



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

**DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)**



<b>BEDS Code/DBN</b>	320800010375
<b>School</b>	The Bronx Mathematics Preparatory School
<b>School Address</b>	456 White Plains Road, Bronx, NY, 10473
<b>District</b>	New York City (NYC) Community School District (CSD) 08
<b>School Leader</b>	Anya Munce-Jarrett
<b>Dates of Review</b>	May 7-8 , 2013
<b>School Accountability</b>	Priority
<b>Type of Review</b>	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	6,7,8	Total Enrollment	302	% Title 1 Population	89%	% Attendance Rate	91.4%				
% Free Lunch	89%	% Reduced Lunch	11%	% Student Sustainability	%	% Limited English Proficient	7%	% Students with Disabilities	26%		
Types and Number of English Language Learner Classes											
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language				1			
Types and Number of Special Education Classes											
# Special Classes	3	# Consultant Teaching		# Integrated Collaborative Teaching				4			
# Resource Room	3										
Types and Number Special Classes											
# Visual Arts	1	# Music	1	# Drama	1	# Foreign Language	1	# Dance	1	# CTE	1#
Racial/Ethnic Origin											
% American Indian or Alaska Native	N/A	% Black or African American	33%	% Hispanic or Latino	61%	% Asian or Native Hawaiian /Other Pacific Islander	5%	% White	1%	% Multi-racial	N/A
Personnel											
Years Principal Assigned to School	1	# of Assistant Principals	2	# of Deans	1	# of Counselors/ Social Workers		1			
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	0	% Teaching with Fewer Than 3 Yrs Of Exp.		80%	Average Teacher Absences	9			
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)		NP
ELA Performance at levels 3 & 4	14.6%	Mathematics Performance at levels 3 & 4	18.8%	Science Performance at levels 3 & 4	12.1%	4 Year Graduation Rate (HS Only)		N/A			
Credit Accumulation (High School Only)											
% of 1 <sup>st</sup> yr. students who earned 10+ credits	N/A	% of 2 <sup>nd</sup> yr. students who earned 10+ credits	N/A	% of 3 <sup>rd</sup> yr. students who earned 10+ credits	N/A	6 Year Graduation Rate		N/A			

NP = Not Provided

<b>Did Not Meet Adequate Yearly Progress (AYP) in ELA</b> <b>(Mark an "X" in the field(s) where school is identified for not meeting AYP.)</b>			
	American Indian or Alaska Native	X	Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
X	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		
<b>Did Not Meet Adequate Yearly Progress (AYP) in Mathematics</b>			
	American Indian or Alaska Native	X	Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
X	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		
<b>Did Not Meet Adequate Yearly Progress (AYP) in Science</b>			
	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		Limited English Proficient
X	Economically Disadvantaged		
<b>Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective</b>			
	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. School wide focus on addressing the CIE elements that include strengthening the school's instructional program by developing authentic curriculum aligned to Common Core Learning Standards (CCLS) in all core subjects and providing frequent cycles of observation with feedback that is aligned to the Framework for Teaching.
2. Provide professional development opportunities focused on analyzing and monitoring student data and progress.
3. Frequent cycles of observation.
4. Establish a school wide behavior system (Positive Behavioral Intervention Supports-PBIS) that improves safety and discipline.
5. Provide ongoing mechanisms to promote and increase family and community engagement with our school.

**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		
<b>OVERALL RATING FOR TENET 2:</b>			<b>E</b>		

**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		

	<b>OVERALL RATING FOR TENET 3:</b>		<b>E</b>		
<b>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.</b>					
<b>#</b>	<b>Statement of Practice</b>	<b>H</b>	<b>E</b>	<b>D</b>	<b>I</b>
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		
	<b>OVERALL RATING FOR TENET 4:</b>		<b>E</b>		
<b>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.</b>					
<b>#</b>	<b>Statement of Practice</b>	<b>H</b>	<b>E</b>	<b>D</b>	<b>I</b>
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		
	<b>OVERALL RATING FOR TENET 5:</b>		<b>E</b>		

