



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code/DBN	332200010381
School	The Middle School for the New Millennium - M.S. 381
School Address	1599 East 22 Street Brooklyn, New York 11210
District	NYC CSD 22
School Leader	Mary A. Harrington
Dates of Review	January 28-30, 2013
School Accountability	Focus School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	6-8	Total Enrollment	372	% Title 1 Population	43	% Attendance Rate	95.5				
% Free Lunch	41	% Reduced Lunch	2	% Student Sustainability		% Limited English Proficient	5	% Students with Disabilities	11		
Types and Number of English Language Learner Classes											
# Transitional Bilingual	0	# Dual Language	0	# Self-Contained English as a Second Language		0					
Types and Number of Special Education Classes											
# Special Classes	1	# Consultant Teaching	0	# Integrated Collaborative Teaching		3					
# Resource Room	1										
Types and Number Special Classes											
# Visual Arts	0	# Music	0	# Drama	0	# Foreign Language	16	# Dance	15	# CTE	0
Racial/Ethnic Origin											
% American Indian or Alaska Native	0	% Black or African American	61	% Hispanic or Latino	21	% Asian or Native Hawaiian /Other Pacific Islander	9	% White	9	% Multi-racial	0
Personnel											
Years Principal Assigned to School	13	# of Assistant Principals	3	# of Deans	0	# 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.		3	Average Teacher Absences	5			
Overall State Accountability Status (Mark applicable box with an X)											
School in Good Standing		Priority School		Focus District		Focus School Identified by a Focus District	X	SIG Recipient (a) (g)	N/A		
ELA Performance at levels 3 & 4	41%	Mathematics Performance at levels 3 & 4	56%	Science Performance at levels 3 & 4	58%	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			

Did Not Meet Adequate Yearly Progress (AYP) in ELA (Mark an "X" in the field(s) where school is identified for not meeting AYP.)			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
X	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Science			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
X	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective			
	Limited English Proficiency		

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

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

- Priority 1: Continuous improvement relative to students' academic performance in mathematics
- Priority 2: Continuous improvement relative to students' academic performance in English language arts
- Priority 3: Rigorous and coherent instruction via CCLS performance task development and implementation
- Priority 4: Research-based teacher development using Danielson's 2011 Framework for Professional Development
- Priority 5: Implementation and development of academic, social and emotional enrichment programs including School of One, the Urban Leaders Institute, and Sports and Arts in Schools Foundation partnership programs

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			X	

	achievement outcomes.				
	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
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Debriefing Statement: School leaders have specific programs and systems in place with regard to curriculum and teaching practices. However, these have not yet resulted in high academic outcomes for all students, including students with disabilities because the programs are neither complete nor effective.

Strengths:

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.

- The school hires per diem staff, offers extended day programs, and seeks and wins competitive grants to meet student needs. School leaders have created extended-learning time programs that meet school and student needs, such as Public Schools Athletic Leagues to promote physical fitness, character development, and socialization skills and CHAMPS (Cooperative, Healthy, Active, Motivated, Positive Students) Middle School Sports and Fitness League. The effective use of per diem teachers is evident. According to the school leaders, teachers are hired on a per diem basis to provide small-group instruction and academic intervention for identified targeted groups, i.e., Level 1 and 2 students, with priority given to students with disabilities. During interviews, the school leader reported she actively seeks competitive grants, using awarded funds to supplement the school-wide mathematics advisory groups for the *School of One* mathematics curriculum program with per diem teachers. The assistance of per diem teachers in the *School of One* mathematics program allows all teachers to have daily common planning time. Interviews with school leaders indicated, per diem teachers are also hired to provide arts and dance instruction. The school leader makes strategic decisions and obtains competitive grants that support school programs and student goals.

Areas for Improvement:

2.2 **The school has received a rating of *Developing* 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 mission and vision, while well known by school constituents, are outdated. The school has not developed and communicated goals that are specific, measurable, ambitious, results-oriented, and timely (SMART). The school leader, the school mission statement and vision were created thirteen years ago when the school opened as a science and mathematics magnet school

and have not changed since that time, even though the school no longer holds that status. School leaders and teachers are able to recite the school mission statement and explain the school mission with ease. Photocopies of the school mission are posted in classrooms and offices visited by the review team. A School Comprehensive Education Plan (SCEP) was in draft form at the time of the review. The team found no evidence that the school has developed specific goals with timelines and action plans to achieve the goals. Observed goals are vague, not measurable, and, based on interviews, are not known and understood by all school constituents. The school has not developed and communicated SMART goals aligned with a contemporary school vision, which hinders the development within the school community of a shared sense of urgency about achieving goals.

