



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code/DBN	321100010089
School	PS 89 The Williamsbridge School
School Address	980 Mace Avenue, Bronx, NY 10469
District	New York City CSD 11
School Leader	Ralph Martinez
Dates of Review	February 11 – 12, 2013
School Accountability	Priority
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	Pre-K - 8	Total Enrollment	1354	Title 1 Population	66%	Attendance Rate	93.8%				
Free Lunch	66%	Reduced Lunch	7%	Student Sustainability	78%	Limited English Proficient	20%	Students with Disabilities	17.28%		
Types and Number of English Language Learner Classes											
#Transitional Bilingual		#Dual Language		#Self-Contained English as a Second Language	249						
Types and Number of Special Education Classes											
#Special Classes	7	#Consultant Teaching		#Integrated Collaborative Teaching	7						
# Resource Room											
Types and Number Special Classes											
#Visual Arts	1	#Music	0	#Drama	1	# Foreign Language	0	# Dance	1	CTE	#
Racial/Ethnic Origin											
American Indian or Alaska Native	1%	Black or African American	28%	Hispanic or Latino	48%	Asian or Native Hawaiian/Other Pacific Islander	9%	White	4%	Multi-racial	0%
Personnel											
Years Principal Assigned to School	3	# of Assistant Principals	3	# of Deans	3	# of Counselors / Social Workers	2/2				
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	0	% Teaching with Fewer Than 3 Yrs. of Exp.		Average Teacher Absences					
Overall State Accountability Status (Mark applicable box with an X)											
School in Good Standing		Priority School	X	Focus District		Focus School Identified by a Focus District		SIG Recipient			
ELA Performance at levels 3 & 4	34.1%	Mathematics Performance at levels 3 & 4	48.6%	Science Performance at levels 3 & 4	56.2%	4 Year Graduation Rate (HS Only)					
Credit Accumulation (High School Only)											
% of 1 st yr. students who earned 10+ credits		% of 2 nd yr. students who earned 10+ credits		% of 3 rd yr. students who earned 10+ credits		6 Year Graduation Rate					

Did Not Meet Adequate Yearly Progress (AYP) in ELA			
	American Indian or Alaska Native	X	Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
X	Students with Disabilities	X	Limited English Proficient
	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
X	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective			
	Limited English Proficiency		

Describe the school's top priorities (no more than 5) based on the school's comprehensive plans (SCEP, SIG, DCIP, etc.):

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

1. By June 2013, supervisory staff will conduct a minimum of four formative and two formal classroom observations and provide teachers with formative feedback and professional development to support improved practice in identified competencies and across the Danielson framework.
2. By June 2013, 3percent of all students, including English language learners and students with disabilities, will gain at least one year of progress in English language arts(ELA) and mathematics as measured by a pre-post comparison of proficiency rating scores on the spring 2012 and 2013 ELA and math New York State assessments.
3. By June 2013, all grade kindergarten to eight teacher teams will design and implement curriculum units in all subject areas in alignment with the Common Core Learning Standards (CCLS) as measured by supervisory observations, and review of results of common assessments.
4. By June 2013, 100 percent of all students will be provided with social emotional supports that meet their needs and ensure success in their academic performance and preparation for next steps in school and college as measured by attendance and participation in school-wide activities and incentive programs.
5. By May 2013, there will be a 5 percent increase in the number of parents responding to the New York City School Survey as measured by a pre-post comparison of parent responses in 2012 –13.

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:		E		
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> While the school has developed comprehensive plans supported by data to address student needs, systems for monitoring school-wide initiatives to identify trends and next steps are not fully developed. The lack of these systems hinders school improvement efforts and the establishment of a school community and culture that maximize student success.</p> <p><u>Strengths:</u></p> <p>2.2 <u>The school has received a rating of <i>Effective</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">• School stakeholders collaboratively developed the school vision and School Comprehensive Educational Plan (SCEP) to promote and support student improvement. The school leader reported that the vision was developed collaboratively with school stakeholders. The Integrated Intervention Team (IIT) noted during the school review that there are large laminated posters throughout the school entitled, “P.S. 89 Instructional Vision.” The posters contained three bubbles entitled, Planning, Values, and Classrooms. Four of the five school goals listed in the SCEP were specific, measurable, ambitious, results-oriented and timely (SMART). The school leader indicated that the goals were shared with all stakeholders. During interviews with the IIT, teacher teams reported that multiple formative and summative assessments are administered and analyzed and that the analysis is used to develop strategies and adjust lesson plans to improve student outcomes. The school has identified the use of data to “deliberately plan differentiated interventions based on student skills” as one of the steps listed on the school’s website to realize the school vision. These actions and practices have led to an understood vision shared across the community and a focus on the achievement of school-wide goals. <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 makes hiring decisions and adjusts staff assignments to make the best use of human resources in the school to achieve school improvement and student goals. During an interview with the IIT, the school leader explained how he has made a concerted effort to place teachers where their skills and leadership best meet the needs of students. The school leader also shared that he hired three assistant principals to support teachers and students and re-programmed elementary and middle school students’ schedules to decrease class size and increase instructional periods. During school leader, teacher, and student interviews, the IIT noted that there is an extended day program to support students whose academic performance ranks in the lowest third of the school. School-based strategic decisions to change programming and adjust teaching assignments enable teachers to better		

