



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code/DBN	321200011278
School	Peace and Diversity Academy
School Address	1180 Rev. James A. Polite Avenue, Bronx, New York 10459
District	NYC CSD 12
School Leader	Andrew M.L. Turay
Dates of Review	March 7 & 8, 2013
School Accountability	Focused
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet 16K455											
Grade Configuration	9-12	Total Enrollment		218	% Title 1 Population	70%	% Attendance Rate		74%		
% Free Lunch	90%	% Reduced Lunch	4%	% Student Sustainability	6%	% Limited English Proficient	16%	% Students with Disabilities		23%	
Types and Number of English Language Learner Classes											
# Transitional Bilingual	0	# Dual Language		0	# Self-Contained English as a Second Language			5			
Types and Number of Special Education Classes											
# Special Classes	4	# Consultant Teaching		1	# Integrated Collaborative Teaching			10			
# Resource Room	2										
Types and Number Special Classes											
# Visual Arts		# Music		# Drama	2	# Foreign Language	2	# Dance		# CTE	0
Racial/Ethnic Origin											
% American Indian or Alaska Native	0%	% Black or African American	43%	% Hispanic or Latino	54%	% Asian or Native Hawaiian /Other Pacific Islander	0%	% White	0%	% Multi-racial	0%
Personnel											
Years Principal Assigned to School	9	# of Assistant Principals		1	# of Deans	1	# 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 Experience		28%	Average Teacher Absences	1%		
Overall State Accountability Status (Mark applicable box with an X)											
School in Good Standing		Priority School		Focus District	X	Focus School Identified by a Focus District		SIG Recipient (a)	(b)		No
ELA Performance at levels 3 & 4		Mathematics Performance at levels 3 & 4			Science Performance at levels 3 & 4			4 Year Graduation Rate (HS Only)		41.6%	
Credit Accumulation (High School Only)											
% of 1 st yr. students who earned 10+ credits		% of 2 nd yr. students who earned 10+ credits		40%	% of 3 rd yr. students who earned 10+ credits		77%	6 Year Graduation Rate		56.9%	

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
X	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Mathematics

	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
X	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Science

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

Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective

	Limited English Proficiency		
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SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

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

1. School-wide attendance rate will increase from 75.8 percent to at least 80 percent from the 2012-13 academic year.
2. Strengthen teacher effectiveness by providing a purposeful, targeted feedback using a research based teaching framework to clarify expectations for teacher practice and development. All teachers will be observed at least six times per year, both informally and formally and be provided written and oral feedback for each observation based on Danielson's Framework for teaching.
3. Through a series of common core tasks embedded in math and literacy instruction, teacher teams will measure student growth through common rubrics aligned to CCLS writing standards or CCLS math practice standards.
4. By the end of the 2012-13 year, the percentage of students earning 10+ credits in their 1st year will increase from 50 percent to at least 68 percent.
5. Increase the 2012-2013 4- year graduation rate from 41.6 percent to 51 percent, a 10 percent increase.

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:					I

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:					I

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

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

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:					I

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:					I

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	I
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Debriefing Statement: The school has a vision that was created when the school was founded in 2004. Currently, this vision is not fully communicated to all stakeholders, and the goals are not aligned to the vision. Consequently, a sense of urgency about achieving school-wide goals is hindered.

Strengths:

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

Areas for Improvement:

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

- The school leader has not articulated a shared vision, or created specific, measurable, ambitious, results- oriented and timely (SMART) goals that are understood by stakeholders across the school community. The school leader stated that the school vision was developed in 1999 at the time of the school’s opening. The vision was created in collaboration with teachers, students, and the Anti-Defamation League, which was one of the school’s original partners. The school leader reported the vision has not been updated or re-visited. The Integrated Intervention Team (IIT) found that stakeholder groups were unable to articulate the school vision or any measureable school goals. Through interviews, the IIT found that staff, parents, and students are unaware of the school vision or SMART goals. The school leader indicated that the vision is based on diversity, respect, language, and civility, which is posted on the school’s website. Although the school leader stated that he has five goals, which are part of the Principal Performance Review (PPR), these goals are not aligned to his vision for the school or the School Comprehensive Education Plan (SCEP) to address the achievement gaps of student subgroups. Without SMART goals and a shared sense of urgency, the school is limited in its ability to implement a focused plan of action to address the school's needs and improve student achievement. The lack of a clearly articulated vision with specific, timely, measureable goals hinders improvement in student achievement. .