**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		
<b>OVERALL RATING FOR TENET 6:</b>			<b>E</b>		

School Review Narrative:

<b>Tenet 2 - School Leader Practices and Decisions:</b> 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.	<b>Tenet Rating</b>	<b>E</b>
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**Debriefing Statement:** The school leader creates a school community and culture that results in a shared vision for continuous school improvement and supports 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 knows and supports the school’s vision: “Building a Community of Lifetime Learners.” The school has developed goals that align with this vision. Teachers and parents know and understand the school’s vision and their shared role towards accomplishing it. During interviews with the Integrated Intervention Team (IIT) staff reported that the school vision had been developed under a prior administration; and, at that time, teachers, students, and families helped to create the vision. During meetings with the IIT, the school leader indicated that school leadership engages staff and parents in discussions of, and plans for, achieving the school’s vision. The school leader also discussed school-wide improvement goals and indicated to the IIT that goals reflect the school’s priorities. Based on documents reviewed, the IIT found that school-wide goals align to the school vision and improvement plans. According to the school leader, the goals were developed by school leaders based on the school’s most recent Quality Review recommendations. The goals focused on the use of data, curricula, higher-order thinking skills, and rubrics. From a review of documents, the IIT found that the school goals are specific, measurable and to be accomplished by June 2013. Staff shared that they are implementing improved practices for successfully achieving these goals. Because the stakeholders know and support the vision and are aware of school-wide goals, the school community has a united focus on achieving the school’s vision and 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 have adopted systems to address the critical areas vital to accomplishing school improvement. The school leader reported to the IIT that the school focuses on goals such as reducing incidents of misconduct, improving teacher effectiveness, increasing parent involvement, aligning curricula with Common Core Learning Standards (CCLS), and integrating the arts into curricula. Document reviews and interviews with the school leader and staff indicated that school leaders meet regularly with staff, on-site consultants, Children First Network (CFN) members, as well

as inquiry and Response to Intervention (RTI) teams. Documents reviewed also indicated that these meetings, held during common planning time and/or weekly professional development times, are used to ensure that the staff works, with a sense of urgency, towards achieving improved outcomes for all students. The IIT also found that teacher team meetings are used to support staff in gathering, analyzing, and using data to inform instructional practices. The IIT found that the school leader conducts frequent cycles of observations and provides on-going mentoring, support, and feedback. Staff provide additional supports, for example, during teacher interviews, the IIT learned that the school leader requires teachers to post their lesson plans online as a mechanism for teachers to help peers that may need lesson plan samples or models to support their practice. The use of evidenced-based systems in support of collaborative school improvement efforts of staff and consultants fosters progress toward the achievement of mission critical goals.