provide instruction that is tailored to meet the needs of students and achieve student and school improvement goals.

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.

- School leaders are beginning to use protocols for collecting and analyzing data, but have not yet developed systems to ensure the consistent use of data to improve practice and achieve goals. From interviews and a review of documents, the IIT noted that activities used to examine and improve student outcomes included collecting data, conducting teacher observations, analyzing student assessment data and providing targeted professional development (PD). The school leader indicated that evidence-based systems to examine and improve individual and school-wide practices were in the developing stage. He specifically cited the areas of capturing school-wide data on subgroup trends; documenting and analyzing the frequency of teacher observations; providing follow-up on post PD implementation; and providing feedback loops and recommendations for next steps as practices under development at the school. The school is in the early stages of data-driven inquiry and the implementation of interconnected systems that ensure best practices connected to student achievement. Because these developing systems have not been completely embedded in the school-wide, progress toward mission-critical goals has not been optimized.

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

- The school leaders conduct formal and informal teacher observations. The school leader shared with the IIT that an electronic tool for managing observation notes is used to provide teachers with immediate written feedback on formal observations. However, the IIT found, from a review of documents, that the school leadership is not tracking or providing written feedback on informal observations. A review by the IIT of examples of feedback provided by the electronic tool indicated that observations do not include an evaluation of specific instructional practices or provide targeted feedback on instructional practice. Teachers indicated that they participate in a variety of PD opportunities, including summer institutes and team meetings. However, during interviews with the school leader, the IIT noted that the school leader does not follow-up on post PD implementation or recommendations for next steps. The SCEP indicated that by June 2013 teachers are slated to have a minimum of four formative and two formal classroom observations with feedback and PD to support instructional practices. At the time of the review in February, the school leader was unable to verify whether the other SCEP goals were on target for achievement by June 2013. The lack of a system that includes the tracking of both formal and informal observations, targeted written feedback, targeted

PD, and follow-up after PD and observations hinders growth opportunities for staff and their accountability for continuous improvement.

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

Tenet Rating

E

Debriefing Statement: The school has developed curricula that are designed to align with the CCLS, and the school uses common assessments to determine students' strengths and areas of need. Although instructional planning allows the school to target instruction to support student progress and performance, not all lessons are differentiated to engage all students and therefore, instructional practice and student learning are not maximized.

Strengths:

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

- School leaders ensure that teacher meetings to align curricula to the Common Core Learning Standards (CCLS) occur regularly. The school leaders and teachers shared with the IIT that time is provided for grade and vertical teams of teachers to meet in order to collaboratively develop and discuss curricula. During the review of documents, the IIT noted that the units of study produced by the teacher teams were comprehensive, included pacing calendars, and contained materials aligned to the CCLS. As a result of the support provided to teachers, the school has curricula that was designed collaboratively to support the CCLS across grades and content areas.

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

- Teacher teams from kindergarten to grade eight have designed and implemented curricula with clear, descriptive units of study designed to support the CCLS. The IIT review of curricula indicated that units in ELA, mathematics, social studies, and science include multiple entry points designed to meet the needs of all students. The IIT noted, during a review of documents, that lesson plans followed school pacing calendars. Teachers explained to the IIT how they aligned lesson plans to the CCLS using the Understanding by Design (UbD) Framework. Lesson plans reviewed by the IIT contained elements of UbD including essential questions, performance tasks, assessments, vocabulary, and resources. Lesson plans also contained modifications for English language learners (ELLs) and students with disabilities. These efforts result in curricula that were designed to support the CCLS and reflect planning to engage all learners in instruction. Because of the school focus on the alignment of instructional planning with the CCLS and the development of instruction designed to address the needs of students, unit plans and lesson plans provide students with curricula that support the CCLS

and introduce complex materials to stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.