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

- Documents reviewed by the IIT indicated that while the school leader collects some student data,

the school does not have formalized systems and structures in place for the analysis of data to identify and support student academic needs. During interviews, the school leader and teachers indicated that they use scholarship reports to analyze student outcomes, and there are daily content area meetings. However, data is not discussed in ways that target specific academic needs. For example, instructional teams set goals relating to student social and emotional needs, but the narrow focus limits the staff's ability to analyze other sources of data, which can support the understanding of student achievement and analyze gaps. The school leader reported he expects teachers to use best practices that focus on instructional practices. However, documents reviewed and staff interviews indicated that the school leader did not provide focused and purposeful professional development (PD) to help teachers in this area. In addition, through documents review and staff interviews, the IIT found there were no formalized protocols or classroom inter-visitation opportunities to share best practices. The lack of formalized evidenced-based systems and structures to identify and improve areas of critical need, impedes progress toward mission-critical goals. .

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

- The school leader is not maximizing human and programmatic resources to meet school needs. For example, the school leader indicated that he hired mathematics teachers to meet targeted needs. However, through staff interviews, the IIT found that the school leader did not take appropriate steps to hire staff to support the social and emotional needs of students. Students indicated during interviews with the IIT that counselors are not available to students throughout the school day/week. The social worker and psychologist are in the school for only one-half day each week, which limits their ability to serve and support individual and school-wide student needs. Students reported that the school does not provide opportunities for them to take upper level courses, such as Advanced Placement and college courses. They also noted the lack of elective courses. Document reviews indicated that most tutoring programs are geared toward Regents examination preparation. As a result, strategic decisions to organize human and programmatic resources are inadequate and do not lead to overall school improvement.

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 leader has not effectively used systems and structures to examine and improve teacher practices through the teacher observation process. Although the school leader has a schedule of observations in place and uses the Danielson rubric to provide feedback, specific next steps are not communicated to instructional staff. Teacher observation reports reviewed by the IIT indicated that most teachers have received a minimum of two observations using the rubric. However, there were no teacher improvement plans in place for teachers who need specific, individualized support. The review of teacher observation reports showed limited actionable feedback for teachers. Staff interviews and document reviews by the IIT indicated that teacher goals had not been established.

In addition, teacher observation feedback did not include analysis of student data to improve teacher practices. While the school leader conducted regular check-ins of teacher instruction, and provided resources, articles, and website links as support, he did not develop individual improvement plans that include next steps for teacher improvement. Observation feedback was aligned to the Danielson rubric, but there was no system for tracking feedback and monitoring teacher implementation of suggested practices. Without a functional plan to provide targeted feedback and to track progress of teacher practices based on student data and observation feedback, accountability and continuous improvement is limited.

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

Tenet Rating

I

Debriefing Statement: There is inconsistent development of units of study that support the Common Core Learning Standards (CCLS). As a result, students have limited exposure to rigorous, challenging and data-based instruction.

Strengths:

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

Areas for Improvement:

3.2 The school has received a rating of *Developing* for this Statement of Practice: The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.

- The school leader and staff are in the beginning stages of developing and implementing curricula that support the CCLS. The school leader reported there has been some school-based support provided by a coach who was hired recently and through network resources. However, the IIT found through document review that the curricula inconsistently supported CCLS standards and did not meet the citywide expectations in the creation of two units per subject area that are aligned to the CCLS. The IIT found that while some curriculum maps and student tasks supported the Common Core expectations, others did not support the CCLS. Teachers in the English department reported to the IIT that although they had some curriculum maps, they did not have units of study that supported the CCLS. The ITT found that the school does not have rigorous and coherent curricula and assessments across all grades and content areas that support the CCLS. In addition, document reviews showed that curricula are not modified for identified subgroups, to maximize instructional strategies and student learning outcomes. The lack of a systematic school-wide process for developing and implementing curricula that support the CCLS, limits student exposure to the concepts and strategies needed for student success.

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

- According to document reviews, teachers do not consistently create unit and lesson plans that support the CCLS across all grades and content areas. Teachers meet in grade level teams on a weekly basis but have no clear expectations for outcomes. The IIT observed a grade eleven mathematics teacher team meeting where one student's work was discussed, but no reference was made to modifications of plans or materials to meet CCLS expectations to stimulate higher order thinking or deep conceptual understanding. There was no discussion of how teacher practices would be adjusted to meet individual student needs. Although teachers meet daily in content area planning teams, CCLS aligned units of study and lesson plans are not developed and generated during those times. The IIT found that teachers plan lessons that are not connected to units of study. A review of documents by the IIT showed that some materials teacher use are not appropriate for the content nor do they provide students with the rigor required to master the content and concepts being taught. During classroom observations, the IIT found that there were no opportunities for students to review complex resources that would help build higher order thinking and conceptual understanding. In addition, there was no consistent evidence of higher-order questioning in classrooms visited by the IIT. As a result, students are not introduced to complex materials that promote higher-order thinking and build deep conceptual understanding around specific content.

