs. of Exp.	1%	Average Teacher Absences	4				
Overall State Accountability Status (Mark applicable box with an X)											
School in Good Standing		Priority School		Focus District		Focus School Identified by a Focus District	X	SIG Recipient (a) (g)	N/A		
ELA Performance at levels 3 & 4	36%	Mathematics Performance at levels 3 & 4	47%	Science Performance at levels 3 & 4	80%	4 Year Graduation Rate (HS Only)	N/A				
Credit Accumulation (High School Only)											
% of 1 st yr. students who earned 10+ credits	N/A	% of 2 nd yr. students who earned 10+ credits	N/A	% of 3 rd yr. students who earned 10+ credits	N/A	6 Year Graduation Rate	N/A				

Did Not Meet Adequate Yearly Progress (AYP) in ELA
(Mark an "X" in the field(s) where school is identified for not meeting AYP.)

	American Indian or Alaska Native		Black or African American
	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) in Mathematics

	American Indian or Alaska Native	X	Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
X	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) 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
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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. Strengthen teacher practice by building a common language and understanding of high quality instruction. By June 2013, the Principal and the Assistant Principal will conduct at least eight (8) informal observations of each teacher utilizing selected competencies from Danielson's Framework for Teaching Rubric (e.g., *3b: Using questioning /prompts and discussion*) and use the results to provide more immediate, frequent, high quality feedback.
2. Improve math achievement for all students, with a particular emphasis on reducing the achievement gaps that currently exist for students in certain subgroups including students of color, low-income students, English language learners (ELLs), and students with special needs. This goal also addresses providing challenges for our highest-achieving students. Specifically, we aim to raise the performance index and the percent of students performing at the proficient (Level 3) and advanced (Level 4) levels on the New York State Mathematics exam by three to five percentage points.
3. Improve English language arts (ELA) achievement for all students, with a particular emphasis on reducing the achievement gaps that currently exist for students in certain subgroups, including students of color, low-income students, ELLs, and students with special needs. This goal also addresses providing challenges for our highest-achieving students. Specifically, we aim to raise the performance index and the percent of students performing at the proficient (Level 3) and advanced (Level 4) levels on the New York State ELA exam by three to five percentage points.
4. During the 2012-2013 school year, 100% of teacher teams will use schoolwide formative and summative data, and New York City and New York State assessments as a means to disaggregate data to identify students who need: 1) to be targeted for additional instructional support to become proficient in ELA and 2) to improve teacher practices to increase the proficiency of students needing to reach Level 3 in ELA.

ELA-ALL STUDENTS		ELA-SWD		MATH-ALL STUDENTS		MATH-SWD	
2011	2012	2011	2012	2011	2012	2011	2012
33%	36%	5%	9%	40%	47%	19%	25%

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

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

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

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

#	Statement of Practice	H	E	D	I
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.			X	
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.			X	
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.			X	
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments, and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.				X
OVERALL RATING FOR TENET 3:				D	

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

#	Statement of Practice	H	E	D	I
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.				X
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.			X	
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.			X	
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.			X	
OVERALL RATING FOR TENET 4:				D	

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

#	Statement of Practice	H	E	D	I
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.			X	
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.				X
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.			X	
5.5	The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.			X	
OVERALL RATING FOR TENET 5:				D	

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

#	Statement of Practice	H	E	D	I
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.		X		
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.		X		
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.			X	
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.			X	
OVERALL RATING FOR TENET 6:				D	

School Review Narrative:

