



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code/DBN	320700010369
School	Young Leaders Elementary School, PS 369
School Address	468 East 140 th Street, Bronx, NY 10454
District	New York City (NYC) Community School District (CSD) 7
School Leader	Karen E. Collins
Dates of Review	April 9 – 10, 2013
School Accountability	Priority
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	PK-5	Total Enrollment	326	% Title 1 Population	98%	% Attendance Rate	93.7%				
% Free Lunch	NP	% Reduced Lunch	NP	% Student Sustainability	NP	% Limited English Proficient	34	% Students with Disabilities	14		
Types and Number of English Language Learner Classes											
# Transitional Bilingual	80	# Dual Language	0	# Self-Contained English as a Second Language			0				
Types and Number of Special Education Classes											
# Special Classes	3	# Consultant Teaching	0	# Integrated Collaborative Teaching			1				
# Resource Room	0										
Types and Number Special Classes											
# Visual Arts	1	# Music	0	# Drama	0	# Foreign Language	0	# Dance	0	# CTE	0
Racial/Ethnic Origin											
% American Indian or Alaska Native	0.31	% Black or African American	16	% Hispanic or Latino	79	% Asian or Native Hawaiian /Other Pacific Islander	0	% White	4	% Multi-racial	0
Personnel											
Years Principal Assigned to School	4.5	# of Assistant Principals	1	# 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.		34.5%	Average Teacher Absences	NP			
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	20.3	Mathematics Performance at levels 3 & 4	25.8	Science Performance at levels 3 & 4	61.9	4 Year Graduation Rate (HS Only)		NA			
Credit Accumulation (High School Only)											
% of 1 st yr. students who earned 10+ credits	NA	% of 2 nd yr. students who earned 10+ credits	NA	% of 3 rd yr. students who earned 10+ credits	NA	6 Year Graduation Rate		NA			

NP = Not Provided

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

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

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

1. Develop our teachers' effectiveness in providing carefully planned, rigorous instruction that is aligned with CCLS and offer multiple pathways for students with diverse learning styles and needs.
2. Build students' ability for higher order thinking and problem solving, using effective questioning and "accountable talk" as the main instructional approaches for doing so.
3. Accelerate the literacy and math progress of all students, particularly those currently below grade level.
4. Increase the faculty/staff capacity for developing the students' socio-emotional skills.
5. Continue to provide training for parents that will build their understanding of what students are learning, and how best to help them at home.

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

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

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

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

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

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

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

#	Statement of Practice	H	E	D	I
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.		X		
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.			X	
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.			X	
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.			X	
OVERALL RATING FOR TENET 6:				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: The school community has a vision statement that was developed five years ago, which is visible throughout the school building. However, many teachers, parents and students cannot articulate the vision. Stakeholders’ limited ability to articulate the vision hinders a sense of urgency about achieving mission critical goals.

Strengths:

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

Areas for Improvement:

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

- The school’s vision statement, which has not been updated for five years, is not understood consistently by all stakeholders. The Integrated Intervention Team (IIT) interviewed the school leader, teachers, parents, and students and found that not all stakeholders in the school community know the school vision. The school leader reported to the IIT that the school developed the vision statement five years ago, and it remains the same today. The school leader and staff reported reviewing the vision at the beginning of every year, and the IIT observed posters of the vision statement throughout the school. The posters stated that the school is committed to the achievement of academic and social success for students and the development of students who are “critical thinkers, confident, skilled and knowledgeable, in our rapidly changing world.” However, based on interviews with stakeholders, the IIT noted inconsistent articulation of the school vision. Some teachers reported that the vision was for student achievement. Other teachers indicated the vision related to the sense of community they experienced in the school. Parents reported the vision focused on the work the school was doing in the area of social and emotional development. Students indicated to the IIT that they had literacy goals for using comprehension, accuracy, fluency, and expanded vocabulary (CAFÉ). During document review, the IIT found that only two of the five School Comprehensive Education Plan (SCEP) goals were specific, measurable, ambitious, results-oriented, and timely (SMART), all of which were loosely aligned to the school vision. Both document review of the SCEP and interviews with the teachers, students, and parents, indicated that there was no action plan of specific, measurable, short terms goals for school- wide improvement. Because the vision is not understood by all constituents and does not have clear and targeted objectives that are universally known and understood, stakeholders are not able to contribute fully to the realization of this five-year old vision. Consequently, a shared sense of urgency about

achieving short- and long terms goals is hindered.