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

- Teachers have not designed interdisciplinary lessons integrating the arts, technology, and other enrichment opportunities. During IIT interviews with school leaders and staff, participants reported that few or no interdisciplinary lessons or units are presently being developed. Students indicated that there is a lack of computers in the school, which limits their capacity to do school work using technology. Students indicated to the IIT that the school does not have a computer lab and that only a few laptop carts available at the school. Students also reported the lack of elective and enrichment courses offered at the school. As a result, students do not have regular access to technology and are not benefitting from a robust curriculum that integrates the arts and other enrichment opportunities.

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 leader and teachers have not fully developed and implemented comprehensive systems for the use of student data to assess student learning and inform instruction. In addition, the school has not engaged in strategic short and long-range curriculum planning to meet student achievement needs. During school leader and teacher interviews, the IIT found that most teachers use generic

data, such as course completion scholarship results to plan and organize for instruction. Scholarship reports are provided to teachers at the end of every marking period. Staff indicated that the school leader presents the scholarship reports to teacher leaders, and they present them at teacher team meetings. Teachers reported that they use summative data, such as Regents examination results and use item analysis to measure student performance on these assessments. They also noted that staff uses data from Achievement Reporting and Innovation System (ARIS) and Acuity to group students. However, teacher created assessments are not uniform and are not aligned to the CCLS. Because the school leader and teachers do not consistently analyze data to create strategic plans to inform instruction, student achievement is negatively impacted.

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

I

Debriefing Statement: Teacher practices are inconsistent in addressing the needs of students. Some students, particularly ELLs and students with disabilities, are not provided with adequate supports in content/subject classes, which limit their opportunities for high-level engagement and achievement.

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.

- Instructional practices and strategies are not organized around annual, unit, and daily lesson plans. Some teachers are beginning to align plans to student performance data. In one classroom observed by the ITT Team, a mathematics teacher reported he maintains a data tracking system to monitor how students perform in specific topics taught. However, in the classes visited by the IIT, less than half of the teachers had established specific goals for their students. Observation of the teacher team meeting and interviews with students indicated that teachers do not set instructional goals for students. Because instructional practices and strategies are not planned to meet established goals, students are not assessing instruction that leads to 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.

- The IIT found evidence that some teachers use practices that support the the CCLS.. During classroom visitations, the IIT found that in many classes instruction was teacher centered and

directed and did not provide opportunities for diverse groups of students to be fully engaged in learning. In one mathematics class, the teacher spoke Spanish and was able to provide support to students in their native language; however, many ELLs were not provided with appropriate supports nor were they offered different entry points to be engaged and involved in the lesson. Few teachers included accommodations in their lessons to meet the needs of all students, including subgroups. Consequently, limited instructional differentiation results in few opportunities for multiple points of access for students to achieve instructional outcomes and targeted goals.

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

- In classrooms visited by the IIT students were compliant and adhered to rules and protocols. In some classes visited by the IIT, teachers addressed the needs of ELLs, however, this was not consistently observed throughout all classrooms. The IIT found during classroom visitations that many lessons observed by the IIT were teacher directed and were not tailored to the diverse needs of all students. Although students are compliant, teachers are not consistently creating a learning environment that meets the needs of all students, limiting high levels of student engagement.

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

- Most teachers do not use data-based instruction that is timely, relevant and purposeful. Teachers use Do your Own (DYO) data to assess student performance. During interviews with the IIT, most teachers indicated that they use overall scores given to them by the school leader as opposed to line item analysis of the areas of strength and difficulty for students. Some students expressed concern that certain teachers did not address their needs and covered material in class that they felt was not relevant to their daily lives. The IIT review of student work products indicated that teachers provide limited feedback, which is not clear and actionable to support student growth. Student work that was reviewed by the IIT did not show evidence of accountable feedback and the use of rubrics to guide students. There is no system for the use of formative assessment and no defined expectation for data use to inform instructional plans and decisions. The lack of data analysis to inform instructional planning and make decisions about individual student progress impede teachers’ ability to foster student participation and in their own learning process.

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

I

Debriefing Statement: The school has not created a system designed to support or meet the social and emotional developmental needs of all students. Students, particularly at-risk students, are not adequately supported. Consequently, the school’s ability to support a healthy learning environment for students is impeded.

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 *Ineffective* for this Statement of Practice:** The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.

