



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	331500010676
School	Red Hook Neighborhood School
School Address	27 Huntington Street , Brooklyn, New York 11231
District	NYC CSD 15
School Leader	Rochel Brown
Dates of Review	March 14 &15, 2013
School Accountability	Focus
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	PreK - 5	Total Enrollment	234	% Title 1 Population		% Attendance Rate	88%				
% Free Lunch	91%	% Reduced Lunch	3%	% Student Sustainability		% Limited English Proficient	8.97	% Students with Disabilities	17.95		
Types and Number of English Language Learner Classes											
# Transitional Bilingual	0	# Dual Language	0	# Self-Contained English as a Second Language		0					
Types and Number of Special Education Classes											
# Special Classes	2	# Consultant Teaching	0	# Integrated Collaborative Teaching				2			
# Resource Room	10										
Types and Number Special Classes											
# Visual Arts		# Music	1	# Drama	0	# Foreign Language	0	# Dance	0	# CTE	1
Racial/Ethnic Origin											
% American Indian or Alaska Native	1.28	% Black or African American	49.30	% Hispanic or Latino	45.30	% Asian or Native Hawaiian /Other Pacific Islander	2.9	% White	2.14	% Multi-racial	0.43
Personnel											
Years Principal Assigned to School	3	# of Assistant Principals	1	# of Deans	0	# of Counselors / Social Workers		2			
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	0	% Teaching with Fewer Than 3 Yrs. of Exp.		1		Average Teacher Absences			
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	X	SIG Recipient (a) (g)	no		
ELA Performance at levels 3 & 4	28.3%	Mathematics Performance at levels 3 & 4	36.7%	Science Performance at levels 3 & 4	73%	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 (Mark an "X" in the field(s) where school is identified for not meeting AYP.)			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Science			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective			
	Limited English Proficiency		

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

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

1. Improve teacher effectiveness by developing a shared understanding of instructional excellence to positively impact student achievement, resulting in more cycles of classroom observation and feedback using a research-based rubric that articulates clear expectations for teacher practice.
2. Develop a common protocol for the use of rubrics across grades to expand analysis of student progress and more clearly identify trends.
3. Deepen the alignment of the taught curriculum to the rigorous demands of the Common Core Learning Standards and increase higher order thinking.
4. Maintain grants and partnerships bringing opportunities for social, emotional, artistic, and academic growth to students, expanding their view of the world and enhancing college and career potential.
5. Maintain high expectations for all members of the school community by creating a clear vision of academic success with significantly higher levels of achievement for all students.

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:			E		

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

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

	OVERALL RATING FOR TENET 3:			D	
Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students and pertinent subgroups experience consistent high levels of engagement, thinking and achievement.					
#	Statement of Practice	H	E	D	I
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.		X		
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.			X	
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.		X		
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.			X	
	OVERALL RATING FOR TENET 4:			D	
Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.					
#	Statement of Practice	H	E	D	I
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.		X		
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.		X		
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.		X		
5.5	The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.		X		
	OVERALL RATING FOR TENET 5:		E		

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

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

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	E
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Debriefing Statement: Through the implementation of a clear vision, shared by all constituents, the school leader has allocated resources that reflect the prioritized goals to increase student achievement.

Strengths:

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

- The school community shares an evidence-based vision for student achievement that is clearly stated and revised as needed to meet the goal of student achievement. Interviewed staff and students demonstrated an understanding of the vision. Student support staff members stated that the school is working toward the goal of increasing students’ reading and math proficiency levels by 10 percent. Students also articulated that they were expected to improve their reading and math scores by 10 percent. At teacher team meetings, the staff spoke of the school’s vision to improve reading and math scores by 10 percent and to bring into the school the cultural richness of the community. The review team also observed that school-wide goals were posted in and outside classrooms as well as on the parents’ bulletin board. Because the school vision incorporates aligned goals and expectations and is communicated to school constituents, school leaders and the school community are able to share a common language and clearly articulate school wide goals.