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

- The school has few evidence-based systems or structures in place to examine and improve practices in areas of critical need. The school leader reported to the IIT that she expects the staff to collect and analyze data relating to student performance. However, teachers noted that they have created their own strategies to collect and analyze data because the school has few protocols and structures in place for data analysis to inform instructional practices or student achievement. The IIT examination of the teacher devised data collection strategies indicated that most teachers were not reviewing or incorporating a variety of available data sources to inform instruction for all subgroups of students, especially for English language learners (ELLs). Teachers reported to the IIT that the school has created long-term goals, which the IIT also found in the SCEP. However, further document review by the IIT indicated that the teachers have not set priorities for achieving the goals, or developed short-term SMART goals based on the current data collected. In addition, they have not developed action plans that lead to end-of-year student progress and achievement. The school leader reported that she scheduled common planning time for teachers, provided a new teacher mentoring program, and two instructional coaches to help teachers use data to inform instructional practices. However, the IIT found that the school leader did not systematically track and monitor teachers' professional improvement. Consequently, the lack of comprehensive evidenced-based systems and structures to review current practices limits the school's ability to make progress toward achieving mission-critical goals.

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

- The school leader makes some staffing and programmatic decisions consistent with student needs. Based on interviews with school leaders and staff, the IIT determined that the school leader hired staff to improve student academic performance and address the needs of student subgroups. For example, the school leader hired two instructional coaches and an additional English as a second language (ESL) teacher on a part-time basis. However, teachers reported that the school leader did not address the school needs for additional staffing and resources for ELLs, including a bilingual literacy coach, bilingual materials for students and teachers, Spanish reading sources for the library, and a bilingual program beyond grade two. The school leader implemented an extended day program for academic intervention and enrichment and developed self-contained and integrated co-teaching (ICT) classes. However, the IIT found issues with the scheduling of classes. The IIT observed during classroom visitations that in most classrooms there were three to five students, but there were also seven students in one classroom and eleven students in another classroom. The IIT observed that despite the small class sizes, teachers did not deliver direct, explicit instruction based on student needs. While the school leader initiated some hiring and programmatic initiatives to

improve student achievement, the resource allocation process lacks systematic planning and monitoring, which limits the school’s ability to support school improvement.

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

- The school leader uses a tracking sheet to record formal and informal teacher observations. However, a review of the tracking sheet by the IIT indicated that the school leader does not observe teacher instructional practices and strategies consistently throughout the school year to ensure continual teacher improvement and accountability. The school leaders reported to the IIT that they use a research-based framework to provide teachers with frequent and timely feedback on their practice. However, based on interviews with teachers and a review of documents, the IIT found that teacher feedback from school leaders was frequently delayed. The IIT review of teacher observations showed that school leaders provided only limited follow-up support and monitoring, and there was no evidence that school leader uses data to track the progress of teachers. The lack of a comprehensive plan for regular teacher observations with timely feedback and follow-up support limits the ability of the school leader to hold staff accountability 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 is beginning to develop and implement curricula and assessments that support the Common Core Learning Standards (CCLS). However, students are not consistently exposed to curricula and material that address the needs of all learners, which limits student learning and academic progress.

Strengths:

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

Areas for Improvement:

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

- The school leader and staff are in the beginning stages of working to support the development and implementation of curricula that support the CCLS. Teacher teams meet regularly with coaches to align curricula to support the CCLS. Teachers and the school leader reported that the literacy and mathematics coaches use the Teachers College (TC) model to help staff integrate CCLS into the

curriculum, using Teacher College curriculum units. Teachers reported that the school leader has provided common planning time and professional development (PD) with the expectation that staff will develop and implement new curricula aligned to the CCLS. However, teachers reported to the IIT that the PD has not adequately prepared them to meet those expectations. The IIT examined curricula in English language arts (ELA) and mathematics and found that not all curricula provide clear and descriptive units of study. In addition, the strategies listed at the end of the units do not provide information as to where or how to use the strategies. During interviews with teachers and through document review, the IIT found that the single unit of study for mathematics did not provide adequate supports for ELLs. In addition, the IIT found that lesson plans did not identify targeted instructional practices and strategies for ELLs and students with disabilities in either ELA or mathematics. Because of the inconsistent implementation of the CCLS, not all students are experiencing the rigor needed for academic success.