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.

- There is no evidence that the school uses evidence-based systems to examine student achievement outcomes to improve practice. The school's system of teacher observations identifies some aspects of effective teaching practices with regard to the Danielson framework. Mathematics teachers use data daily to inform instructional practice. Teachers of English language arts (ELA), social studies, science and other subjects are developing their understanding of how to gather and use student data to inform instruction. The school leaders reported observing classroom practices using the Danielson Model of Teacher Effectiveness, based on the New York City Chancellor's Instructional Expectations for classroom practices [specifically, *Planning for Cohesive, Rigorous Instruction* (1e) and *Planning, Questioning, and Discussion Strategies* (3b)]. According to teachers and school leaders, only mathematics teachers, through the *School of One* teaching and planning program, regularly collect and analyze student work. This electronic program provides a daily analysis of students' work and divides student into groups for the next lesson, with plans and next steps for each student. Teachers in other curricular areas reported having goals for students, but the goals are not ambitious, results-oriented, or based on data. The school leader indicated that teachers participated in self-assessments with the Danielson model on a voluntary basis, but the team found no evidence of feedback or encouragement for teachers to analyze their own practices in a regular or systematic manner. Although teacher groups meet daily, school leaders do not ensure that teachers are well informed regarding expected instructional practices and how to implement them. The absence of systematic examination of outcomes in all subjects limits the school's ability to make progress toward mission-critical goals.

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

- The school leaders conduct teacher observations but the written feedback based on observations

does not provide specific suggestions for improvement or recommend targeted professional development (PD). Student data are not considered in providing teacher feedback. Although the PD calendar indicated that school leaders had completed the New York City Teacher Effectiveness Intensive Program by December 2012, the team found no written evidence that the school leader is using information from walk-throughs or giving teachers written feedback on classroom observations. The review team noted observation feedback written by other school leaders with supervisory responsibilities. This observation-report feedback was generic and repetitious in requests for improvements in practices, i.e., higher-order questions, classroom management, grouping, etc. The observations did not give specific suggestions on how improvements should be made, timelines for implementation, or specific guidance on next steps. The team found no evidence that student data are used to inform either teacher observations or PD plans. The PD Plans reviewed by the team are generic. They are not geared to individual teacher improvement plans, scholarly reflections and identified professional needs, nor are they linked to school goals or student outcomes. The team observed no evidence that school leaders provide checks and balances, such as providing follow-up with coaching and identifying specific PD suggestions. The absence of effective feedback, follow-up, targeted PD, and evaluation of student data in the observation program limits the school leader’s ability to hold administrators and staff accountable for continuous improvement.

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

Tenet Rating

D

Debriefing Statement: The school has implemented Common Core Learning Standards (CCLS) units in English language arts (ELA) and mathematics. Although the school has implemented CCLS units in these two curricular areas, the expected results have not yet been realized because the curricula have not been rigorously and consistently implemented and modified for the identified subgroups through teachers’ instructional practices and decisions.

Strengths:

All ratings for this Tenet are either **Developing** or **Ineffective** and therefore, comments listed are 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 leaders and staff are working together to support the development and implementation of curricula supporting the CCLS in ELA and mathematics. The development of curricula supporting the CCLS in other subjects is beginning. Interviews with school leaders and teachers reported that

school leaders attend and occasionally facilitate daily common planning and inquiry meetings for mathematics and ELA teachers. The school leader reported that the school has adopted the *School of One* mathematics curriculum, which the authors assert is CCLS-aligned. The *School of One* program provides a curriculum map, performance tasks, and assessments. ELA teachers reported that they examined the CCLS and task bundles, made available online by the New York City Department of Education (NYCDOE), and created performance tasks and writing rubrics to ascertain students' acquisition of knowledge and skills. According to interviews with the school leader, the ELA supervisor and teachers have started creating curriculum maps for ELA that support the CCLS. Social studies, science, health, and physical education teachers reported meeting weekly for curriculum planning to address the CCLS instructional shifts. The curricular materials, assessments and inquiry activities, however, are not as robust, and outcome-driven as those used by the mathematics team and ELA team. The school leaders and staff have not devoted sufficient time and resources to developing curricula supporting the CCLS in all subjects, which impedes the school-wide implementation of such curricula to support academic success and college and career readiness.