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

- The school leaders use Observation 360, which is web tool to track informal and formal classroom visits. Teachers reported that school leaders visit classrooms regularly to observe instruction and provide timely feedback and ongoing follow-up, as teachers implement recommendations to improve their performance. Further, school leaders monitor the teacher distribution of an electronically generated Individual Learning Plan (ILP) to students every six weeks. Documents reviewed indicate that school leaders monitor that teachers and students meet for one-to-one conferences. After receiving their ILP reports, school leaders track that students develop their individual goals and brainstorm ways to achieve each goal. Afterwards, students document these ideas on a goal form. Students reported that they also share and discuss the document with their parents. The cogent system for teacher observations and student feedback is frequently monitored by school leaders within the cycle, and evaluated to make instructional adjustments related to

specific student learning goals. This system allows school leaders to examine and improve individual and school-wide missions and critical goals. As a result, the immediate goals of the school community are achieved and students have greater opportunities to achieve academic success.

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

- School leaders actively secure grants that support cultural and community-based partnerships. Students reported that they and their parents enjoy participating in the Guggenheim Museum’s *Learning through the Arts* Program, field trips through the *Seeds to Trees* science program, art lessons with *Studio in the School*, and dance instruction with the *Community Word Project*. Teachers reported that they collaborate with the resident artists to ensure that these programs support student and school-wide goals. A school leader reported that she has developed a relationship with the Food Bank for New York City so that the school is able to engage students in the Food Bank’s CookShop Classroom program to learn healthy eating practices. Through the same program, parents attend monthly balanced-meal-planning workshops hosted by the parent coordinator and take home a bag of assorted food items provided by a local supermarket. A review shows that the master schedule provides for Academic Intervention Services (AIS) with extended-learning time to provide students extra support in English language arts (ELA) and mathematics. To support the school’s goals, the school leader reported she funds a parent coordinator to increase parent involvement and serve as a male role model for students, a full-time staff developer to help improve teacher effectiveness, an attendance teacher to improve student attendance, and a technology teacher to support technology instruction for staff and students. As a result, the school leader’s decisions in organizing and allocating resources are strategic and fully support the attainment of school and individual student goals.

2.5 The school has received a rating of *Effective* 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 developed and implemented a system to evaluate teachers and provide relevant feedback frequently. Teacher-observation binders document frequent and targeted teacher observations and individualized teacher improvement plans. School leaders use the Observation 360 program, which they have aligned to school wide goals (e.g. developing questioning, discussion, and communication skills) to track teachers’ classroom practices. A school leader reported that using the Observation 360 program, she visits classrooms twice daily, immediately emails teachers with written feedback, and subsequently follows-up with formal or informal discussions focused on instructional next steps. A review of school documents indicated that the staff developer also visits classrooms, models instruction, gives feedback and recommendations to teachers for next steps, and delivers professional development workshops. The systemic program of teacher observations, relevant feedback to teachers, and ongoing professional development holds school leaders, teachers, and other staff accountable for

continuous improvement.

Areas for Improvement: All ratings for this Tenet are either **Highly Effective** or **Effective** and therefore, comments are listed under **Strengths**.

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

Tenet Rating

D

Debriefing Statement: The school leader and staff have begun to implement curricula and assessments that are aligned to Common Core Learning Standards and the Instructional Shifts. The coherent and rigorous implementation of the CCLS has yet to meet the needs of all students. In addition, teachers are not consistent in providing specific targets or feedback to help students improve their work and to enable them to take greater ownership and responsibility for their own learning.

Strengths:

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.