**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 have made scheduling changes to meet student needs, have devoted resources to mentoring teachers and improving practice, and have hired consultants to support and improve teacher practice. During a review of documents, the IIT found that the school has flexible periods weekly for small group intervention, grade-level teacher meetings, and lesson planning. The Academic Intervention Services (AIS) schedule includes extended learning time to provide students extra support in English language arts (ELA) and math. According to an IIT review of the master schedule, in addition to regular core subjects, students engage in activities such as music, drama, art, dance, choir, and theatre. Staff reported that each at-risk child has a mentor. A special education teacher cited how flexible scheduling has proven particularly beneficial to students with disabilities. The school leader reported to the IIT that teacher leads, and staff developers support all teachers. The school leader reported having scheduled PD for all teachers in the week before school begins to strengthen the instructional program. According to the school leader, new teachers have a mentor assigned, who records interactions in the New York City Department of Education's (DOE) mentor tracking system. The school leader reported that school funds hire a data consultant for staff support and consultants to provide PD team. Included in this team are literacy and mathematics consultants and specialists from the DOE Network. Documents reviewed showed that the school leader uses Title I and other fund sources to invest in materials, structures, and personnel to support curriculum development, PD, as well as assessment, instructional interventions, and enrichment for all students. The school leader purchased materials to guide unit planning and leveled reading texts and commercial assessments to support differentiated instruction in reading and mathematics. Funds were also allocated to support a Saturday academic enrichment program. The school leader and staff reported to the IIT that there have been individual student achievements that are not reflected in the overall school improvement data. The school's strategic decisions to organize and optimize resources foster the achievement of 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 has a system of teacher observations that includes feedback, next steps, and teacher improvement plans. The school also analyzes student data to monitor changes in teacher practice. Documents reviewed by the IIT indicated that staff use multiple sources of data to inform instruction, including interim assessments, pre- and post-tests, New York State (NYS) ELA and mathematics assessments, the New York State English as a Second Language Achievement Test (NYSESLAT), student work folders and the results of formal and informal observations. At the time of the IIT review, the school leader reported to the IIT having completed one formal observation of all tenured teachers and more than one for non-tenured teachers. In binders of teacher observations, the IIT found that school leaders provide feedback to teachers. Feedback is provided verbally and in writing and contains identified next steps, which are incorporated in formal improvement plans that are linked to individual teacher needs and goals for growth. School leaders reported helping teachers establish individual teaching plans based on self-reflection and the DOE’s Academic Reporting and Innovation System (ARIS) data. Teachers reported that targeted formal/informal observations are conducted through a particular lens. They also indicated that observations are conducted in response to a teacher request, on a specific identified need such as student engagement, higher-order thinking, or Depth of Knowledge questioning strategies. Teachers and the data specialist reported collaborative efforts to analyze achievement to connect student progress to teacher practice. Feedback from observations is used to inform the provision of school-wide PD support. Supports for teachers include opportunities for inter-visitations, direct support provided by coaches, administrators, instructional leads and DOE Network specialists, targeted informal observations, modeling, peer support and examination of student work. Because the school’s system of instructional evaluation includes regularly scheduled formal and informal observations, written feedback, teacher improvement plans, and the tracking of teacher practice based on student data, the school is able to ensure that school leaders and staff are supported and held 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**

**E**

**Debriefing Statement:** The school has adopted curricula that support the CCLS and uses formative and summative assessments to determine student progress, thereby maximizing instructional practices that lead to successful student outcomes.

## **Strengths:**

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

- Teacher collaboration and the provision of PD support the implementation of rigorous and coherent curricula reflecting the CCLS. The IIT was informed that prior to the beginning of the 2012-13 school year, teachers worked on the creation of curriculum maps and participated in a weeklong summer institute that was devoted to training on how to create CCLS-aligned curricula. During interviews with the IIT, the school leader and teachers indicated that inquiry team meetings, workshops, and weekly common planning meetings enable teachers to review and revise curriculum maps that support the CCLS. Documents reviewed by the IIT outlined PD opportunities, and included lesson plan clinics conducted by consultants and DOE Children’s First Network (CFN) achievement coaches in ELA and mathematics. The clinics are designed to help teachers develop rigorous and coherent CCLS-aligned for all students. Unit plans reviewed and classrooms visited by the IIT contained evidence that lesson plans included pre- and post-assessments, review time for big ideas, descriptive learning activities with online resources, and time for inquiry skill development. Teachers shared with the IIT that instructional bundles that staff prepare with their coaches help to increase student understanding of concepts and content. The provision of collaborative time and PD opportunities enable teachers to develop and implement curricula supporting the CCLS.

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

- Teams of teachers focus on developing curriculum maps, units of study, and pacing calendars to ensure that the content and skills taught support the CCLS. Teachers expose students to a progression of sequenced, complex materials. During interviews, the IIT was informed that the school leader and teachers indicated that Inquiry Team meetings, workshops, and weekly common meeting time enable teachers to create and revise lesson plans that support the CCLS. The school leaders reported that CFN team members meet with teachers and attend team and department meetings to support teachers in aligning curricula to the CCLS. Documents reviewed by the IIT indicated that consultants assist staff to create unit plans to ensure rigorous instructional practices. Teachers reported that they collaboratively plan for the year across content areas and grades, with curriculum maps for ELA, math, social studies, and science. Unit maps include a mechanism to identify alignment with CCLS, Big Ideas/Enduring Understandings, Essential Questions, skills, learning activities, and vocabulary. Based on document review, the IIT found that lesson and unit plans and pacing calendars are coherent, rigorous, comprehensive, and explicitly reflect the CCLS across grades and content areas. During classroom visitations, the IIT noted that classroom libraries include balanced informational and literary texts to support the CCLS, promote higher-order thinking and help students analyze information. In classrooms observed by the IIT, team teachers

organized Socratic seminars involving higher-order questioning and the assignment of rigorous performance tasks. Because teachers employ unit and lesson plans aligned to rigorous, coherent CCLS-based curricula, students are provided with opportunities to build deep conceptual understanding and knowledge around specific content.