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.

- Both ELA and mathematics teachers meet daily to develop curricula supporting the CCLS. Since no pacing calendars are in use, unit plans are not completed, and only lesson plans used for the two days of the review were available, the reviewers are unable to confirm that teachers have plans that support the implementation of a coherent curriculum reflecting the CCLS. The mathematics teachers reported meeting daily to review and use the *School of One* materials to organize their teaching. During interviews, school leaders and teachers reported the school leader ensures that every ELA meeting has an agenda, a signed attendance sheet, and that the work supports the CCLS from meeting to meeting. Based on the curriculum maps in place during the review, ELA teachers have developed essential questions and materials supporting the CCLS, but the maps have not been completed for the year. School leaders and teachers reported that since the ELA materials were outdated, teachers researched and located material to suit the tasks they required students to complete. Teachers reported during interviews that they use various text resources, such as excerpts from the *New York Times*, to stimulate student interests and engage them in the higher-order thinking necessitated by the CCLS. Although some teachers use lesson plans that encourage students to analyze information, specifically in ELA and mathematics, classroom visits revealed that not all teachers use such plans. The absence of unit and lesson plans that support coherent CCLS curricula in all areas contributes to a class environment that does not consistently provide opportunities for students to engage in instructional activities, which introduce complex materials, stimulate higher-order thinking, and build deep conceptual understanding and knowledge around specific content.

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.

- Teachers have opportunities to meet collaboratively daily by department, weekly by grade, and monthly as a whole group. Teachers meet informally across subjects on an occasional basis. Technology, the arts, and other enrichment programs are not regularly incorporated into instruction. According to school leaders and teachers, ELA and *School of One* mathematics teachers meet daily in subject groups to work on curriculum maps, create, and adjust performance tasks, and analyze student work against rubrics to adapt instruction to meet the needs of students. With the exception of the *School of One* mathematics classrooms and one social studies class, the team found very little evidence that students use technology or mobile laptop carts. Although there is a part-time arts teacher paid on a per diem basis, there is no student art on display or evidence of art incorporated in classroom tasks and projects. The absence of teacher collaboration to build curricula across subjects limits the opportunities provided for students to engage in learning activities that incorporate the arts, technology, and other enrichment options.

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.

- With the exception of mathematics teachers and selected others, the school leaders and teachers do not collect and analyze student data to inform instruction or identify students needs. According to school leaders, the *School of One* mathematics program digitally collects student formative data daily and summative data as required and sends individualized reports to each mathematics teacher. According to special education and mathematics teachers, the integrated co-teaching (ICT) teams and *School of One* teachers use summative data (end of unit and performance tasks) to inform instruction. Otherwise, the review team found no evidence that the school leaders or teachers regularly collect formative or summative data, including progress reports, to inform instruction. Other than the mathematics teachers and those on the three ICT teams, few other teachers maintain data binders with formative data for use in adjusting instruction and forming instructional groups. The review team found no evidence to suggest that teachers or school leaders use item analyses to determine the specific needs of individual or groups of students. The charts and plans reviewed indicated no ongoing use of data with the exception of the few groups of teachers mentioned above. The absence of school-wide, evidence-based, strategic-action planning that informs instruction impedes student achievement in academic subjects other than mathematics.

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

Tenet Rating

D

Debriefing Statement: Teachers are developing and engaging in strategic instructional practices that are increasing levels of engagement. This has resulted in improving achievement for some identified subgroups in mathematics.