- Staff members meet regularly to collaborate across the grades for instructional planning and inquiry. The review team observed teachers using common planning time to discuss student case studies to brainstorm interventions that may lead to improved outcomes. Teachers reported that planning time gives them opportunities to learn from each other, so that they may better know how to meet the curricular and instructional needs of students. Student programs include the integration of technology and the arts, which immerses students in learning activities that lead to high levels of engagement and ongoing improvement. Interviews with school leaders, teachers, staff and students, as well as documents reviewed demonstrated that professional collaborations ensure students have access to the arts and technology. Teachers reported that they meet with the artists from the school's various cultural and social partnerships to plan and align curricula to targeted student needs. Teachers and students in each classroom visited have access to laptop computers and a Smart Board. One grade five student reported that he regularly uses classroom laptops to research topics and to complete final drafts of written pieces. Because teachers collaborate, participate in professional development, and provide instruction aligned with cultural enrichment, students have access to instruction that incorporates the arts, technology, and other areas of enrichment.

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

- Teachers and school leaders have a system to analyze and use data to make decisions about

curricula and instruction. Classroom teachers take notes during class to collect data on students' in-class comprehension and performance. School leaders maintain a data binder tracking class, grade, and individual student outcomes to monitor progress and make strategic adjustments based on identified trends. Teachers reported that formative, summative, and anecdotal data are used to create flexible student groupings. Students and teachers reported that work groups are flexible and based on the learners' reading and mathematics achievement levels as well as other assessment data. Students were able to articulate their specific levels and areas of growth. The review team found that feedback to students from teachers was specific enough to help students identify and reflect on what they needed to do to improve. These goals were in documentation in data binders and posted throughout the school. Teachers use data tracking sheets with baseline, midline, and end line data to monitor and assess student progress. The school leader reported that data binders are used by teachers to plan based on student needs. The school leader shares data with teachers and instructional staff so they can monitor and track student progress. The use of data across the school to inform planning and decision-making allows the school to align its resources to support greater student achievement and provides students the guidance necessary to take greater ownership of and responsibility for their own learning.

Areas of 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 has created a calendar of professional workshops that are aligned to the school's goals and the K-5 Common Core Learning Standards (CCLS). According to documents reviewed, the school has a formal professional development plan, based on identified pedagogical needs and school wide goals. Teachers use curriculum maps that reflect the CCLS across all grades and content areas and provide students with sequenced, complex instructional materials and resources. During classroom visits, instructional practices aligned to the CCLS end-of-the-year expectations; however, the CCLS instructional shifts were inconsistently implemented. Assigned student tasks that required higher-order thinking were not routinely observed in visited classrooms, although some classes were using the *Talk Moves* program to promote higher-order thinking and discussion. School goals, professional development, and curriculum maps support the implementation of the CCLS end-of-the-year expectations; however, inconsistent instructional practices limit students' access to the deep levels of thinking required from the CCLS.

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

- Teachers participate in grade-level meetings and collaborate on the alignment of curriculum to the rigorous demands of the CCLS. Observation by the review team of a grade-level teacher meeting indicated that teachers use this time to examine student work to promote better alignment of

instructional practices with identified student needs. Although teachers meet regularly, there are inconsistent instructional practices from classroom to classroom. For example, teachers use Story Time curriculum and EnVision Math curriculum unit plans to guide lesson planning. Students had access to a range of sequenced, scaffold, and complex instructional materials and resources that meet the learning needs of all students in the classrooms visited by reviewers. However, only some teachers elicited student ideas by asking them to restate other students' answers or explain why they agree or disagree with a response. In addition, documentation reviewed and classroom visitations found an inconsistent use of differentiated graphic organizers to help diverse learners organize and communicate ideas. Classrooms visited by reviewers often lacked prompts to stimulate higher-order thinking and build deep conceptual understanding. As a result, students are not fully benefitting from a curriculum designed to prepare them to be college and career ready.

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

Tenet Rating

D

Debriefing Statement: Teachers are beginning to regularly engage in strategic practices and decision making in order to provide multiple points of entry, geared toward driving all students to higher levels of engagement, inquiry, and achievement.