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

- The instructional staff meets six times a month to collaborate for instructional planning by grade and subject area, as well as across grades. The IIT found that, according to the school leader, teachers are held accountable for establishing agendas, keeping minutes, and providing instructional strategies and peer feedback. The IIT noted that the school integrates technology into curricula and provides a variety of other enrichment activities for students. According to the school leader, with over 300 laptops and 15 mobile labs, the school offers all students regular access to technology equipment as part of their instruction across the content areas. A technology teacher provides training for staff and students to integrate technology usage into curricula. Teachers and school leaders reported to the IIT that the school integrates arts into curricula with the assistance of a part time music teacher. The school leader reported that in addition to regular core subjects, students engage in activities such as music, drama, art, dance, choir and theatre and that the school partners with community agencies that offer students fitness, dance, drama, and art activities during the after school program. The school also has a Saturday program that offers additional student enrichment activities. These initiatives provide students with multiple opportunities to engage in curricular and extra-curricular activities that integrate the arts and 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.

- The school leader and teachers use a variety of assessment data to assess school effectiveness, identify student needs and inform instruction. The school leader reported using a variety of databases to collect and disseminate performance data. Teachers reported that they collect data on formative and summative assessments to assess instructional effectiveness, identify student needs, plan interventions, and promote student learning. Teachers and school leaders showed the IIT binders with student work samples, Individualized Education Plan (IEP) goals, NYSESLAT scores, running records, and data from benchmark and unit assessments. Teachers also reported creating exams and case studies to plan and implement differentiated instruction for diverse learners in all grades. The IIT observed that school and team leaders analyze a wide range of assessment data to identify effective practice, group students for interventions, and develop interim goals and specific next steps to increase student achievement. Because the school has developed a data-driven culture, instructional planning is based on student needs, assessments and analysis.

**Areas for Improvement:**

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

**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**

**E**

**Debriefing Statement:** Teachers employ strategic practices that engage students in higher-order thinking and differentiated learning. These practices foster high levels of engagement and thinking and promote 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.

- Teachers develop instructional plans that incorporate appropriate instructional strategies and practices to address student needs and individual student goals. School leaders reported to the IIT that school leadership offers on-going support for teachers' use of assessment and other data to create unit and lesson plans and to inform the development of targeted student goals. Information gathered during teacher interviews and classroom visits confirmed that teachers use a variety of data sources, including formative and summative assessments, to develop detailed plans to promote student engagement and inquiry. Lesson plans reviewed by the IIT reflect student needs based on student data and include scaffolding techniques, differentiated grouping, and guided activities for students. From documents reviewed, the IIT found that teachers align instructional practices and strategies to intervention plans for groups of students and that students have folders that show long- and short-term goals. Based on classroom observations, the IIT noted that lessons are student-centered, and teachers serve as facilitators of high interest, engaging and inquiry-based instruction that promotes high levels of student participation and thinking. In classrooms visited, the IIT noted the use various strategies and instructional groupings to promote engagement and meet the diverse needs of learners. Instruction included the use of graphic organizers, manipulatives, and listening centers as multiple points of entry. Teachers reported using commercially prepared curricula that was purchased to provide differentiated instruction and promote high levels of student engagement. The IIT observed that school and team leaders develop student interim goals and specific next steps to increase student achievement. The school's use of differentiated instructional strategies aligned to data-driven plans promotes high levels of student engagement and inquiry.