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.	Tenet Rating	D
<p><u>Debriefing Statement:</u> The school leader has prioritized the allocation of resources for instructional support in higher grades; however, resources are not being devoted to improving instruction in lower grades. As a result of an inefficient use of resources, lower grade students lack the skills necessary to meet the rigor required of the Common Core Learning Standards (CCLS).</p> <p><u>Strengths:</u></p> <p>2.4 <u>The school has received a rating of <i>Effective</i> for this Statement of Practice:</u> Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.</p> <ul style="list-style-type: none">• The school leader has made effective decisions regarding the use of human, programmatic, and fiscal capital to support school goals. The school leader and staff stated that a change in the master schedule allowed cluster teachers time in the morning to provide academic intervention services (AIS) to students. Cluster teachers received training in conducting reading and mathematics interventions, and are assigned six to seven students to work with for the first hour of the school day. The school leader stated that she has instituted breakfast in the classroom as a way to ensure that students are getting a good breakfast and to encourage positive teacher-student relationships. The school leader also reported the introduction of Integrated Co-Teaching (ICT) classes as a way to provide more inclusive supports to the school’s students with disabilities group. The school leadership supports the ICT staff with professional development (PD) from the Network Teams provided by the New York City (NYC) School Support Organization, and by pairing staff members with experienced teacher mentors. The school leader makes sound decisions regarding the utilization of available resources, which increases opportunities for achieving schoolwide goals and promotes continuous school improvement. <p><u>Areas for Improvement:</u></p> <p>2.2 <u>The school has received a rating of <i>Developing</i> for this Statement of Practice:</u> Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Education Plan (SCEP).</p> <ul style="list-style-type: none">• Although the school leader worked with the school leadership team to create a vision and mission for the school, groups within the school community could not describe a connection between the school vision and the schoolwide goals outlined in the School Comprehensive Education Plan (SCEP). As stated in the Diagnostic Tool for School and District Effectiveness (DTSDE) self-assessment provided by the school, the mission of the school is “to produce literate, lifelong learners who are visionary and productive, aware of self, accepting of cultural differences, sensitive to others, and who apply knowledge to make morally responsible decisions in an ever-changing global society.”		

The mission statement further asserts that the school will provide “a challenging, relevant, multicultural, integrated curriculum taught by caring, competent, motivated, accountable staff committed to the success of all students in a safe, orderly environment conducive to learning in partnership with our entire parent community.” The Integrated Intervention Team (IIT) observed this mission posted throughout the school. In general, stakeholders described the mission of the school as ensuring that students achieve academic excellence. Students stated that teachers wanted students to get a quality education so they could get a good job or go to college. Parents stated that the mission of the school was to make sure that all students pass tests and exceed grade level expectations. One staff member stated that the mission was to help “all children strive to reach their personal best.” The school priorities, as outlined in the SCEP, include strengthening teacher practice through more frequent observations; raising the performance levels of students on the New York State (NYS) mathematics and ELA assessments; and using data to inform instructional decisions and impact student achievement. Lack of a clearly understood mission and distinct connection between the mission and school priorities prevents each group of stakeholders from making a meaningful contribution to the forward movement of the school, which limits progress toward achieving schoolwide goals.

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

- The school leader has some tools in place for monitoring student achievement, and supports the use of teacher best practices that lead to improved classroom instruction. The school leader stated that there are a variety of tools that staff use to collect and analyze student achievement data, including the Achievement Reporting and Innovation System (ARIS), Acuity predictive or instructionally targeted assessments, mCLASS:Math early math assessments, Fountas and Pinnell reading level assessments, curriculum-based unit tests, child study team teacher reports, running records and Dynamic Indicators of Basic Early Literacy Skills (DIBELS). The school leader also stated that the use of Teachscape, an educator observation and evaluation platform, allows for more frequent teacher observations with a focus on two Danielson domains: 1) using assessment to drive instruction and 2) questioning and discussion techniques. The review of the schedule showed monthly common planning periods for each grade level and according to the school leader, staff meets vertically once a month to discuss student data and strategies for improving instruction within all subgroups. Through discussions with staff and a review of documents, however, the IIT saw little evidence that these structures are monitored effectively enough to ensure the greatest instructional benefit. According to staff, grade level leaders meet with school leaders to generate agendas for team meetings, but the IIT found little evidence that use of data and instructional practices were required topics for each meeting. Additionally, although a review of the schedule showed common planning periods for each grade, no formal schedule of grade level meetings existed. Without a clear system for monitoring practices in critical areas, or explicit expectations for staff accomplishments, the school will not make progress towards achieving its stated goals involving the use of assessment to drive instruction and effective questioning and discussion techniques, which limits opportunities for rigorous CCLS-aligned instruction and slows student

achievement.

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 school leaders and staff accountable for continuous improvement.

- The school leader has instituted an observation process that includes frequent observations and feedback; however, the feedback does not address strategies for improvement in areas the school has currently targeted. Both the school leader and staff stated that teachers are observed frequently during the school year using the Teachscape platform. According to staff, new hires are observed twice formally, and informally four additional times per year, while more experienced, tenured staff receives at least three informal observations a year. As reported in the school self-assessment, observations are scheduled weekly by grade level and conducted by different members of the school leadership team. Feedback is provided to staff immediately via email, and during one-on-one conversations. Although staff members stated that the feedback was useful, IIT review revealed that it did not provide staff members with suggestions for instructional strategies to use with specific groups of students, particularly students with disabilities and English language learners (ELLs); provide any resources or suggestions for PD in areas of observed need; or define a timeline for instructional improvement in identified areas. Additionally, the feedback did not reference the use of questioning techniques or strategies to increase depth of content knowledge; both areas that the school leader and staff stated were current areas of focus within the school. As a result of the disconnect between stated school goals and the staff observation process, staff members are not given the direction or resources they need to achieve continuous improvement, which decreases opportunities for student engagement and understanding.