Strengths:

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 and classroom environments are friendly, professional, and orderly, and instructional time is spent on classroom activities rather than overt management. The review team observed clear classroom expectations and routines and noted that students understood appropriate classroom behavioral expectations and complied respectfully. Respectful dialogue was evident. All student responses, whether solicited or not, are respected by teachers and classmates. Teacher lessons plans in observed ICT classrooms during ELA classes include specific plans for students with disabilities and English language learners (ELLs). Teachers in observed classrooms used some strategies that addressed student needs and offered an inclusive environment for socialization. The IIT observed that students in mathematics and ELA classes are being exposed to increasingly rigorous instruction, and are being given additional opportunities to engage in their learning. Teachers create a safe environment and are responsive to students' varied experiences and needs, which supports an instructional climate in the school that is conducive to learning.

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.

- Teacher do not consistently use evidence-based plans designed to achieve established student goals. Not all teacher plans provide accommodations for students with disabilities and ELLs and teachers do not create short- and long-term goals for groups of students. Teachers have developed units and lessons, but teachers did not demonstrate that data (summative, interim, Individualized Education Program, New York State English as a Second Language Achievement Test, etc.) are used to inform or adjust instructional plans in areas other than mathematics. Teachers reported being in the beginning stage of using the data from formative assessments, i.e., exit slips and writing samples, to adjust these plans. Teacher lessons plans in observed ICT classrooms during ELA classes have specific plans for students with disabilities and ELLs. Otherwise, the team found no evidence in daily lesson plans or curriculum maps to indicate targeted interventions for students in subjects other than mathematics. Lesson plans observed by the team did not address long-range goals or next steps for student progress and did not demonstrate understanding of how to remediate student-learning deficiencies. Because teacher plans are not informed by data and established student goals, and do not consistently include instructional opportunities with tailored scaffolds for students with disabilities and ELLs, the plans do not consistently promote active student involvement and inquiry for all students.

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.

- Although many teachers, particularly mathematics teachers, use instructional strategies that reflect CCLS shifts and provide all students access to the curriculum, no evidence tied these strategies to student goals. Teachers in subjects other than ELA and mathematics do not consistently provide multiple points of entry for students with disabilities and ELLs. According to school leaders and teachers, curriculum maps were in development and were not yet completed for the entire year. The review team observed variations among classrooms and subject areas in planning and implementing CCLS shifts. In some observed classrooms, students are actively engaged in small groups, at high levels of rigorous and thought-provoking discussion; however, a majority of teachers does not consistently stimulate this level of engagement. The ELA teachers reported collaborating to develop writing tasks, rubrics, student discussion topics, and other activities to implement the CCLS instructional shifts. The daily tasks observed in mathematics classrooms are indicative of the CCLS shifts. According to school leaders and mathematics teachers, the mathematics classrooms have carefully programmed activities and student groups are based on assessment data and analysis of each student's needs. According to teacher interviews and IIT observations, teachers work with changing, smaller groups of about 15 students based on a daily schedule. Some teachers indicated that students are grouped according to their interests based on information culled from interest inventories. The team observed the use of graphic organizers and a few other examples of multiple points of access for students, such as iPad dictionaries for ELLs in one classroom. Other than in ELA and mathematics classes, the team observed that teachers did not consistently support the needs of students with disabilities and ELLs with multiple points of entry and appropriate, robust, and high-level activities. The absence of instructional strategies that consistently reflect the CCLS, link to students goals, and provide multiple points of access for all students, limits opportunities for students to achieve targeted goals.

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

- With the exception of mathematics teachers, teachers do not use data to develop instructional plans or to provide feedback including next steps, to students. The team found no evidence to suggest that teachers of subjects other than mathematics use data to inform instructional decisions, or to identify and track the progress of students groups, including relevant subgroups. Although students worked in small groups in observed classrooms, the team found no evidence that data were used to form groups. Only a few teachers had data binders that were used to inform instruction. Teachers indicated that formative data, such as results from exit tickets and assignment responses are used to plan follow-up lessons. The IIT, however, found no evidence that formative or summative data, such as unit or benchmark assessments, are analyzed and used to adjust curriculum maps, or to inform unit or lesson plans for groups or individual students. According to interviews with mathematics teachers and school leaders, each mathematics teacher has an advisory group of about 15 students with whom they meet regularly to discuss mathematics progress, goals, and achievement. There was no other evidence that students received data-based

feedback. Written feedback examined by the review team was neither specific nor based on student goals. The limited use of data, outside of mathematics classes, to inform lesson planning and develop explicit teacher plans impedes student achievement and hinders student participation in their own learning process.

Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.

Tenet Rating

I

Debriefing Statement: School leaders have developed a shared understanding of skills and behaviors that support social emotional growth of students. However, support staff and teachers are not using data related to students’ social emotional health, thereby limiting student academic success.

Strengths:

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

Areas for Improvement:

5.2 **The school has received a rating of *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 systems in place that actively support and sustain social and emotional developmental health. Students interviewed reported that that they can talk to some school personnel, though not all. However, students do not have a specific person to go to when the need arises. When the review team asked for evidence of student-support staff activities, the school provided a single Pupil Personnel Team agenda with an attendance sheet dated one week prior to the visit. The school did not provide evidence of counseling programs or schedules showing that students meet with key personnel for targeted assistance regarding social and emotional development. Evidence such as program information or schedules was not available, regarding the delivery of academic intervention services, interventions for at-risk students, or special education counseling services. According to interviews with student support staff and the school leader, the school has not developed partnerships to support and sustain social and emotional developmental health. The absence of overarching systems and partnerships limits the school’s ability to support and sustain the social and emotional developmental health 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 does not have a vision for, or programs to teach, support, or measure, social and

emotional developmental health. The school provides some PD to build adult capacity to support social and emotional developmental health. According to interviews and document review, school leaders and teachers have not articulated a school vision for student social and emotional developmental health. The school leader reported that she encourages student-support staff to attend PD that builds capacity to support students' social emotional developmental health. Document review, however, provided evidence of a single PD session offered by the Office of Safety and Youth Development. The absence of a vision for, and programs to teach, support, and measure, social and emotional developmental health impedes the schools efforts in building a safer and healthier environment for families, teachers, and students.

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

- The school does not have a vision for social and emotional health. While students reported feeling safe, teachers could not articulate their roles in fostering social and emotional health and parents could not express the work the school does in fostering the social and emotional health of their children. Students interviewed by the IIT reported that they feel safe in the school environment. However, these students did not name a specific person who is known to all students and can be approached with problems. Students indicated that some teachers are empathetic to their needs while others are not as approachable. Interviewed student support staff reported that some teachers are involved in social emotional development, but that teachers mainly focused on academic growth and performance issues. The absence of a school vision, or explicit programs, for social and emotional developmental health, limits the development of a sense of ownership by students that leads to greater student outcomes.

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

- The review team did not find any evidence that school leaders and student-support staff work with teachers and other school constituents on the use of data to support students' social and emotional developmental health needs. In addition, beyond reviewing data collected using the NYC Online Occurrence and Reporting System three times per year, the SCEP does not describe a plan to use data to respond to the social and emotional developmental health needs of students. The absence of support for teachers in identifying and using data to respond to students' social and emotional developmental health needs limits their ability to help students become more academically and socially successful.

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
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Debriefing Statement: The school staff and families are working to develop more strategies to communicate and share responsibility for student academic progress and social emotional growth. While the he school community has some established traditions for contacting families, it has not re-examined communication patterns to ensure shared responsibility for academic and social growth and families feel comfortable in presenting concerns to the school leadership.

Strengths:

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

Areas for Improvement:

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

- While the school welcomes families if they come to the school for events, and teachers work to communicate with parents, the school has not developed and scheduled programs to engage parents fully in their children’s education. Parents reported that although the school is welcoming, it is not as responsive as it could be to the needs of families. All parents and family members that met with the review team stated that they felt respected by staff and reported that teachers keep in touch with them about their children’s progress, usually by phone. The review team did not find a schedule for parent-involvement meetings or workshops. Parents indicated that family involvement is limited by family and job constraints and that their work schedules frequently conflict with meetings. The school does not have programs that encourage families to freely and frequently engage with the school, which hinders the building of a strong partnership with families to increase student success.