4.3 **The school has received a rating of *Effective* 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 use instructional strategies aligned to CCLS-based curriculum maps and provide students with a variety of ways to engage in learning. The IIT found, from a document review, that teachers align instructional practices and strategies to intervention plans for groups of students. Unit maps reviewed by the IIT included information on CCLS alignment, Big Ideas/Enduring Understandings, Essential Questions, skills, learning activities, and vocabulary. Universal Design for Learning strategies are embedded in lesson units and plans and provide multiple entry points for the diverse student population. Teachers reported providing students with a wide variety of ways to engage in learning, such as solving problems with real world connections; Socratic Seminars; Think, Pair and Share; and flexible grouping. Because instruction provides students with multiple points of access to CCLS-based instruction, the school is able to provide instruction that promotes student engagement and achievement of students' targeted goals.

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.

- The school environment demonstrates a common understanding of acceptable and safe behavior. The IIT found that teachers use strategies that are sensitive to the needs of diverse groups and stimulate thinking by facilitating engaging, inquiry-based instruction. The IIT also found expectations of student behaviors and classroom rules posted in all classrooms observed during the IIT review. According to teachers and students interviewed by the IIT, students participate in discussions about acceptable behaviors during activities associated with the Positive Behavior Intervention System (PBIS) program. Posters in the hallways show students being rewarded for good behavior. Teachers reported using manipulatives and technology as instructional tools to provide learners concrete examples and reinforce skills learned during presentations of mini lessons. In addition, teachers reported that students engage in research projects and use a wide range of visuals, including graphic organizers and skills charts during instruction. Lesson plans and feedback from the school leaders' observations reviewed by the IIT contained evidence of differentiated instruction. Based on classroom observations, teachers serve as facilitators of high interest, engaging and inquiry-based instruction designed to promote high levels of student participation and thinking. Because teachers explicitly teach behavioral expectations and provide instruction that is responsive to diverse needs, the school promotes high levels of student engagement and inquiry.

4.5 **The school has received a rating of *Effective* 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 analyze data to inform instructional strategies and student grouping and provide feedback to students including next steps to achieve success. The school leader reported to the IIT that the school uses multiple data sources such as, benchmark exams, ARIS, assessments created by the

school, unit tests, and post-tests. Data binders reviewed by the IIT included NYSESLAT scores, running records, Individual Education Plans (IEPs), and data from benchmark and unit assessments. Data is used to document monitoring and track student growth. According to information gathered by the IIT from staff interviews, a data specialist provides data analysis and PD to enable teachers to use data to inform instruction. The IIT noted that the school uses a commercial, on-line data communication tool, to provide staff and students with access to regularly updated student performance data throughout the school year and that teachers and students reported using this tool regularly. Staff reported using data to adjust instruction based on students' strengths and learning needs and to group students for interventions. Teachers reported to the IIT that teachers record information about individual students in conference notes and then use that information to plan differentiated instruction and next steps for remediation and enrichment. Students reported that they have regular conferences with teachers and that this is especially the case when students need help. Teachers' use of data to inform instructional planning and grouping and to provide feedback and next steps to students fosters student participation in their own learning and supports the establishment and maintenance of a data-based culture.

**Areas for Improvement:**

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

**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**

**E**

**Debriefing Statement:** The school community works together to develop a culture that is safe and conducive to improving student success by supporting students' social and emotional developmental health. Because the school has implemented systems and provided experiences that promote the establishment of healthy relations and a safe environment, the school community is able to identify and support the social and emotional developmental health of its students.

**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 developed systems to support the social and emotional developmental health of students, including a partnership with Fordham University to provide the school with social worker student interns. According to the school leader and support staff members, the school has a system where each student is assigned a staff person for support in the event a problem should occur. During interviews with the IIT, students indicated that they are able to share thoughts and concerns