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

- Teachers have opportunities to collaborate on teaching and learning. School leaders and teachers spoke to the IIT about the weekly grade and vertical team meetings held to discuss teaching techniques, effective strategies, and tools that can be used to enable students to have access to robust curricula. During a teacher team meeting, teachers shared how the school established a bi-monthly vertical meeting where teachers of visual arts, technology, robotics, drama, and graphic design plan curricula-based activities to enhance instruction. As a result of this collaboration, students have access to curricula that incorporate the arts, technology, and other enrichment opportunities.

Areas for Improvement:

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

- The school has developed a data-oriented culture; however, the school leaders have not connected comprehensive data analysis to strategic action planning in order to improve student achievement. During interviews with school leaders and teachers and during a review of school documents, the IIT noted that although the school collects data from multiple sources including Fountas and Pinnell running records, Acuity Predictive Reports, New York State report cards; and interim and summative assessments, school-wide progress monitoring is in the developing stage. During the school leader interview, the IIT was informed that the school does not regularly track progress toward SCEP goals. The lack of systemic progress monitoring of data and the lack of evaluation of progress toward SCEP goals limit the leaders’ ability to evaluate school performance and student achievement as they relate to the SCEP goals. This situation also impedes data-driven strategic action-planning.

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

Tenet Rating	D
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Debriefing Statement: School-wide instructional practices do not consistently provide multiple entry points to address the needs of all learners. Consequently, not all students have opportunities to experience high levels of engagement, thinking, and achievement of targeted goals.

Strengths:

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

Improvement.

Areas for Improvement:

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

- Teachers regularly meet to develop CCLS-aligned lesson plans. During these sessions, teachers engage in the selection of instructional practices based on a review of student assessment data. Student needs are identified, instructional goals are established and instructional strategies to address these needs and goals are incorporated in instructional plans. The IIT examined lesson plans and found that they were designed to support the CCLS. The IIT noted, during a review of documents and during classroom visits, that lesson plans followed school pacing calendars; however, one special education classroom visited by the IIT was significantly behind in both ELA and mathematics. The IIT also noted limited use of higher-order questioning and low student engagement during most classroom visits. Teachers reported that student groupings were based on reading levels and that students were organized into groups; however, assignments or materials were not differentiated or scaffolded to provide tailored entry points to facilitate thinking or achievement. Because the implementation of instructional plans does not always include differentiated or scaffolded instruction, students do not consistently have opportunities to experience instruction that promotes high levels of student engagement and inquiry.

4.3 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.

- As determined by the IIT from a review of documents and from interviews with staff, the school has developed unit and lesson plans designed to align with the CCLS, however, the IIT observed, during classroom visits, that teachers did not fully implement these lesson plans as designed. For example, although lesson plans reviewed by the IIT referred to a variety of activities to engage students; in classrooms visited, all students were engaged in the same activity. Also noted was that although students were physically separated into groups, students were frequently working independently within their group. Because the implementation of CCLS-aligned lesson plans and daily instruction does not consistently employ instructional strategies that include differentiated instruction and ensure multiple points of access for all students, the achievement of targeted goals is hampered.

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.

- Although each classroom has developed a shared vision and a Code of Collaboration that includes a student voice on behavioral expectations, behavioral incidents have increased over the past three years. The teachers reported to the IIT that the students developed shared vision behavioral expectations for each classroom. Online Occurrence Reporting System (OORS) data reviewed by the IIT indicated that during the time periods September 2010 – February 2011 there were 86 behavioral

incidents; September 2011 – February 2012 there were 89 behavioral incidents; and September 2012 – February 2013 there were 113 behavioral incidents. The majority of these behavioral incidents occurred in the classroom setting. The occurrence of behavioral incidents interrupts instruction and hinders the establishment of a safe environment. Although most lesson plans included questioning strategies, classroom visits noted that teachers missed opportunities to use questioning strategies to promote high-order thinking and problem-solving skills. The IIT also noted that most questions required one-word answers. In addition, students called out answers in many classrooms, and no instructional differentiation or multiple access points were provided to support individual student strengths or accommodate individual needs. The occurrence of behavioral incidents and the inconsistent use of best instructional practices across the school hinder the school’s ability to establish classroom environments that promote student engagement and inquiry in the classroom.