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 has worked to align current English language arts (ELA) and mathematics curricula to the CCLS. However, implementation of the curricula has been inconsistent. Consequently, students are not receiving the rigorous instruction necessary to support the higher-order thinking skills and depth of knowledge required by the CCLS.

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 CCLS in Pre K-12.

- The school leader and staff have worked to align their current ELA and mathematics curricula to the CCLS; but structures within the school do not support a consistent transition to new CCLS-aligned programs of study chosen for the 2013-14 school year. Through interview, reviewers learned that staff has been working to align the current reading and language arts curriculum, *Story Town*, and mathematics curriculum, *Everyday Mathematics*, to the CCLS. The school leader reported that lead teachers from each grade level have been working with content area coaches and NYC School Support Organization Network Teams to ensure alignment. Coaches have been sent to CCLS training, and staff has been asked to design curriculum maps around the CCLS and teach four CCLS performance modules at each grade level yearly. In a review of lesson plans and during class visits, though, the IIT found little evidence of the instructional shifts being incorporated into lessons as required by the CCLS. The school leader stated that during the 2013-14 school year, the school would implement new CCLS-aligned reading/language arts and mathematics curricula, namely, *ReadyGEN* and *GO Math!* modules. The school leader reported that PD on the implementation of *ReadyGEN* has not yet been offered because the publisher, Pearson, has not yet completed the curriculum for delivery to schools and teachers would most likely “work on their own” over the summer to familiarize themselves with the curriculum; whereas, *GO Math!* was piloted during the afterschool program, lessening the need for PD. Staff has not internalized the CCLS instructional shifts while working with lead teachers and coaches, and PD on the newly chosen CCLS-aligned curricula has yet to occur; therefore, staff has not been provided with the necessary structures and supports to facilitate effective implementation of CCLS-aligned instruction, which limits student exposure to the content necessary to ensure college and 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 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.

- Although staff has received PD on the CCLS and has been working with coaches to align curriculum, staff has not yet begun to create unit and lesson plans that stimulate higher-order thinking and build deep conceptual knowledge of content. The school leader reported that staff has been provided with PD on the use of Webb’s Depth of Knowledge (DOK), which has been used to focus school instructional improvement efforts for the 2012-13 school year. The IIT reviewed several unit and lesson plans and found that while appropriate CCLS-aligned lessons were planned, the strategies and materials meant to stimulate higher-order thinking as described in DOK were not identified for use during lessons. Additionally, during IIT classroom visits, the team saw little evidence of instruction incorporating the instructional shifts as required by effective CCLS implementation. In most classes, the IIT observed students completing non-rigorous, non-challenging tasks, such as completing worksheets. Since staff has not yet mastered planning for rigorous CCLS-supported instruction, students are not receiving the quality of instruction that allows them to engage in higher-order thinking or undertake challenging tasks and activities that lead to deep conceptual understanding of content, which limits the potential for student achievement.

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.

- The school has a schedule that supports common planning time for staff; however, a formal structure for holding meetings during this time is not in place, which leaves staff unable to adequately use common planning time to create cross-curricular materials and activities for students. According to the school leader and staff, there are five common planning periods per week for each staff person, and the school leader is flexible about allowing teams to choose when to meet during the week. In an interview with the IIT, the school leader reported that teachers meet twice a month by grade level; one meeting is supervised by a school leader with a focus on operational issues, and the second meeting with the content area coach is focused on curriculum. As written in the self-assessment, the emphasis of the monthly meeting with the school leader is on “teacher effectiveness, improving student outcomes, and designing coherent units and lesson plans.” The school leader stated that teacher team meetings are supposed to occur monthly, however the meetings did not happen that frequently this year. The school leader reported that the need for teacher coverage was often a cause for cancellation of team inquiry meetings, and that “the school will be voting on a school based option in order to change the schedule and solidify the meeting time for inquiry meetings.” According to staff, grade level leaders meet with a school leader to generate agendas for team meetings, but the IIT found little evidence that meetings followed an agenda supporting the expectation that staff use common planning time to create interdisciplinary units or lessons. Neither the school leader, nor the staff mentioned interdisciplinary instruction during IIT interviews. When interviewed by the IIT, students stated that they receive art instruction once a week, and that they do not receive music instruction. When reviewers asked students what they would like to change about their school, students stated that they wished the school would institute drama, glee, and book clubs, put on plays and offer sports activities. Since school leaders have not established clear expectations for staff accomplishments during common planning time, staff is not using the time to create interdisciplinary units of study that include music and art; therefore, students are not being offered an opportunity to engage with cross-curricular content, which limits their ability to be academically successful.