with teachers, guidance counselors, and school safety agents; and they can place notes in the school leader's suggestion box. Students also indicated that they feel safe in the school. The school uses the RTI model and PBIS framework to support and sustain social and emotional health. Teachers told the IIT that the homeroom period is used to focus on developing students' academic expectations and fostering respectful social behaviors. Staff reported that the school psychologist, special education coordinator, and guidance counselor collaborate with teachers to support all students. The School Support Team (SST) works with instructional staff and external partners to provide students and their families with information about interventions, academic progress, flexible programming, and learning needs. The special education team collaborates with social workers, the guidance counselor, and others to follow up on referrals and implement required services for students. The attendance team monitors student attendance and follows up with families to address medical, social, or emotional needs. In addition, school staff reported that attendance data is used to track interventions and inform decision-making regarding the provision of interventions and supports as part of the implementation of PBIS. The RTI team and Pupil Personnel Team/Crisis Intervention Team track progress of referred students and a special education teacher helps facilitate academic interventions for students with disabilities. Based on documents reviewed and staff interviews, the IIT found that staff regularly provide the school leader with data to inform decision-making in relation to students' social and emotional health needs. For example, teachers submit weekly Check and Connect reports that provide an interaction check of mentors with mentees.. The use of RTI and PBIS and collaboration among staff and partners contribute to a school culture that supports the social and emotional health of students.

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.

- The school has established protocols that are articulated, disseminated, and promoted as the skills and behaviors that demonstrate positive social and emotional developmental health. From interviews and document reviews the IIT found that the school has established programs that teach students social skills and build self-confidence. During morning announcements, the school leader commends students and staff members who have exhibited the school's MATH protocol, defined as "Making good decisions, Achieving academic excellence, Treating yourself and others with respect, and Helping others to succeed." From a review of documents, the IIT noted that during the school day and after school, the school offers students numerous programs and learning opportunities to promote social and emotional developmental health. These programs include CHAMPS (Cooperative, Healthy, Active, Motivated and Positive Students) and SASF (Sports & Arts in Schools Foundation), that promote sports, fitness, and cultural activities and The Black Pearl Program that teaches girls about self-confidence and self-esteem. Students told the IIT that programs offered at the school include mentoring and tutoring. According to the school leader and the SST, the school offers counseling, academic support, character education, and mentoring for at-risk students. Members of the SST cited PD activities that build teacher capacity to address the social and emotional needs of students. These activities include training for PBIS, the implementation of the

Respect for All Curriculum, and the implementation of RTI. The establishment of protocols and programs related to learning experiences foster the building of a safer and healthier learning environment for families, teachers, and students.

**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.

- During interviews with the IIT, students reported that they feel safe in the school, are able to identify people who will support them, and are aware of the school's rewards program. The SST informed the IIT that the attendance committee has instituted a weekly "Check & Connect" program to create an environment that is conducive to learning and to help students feel safe. During interviews with the IIT, parents indicated an understanding of the school's work to promote social and emotional health and parents reported that the school provides families strategies to enhance student development. Through documents reviewed, the IIT found that the school uses multiple ways to communicate and share updates with families and staff about the social and emotional developmental needs of students. These means include presentations at Parent-Teacher Association (PTA) and School Leadership Team (SLT) meetings, sending flyers and letters to families, communicating via phone calls, and conducting discussions during parent-teacher conferences. Parents stated that the school leader is present at every school event. Because the school community cultivates a safe, respectful environment that encourages family participation in the learning process, school constituents are able to articulate how the school community is safe, conducive to learning and promotes a sense of ownership in contributing to 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 has implemented a data-driven culture and has created an assessment system to promote student academic and social success. Through documents reviewed, the IIT found that the SST, Pupil Personnel Team, RTI, and inquiry team created case studies to demonstrate how to analyze student data profiles to determine areas of strengths and needs, and how to secure support services to address students' social and emotional needs. During interviews, the SST and teachers shared that the SST works with staff to understand data and evaluate how well school-wide systems, including academic and behavioral strategies are addressing individual students' behavioral and social issues. The SST meets weekly to discuss next steps for students in need of a supportive environment. According to the school leader, all teachers participated in a PD session on individualized data and school leaders provide feedback on the use of data. The SST provides teachers with models of data binders and tips on maintaining data binders. The school uses case studies and item analysis of data to plan and determine next steps to implement differentiated instruction for diverse learners in all grades. The establishment of a data-driven culture enhances the school's ability to identify and address students' social and emotional needs to promote successful academic and social outcomes.