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

- The school does not have programs that acknowledge and celebrate the diversity of the school community. The school does not consistently communicate with families in languages they understand and using media to which they have access. Although the school leaders are aware of the diverse cultures of the families within the school community, they reported no specific plan to recognize the cultural groups. According to school leaders and staff, non-English speaking families are considered in the communication process; however, provisions for their inclusion have not been systematized. Many parents reported that they do not have access to e-mail and notices are only provided in English. According to parent interviews and reported by the school leader, shortly before the review, the school leader recruited one parent volunteer to translate for Spanish-speaking families in subsequent meetings. Parents reported that they receive timely phone calls regarding academic progress and growth. A review of four teachers’ telephone logs documented

calls made to families. Parents reported that they believe school contacts regarding behavior are petty and indicated that students were penalized for inappropriate or unruly behavior when teachers record academic grades. They indicated that if students did not follow class rules, some teachers resorted to punishing students by reducing assignment scores and course grades rather than work with students to address inappropriate behavior. There was no evidence that the parent coordinator or school leaders distribute a parent newsletter or communicate regularly in other ways. The absence of reciprocal communication with family and community stakeholders limits opportunities for families to support student strengths and to advocate for services to address student 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.

- The school has developed a number of partnerships to support student success but does not provide PD to staff on seeking and sustaining partnerships with families and community organizations. The school leaders stated that they have partnerships with two organizations: The Coalition for Gender Equity in Schools and Urban Leaders, which involves the community in providing supports for students. The school did not produce evidence that the school provides PD on developing partnerships with families. The limited partnerships with community agencies and the absence of PD for targeted school staff to enable them to actively seek partnerships with families and community organizations hinders the school's ability to support student success and social and emotional developmental health.

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.

- Parent meetings have included discussions about understanding student data, but these discussions have not adequately prepared parents to interpret school or student data. School leaders do not share reports documenting the school's performance with families. Parents interviewed expressed an awareness of the school grading policy, noted that documents have been sent home, and indicated that parent meetings include discussions about understanding student data. Nevertheless, the review team found that parents are unclear about how to interpret data from various reports. According interviews with school leaders and student support staff, neither school leaders nor staff members provide workshops to increase community understanding of school and individual student data. The team found no evidence to indicate that data from reports such as New York State Report Cards, Accountability Overview Reports, NYCDOE Progress Reports, past Quality Reviews and Learning Environment Surveys are shared with the community. The school does not provide parents with opportunities to increase their understanding of school and student data, which limits the dialogue among parents, students, and school staff centered on learning and success.

Recommendations:

Tenet 2: School Leader Practices and Decisions

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

- 2.2: Review and update the school vision as a school community. Include a wide constituency from the school and community in developing school goals aligned to the vision. Ensure that goals are specific, measurable, ambitious, results oriented, timely, and fully understood by all school constituents. Build in criteria for measuring the goals as part of the goal-setting process. Ensure that all constituents understand their individual and group roles for attaining school goals.
- 2.3: Implement systems that are dynamic, adaptive, interconnected, and lead to the collection and analysis of outcomes to inform practice. Ensure, through professional development and monitoring, that all teachers use evidence-based practices that foster student progress and achievement. Establish feedback loops to evaluate practice continuously. Ensure that goals are timely, transparent, and widely available to all stakeholders.
- 2.5: Ensure that school leaders provide relevant feedback, create, and monitor improvement plans for all teachers. Use the Danielson Model to develop feedback loops to track the progress of teacher practices based on a variety of relevant quantitative and qualitative student data. Provide PD aligned to the needs of teachers based on their individual plans. Conduct periodic check-ins with other school leaders and staff members that provide next steps necessary to yield a positive year-end evaluation rating.

Tenet 3: Curriculum Development and Support

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

- 3.2: Ensure that school leaders provide teachers across grades and subjects the necessary resources—PD, materials, and collaboration time—to find and/or revise and implement high-quality cohesive and coherent curricula reflecting the CCLS. Ensure, through monitoring and PD, that staff use clear, descriptive units of study that support the standards and consider what students need to know.
- 3.3: Ensure that the schedule provides sufficient time for teachers to collaboratively create and examine curriculum unit plans supporting the CCLS. Ensure, through PD and monitoring, that teachers use pacing calendars and unit plans that support the CCLS and expose students to a progression of sequenced complex materials. Ensure, through PD and monitoring, that teachers use lesson plans that promote higher-order thinking skills and help students analyze information.
- 3.4: Use some of the daily and weekly meeting and planning periods to work in cross-curricular groups to develop curricula and aligned lesson plans that infuse the arts, technology and other enrichment areas. Focus regularly on what is taught and why it is being taught so that all students' needs and strengths are addressed.