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.

- The school community has access to data regarding student achievement; however, the school leader does not have structures in place to support staff in becoming proficient in analyzing data to plan for instruction and assess student progress. According to the school leader, the school data specialist works with content area coaches to collect data monthly from lead teachers and the testing coordinator. Staff members stated that data binders containing data from Acuity benchmark assessments, mCLASS:Math results, and teacher-created assessments exist for each student. During class visits, though, the IIT saw data binders in only a few classrooms. Staff stated that teacher teams use data at their monthly meetings to inform instruction, and that the use of data aids with planning student grouping strategies and helps teachers target student strengths and weaknesses. Yet, when asked by the IIT how data is connected to choosing appropriate instructional planning a staff member responded, “I don’t know how you would connect them.” The IIT, in a review of team

agendas and unit and lesson plans, did not find evidence of any connections between data and instructional strategies. Staff stated that student groups changed less than four times a year, and that benchmark assessments given three times yearly were typically the impetus for any changes made. The school leader stated, “Teachers need to be better at using assessment data.” However, the IIT did not find evidence of systematic support provided to staff members in effective data usage. Since staff members are struggling with connecting data to instructional adaptations designed to target student needs, they are limited in their ability to develop instructional plans that address the varying needs of students, which slows student achievement.

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

Tenet Rating

D

Debriefing Statement: Instructional staff has access to a wide variety of assessment data that helps to inform instructional practices. However, it does not appear that teachers are consistently using this data to make instructional strategy decisions or differentiate instruction for different groups of learners, such as high achieving students and students with disabilities. As a result, students are not receiving instruction tailored to their individual needs that both appropriately challenges and develops higher-order thinking skills, and addresses basic academic foundational skills.

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 *Ineffective* 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.

- Although teachers create and use curriculum maps and daily lesson plans to move students toward an understanding of particular concepts and content, most plans were not based on student achievement data, did not include strategies and practices that promote high levels of student engagement and inquiry, and did not provide modifications for particular subgroups. The IIT reviewed curriculum maps from each grade and content area, and lesson plans from classes visited during the review. The unit plans included essential questions, lesson objectives, a summary of the instructional content, the CCLS and resources appropriate for the topic. Plans did not provide modifications for different subgroups of students or for students experiencing difficulty in identified areas. The IIT observed that the lesson plans did not follow a common structure or include strategies for higher-order questioning. Reviewed plans focused mainly on the instructional content and the activities associated with the lesson, however, in many plans the connection between the activities and the content was not explicit. Additionally, the plans reviewed did not reference student data, or include instructional strategies that the teacher could use to address specific skill weaknesses. Since staff is not using data to inform instruction and is not planning scaffolds to support students, students are not receiving instruction that addresses areas of identified weakness

and supports a greater understanding of content and concepts, which limits the potential for students to meet their 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.

- Instructional staff is not providing consistent CCLS-based instruction leading to multiple points of access for all students. During classroom visits, reviewers observed staff members using student-grouping strategies as part of the instructional activity, however it was not clear that the use of data played any part in establishing the student groups. Additionally, use of the DOK framework had been reported to be a focus of PD, although reviewers did not see staff applying it in any of the lessons or activities observed. In some classrooms visited, students were engaged in activities in which the connection between the activity and the lesson content was not explicitly established; when asked, students were not able to describe the objective of the activity to the IIT. In another classroom, students were highly engaged in planning for a “data party,” in which they were tasked with creating, delivering and analyzing a survey about what students would like to eat at a party. Although students were engaged in this activity, the task was not demanding, covered material that students stated they were very familiar with, and the teacher did not require students to use academic language when discussing the results of the survey. The IIT also visited an integrated co-teaching classroom where students were grouped for an activity, but a paraprofessional was providing an entirely separate lesson to the students with disabilities group. A lack of rigorous, explicit, data-informed instruction that all students can participate in prevents high levels of student engagement, which limits students’ ability to achieve targeted goals.