**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:** Because the school fosters a culture of partnership with families, external community members, and school staff, constituents share a collective responsibility for students’ academic and social-emotional health 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.

- To cultivate a trusting relationship with families, the school has an open-door policy, communicates regularly, and sponsors frequent activities. During interviews with the IIT, parents indicated that the school leader has an open-door policy and greets parents daily during arrival and dismissal. Parents reported to the IIT that the school builds respectful relationships and reaches out to partner with the entire school community, including community-based organizations. Administrators and staff told the IIT that the school calls and/or send text messages to families on their personal phones to deliver positive news or share any concerns. According to the school leader, staff, and parents, the school has an automated phone system that contacts each family to share information about the school and students. According to the school leader and parent coordinator, the school sponsors frequent parent-engagement activities, including workshops, parent orientation, and open houses, to ensure timely access to school information. Family and community events, including relationship-building activities such as school dances, trips, “Daddy and Me” dinners, and parent-teacher conferences, are examples, found by the IIT of the school’s responsiveness to families and the school’s efforts to engage parents and promote a strong home-school partnership. Because the school is welcoming and develops a supportive relationship with the school community, families are engaged with the school and encouraged to promote increased student success.

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

- The school communicates regularly with families in person and in print about school issues and concerns, and translates communications in Spanish and other languages, as needed. Documents

reviewed by the IIT indicated that translators are available for meetings and that print communications are sent to families in Spanish and English. The school uses Google Docs to aid in with written translation services. According to staff, teachers and families form a partnership at the beginning of the academic year including, keeping phone records to track and facilitate communication with parents. The school engages families about focusing on school achievement and improvement initiatives at PTA and SLT meetings, information seminars, technology-training sessions, parent-teacher conferences, and other workshops. According to parents, the school shares information about instructional programs, and offers strategies to enhance student development and achievement. Parents reported to the IIT that they communicate with teachers via the school website, text messages, progress notes, phone calls, and while reviewing their children's work at school. Staff reported that bilingual staff, parent volunteers, and the parent coordinator ensure that all families have access to information about the achievement of their children and the school's performance in the language they speak and understand. Because the school communicates pertinent information to families in languages they can understand, families are empowered to collaborate with school staff to identify and address student strengths and weaknesses and foster 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 and community-based organizations collaborate to promote PD activities to ensure students' success. The parent coordinator and guidance counselor help the school to disseminate information and identify funding and other resources to engage families in their child's academic and social emotional learning experiences. The school has implemented numerous programs focused on meeting the academic, social, and emotional developmental health needs of students. The school leader reported to the IIT that the school partners with community-based organizations, including Fordham University, which provides social workers; CHAMPS, which offers students sports and fitness activities; SASF, which provides homework assistance and facilitates recreational opportunities; and the Leadership Program, which provides students with access to dance, drama, and art. During IIT interviews, staff members reported that targeted staff received training and information to support their work with families to meet students' academic, emotional, and medical needs. Through its partnerships with families and community organizations, school constituents are encouraged to support student 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.

- The school community provides families with opportunities to understand student data. From documents reviewed and interviews with parents and staff, the IIT learned that school leadership and staff conduct content-specific information seminars, technology training sessions, parent-teacher conferences and other family learning workshops to help families understand how to

identify strengths and gaps in student achievement and how to help promote student success. Through online portals such as, ARIS, Skedula, and School Messenger, the school shares data about students' goals, achievements, and needs. In interviews with the IIT, the school leader indicated that the school sends home report cards and interim progress report, to inform families about the academic progress of students. The parent coordinator, bilingual staff, and parent volunteers ensure that all families have access to data about student achievements through translation services, as necessary. Because school leaders provide families with data about student achievement and opportunities to understand that data, families are empowered to engage school staff in dialogue centered on student learning and success.

**Areas for Improvement:**

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

**Recommendations:**

All ratings for this school are either **Highly Effective** or **Effective** and therefore, no Recommendations are required to align with the concepts in the Effective column.