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.

- During the school leader interview, the IIT noted that although a variety of data sources are available for teachers to use to develop and adjust instruction; the school has yet to utilize analyzed data to determine trends of student progress, especially for students at risk. Lesson plans reviewed by the IIT lacked details regarding specific interventions based on data analysis for individual students. The IIT found from a document review of academic rubrics used in the school to evaluate student work that the rubrics were inconsistently applied and did not include components to communicate individualized feedback to students on performance, progress, or next steps for improvement. The lack of a comprehensive system of data collection, analysis, and monitoring as well as inconsistent implementation of lessons have resulted in missed opportunities to identify and address student academic needs and adjust lessons based on data. The lack of consistent feedback to students limits student participation in their own learning process, which impedes efforts to ensure increased 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 developed partnerships with agencies that support student developmental health. However, the school has not yet collected and analyzed social and emotional data as a part of a system that supports student learning. Because the school community does not have comprehensive systems to link student social and emotional development with learning, the school is limited in its capacity to establish and maintain a safe, respectful environment that maximizes opportunities for student academic and social-emotional developmental growth and success.

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 cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.

- The IIT was informed from interviews and from a review of documents that the school has implemented various programs and activities to promote social and emotional developmental health including advisory, peer mediation, behavior improvement plans, a student reward program, and the establishment of community partnerships. Although the school has used data to identify generalized areas of needs from which student supports are determined, the school does not have a comprehensive system of data analysis to address and sustain the social and emotional developmental health of all students. As indicated by the school leader and confirmed by the IIT during a review of the school's OORS, over the past three years, the school has experienced an increase in behavioral incidents; however, the school has not analyzed data to identify patterns of occurrence or causes for this increase in behavioral incidents. The lack of overarching systems that support and sustain social and emotional developmental health impedes the school's capacity to identify and address the social and academic needs of all students and identify and address barriers to social and emotional health. While the school has some programs and partnerships designed to help support the social and emotional needs of some students, the lack of a system to assess the impact of these programs and services inhibits the school's ability to analyze their effectiveness on the promotion of student success. The lack of overarching systems and partnerships hinders the coordination of meeting the academic, social and emotional health needs of all students and the ability of the school to address school-wide and individual barriers to growth and success.

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

- Although a review of the school 2012 –13 PD plan by the IIT indicated that the plan did not include workshops on the topic of social and emotional development, teachers indicated that they received training from Re-Inventing Schools Coalition (RISC) coaches to establish the advisory curriculum and a Code of Collaboration in each classroom. During school leader interviews, the IIT found that the school has not evaluated the effectiveness of the advisory program or the implementation of the Code of Collaboration to determine if these activities have led to academic or behavioral success for students. Based on a review of the OORS data, by the time of the February IIT review, 113 discipline incidents had been documented for the school year. Because the school community does not systemically promote a vision for social and emotional developmental health and because pertinent data have not been analyzed to identify and address patterns and root causes of student behavioral issues, the establishment of a safe, healthy environment that promotes social and emotional developmental health is hampered.

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.

- Although the school has begun to develop and implement programs and activities to promote a safe and healthy learning environment, their implementation has not prevented an increase in the number of discipline incidents. While the students in the five-student small group interview with the IIT, students generally expressed that they feel safe in school, one student reported that other students have bullied him. In addition, while some supports are available for students with greater needs, both teachers and parents interviewed struggled to articulate the work being done at the school to ensure that all children had the social and emotional developmental skills necessary for increased success. Consequently, the environment is not consistently conducive to fostering a sense of safety and ownership that leads to improved student outcomes.

5.5 The school has received a rating of *Developing* for this Statement of Practice: The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.

- The school does not have a system to analyze social and emotional developmental health data and correlate data with social and academic success. During interviews, the IIT noted that there are activities in place to provide teachers with the capacity to address some aspects of social and emotional development. These activities include the provision of training to teachers by the RISC on how to support social and emotional developmental health, the implementation of a peer mediation process, and the re-programming of the school schedule to support targeted instruction. The school leader informed the IIT that although social and emotional developmental health data is collected; a comprehensive system does not exist whereby data analysis is used to evaluate programs and provide feedback and next steps to pertinent constituents for the purpose of improving student outcomes. The school's lack of a comprehensive, data-driven system for the promotion of social and emotional developmental health limits the ability of staff to use data to effectively address student and school-wide social and emotional developmental health needs and maximize academic and social success in a safe and healthy educational environment for all students.