Strengths:

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

- The school uses a plan-assess-adjust cycle to support continuous improvement of educational practices via data-driven, collaborative instructional planning and continuous monitoring of student progress. Interviews and documents reviewed indicated that the school uses six-week improvement cycles to plan instructional adjustments. Interviews with school leaders and teachers indicated that the school plans appropriate instructional supports and extensions of activities to ensure that all students are engaged in learning and are able to access complex content-specific knowledge. Documents reviewed and interviews with school leaders reinforced that the school monitoring student progress is an on-going school-wide priority. School leaders visit classrooms daily to conduct formal and informal teacher observations. Teachers are provided with timely feedback, suggested next steps, opportunities for inter-visitations, and opportunities to attend a variety of on-going professional development workshops. Teachers reported that they help students develop individual long- and short-term goals, within six-week cycles. Practices are consistently monitored to provide immediate feedback for teaching and learning, which increases the likelihood that instruction will meet the students' needs, thus, improving the possibility of increased student achievement.

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

- Students expressed to reviewers that they feel safe within the school community. One student said he felt safe because “the principal, assistant principal, teachers, and security cameras are always checking-up on things.” The school has a student council, which runs the School Attendance Store (SAS). The SAS is opened once monthly to students who have achieved perfect attendance, as an incentive for students to improve their attendance. The review team observed that posted classroom rules help to maintain acceptable student social learning opportunities in classrooms. Document reviews indicated that the school uses extended-day ELA and mathematics programs, connected to the CCLS, to reinforce content-specific skills. All students in the large group and small group meetings were able to speak about their individual learning goals and discuss the steps they are taking to achieve the goals within a current six-week cycle. Students reported using graphic organizers to compare and contrast social studies topics. Other students reported using rubrics to help them write essays and determine performance levels. Overall, students reported that teachers challenge them to learn more and use advanced materials. The school has created a safe environment that is conducive to learning and promotes high levels of student engagement and success.

Areas for Improvement:

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.

- Teachers are beginning to utilize instructional materials that support the CCLS and instructional shifts. Some teachers provide diverse learners with opportunities to increase reading fluency, word development, comprehension skills, and critical thinking. The review team observed that not all teachers check for understanding and scaffold lessons to accommodate student needs and abilities. In most classes, teachers used rubrics to assess student work and teachers had a grading policy, which included expected student achievement outcomes. During class visits, students used manipulatives to help them explore mathematics concepts and prepare for weekly Math Stars contests, where students in grades three through five participate in math competitions to motivate and engage students in learning. While the review team observed that some teachers provide differentiated instruction that supports the CCLS and provides students with a variety of ways to achieve targeted goals, this is not consistent across the school. Instructional practices and teacher decision-making are inconsistent, which limits the effectiveness of achieving targeted goals for all students including the subgroups.

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 class visits, teachers created conference notes gathering data on student learning and

understanding. Reviews of student work and portfolios revealed that teachers provide comments and feedback to students. Teachers meet with students in one-to-one conferences to assess and accommodate students' varied learning styles and interests. Students confirmed that teachers meet with them to discuss work products and test results. While teacher feedback provided positive reinforcement of skills mastered, it did not always include next steps of specific tasks to complete. The school provides professional development to enhance teacher understanding of data and data's implications on instructional planning. Teachers use assessment benchmarks and unit examinations to guide flexible student groupings supporting differentiated instruction. Teachers' use of data to inform lesson planning and student grouping and their feedback to students promote varied levels of student participation in their own learning process. The review team observed that in some classes basic low level tasks and questioning were used, which limited students' higher order thinking skills when working in groups. Not all instructional practices are data driven which limits targeted interventions and continuous improvements in student learning for all accountable student groups.

<p>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.</p>	<p>Tenet Rating</p>	<p>E</p>
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Debriefing Statement: The school community identifies, promotes, and supports social and emotional development; utilization of these supports lead to healthy relationships and a safe, respectful environment for all constituents.

Strengths:

5.2 **The school has received a rating of *Effective* for this Statement of Practice:** The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.