- The school does not have a system in place to support the social and emotional developmental health of students. Counselors and support team staff indicated to the IIT that they do not work with community-based organizations to identify supports and refer students and families for social and emotional services. Students interviewed by the IIT reported the school does not offer supports that they can rely on for their various social and emotional needs. Students also stated the guidance counselor at the school does not have time to meet with the general education students and focuses on a small group of students and seniors. At the support staff meeting the counselor indicated that she meets with the students mandated for counseling students, which is a caseload of approximately 46 students. This leaves the rest of the students without counseling services. During the IIT visit, there was no evidence of systems in place to gather and use data to identify areas of need. As a result, the social and emotional developmental health needs of students are not fully addressed, negatively impacting students' sense of well-being.

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.

- The school does not have a system in place that identifies skills and behaviors connected to social and emotional developmental health. Additionally, the school does not have a curriculum or program in place to support social and emotional developmental health. Teachers reported that, there is no PD to assist staff in supporting the social and emotional developmental health of students. The school has not created a formal and systematic plan to build adult capacity to address student needs in this area. Curricula development tied to specific behaviors and skills that support student social and emotional developmental health were not evident during the IIT visit. As a result, student growth in this area is not a priority and students do not receive the guidance and support needed for social and emotional health. As a result, the school is impeded in its ability to promote and sustain a safe and healthy learning environment for all constituents.

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.

- All students interviewed by the IIT stated they feel safe in the school. However, many students indicated that there are no guidance services to turn to at the school. While seniors stated that they are given priority to meet with the school guidance counselor, other students indicated they are not able to meet with the guidance counselor or social worker. Teachers interviewed by the IIT

were not able to articulate the connection between the social and emotional development of students and their role in this area. As a result, there are no clear roles for teachers to aid in supporting students' social and emotional development, which hinders greater student outcomes.

5.5 The school has received a rating of *Ineffective* 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 systems in place to identify, analyze and monitor the social and emotional needs of students. The IIT found that there was no system to coordinate data and connect social and emotional development to academic achievement. While the IIT found that the school analyzes attendance data, staff reported there are no current outside organizations that work with the school to support the social and emotional developmental health of students. Because of this lack of support and limited use of data, teachers and support staff are hindered in their ability to respond to the needs of students and across the school community. Consequently, the awareness of the relationship between the social and emotional developmental health of students and academic outcomes is limited, which hinders student social and academic success.

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

Tenet Rating

I

Debriefing Statement: The school has not developed partnerships to support students' academic and/or social-emotional growth. The lack of family and community partnerships has led to low levels of family engagement and opportunities to support students' academic progress.

Strengths:

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

Areas for Improvement:

6.2 The school has received a rating of *Developing* 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.

- Parents and students reported that they feel welcomed at the school. Families have opportunities to meet with teachers when needed although teachers stated there is little parental involvement. Parents interviewed felt they are encouraged to collaborate with the school, but expressed that other competing obligations limit their collaboration. Some parents shared that there is no consistent strategies that the school uses to bring more parents into partnership with the school. The IIT found no evidence of efforts by the school to promote family volunteer opportunities. As a result, parent involvement in the school is limited, which minimizes families ability to support student success.

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' strength and needs are identified and used to augment learning.

- The school does not effectively plan for and communicate student needs and strengths with families and community stakeholders. Through document reviews and interviews, the IIT learned that the school uses some written and electronic modes of communication to connect with families. Communications disseminated to parents are translated into Spanish and French as needed. Parents stated to the IIT that they receive student information at parent/teacher conferences and are provided with translation, if requested. However, the IIT found no evidence of a school plan to offer workshops and PD to staff and parents to cultivate an understanding of the diversity and needs of the community. As a result, students strengths and needs are not identified and used to strengthen learning.

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 has not engaged with families and community agencies to promote and provide training across all areas to support student overall growth. The school leader indicated that the school has one partnership with the Bank of America in collaboration with the Pencil Organization. The IIT found no evidence that the school is providing parents with strategies to support student learning and growth. Parents indicated that they are not aware of PD opportunities for staff to partner with families or the community. As a result, families and community agencies are not effectively engaged to provide the support that would benefit students on their journey to college and career readiness. Consequently, student academic and social-emotional development is hindered.

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

- While the school shares limited data with parents, students and the school community, it and does not consistently and systematically provide learning opportunities for families to use and understand data. The school uses several methods of communication with families and the school community; however, discussions with the school leader indicated that these communications are not monitored for their effect on increasing student achievement. Parents interviewed were not aware of ARIS and had not received a user ID or training to access student data via this system. Parents reported they are not sufficiently prepared to identify and interpret student data. The IIT found that there was no evidence that the school provides learning opportunities for families to understand student data. Consequently, limited dialogue between families and the school regarding student data hinders the ability of families to understand and use data to support their children's needs.