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

- The IIT's review of lessons and unit plans indicate that some teachers' lesson plans support the CCLS. The school leader ensures that teachers meet regularly to develop lesson plans and collaborate on instructional practices and strategies, but teachers do not consistently incorporate complex material that promotes higher-order thinking for all students. Teachers reported that they meet weekly during a common planning and inquiry time to unpack units of study in ELA and mathematics and discuss how they plan to implement the new curricula. However, through classroom visitations, the IIT found that although teachers use units of study as a framework for lesson design, they do not provide complex materials, differentiation, scaffolding strategies, and higher-order thinking and inquiry on a consistent basis. In addition, the plans reviewed by the IIT did not consistently specify content and academic vocabulary. Without the consistent use of lesson plans that promote higher-order thinking skills, not all students are able to build deep conceptual understanding and knowledge needed for academic success.

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

- While the school leader has provided time for some teachers to meet together and collaborate, the meetings do not result in curricula that consistently incorporate the arts, technology and other enrichment opportunities. During classroom visitations, the IIT observed that students have access to an art and technology program; however, student exposure to a robust curriculum that integrates art, technology and other enrichment areas was inconsistent. Although the school has a technology teacher on staff, a review of student work by the review team indicated that students do not ordinarily perform tasks on the computer. The school leader stated that the technology program supports the newly developed social studies program. However, a review of the art program indicated that it lacked support to use programs in cross-curricular lessons. Consequently, the lack of systematic collaboration among teachers to integrate the arts, technology, and other

enrichment opportunities into the curriculum limits students' exposure to a rich and robust curriculum necessary for academic success.

3.5 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader and teachers develop a data-driven culture based on student needs, assessments, and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.

- The school is in the early stages of developing systems and structures for teachers to use data to inform instruction or create action plans to increase student achievement. During classroom visits and interviews with the school leader and teachers, the IIT found that the school collects formative and summative data to analyze individual and student group performance in ELA and mathematics. Staff reported adjusting many lessons after the analysis of assessment data and re-teaching the lesson, which affects the completion of the units listed in the scope and sequence for each grade. Based on interviews with teachers and a review of documents related to instruction of ELLs, the IIT found that teachers do not have New York State English as Second Language Achievement Test (NYSESLAT) information to determine student proficiency levels; therefore, teachers do not use data from the NYSESLAT to inform and adjust instruction for ELLs. Teachers collect data to group ELLs based on their needs; however, teachers do not identify language objectives for ELLs with different language acquisition levels and understanding of content. Without a comprehensive school-wide data-driven system, teachers are not able to adequately plan for identified student subgroups, which limits student achievement outcomes.

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

Tenet Rating	D
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Debriefing Statement: Teachers' lessons and instructions do not consistently reflect higher-order questioning, use of complex materials, differentiation, multiple points of entry, and language acquisition support. The lack of continuous use of data limits teachers' ability to support student needs and deliver lessons that promote student learning and achievement; therefore, opportunities for high levels of thinking and student engagement are limited.

Strengths:

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

Areas for Improvement:

4.2 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.

- While some teachers have lesson plans and units of study that support the CCLS, there is limited evidence that teachers consistently use effective strategies based on student data to inform their

lesson plans and instruction. Through classroom visits, document review of lesson plans, and teacher interviews, the IIT found that while some teachers collect summative and formative data to inform instruction and create goals for students, there is limited use of NYSESLAT data to support instruction for ELLs. In addition, lesson plans do not consistently identify targeted instructional practices and strategies for ELLs and students with disabilities. The IIT observed teachers using instructional practices and strategies aligned to the Teachers College model for readers and writers workshops, and Teachers College units of study for ELA; however, the units did not consistently provide for multiple entry points for students, identify specific resources and supports, promote higher-order thinking skills, engage students, or promote conversations that would lead to high levels of questioning. The IIT observed each student's long-term goals taped to his/her desk for reading, writing, mathematics, and behavior; however, during the student interviews, students were unable to articulate the specific skills, resources or strategies needed to achieve the goals. Because instructional practices and strategies are not consistently planned to meet established goals, particularly for student subgroups, high levels of student engagement and inquiry are not promoted in all classrooms.

4.3 The school has received a rating of *Developing* for this Statement of Practice: Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.