- The school has a team of professionals that provide social and emotional support to students. Documents reviewed indicated that school practices include family out-reach; crisis intervention; in-house behavioral and academic support; and academic, social, and behavioral assessments. The attendance teacher makes home visits during the school day, outside of the school day, and on weekends. School leaders and school support personnel employ specific strategies and establish partnerships with various social and emotional developmental health agencies to meet the needs of students and their families. The school partners with Good Shepherd Services, which provides after-school programs that include social and emotional supports, such as individual and group counseling and mentoring. The support staff refers students and families to agencies such as the Park Slope Center for Mental Health, Long Island College Hospital, Downstate Medical Center, and SUNY Optometry. Interviews with the school leader indicated that the school has identified funding sources to ensure implementation of enrichment and intervention programs. These sources include a number of community agencies, educational institutions, and cultural affiliations. For example,

the Community Word Project provides an arts residency for students in grades two and five and the Guggenheim Museum helps the school integrate arts into the curriculum and offers field trips to the museum. The school uses systems and partnerships to promote and support student social and emotional developmental health to enrich and nurture student needs and interests.

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

- All school constituents articulated a shared vision and understanding of skills and behaviors that demonstrate social and emotional developmental health. Interviews with school leaders, teachers, parents, and students referenced the vision for improved student achievement. Teachers post class rules and discuss them with students to promote and reinforce positive behaviors. The school embeds programs connected to social and emotional development. These programs include character-education lessons and literature that focuses on social and emotional health themes. The master schedule includes common preparation periods for teachers to engage in inquiry, collaborative planning, and building best practices through on-site, network professional development opportunities. Because of the school community's shared vision, and the systemic planning provided for students' social and emotional development, the school is a safe and healthy environment that is conducive to learning and fosters socio-emotional and academic growth.

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

- Students reported feeling safe, supported, and respected in the school. Students also stated that the school is a bully-free zone. School leaders and teachers indicated that school assembly programs and youth development projects help cultivate an environment in which students and staff are partners and respect one another. Students and staff indicated that the school has an active student government that helps the school maintain its inclusive, respectful culture. The school hosts events that connect teachers and parents in the classroom, including a spring concert, field day, spelling bee, 100th day of school celebration, book fairs and parent workshops. During the visit, teachers were able to articulate the school vision and how it connects to students' social and emotional development, as well as their role in helping students to achieve this vision. Parents reported that they review progress reports with their children to gain a better understanding of where students are academically and what their next steps need to be. The school is safe and fosters a sense of ownership in students that results in increased student success.

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

- The school leader and support staff work collaboratively to use data to respond to students' social and emotional developmental health needs. Support-staff articulated how data are collected and shared with all teachers to help establish plans to meet the needs of students. The support staff

reported that they analyze Online Occurrence Reporting System data as a means to monitor and work to decrease student incidents. They also analyze data from Automate the Schools (ATS), Children’s Assistance Program, Special Education School Improvement System (SEIS), Acuity Periodic Assessments, predictive assessments, behavior checklists, and report cards to track students’ progress and identify social and emotional obstacles to success. School leaders and staff use data to respond to students' social and emotional developmental health needs and foster academic and social success. As a result, the school is able to respond to barriers and nurture academic and social success.

Areas for Improvement: All ratings for this Tenet are either **Highly Effective** or **Effective** and therefore, comments are listed under **Strengths**.

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

E

Debriefing Statement: The school culture promotes partnerships where parents, community, and staff work together to improve students’ academic progress, social and emotional growth, and well-being.

Strengths:

6.2 **The school has received a rating of *Effective* for this Statement of Practice:** The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.