- 3.5: Develop a comprehensive system to collect, analyze, and use timely data. Ensure, through PD and monitoring, that instructional staff uses the system to assess school effectiveness, identify student needs, identify patterns of student learning, and adapt instruction. Collaboratively create and develop instructional action plans and benchmarks for groups of students that map out a clear and timely path for student progress and growth.

Tenet 4: Teacher Practices and Decisions

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

- 4.2: Ensure that teachers develop and use plans are informed by data through PD and monitoring, and that provide accommodations for students with disabilities and ELLs. Ensure that teachers set grade-level goals for all groups of students and create short- and long-term goals based on the grade-level goals. Ensure that teachers implement instructional interventions that activate student participation in their own learning experience.
- 4.3: Ensure, through PD and monitoring, that all teachers provide CCLS-based instruction with multiple points of access for all students, including students with disabilities and ELLs, to achieve targeted goals. Ensure all teachers have many opportunities to develop and use a wide variety of ways to engage students in learning that enable them to achieve their targeted goals.
- 4.5: Ensure, through PD and monitoring, that all staff uses data effectively to analyze information and inform instructional decision-making, student grouping, and lesson planning. Use formative assessments, progress monitoring, and frequent feedback to students to empower and encourage them to actively participate in, and take ownership of, their own learning process. Provide mathematics teachers with the opportunity to share their practices with other teachers.

Tenet 5: Student Social and Emotional Developmental Health

In order for the school's strategy and practices to align fully with the concepts in the Effective column of Tenet 5 the school should:

- 5.2: Develop an overarching system to identify, refer, and support students with needs related to social and emotional developmental health. Develop a plan for using data to identify areas of need and ensure that staff is well informed and able to submit, retrieve, and analyze the data to support students' needs. Identify and cultivated partnerships with community-based organizations to support social and emotional developmental health and academics, including enrichment options for students and school constituents. Explore designating a specific adult to coordinate addressing the social and emotional developmental health needs of each student.
- 5.3: Update and revise the school vision to include social and emotional developmental health. Inform and educate all stakeholders about how the school vision for student social and emotional developmental health

connects to academic success. Implement a rigorous curriculum to teach and measure student skills and behaviors that build social and emotional health. Provide PD and training for all stakeholders to build adult capacity to support students' social and emotional health.

- 5.4: Ensure that all teachers can articulate the updated school vision and are able to describe how it is connected to student social and emotional developmental health and their role in achieving the vision. Ensure all school constituents, including parents, are able to express the work the school does that links to the social and emotional developmental health of their children and how this support is tied to the school vision.
- 5.5: Develop a system to provide school leaders and staff PD and support in using data to respond to students' social and emotional health needs. Develop a plan that details how school leaders and student-support staff will work with teachers to develop an understanding of how to use data to address students' social and emotional developmental health needs. Regularly monitor the implementation of the plan and ensure that data are used effectively.

Tenet 6: Family and Community Engagement

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

- 6.2: Ensure the school is a welcoming space and is responsive to families and community members by designing an open-door policy to ensure appropriate access to school leaders and staff. Involve all stakeholders in the school community in developing a family and community engagement plan that define roles and responsibilities of school staff, families, and community stakeholders related to volunteerism, and participation in parent organizations and school improvement initiatives.
- 6.3: Develop programs for all school constituents (including all staff and families) to foster a greater understanding and respect for cultural diversity. Tap into community and NYCDOE resources so that school staff can communicate about school issues and concerns in all relevant languages. Develop strategies to share school and individual data with parents in a way that enables families to understand student learning needs and successes. Foster greater family engagement in children's educational experience through more frequent progress reporting to parents on their child's academic and social emotional health needs and regular reporting on school activities and issues.
- 6.4: Develop additional partnerships with community agencies and a plan to connect families with those organizations. Provide PD for targeted school staff on actively seeking and sustaining healthy partnerships with families and community organizations to address student needs.
- 6.5: Provide PD to staff on understanding and communicating school and individual student data. Develop strategies to share school and individual data with parents in a way that enables families to understand student learning needs and successes.