



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	321200010300
School	School for Science and Applied Learning CS 300
School Address	2050 Prospect Avenue, Bronx, New York 10457
District	NYC CSD 12
School Leader	Venessa Singleton
Dates of Review	February 25 - 26, 2013
School Accountability	Priority
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	K - 5	Total Enrollment	621	% Title 1 Population	91%	% Attendance Rate	92%				
% Free Lunch	91%	% Reduced Lunch	3%	% Student Sustainability	90%	% Limited English Proficient	16.2%	% Students with Disabilities	20%		
Types and Number of English Language Learner Classes											
# Transitional Bilingual	1	# Dual Language	0	# Self-Contained English as a Second Language				0			
Types and Number of Special Education Classes											
# Special Classes	4	# Consultant Teaching		# Integrated Collaborative Teaching				5			
# Resource Room	1										
Types and Number Special Classes											
# Visual Arts	1	# Music	NP	# Drama	NP	# Foreign Language	NP	# Dance	NP	# CTE	NP
Racial/Ethnic Origin											
% American Indian or Alaska Native	%	% Black or African American	39%	% Hispanic or Latino	60%	% Asian or Native Hawaiian /Other Pacific Islander	%	1%	% Multi-racial	%	
Personnel											
Years Principal Assigned to School	7	# of Assistant Principals	2	# of Deans	1	# 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.		16	Average Teacher Absences				
Overall State Accountability Status (Mark applicable box with an X)											
School in Good Standing		Priority School	X	Focus District		Focus School Identified by a Focus District		SIG Recipient (a)	(g)		
ELA Performance at levels 3 & 4	17.2%	Mathematics Performance at levels 3 & 4	22.95	Science Performance at levels 3 & 4	70.2%	4 Year Graduation Rate (HS Only)		N/A			
Credit Accumulation (High School Only)											
% of 1 st yr. students who earned 10+ credits	N/A	% of 2 nd yr. students who earned 10+ credits	N/A	% of 3 rd yr. students who earned 10+ credits	N/A	6 Year Graduation Rate		N/A			

NP = Not Provided

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	X	Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities	X	Limited English Proficient
	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native		Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
X	Students with Disabilities	X	Limited English Proficient
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
	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. Align the common core standards to at least two units of study in both ELA & Math.
2. Increase the reading levels for students in grades K-5 by at least two levels.
3. Utilize the Danielson framework to improve teacher effectiveness within the core competencies as per the 2012-13 Citywide instructional expectations.
4. Increase the student attendance rate by at least 2 percent.
5. Improve the communication between parents and the school regarding student academic performance.

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

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

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

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

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

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

School Review Narrative:

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.	Tenet Rating	D
<p><u>Debriefing Statement:</u></p> <p>The school vision, which was developed by the school leadership, is not understood fully or consistently by all constituents. While resources are organized strategically, there are limited evidenced-based systems in place in areas of critical need. Without a vision that is fully understood by all stakeholders, a sense of urgency about achieving school-wide goals is limited.</p> <p><u>Strengths:</u></p> <p>2.4 <u>The school has received a rating of <i>Effective</i> for this Statement of Practice:</u> Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.</p> <ul style="list-style-type: none">• The school leader has made programmatic, personnel, and fiscal decisions to meet student needs. The school leader reported to the IIT that she has made program decisions to provide extended day learning opportunities designed to meet the needs of diverse learners. Programs implemented include: Morning and Saturday Academies to service English language learners (ELLs); the Afternoon Academy, servicing high-achieving students; the Man-Up Global program, designed for boys in grades three through five;; and the Sisters Inspiring Sisters to Achieve Higher (SISTAH) program, servicing girls in the area of conflict resolution. In addition, the Read Alliance tutoring program for students in in grade one provides early interventions for students who are not meeting academic standards. The school leadership has also hired a full-time dean and a half-time dean to address the needs of students. Interviews with the support staff indicated that program initiatives and the hiring of additional support staff have resulted in improved attendance and a reduction in the number of behavioral incidents in the school. Staff reported that the network data specialist supported the school leader’s interest in seeking an external data consultant who would meet with staff to strengthen teacher skills on the use of data. Interviews with the school leader indicate that the network data specialist and the school community work collaboratively to identify teacher needs and support and make funding decisions. Consequently, these strategic decisions and initiatives by the school leader enable to school to meet the needs of students and the school community. <p><u>Areas for Improvement:</u></p> <p>2.2 <u>The school has received a rating of <i>Developing</i> for this Statement of Practice:</u> Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving schoolwide goals aligned with the vision as outlined in the School Comprehensive Education Plan (SCEP).</p>		