- The school uses instructional strategies outlined in the Danielson Framework to support the CCLS in ELA and mathematics; however, the implementation of these strategies is inconsistent. During classroom visits and interviews with teachers, the IIT found teacher-directed and whole group instruction in some classrooms and observed teachers employing differing strategies to analyze data to identify the specific needs of all students. Some classrooms visited by the IIT lacked observable differentiation of instruction or the use of complex materials to stimulate higher-order thinking. The IIT also found that some teachers provided academic rubrics after assignments were completed, while others provided rubrics at the beginning of the assignment. The IIT also observed that some students received written feedback from teachers with next steps for improvement on some assignments, while other students did not. The IIT found that ELA lesson and unit plans do not include multiple entry points, a variety of appropriate resources, or supports for all students, particularly for identified subgroups. The lack of consistent CCLS-aligned teaching practices and the limited use of strategies that allow multiple points of access for all students minimize student learning opportunities.

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

- While the school has created a safe and supportive learning environment, the classroom environment is not always tailored to the strengths and needs of all students. The IIT observed behavioral expectation posters and charts, which were in both English and Spanish, in classrooms and hallways throughout the school. School leaders, teachers, and students shared the Young Leaders Pledge and the Star Leader Rap with the IIT: "Responsible, Safe, Respectful...I am a Young Leader, now how about YOU?" School leaders, students, teachers, and parents reported to the IIT

team that the Positive Behavioral Interventions and Supports (PBIS) program, Ramapo for Children training, child study team (CST), assemblies, student of the month, and attendance celebrations all contributed to improved student behavior. A review of discipline data provided by the school indicated the number of disciplinary incidents decreased, and the IIT observed that students were compliant in classrooms. Teachers reported that a learning-styles inventory administered to students helped them to identify some student needs, in such areas as writing, spelling, reading comprehension, reading levels, and fluency. However, during classroom visitations, the IIT found limited differentiation of instruction for ELLs and students with disabilities and inconsistent use of higher-order thinking questions to promote high levels of student engagement. While teachers provide an environment where students feel safe, they do not consistently tailor the instruction to student strengths and needs, which limits students' active participation and inquiry.

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

- While teachers collect assessment data, they do not consistently use data to inform instructional decision-making. Teachers reported to the IIT that they use data to group students and adjust lessons based on gaps identified on an ongoing basis. However, the IIT found through classroom visitations, interviews with teachers and school leaders, as well as documents reviewed, that although teachers provide verbal feedback to students during lessons, written feedback with next steps for improvement on rubrics were inconsistent, if used at all. During classroom observations, the IIT noted the lack of visible strategies to accommodate the diverse needs of ELLs. During interviews with the IIT, students indicated that their groups remained the same for most of the year and rarely changed in response to student needs for specific assignments. However, students indicated that their literacy groups changed when a student reached the next reading level. Although teachers use a variety of data sources to inform instructional strategies and practices, teachers reported that they have not received PD on how to analyze NYSESLAT performance data to support ELLs, who make up 40.9 percent of the school population. The lack of analysis of NYSESLAT performance data hinders teachers' ability to develop plans, choose instructional strategies, and provide feedback to support significant numbers of students. As a result of teachers' limited use of data for instructional planning and feedback, particularly for identified subgroups, student engagement and involvement in their own learning process is limited.

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

Tenet Rating

E

Debriefing Statement: Parents, students, and teachers believe that students are safe and supported at school. The school has implemented a number of programs, partnerships, and routines to support student social emotional developmental health, which enhances the school's ability to support a healthy learning environment for 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 social and emotional developmental health interventions to support students. School leaders reported that the school has a system to address student social and emotional development, including a referral system, which offers progressive levels of guidance. The referral system includes the child support team (CST), consisting of the school counselor, behavior management coach, and assistant school leader who coordinates various services to meet student social and emotional health needs. In addition to the school-wide use of PBIS, the CST offers disciplinary interventions and supports to address infractions of the school discipline code, including administering functional behavior assessments (FBAs) and developing behavior improvement plans (BIPs). Teachers reported that there are weekly meetings to discuss students-at-risk and develop interventions to support them. They also reported that the school conducts six-week intervention check-ups to evaluate student progress and adjust intervention strategies, as necessary. The IIT observed that students were comfortable with their teachers and felt free to seek their help. Students shared with the IIT that adults in the school support them. Review of the school Learning Environment Survey by the IIT indicated that 93 percent of parents agreed that there is an adult at the school whom their child trusts and can go to for help with a school problem. A review of the SCEP goals indicated that the school exceeded their goal to reduce discipline referrals, and a review of the Occurrence Reporting System (OORS) data indicates that there has been a 78 percent decrease in discipline incidents between September through April 2011-12 and September through April 2012-13. During interviews with teachers, school leaders, and students the IIT noted that the school is working with community partners, such as Ramapo for Children, Mount Sinai Hospital, Kennedy Center, Cardinal McCloskey Community Services, and Barnes and Noble Bookstore. The school has also developed partnerships with El Fuente, a parent advocate group that is active in the community and the Mexican American Student Association (MASA), an outreach organization dedicated to the success of Hispanic students. Because of coordination and the implementation of systems and partnerships, the school cultivates an environment that supports and sustains student social and emotional developmental health.