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

- Despite communicating schoolwide behavioral expectations that support a safe educational environment to students and their families, staff members are not encouraging high levels of student engagement or stimulating student thinking through the use of high level texts or questioning strategies as established in the DOK taxonomy. During classroom visits, the IIT observed that most students behaved appropriately, asked questions, and participated in activities without prompting from the teacher. The IIT did not observe students engaging with complex texts or responding to high level questioning from teachers, though. Students reported that teachers did have expectations for their behavior, giving examples such as “no back talk and no drama” and “be respectful, stay in your seat, and keep your hands to yourself.” Students stated that they felt they could talk to the school leader or staff members when they had problems. During an interview with the IIT, staff stated that the school has made big improvements in managing student behavior in the past few years. According to teachers, students can now be removed from the classroom if they require more direction, and there is more positive reinforcement occurring through incentive use. Parents reported consistent disciplinary standards throughout the grade levels, the teacher’s intolerance of bullying, and that the staff “follows the lead of Ms. Hambright.” When asked if they thought teachers had high expectations for students, parents replied, “It depends on what teacher

you have.” In order to support gains in student achievement and develop greater depth of knowledge, the school community must build upon its existing safe environment and create consistent academic expectations for all students that lead to 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.

- Staff has a variety of data sources at their disposal to inform lesson planning; however, the staff only uses data in a general way to plan lessons and group students, and students are not always advised of the skills they need to improve on. According to the school leader, the staff has been focusing on using assessment in instruction to prevent students from “falling through the cracks.” Staff members are also exploring methods for grouping students based on data, and making projections for how group academic performance on state assessments should change over time. In support of this effort, the school leader has reached out for Network Team training on using data for student grouping purposes. The IIT, in a review of team agendas and unit and lesson plans, did not find evidence of routine connections made between data and instructional strategies, though. Students stated to reviewers that they received feedback from teachers on their work and in most cases, had an opportunity to correct work based on teacher provided examples. Students also reported that they have used rubrics in class, however they did not understand what the levels of the rubric represented. Students explained that it was confusing to get a level rating with no other information from the teacher describing why they received that rating. Teachers are not using data to inform instructional practices beyond student grouping and students are not clear about the skills that they need to improve on; therefore, students are limited in their ability to participate in their own learning in areas that have been strategically targeted by teachers, which limits student achievement.

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

Tenet Rating

D

Debriefing Statement: The school has structures in place to ensure a safe and respectful environment for all stakeholders; however, the school does not have an overarching program and curriculum designed to support the social and emotional development of students. As a result, the school’s ability to help students develop the skills that lead to healthy relationships and promote academic success is limited.

Strengths:

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

Areas for Improvement:

5.2 **The school has received a rating of *Developing* for this Statement of Practice:** The school has begun to

develop overarching systems and partnerships that support and sustain social and emotional developmental health.

- The school is in the process of developing a system to address the social and emotional needs of students; however, a lack of resources is an impediment to progress. As documented in the self-assessment, the school has a child study team (CST) that “provides a school-based mechanism to enable school personnel to meet the individual needs of children who are having difficulty in the school setting.” According to the school leader, the team consists of the school leadership, an individualized education program (IEP) teacher, a testing coordinator, the school nurse, the school psychologist, a social worker, an attendance teacher, a special education teacher support services (SETSS) teacher, a family worker, a speech teacher and an English as a second language (ESL) teacher. The school leader reported that the team meets weekly, and facilitates a response to intervention (RtI) strategy that ranges from a minor classroom accommodation to an intensive intervention for each case brought before the team. The school leader stated that staff is required to provide Tier I interventions with students before referring the student to the CST. Staff reported that they have received limited PD on how to support the implementation of RtI strategies and have had to purchase their own RtI materials. Staff also reported the loss of two school counselors. In addition, while the school has partnerships with the Interfaith Medical Center and its Community Counseling program to deliver family support, parents and students are not taking advantage of the opportunities. A lack of resources dedicated to furthering the development of a system designed to support student social and emotional health has limited the school’s ability to affect the social and emotional health of their students, which slows academic growth.