- The school leaders created the school vision. During interviews with the IIT, teachers reported that the school leader, with the input of other school leaders, developed the school's vision/mission. The school leader stated that the vision is embedded in the mission statement. However, while most school constituents are aware of the school mission, there was limited evidence that it was clearly understood in a way that the entire school community could articulate or take ownership of the existing mission. During the parent interview, parents indicated that a school vision was shared by the school leadership. While parents indicated they understood some of the language in the vision statement, they were unclear about the use of language regarding college and career readiness. The review of documents by the IIT indicated that the parent-teacher association (PTA) has a separate and different vision statement. Because there is limited meaningful community involvement and the school stakeholders are unable to articulate clearly the school vision, a shared sense of urgency for collaboration toward the achievement of school-wide goals is limited.

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

- The school is in the beginning stages of developing evidenced-based systems in areas of critical need. The school leader indicated that she has assembled a team to assist staff in gathering and analyzing data. This team consists of a network support data specialist, an Australian United States Services in Education (A.U.S.S.I.E) consultant, and an external data consultant. Teachers reported to the IIT that teams are beginning to understand the importance of how data drives instruction. Document reviews indicate teachers use a comprehensive writing rubric to measure student writing of informational text. While teachers indicated they explain the rubric elements to the students, the IIT found during classrooms visitations, that not all teachers explain the rubric elements to the students so that they understand the comments and their scores. During the teacher team meeting, a teacher explained that one co-teaching partnership has collaboratively developed rubrics with their class, which are in keeping with best practices, to ensure that their students understand teacher expectations. The teachers in that partnership explained that they were trained to develop rubrics, but have not turn-keyed the information to their colleagues as yet. Consequently, the inconsistent use of evidenced-based systems to improve areas of critical needs, limits progress toward mission-critical goals.

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 participates in programs that provide teachers with feedback and professional development (PD). During an interview with the IIT, the school leader indicated that the school is in year two of its participation in the Teacher Effectiveness Pilot. The program provides feedback to teachers that is memorialized on an online system and is maintained in a school binder. The school

also has embarked upon a professional growth opportunities program where teachers self-reflect and select PD in three ways: data results, teacher needs, and interests. However, the observation process as documented in the binder, is mostly conducted by assistant school leaders, lacks actionable feedback linked to key standards and citywide expectations, and results in unclear instructional expectations. Most of the observations examined, referenced areas of classroom management and student behavior. The IIT found that observation binders made no reference to, or recommendation of, the use of student data or relevant subgroups. During the support staff meeting, some members indicated that they do not receive formal or informal observations from the school leader or their supervisors although they receive verbal feedback from time to time, when situations regarding students arise. At the time of the IIT visit, there were no systems in place to indicate that the school leader and the assistant school leaders provide meaningful check-ins to provide clear expectations and next steps for teachers. As a result, there is not a fully functioning system in place that tracks teacher practices based on student data and provides evidence-based feedback. Consequently, the school leaders' ability to hold staff accountable for 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

D

Debriefing Statement:

The school is in the beginning stages of developing curricula and assessments that support the CCLS. Teachers struggle with the use of data to provide students, particularly subgroups, with rigorous instruction. This negatively impacts teachers' ability to maximize instruction to support student learning.