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: There is a culture in the school that values partnerships where families, community-based organizations and the school work together to share responsibility for student academic progress and social-emotional growth and well-being. The school, however, does not provide for the translation needs of all community constituents, therefore, the ability of all stakeholders to support student success is limited.

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 atmosphere is welcoming, and the school promotes an open door policy to families. Parents shared with the IIT that there are opportunities to volunteer. The school leader and parents shared that the Learning Leaders workshops offered at the school are targeted to help train parents who want to volunteer at the school. During the parent interview conducted by the IIT, parents expressed that they feel welcome and school staff is accessible. On the Learning Environment Survey completed by parents, in response to the prompt, “I feel welcome in my child’s school,” 94 percent responded either “Strongly Agree,” or “Agree.” The school leader also shared that the school offers English as a second language (ESL) classes to community members. As a result of the school’s welcoming atmosphere, open door policy, provisions of opportunities to volunteer, and provision of community support, many parents and community members feel comfortable engaging with the school leaders and teachers.

Areas for Improvement:

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

- The school acknowledges that there is diversity in their school community, but does not ensure communications are made in multiple languages so all constituents can understand what is being transmitted. While 20 percent of the students are identified themselves as ELLs, informational materials, including academic reports are sent home to families only in English. The school leaders indicated to the IIT that, at the time of the review, the online system management tool through which families have access to student academic information was only available in English; however, the school anticipated that other languages would be available soon. Families’ limited access to their child’s academic progress in multiple languages impedes reciprocal communication and the ability of all families to adequately monitor, understand and support their child’s progress toward academic benchmarks and improved student achievement.

6.4 The school has received a rating of *Ineffective* 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 shares information with families about the various community based-organizations; however, during a document review, the IIT noted that the information sent to families regarding these organizations is only provided in English. During interviews with staff and a document review of the school PD plan, the IIT noted that the school does not provide PD for the entire staff on topics of how to develop and maintain partnerships with families and the community. The IIT noted during the document review and during interviews with staff, that the school offers monthly workshops to parents on various topics; however attendance at workshops is low. The school leader indicated, during an interview with the IIT, that the school offers ESL classes to families in the community to support their language acquisition. The lack of PD on how to develop and maximize student benefit from school-family-community partnerships as well as the lack of communication to all families in appropriate languages limit the roles the school, families and the community can play in promoting

the academic, social, and emotional developmental health and success of all students.

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 provides data in multiples formats and offers learning opportunities for families to understand data. Parents indicated during an interview with the ITT that they receive regular academic reports on their children’s progress. The parents also shared that monthly Parent Teacher Association (PTA) meetings occur at the school and information is offered on various topics at the meetings; however, attendance is low. A review of the PTA meeting attendance sheets indicated that in some months ten to fifteen parents attended, and other months five to six parents attended, with only two parents attending a school-sponsored workshop. A document review by the IIT noted information, including flyers, sent home typically was in English. Data are shared with parents though school report cards and student academic reports, but the school staff has not developed data-sharing mechanisms that empower families to engage in active dialogue with the school. Although the school shares data in multiples formats and the school and PTA offer learning opportunities for families to understand data, communications are conducted in English and therefore are not accessible to all segments of the school community. Because the school community does not share data in a way in which all families can acquire an understanding of student learning needs and success, all families are not prepared to advocate on behalf of student success.

Recommendations:

Tenet 2: School Leader Practices and Decisions

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

- 2.3: Ensure systems are implemented to track progress toward the accomplishment of school-wide and individual goals and that interconnected systems are used to examine and improve practices to achieve these goals. Establish benchmarks and timelines for the accomplishment of critical school-wide goals. Evaluate progress to meeting timelines and benchmarks. Share goals and progress information across the school community and ensure critical goals, benchmarks and timelines are included in the SCEP.
- 2.5: Develop and implement interconnected systems with which school leaders can track both informal and formal observations of staff and use data from observations and student performance to improve school-wide and individual teacher instructional practices. Ensure the system includes the provision of relevant and measurable feedback and next steps to teachers based on student performance data and data from classroom observations and that data gathered during observations is used to inform the provision of PD to improve teacher practice. Ensure the system also includes on-going support and follow up on post PD implementation related to instructional practice. Implement strategies to collect and analyze pertinent school-improvement-related data to assess progress toward meeting SCEP goals. In areas where the school is not on target to meet these goals, develop an action plan providing steps necessary to achieve the goals or adjust timelines accordingly.