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

- School leaders have established a vision in which the school provides “a strong, loving, caring and nurturing environment where students can thrive.” However, the school community does not have a clear understanding of the steps required to translate this vision into specific learning experiences for families, teachers and students. The IIT found no evidence that the school had identified the skills and behaviors needed to address the social and emotional health of students or had connected them to teaching opportunities. There is also no specific curriculum or program in place to support the social and emotional health of students. In addition, staff reported that they had not received PD on how to support the implementation of RtI strategies or build their ability to sustain the social and emotional development of students. Without a clear connection between the school vision and resources such as the counselors, materials, and PD allocated to support the social-emotional development health of students, the school community is limited in its ability to assist students in gaining the necessary social and emotional skills in a safe and healthy environment.

5.4 The school has received a rating of *Developing* for this Statement of Practice: All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.

- The school community generally believes the school is safe and conducive to learning; however, staff and parents were not able to state the school vision as it relates to the social and emotional

development of students. During a conversation with the IIT, staff stated that the school had made improvements in managing student behavior over the past few years. According to teachers, students can be removed from the classroom if they require more direction, and there is more positive reinforcement through use of incentives. Although staff and parents were able to describe activities the school had in place to foster a sense of safety, such as advisory, neither group could explain how these activities were related to their understanding of the overall school mission and vision. As a result, the school community is limited in its ability to identify and implement effective long-term strategies to support student social and emotional developmental health needs.

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.

- Although the school leader and school support staff have a limited system in place to respond to students' social and emotional developmental health needs, there are no strategies in place to address staff members' ability to use data to meet these needs. The student support staff stated that they use teacher reports, attendance data, health data, intervention data and social histories to determine student needs. Student support staff reported that they then determine the appropriate supports aligned with the themes and units established for each grade level, assess student progress with teacher input, and evaluate intervention effectiveness. During interviews with reviewers, though, instructional staff members reported that they had not been offered PD on RtI strategies or on using data to respond to the social and emotional developmental health needs of students. A lack of PD designed to provide the entire school staff with training in the data informed delivery of services and supports prevents the school community from leveraging every adult to meet the social and emotional needs of students, which limits opportunities for academic and social growth.

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 has created a welcoming environment for parents where communication regarding student progress is consistently encouraged. However, the school is only in the beginning stages of showing parents how to understand and use the student data communicated to them in ways that support increased academic 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 leader and staff have worked to create a school environment that is welcoming to students and families. As stated in the school self-assessment document, the school reaches out to families through the Weeksville Parent-Teacher Association (PTA), monthly parent workshops, the parent volunteer program, the Learning Leaders program, and Second Cup of Coffee parent meetings hosted by content area coaches. School leaders also work to make sure that parent voices

are recognized on the school leadership team. Parents reported that school leaders and staff members invite them to meetings involving the school budget, the accountability status of the school, and the implementation of the CCLS. In order to raise parent attendance at PTA meetings, the school holds two separate meetings to accommodate working parents; one is held in the morning and the other in the evening, according to parents. Parents also stated that all notifications are sent home in English and Spanish. Establishing an environment in which regular communication and activities encourage families to frequently engage with the school over events related to student learning increases the opportunity for 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 has an effective system in place for communicating with families about student academic strengths and weaknesses. The school leader, staff and parents stated that in addition to report cards being sent out quarterly, progress reports are sent to parents three times yearly. The school leader reported that parents have access to their student's classes through the school website, which also translates class information into fifty different languages. Parents reported that the school leader and staff are very accessible; parents are reportedly able to make appointments with school leaders or staff members for in-school or phone conferences at any time. Parents also stated that teachers provide both written and verbal feedback on student assessments. The school engages families in conversations regarding student academic achievement, which promotes increased student outcomes.

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.

- Although the school has established partnerships with community agencies to provide services to students and families, the ability of the staff to make connections between the families and services is limited and staff has not received PD on strategies to enhance partnerships with families. According to the school's self-assessment, the school has partnerships with a number of outside organizations, which include the Brooklyn Arts Council, Arts for All, Change for Kids, Ballet Tech, and the Madison Square Boys and Girls Club. The school leader stated that teachers and the school's parent coordinator are aware of the partnerships, and refer families when appropriate. In some cases, the CST will also make referrals. According to school support staff, the school also maintains a partnership with the Interfaith Medical Center and its Community Counseling program. However, student support staff reported that no one from the program is currently coming to the school to provide services. Student support staff further stated that they have received limited PD on working with families, which restricts their capacity. As a result, the school community is not realizing the potential of its partnerships, and staff is limited in their ability to support families with social and emotional issues, which slows student 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.