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 is in the beginning stages of developing and implementing curricula that support the CCLS. Document reviews indicate that the school leader has set a goal to align the CCLS in English language arts (ELA) and mathematics with the school's curriculum. The IIT's document review indicates that the school integrates the expectations of the CCLS in units of study. However, lessons that incorporate the CCLS are not a common practice throughout the school. Classroom visits by the IIT indicated that only some of the teachers are incorporating CCLS within their units of study. The IIT observed that not all lesson plans were aligned to the CCLS and the instructional shifts

needed to meet the needs of all student subgroups. The IIT also found that the curriculum units and lesson plans did not indicate differentiation of instruction. Because of the inconsistent implementation of the CCLS, not all students are exposed to the concepts and strategies needed for academic success.

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 across grade levels formally meet to examine the school curricula and align instructional units to the CCLS, focusing on Danielson’s competencies, planning and preparation, questioning and discussion. However, the IIT found through document review that few of the lesson and unit plans that support the CCLS addressed higher order- thinking skills or complex tasks necessary to meet the expectations of the CCLS. During classroom visitations, the IIT found inconsistency in questions posed by teachers that stimulated student thought around specific content. Because of the inconsistent use of plans to promote higher order thinking skills, not all students are engaged in rigorous learning experiences, which limit their access to deep conceptual knowledge needed for academic success.

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

- While teachers have meetings to identify components of instructional content and are provided with opportunities to meet vertically with the purpose of targeting content and purpose in lessons, the IIT found limited evidence to indicate that the collaboration led to a robust curriculum that incorporated the arts, technology, and other enrichment areas. Classroom visits and interviews with staff indicated that school leadership ensures that all classrooms have SMART Boards and that teachers receive training in the use of them as a tool for instruction. The school leader reported that the school has an art teacher who provides students opportunities to engage in art instruction. However, the IIT did not find evidence to indicate that interdisciplinary planning is occurring and that the use of SMART Boards and art instruction are aligned to the curriculum and standards. While the IIT viewed displays of art projects in the corridors, there was no evidence that the projects were linked specifically to the implemented curriculum. Consequently, students’ exposure to a robust curriculum integrating the arts, technology and other enrichment areas is limited.

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.

- While the school collects various sources of data to assist teachers in adjusting instruction or developing action plans to increase student achievement, there are few systems in place or sufficient training on how to use data to inform instruction. Data sources include: I-Math, Fountas & Pinnell, Writing Tracker, ACUITY data, and teacher designed rubrics. The school leader reported

the school has hired a data specialist. The data specialist is responsible for continuous support of teachers to assist them in effectively using the data gathered to promote school improvement. During interviews with the IIT, teachers discussed data use as it relates to the students in a general manner. During the grade/subject teacher meeting, the IIT found that teachers need tailored PD focusing on student data analyses, particularly in relation to the needs of subgroups and high-achieving students, to inform instruction. The lack of a comprehensive school-wide data-driven system and adequate training for teachers on the use of data, limits teachers' ability to adequately plan and adapt instruction to students' needs, which limits student achievement outcomes.

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 do not consistently use data-based strategies to make decisions and create action plans to address the gap between what students know and need to learn, which limits students' levels of engagement, higher-order thinking 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 *Developing* for this Statement of Practice:** Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.

- Teachers are developing units of study in ELA and mathematics that support the CCLS. However, instructional practices that are data-driven and meet student goals are inconsistent, especially for students with special needs. Classroom visits by the IIT indicated that teachers use SMART Boards, graphic organizers, teacher-created rubrics, and conference with individual and small groups of students. The IIT found that some students were able to identify their short and long-term goals, and reading groups were identified by letter and color. However, the IIT examination of lesson plans and classroom visitations indicated a lack of differentiated instruction and interventions for students with special needs. While teachers are working to incorporate instructional practices organized around unit and lesson plans to meet student goals, instructional strategies, particularly for identified subgroups, do not promote consistently high levels of student engagement. As a result, not all students are accessing instruction that consistently promotes high levels of student engagement and inquiry.