Tenet 3: Curriculum Development and Support

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

- 3.5: Develop and implement a system to evaluate school performance and student achievement as they relate to the SCEP goals. Ensure the development and implementation of a system for school-wide progress monitoring that links comprehensive data analysis to strategic action planning in order to improve student achievement. Ensure that the system includes a process to track progress toward SCEP goals and implement this process with fidelity.

Tenet 4: Teacher Practices and Decisions

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

- 4.2: Ensure that CCLS-aligned lesson plans, strategies, and instructional practices are implemented with fidelity to promote higher-order thinking skills and inquiry. Ensure that instruction includes strategies including scaffolding and differentiation to address the needs of individuals and groups of students.
- 4.3: Provide focused, systemic PD and support to ensure teachers implement CCLS-aligned instruction that is differentiated and leads to multiple points of access for all students to achieve targeted goals.

- 4.4: Ensure the establishment of a safe school environment that promotes high levels of student engagement, inquiry and includes instruction that is tailored to be responsive to students' varied experiences. Provide focused, systemic PD and support to assist teachers in the improvement of student behavior.
- 4.5: Develop and implement a comprehensive system of data collection and analysis to ensure teachers are able to use multiple data sources and analyze the information generated from these sources to inform instructional decision-making. Ensure data-based decisions include student grouping and the identification of best instructional strategies to promote student achievement. Use data to identify student progress trends and to inform school-wide instructional decision-making. Inform, instruct and provide supports for teachers to carry out their responsibility for connecting the analysis of data with instructional decision-making, student grouping, and targeted lesson planning. Use timely formative assessments and progress monitoring to generate frequent feedback to students on their progress and next steps to achieve individual goals and to empower students' to actively participate in, and take ownership of, their own 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 PD regarding the use of data to identify supports that meet the social and emotional developmental needs of students. Establish a comprehensive system to assess the impact of partnerships in supporting and sustaining social and emotional developmental health.
- 5.3: Develop and promote a vision for social and emotional developmental health that highlights the connection between academic and social and emotional developmental success and the establishment of an environment that is conducive to learning. Create a protocol and process to evaluate the root cause of the increase in behavioral incidents and develop and implement a plan to address barriers to the establishment of a safe, healthy environment that promotes social and emotional development. Ensure that the plan includes the evaluation of the implementation and effectiveness of actions to reduce the occurrence of behavioral incidents.
- 5.4: Ensure that staff, parents, and students know and understand the school's vision and how it relates to student safety, social and emotional development and academic success. Develop and implement school-wide protocols that minimize classroom disruptions and promote a positive learning environment.
- 5.5: Plan and provide PD and on-going support on the use of data to develop and implement curricula, protocols, interventions and formative assessments in support of social and emotional developmental health. Ensure the use of pertinent data to evaluate programs that support student social and emotional development at multiple points throughout each school year to assess and ensure their effectiveness.

Tenet 6: Family and Community Engagement

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

- 6.3: Ensure that the school community regularly communicates with families about school issues, concerns and student achievement using multiple tools in all pertinent languages so that all parents are aware of and can understand these communications. Develop and implement a system whereby all families are able to access

relevant and current student information and participate in reciprocal communications in all pertinent languages. Ensure the school provides opportunities for families to engage with teachers and other staff members about their child's academic, social, and emotional developmental health progress.

- 6.4: Develop connections between families and the community focused on supporting student learning and growth. Provide PD for all staff members on how to seek and sustain healthy partnerships with families and community organizations that is linked to student needs and success. Ensure that communications regarding community connections are provided in all pertinent languages used throughout the school community.
- 6.5: Develop strategies to share data with parents that include helping parents to understand both school-wide data, their individual child's data and the implications of that data. Analyze, interpret, and present data in a way that provides parents with useful information to become empowered to support their child's academic and social- emotional success. Provide a wide range of opportunities for families to elevate their understanding of the meaning and uses of student data and how to use this information to promote success. Implement strategies to increase family engagement in their child's educational experience. For example, increase teacher-initiated contact with parents and provide more frequent progress reporting to families on their child's learning needs and successes and how families can help promote success.