- The school leader and staff share data with families regarding the academic achievement of students; however, the school is only beginning to provide a variety of learning opportunities created for families to elevate their understanding of student data and learn how to use it to advocate for student supports. Through document review, the IIT learned that the school shares data with families through access to ARIS, monthly data meetings hosted by the school's parent coordinator, working with the parent volunteers at Learning Leaders and through the New York City Parent Academy. Parents reported that the school also communicates data through the school website, during the open house event and through individual appointments that parents can make with the staff or school leader. Teachers also reported discussing data with parents during report card conferences and as part of the progress report process, and the school leader stated that content area coaches have hosted parent information nights to discuss the CCLS and school achievement data. Yet, according to parents, limited opportunities exist for families to learn how to use the data they have access to. A lack of comprehensive dialogue between the school and families regarding how data can be used to improve student achievement in specific and targeted ways limits the school's ability to involve all stakeholders in supporting student success.

Recommendations:

Tenet 2: School Leader Practices and Decisions

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

- 2.2: Work with parents, students and staff to revise the current mission and vision so that it aligns directly with the goals of the SCEP and the most pressing priorities of the school.
- 2.3: Create a formal structure in which teams are required to meet specific objectives at each team meeting and monitor progress toward achieving school priorities through team meeting agendas, meeting discussion notes, and staff observations.
- 2.5: Revise the current observational feedback structure to ensure that staff is receiving targeted feedback and resources related to the most pressing school priorities. Monitor staff progress on these school priorities and follow up with additional support or accountability measures.

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 staff with comprehensive PD in CCLS-aligned curriculum implementation with a focus on incorporating the instructional shifts as required by the CCLS. Revise the structure of team meetings with content area coaches by creating a formal structure in which teams are required to meet specific objectives. Include a monitoring process to evaluate progress toward achieving school priorities through examination of team meeting agendas, meeting discussion notes, and staff observations.
- 3.3: Focus teacher observation criteria and team agendas on the areas of higher-order questioning and instructional planning that incorporates the CCLS shifts. Require staff to include strategies for incorporating higher-order thinking in each lesson plan.
- 3.4: Develop clear written expectations and outcomes for grade-level team meetings. Include critical areas that must be covered, such as curriculum content, data analysis, and instructional strategies in order to ensure that student needs are addressed and progress targets met.
- 3.5: Provide additional PD for staff on connecting data results with instructional practices. Require staff to reference how interim assessment data has informed lesson planning.

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: Provide additional PD for staff on connecting data results with instructional practices and creating goals for students based on their skill level. Require staff to include appropriate scaffolding within lessons for students with specific skill deficiencies, students with disabilities and ELLs.

- 4.3: Provide additional PD for staff on connecting data results with instructional practices and creating goals for students based on their skill level. Require staff to address in their lesson planning ways in which instruction ensures rigor for all students.
- 4.4: Require staff to include higher-level questioning within lesson plans to ensure student engagement and inquiry.
- 4.5: Provide additional PD for staff on connecting data results with instructional practices and creating goals for students based on their skill level. Require staff to include appropriate scaffolding within lessons for students with specific skill deficiencies, students with disabilities and ELLs. Create a schoolwide plan for fostering student participation in the learning process.

Tenet 5: Student Social and Emotional Developmental Health

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

- 5.2: Provide additional resources to the school support staff in the areas of personnel and PD.
- 5.3: Work with the school community to identify a strategy for supporting the revised school mission and vision through a greater focus on the social and emotional developmental needs of students. Identify the resources necessary to implement the strategy.
- 5.4: Work with parent representatives to create a communication strategy for ensuring that all parents understand and can support the revised school mission and vision.
- 5.5: Provide additional PD to staff on the implementation of the RtI strategy.

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: Develop a method or tool for staff to utilize that ensures all students and families receive needed services in a consistent manner. The tool should facilitate effective plan development involving school staff, families and community stakeholders, and include a system for frequent check-ins with students and families. Provide staff with additional PD on working with families to support the social and emotional growth of students.
- 6.5: In partnership with the PTA, create student data (academic, behavioral, social and emotional) understanding and analysis training sessions to explicitly provide families with the skills needed to actively participate in, advocate for and support the school in improving student learning and promoting school success.