4.3 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS) - based instruction that leads to

multiple points of access for all students to achieve targeted goals.

- While teachers are working to implement the CCLS and the instructional shifts into daily classroom instruction, they are not consistently adapting their instruction to meet the diverse needs of all students. Through a review of documents, the IIT found that teachers engage in ongoing efforts to align CCLS to the subject area curricula. However, teachers are not consistently providing a wide variety of ways for students to engage in learning to achieve their targeted goals. The IIT found that questioning often required one word answers, limiting deep conceptual understanding for students. There was limited evidence of teachers using differentiated instruction with multiple entry points to meet the diverse needs of students. In one mathematics class, for example, students were asked how many inches in one foot; how many feet in one yard; how many feet in one mile. The answers to these questions were on the front board and were read, not elicited. The teacher provided a rule for the process of conversion, multiplication and division, which was not understood by the students who were questioned because they were unable to give the correct answer. Because of the inconsistent use of strategies to address different learning needs, not all students are receiving instruction that will enable them to achieve targeted goals.

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

- Students are compliant in the classrooms and hallways. Teachers have created a safe environment for students. During the visit, the IIT observed students changing classes, lining-up, and waiting to enter classrooms, in a consistent organized manner. Rules and expectations were posted in every classroom visited by the IIT. Parents stated that they feel that children are safe at the school. When necessary, parents receive telephone calls if students behave inappropriately. Teachers appeared to be sensitive to diverse groups of students by choosing books that celebrate differences, including music and dance and displaying student artwork indicating various origins and heritage. However, the IIT found inconsistency in differentiation of instruction and implementing inquiry-based lessons that encourage high levels of student engagement. While teachers are creating a safe environment, the lack of consistent instruction that supports higher-level thinking skills, limits student engagement and inquiry.

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

- Teachers inconsistently use data to inform the development of lesson plans and instructional practices and to provide feedback to students about their progress and goals. The IIT found that while teachers have summative and formative data available to them to develop specific strategies, not all teachers analyze this data on an ongoing basis. Some teachers interviewed by the IIT were unable to articulate what data they use for instruction or how they use it to inform instruction and make necessary adjustments. Some lesson plans reviewed by the IIT did not include targeted interventions. On the other hand, other teachers used rubrics and individualized written comments to provide feedback to students on their work. Comments noted on student work in some

classrooms were thoughtful and specific, while in other classrooms generic teacher comments were used on all student work, limiting meaningful and actionable feedback. Because teachers are inconsistently using data to inform instruction, make decisions about student progress, and provide meaningful feedback, students' participation in their own learning process is limited.

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:

All School constituents are able to articulate how the school community is safe. However, the lack of overarching systems to promote and sustain student social and emotional health, limits the ability of the school to be responsive to students needs.

Strengths:

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.

- All school constituents expressed to the IIT an overall feeling of safety and partnership. Students interviewed by the review team stated that they feel safe and that staff and school leaders have an open door policy. Teachers indicated that at the beginning of each school year, they establish contacts with students, parents, and staff, outline expectations for student behavior, and communicate with parents if students misbehave. Parents reported that they feel their children are safe in the school, and shared their satisfaction with the work the school does in supporting their children in an environment that is conducive to learning. Because school constituents are able to articulate a sense of school safety, a sense of ownership is felt, which increases the likelihood that students will be successful in their learning.