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: Create and develop a shared, collaborative vision of specific, measurable, ambitious, results- oriented and timely (SMART) goals that addresses student achievement and well- being. Ensure that the school community works together to realize this vision as outlined in the SCEP and other school improvement documents and data and that the vision is uniformly seen, heard and known across the community.
- 2.3: Encourage staff to use systems that are dynamic, adaptive, interconnected and lead to the collection and analysis of outcomes. Promote and support practices in areas that impact a school and student progress and achievement, which include feedback loops and examples of best practices connected to student achievement.
- 2.4: Develop a prioritized schedule of targeted and frequent observations that provides specific constructive and instructive feedback. Include a system to track feedback and implementation to hold administrators and staff accountable for continuous improvement so that staff is capitalized to support all students to meet the social needs of the students and school.
- 2.5: Observe targeted teacher practices throughout the school year that result in relevant feedback and teacher improvement plans. Use student data, feedback from formal and informal observations, and PD opportunities connected to improvement plans and conversations to provide supports to teachers and other staff members.

Tenet 3: Curriculum Development and Support

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

- 3.2: Provide consistent and systematic support to all teachers across grades and subjects appropriately aligned to rigorous and coherent CCLS curricula. Ensure that the implemented curricula are appropriately aligned to the CCLS. Use cohesive and comprehensive curricula that include clear, descriptive units of study appropriately aligned to standards and consider what students need to know across all grades.
- 3.3: Collaboratively create and examine coherent CCLS-appropriately aligned curriculum unit plans across grades and subjects. Use appropriately aligned CCLS pacing calendars and unit plans across all grades, content areas, and classes that expose students to a progression of sequenced complex materials. Use CCLS-appropriately aligned lesson plans that promote higher-order thinking skills and help students analyze information.
- 3.4: Ensure that students are exposed to a standards- based aligned curriculum that enables students to discover, create, and communicate information using the arts, technology and other enrichment areas.
- 3.5: Use assessment tools to identify patterns of student learning that lead to the adaptation of instruction. Analyze collected data, leading to the development of instructional plans for groups of students that capture current levels of student achievement and map out a clear and timely path for progress and growth.

Tenet 4: Teacher Practices and Decisions

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

- 4.2: Use plans that are informed by data (summative, interim, attendance, IEPs, NYSESLAT) and grade-level goals for all groups of students. Use instructional practices and strategies that are aligned to plans, include accommodations for students with disabilities and ELLs, and provide instructional interventions to students that lead to inquiry and engagement. Create short- and long- term goals for groups of students based on grade-level benchmarks that lead to student involvement in their own learning.
- 4.3: Provide students with a wide variety of ways to engage in learning that enable students to achieve their targeted goals.
- 4.4: Stimulate student thinking by asking questions that relate to instructional materials that contain high levels of text and content complexity.
- 4.5: Use data sources and analyze the information provided from such sources to inform instructional decision-making, including student grouping and instructional strategies. Provide frequent feedback to students based on the analysis of timely data and provide students with their next steps.

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: Establish and develop a system that allows each student to be known by a designated adult who coordinates her/his social and emotional developmental health needs. Ensure there is a system for referral and support for all students that addresses barriers to social and emotional developmental health and academic needs. Use data to identify areas of need and cultivate partnerships that impact student social and emotional developmental health.
- 5.3: Ensure all school constituents can articulate the skills and behaviors that demonstrate social and emotional developmental health and lead to academic success. Develop a curriculum or program that teaches supports and measures social and emotional developmental health for students that results in a significant number of students demonstrating these skills. Provide PD that builds adult capacity in supporting students' social and emotional developmental health.
- 5.4: Ensure that teachers are able to articulate the school vision and how it is connected to student social and emotional developmental health and the role teachers play in achieving that vision.
- 5.5: Ensure that school leaders and student support staff work with teachers to develop an understanding of how to use data to address students' social and emotional developmental health needs that align to academic and social success. Ensure all staff members use data to effectively address student needs.

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:

- 6.2: Offer families opportunities for volunteering and engaging with school focused on student learning and development.
- 6.3: Communicate with families concerning student achievement information using multiple tools in all pertinent languages so that student achievement is increased.
- 6.4: Make connections between families and the community to support learning and growth. Provide PD for targeted school staff on how to actively seek and sustain healthy partnerships with families and community organizations that is linked to student needs.
- 6.5: Provide a wide range of learning opportunities for families to elevate their understanding of student data. Share data in ways in which families can understand student learning needs and successes and are encouraged to advocate around student support.