- The school is a welcoming place and is responsive to families and community members. The parent coordinator reported that he works collaboratively with the Parent-Teacher Association (PTA) and school staff to connect families to staff members and schedule monthly activities to engage parents at the school. School leaders reported that the school invites families to activities, which are listed on the monthly student calendar and the calendar posted in front of the main office. School Messenger, an automated phone system, calls families to share school information. The school holds frequent parent engagement activities, including workshops, new parent orientations, and open houses. Parents reported that the school tries to build trusting and respectful relationships and embraces the entire school community. The review team observed the school leader and safety agents greeting families and other community members as they came into the school building. Parents reported that through PTA meetings and monthly School Leadership Team meetings, families and community members are recognized, respected, and valued for their contributions and commitment to the school. Document reviews indicated that the school holds awards ceremonies for students and family workshops that provide information on English as a Second Language (ESL), CCLS, special education reform, technology, and strategies for helping students succeed. As a result, the school encourages families to engage frequently with the school to support student growth and achievement.

6.3 **The school has received a rating of *Effective* for this Statement of Practice:** The school engages in

effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.

- A review of documents and interviews with parents indicated that the school has a strong focus on the cultural heritage of the diverse school community. The school hosts events such as parent conferences, parent orientations, open houses, cultural celebrations and showcases of student work. School notifications and communications on School Messenger are translated to ensure effective ongoing communication in all pertinent languages. Additionally, parents reported that translators are present to translate at parent conferences and other school meetings and workshops. Parents reported that the school engages families in dialogue about school improvement initiatives through PTA and School Leadership Team meetings and information seminars. The school has a parent involvement committee. Parents reported that they communicate with teachers via class websites and receive progress reports, phone calls, and invitations to view their children's work. Because administrators and staff use a variety of tools to engage families in ongoing communication, reciprocal communication occurs, which fosters stronger family/school partnerships and increased student learning.

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

- The school places a high priority on working with all members of the community to maximize opportunities for families to be empowered to help their children learn. PTA leaders spoke about the school's success in building partnerships that connect families to organizations and provide a variety of academic and social emotional programs and partnerships. Partners include the Guggenheim Museum, Learning through the Arts Program, the Food Bank for New York City, and Good Shepherd Services. The parent coordinator and guidance counselor reported that they disseminate information and identify resources to engage parents in their child's education. Staff members reported that they attend meetings to receive training and information to support their work with families to meet students' medical, social, emotional, and academic needs. Document reviews revealed that these meetings focus on incident reports, anecdotal records, and student progress reports. The student support staff reported they provide information to staff about ways to cultivate partnerships with families and community members to support interventions, improve student attendance, and access community resources and services. The school community's partnerships with families and community organizations foster increased student outcomes therefore, reducing barrier to success.

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

- Interviews with school leaders and staff indicated that they engage in one-to-one and group conferences to help families understand how to identify gaps in student learning. Documents indicated that family workshops, parent-teacher conferences, and Family Fridays provide

opportunities for parents to meet with school staff to learn about student data. The review team observed that teachers post weekly class attendance goals and reading level goals outside classrooms and review this data with families. The parent coordinator, bilingual staff, and parent volunteers reported they help ensure that all families have access to individual student data about achievements, providing translations as necessary. Using the Achievement Reporting and Innovation System and School Messenger, staff reported the school shares data about students' goals, achievements, and areas of need. Progress reports and quarterly report cards provide families with additional student progress information. The school community shares data in a variety of ways to empower families, promote communication, and foster student learning and academic success.

Areas for Improvement: All ratings for this Tenet are either **Highly Effective** or **Effective** and therefore, comments are listed under **Strengths**.

Recommendations:

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:

- 3.2: Ensure that higher order thinking tasks and questioning promote the CCLS instructional shifts in all classrooms. Measure the impact of these activities on improving learning in all classrooms, including those serving student subgroups.
- 3.3: Ensure that in all classrooms curriculum is aligned to the CCLS instructional shifts to include prompts to stimulate higher-order thinking and deepen conceptual understanding.

Tenet 4: Curriculum Development and Support:

- 4.3: Ensure that teachers are aligning instruction to the CCLS and that there are multiple points of access for all students including ELLs and students with disabilities in all instructional plans.
- 4.5: Strengthen the use of data through on-going PD opportunities in coaching and modeling, to drive instructional decision –making, specifically regarding feedback to students as they move toward taking ownership of their learning and progress.