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 coordinated system that effectively addresses the barriers to student social and emotional health. The school leader reported to the IIT that the school has a support team that was hired to assist with student social and emotional needs. SISTAH and the Man-Up Global, serve students with behavioral issues. During interviews, the school support team indicated that the school leader does not have a system in place that aligns to the supports provided. The support team works independently, as needs arise, to manage the needs of students via verbal conversations with teachers and administration. The support team indicated that there is no connection between the services they provide and use of data to monitor student needs and

progress or the effectiveness of the services provided. Consequently, the lack of coordinated systems impedes the school's ability to support the social and emotional developmental health needs of all students.

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 has not articulated a school-wide vision that focuses on the social and emotional health of the school community. Document reviews indicated the lack of school-wide programs to support social and emotional developmental health. The support staff reported they are unaware of specific school programs or a curriculum related to student social and emotional health. However, they did discuss specific external programs, such as SISTAH, which addresses social and emotional developmental health of students. Interviews also indicated the outcomes of such programs are neither formally monitored and evaluated nor shared with staff. Document reviews indicated the school has a list of possible PD choices for teachers but did not include evidence of PD to build adult capacity to support student social-emotional health. Because the school does not have a comprehensive school-wide system and vision in place that promotes and supports social and emotional developmental health, its ability to foster a environment that promotes student learning is limited.

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 leaders and student support staff do not provide support to teachers in the use of data to identify students' social and emotional health needs. The support staff meets informally and often with the school leader and teachers to discuss student needs. The school leader indicated she has established a support team responsible for developing a system aimed at addressing students social and emotional developmental health. However, at the time of the IIT visit, support staff members were unfamiliar with data pertaining to serving the social and emotional needs of students. Support staff members indicated they have no knowledge of student data for the groups of students they serve. Because there is no plan in place that provides opportunities for staff to work collaboratively and increase their ability to use data to address student social and emotional development, student needs are not sufficiently met, which negatively impacts student 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

D

Debriefing Statement:

The school is welcoming to families and has developed a culture designed to increase parent engagement and build partnerships. While the school provides opportunities for parents to participate in the school, limited reciprocal dialogue and understanding of student data limit the ability of some parents to support their

children's needs.

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.

- Parents reported to the IIT that school leaders have an open door policy and are available when they request information. The IIT observed that school leaders are available at the main entrance to greet and personally acknowledge families and students daily. The school hallways have student work and student projects posted for community and family members to view. Document reviews of parent information indicated the school translates documents from English to Spanish, and they recognize the need to translate these documents in additional languages to meet the changing school community needs. School leaders provide opportunities for parents to volunteer at the school. Parents also stated that they are aware of opportunities to serve as school volunteers and they take advantage of supporting the school in this way. As a result, families are able to engage frequently and freely with the school, which promotes their ability to support student success.

Areas for Improvement:

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

- During the IIT visit, parents interviewed indicated that school leaders and staff communicate with them, are sensitive to their varied cultures, and make every effort to validate the diversity in the school by organizing celebration events to include all constituents. They also reported that translation accommodations are made for the Latino community. Due to the influx of additional nationalities, there is a growing need for expanded translation support for communication between the school and families. There are many families coming from different countries that are in need of translations services in order to advocate for their children. In interviews with teachers, they reported that the school community is rapidly changing, and more African children from different nations are admitted to the school, necessitating translation support for these families. While the school communicates with parents, communication is not always reciprocal, particularly for groups of parents requiring new translation services. Consequently, not all parents are able to engage with the school to identify their children's strengths and needs.

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

- Interviews with the school leaders, staff, and families indicated the school has built some partnerships to engage constituents in the learning and growth of the school. Grade one students participate in the partnership with Read Alliance, where high school students come to the school to

tutor students who are at risk of falling behind in grade level work. The Sports and Academics Program works with Black and Latino males and students with special needs in grades three to five to increase academic achievement. The school has a partnership with Good Sheppard Services, which provides outside referral services for housing, grief counseling, and other types of counseling for parents. Social workers and a guidance counselor reported they provide support for parents through various workshops. However, the IIT found no evidence of PD for staff on developing partnerships with families and/or the community. Although the school partners with some outside agencies, the lack of a PD plan in place for staff on the development of partnerships with families and the community, limits support for student success.

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

- The parent coordinator provides workshops on the Achievement Reporting and Innovation Systems (ARIS) parent link to families. Families expressed the need for additional PD for staff, including the parent coordinator, to better inform them of school progress and student need. Parents reported they are invited to observe classroom instruction and they can communicate with teachers through correspondence and open school week sessions. In addition, parents meet with grade teams to learn about curriculum. At the mid-year point, specific parents meet with teachers. Parents indicated that data is shared in a general way via phone calls and that there is a need for a formalized approach to sharing student data so that they can understand learning needs and successes. Because the school does not have a systemic plan for the sharing of student data with parents so that they understand it fully, dialogue is limited, which hinders families ability to advocate on behalf of 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: Share the school vision with all stakeholders, specifically highlighting student achievement and well-being as well as how the school leader will work with the community to realize the vision. Ensure that the school's vision is aligned with the SCEP.
- 2.3: Communicate and support practices such as feedback loops and instructional best practices in areas that impact the school and student progress and achievement.
- 2.5: Develop and implement a system for frequently observing targeted teacher practices. Provide guidelines and strategies for school leaders to provide actionable and relevant feedback. Create teacher improvement plans for all teachers using student data, feedback from formal and informal observations, and PD opportunities.

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 systemic support to all teachers across grades and subjects appropriately aligned to rigorous and coherent CCLS curricula.
- 3.3: Ensure teachers use CCLS aligned lessons 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, to support the development of instructional plans for groups of students. Include 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: Ensure teachers use instructional practices and strategies that are aligned to plans and include accommodations for groups of students with disabilities and ELLs. Ensure that instructional interventions are planned to support student inquiry and engagement.
- 4.3: Ensure teachers use instructional practices appropriately aligned to CCLS curriculum maps to instruct students. Provide teachers with strategies that offer students a wide variety of ways to engage in learning and achieve their targeted goals.

- 4.4: Provide teachers with strategies through PD so that they can consistently challenge students at all ability levels. Tailor instruction for various types of learners to foster high levels of student engagement. Provide targeted assistance so that teachers learn to challenge and engage students.
- 4.5: Use data sources and analyze the information provided from such sources to inform instructional decision-making, including student grouping and instructional strategies. Ensure teachers use targeted plans to adjust grouping and instructional strategies based on data. Provide frequent feedback to students based on the analysis of timely data and provide students with next steps for improvement.

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 a system that allows each child to be known by a designated adult who coordinates social and emotional developmental health needs. Develop a system to refer and support all students that addresses barriers to social and emotional developmental health and academic needs. Use data to identify areas of need. Cultivate partnerships with organizations that impact student social and emotional developmental health.
- 5.3: Provide PD for all school constituents to assist them in understanding the skills and behaviors that demonstrate social and emotional developmental health and lead to academic success. Establish a curriculum/program that teaches, supports, and measures social and emotional developmental health for students. Provide PD for all staff that builds adult capacity in supporting students' social and emotional developmental health.
- 5.5: Develop a system that uses student data to identify and coordinate supports to meet the social and emotional developmental health needs of students. Provide opportunities for the school leader and student support staff to work with teachers to support them with the collection and analysis of data to address students' social and emotional developmental health needs in support of academic and social success.

Tenet 6: Family and Community Engagement

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

- 6.3: Communicate school issues and concerns in all languages, so that all parents are aware of the communication. Regularly communicate with families concerning student achievement and information using multiple tools in all pertinent languages.
- 6.4: Provide PD for staff on how to actively seek and sustain healthy partnerships with families and community organizations linked to the needs of students.
- 6.5: Provide a wide variety of learning opportunities for families to elevate their understanding of student data. Share data in a way in which families can understand student learning needs and successes.