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 a vision in relation to the health, safety, and social and emotional developmental needs of students. School routines are evident throughout the school. Based on interviews and a review of documents, the IIT found that the school has student support teams in place to provide assistance to students, and they have established various partnerships to support the social and emotional health of students. Students shared with the IIT, the Young Leaders Pledge and the Star Leader Rap, which contain the school vision to address student social and emotional developmental health: “Responsible, Safe, Respectful... I am a Young Leader, now how about YOU?” Staff reported that they receive PBIS training and training from Ramapo to foster and support student academic

and behavioral success. The IIT also saw evidence during classroom visits of consistent PBIS implementation. Staff responsiveness to student social and emotional health needs supports a safe and healthy school environment for students. Consequently, the school's commitment to the social and emotional needs of students enhances the learning environment for 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.

- The school has created a safe learning environment that fosters a sense of ownership for constituents. Through document review, observations, and interviews, the IIT found that constituents believe that the school community is a safe environment. Review by the IIT of the school Learning Environment Survey showed that 97 percent of parents agree that their child is safe at school and 88 percent of teachers also agreed that they felt safe at school. Classroom and hallway observations by the IIT indicated that students were safe in their classrooms and were comfortable sharing their ideas. At times students approached the IIT and expressed interest in sharing shared what they were doing. The safe learning environment at the school fosters a sense of ownership conducive to greater student outcomes.

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

- The school leader and student support staff use a variety of data sources to determine and respond to students' social and emotional health needs. The school leader and student support staff reported the use of a referral form, which includes a checklist for teachers of student skills that promote behavioral and academic success. During interviews, the IIT found that staff uses FBAs and BIPs to provide behavior management and instructional strategies for students with challenging behaviors. School leaders and school staff reported to the IIT that they all worked together to implement PBIS strategies, interventions, and supports. Ramapo for Children also provided training to address student social and emotional developmental health needs. Document review and interviews indicated that school leaders collaborate with teachers and student support staff every six weeks with intervention check-ups to review data to inform the development or revision of positive behavior intervention strategies. The IIT noted during review of the school self-assessment and confirmed during interviews with the school leader that based on data collected this year the school plans to offer new supports in 2013-14 by partnering with mental health providers to deliver services for students and their families. They also plan to provide key staff with training to use the PBIS data collection system, called School Wide Information System (SWIS), and in turn provide further support to teachers through sharing refined PBIS data. The consistent and collaborative use of behavioral data supports the school's efforts to respond to the social and emotional needs of students.

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

D

Debriefing Statement:

The school atmosphere is welcoming, and the school has developed various community partnerships to support families and students. However, some families are not fully engaged as partners with the school because of a lack of native language support for parents of students with disabilities and limited communication about the use of data to meet the needs of their children. As a result, some families are not able to support their children’s learning needs.

Strengths:

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

- The school atmosphere is friendly and relationships with families are encouraged through various opportunities. The IIT noted during interviews with families and school staff and from document review that reciprocal communication opportunities take place during school leadership team meetings and volunteer opportunities. Indoor dismissal of students provides families with daily access to teachers to discuss academic and social and emotional developmental health needs of their children. Review of the school Learning Environment Survey by the IIT indicated that 100 percent of parents that responded indicated that they agreed that they felt welcome in the school. Teachers reported that community partnerships, developed by the school, advocate for, and support families in the community, including El Puente—Leaders for Peace and Justice and the Mexican American Student Association (MASA). Students reported to the IIT, that parents are invited to participate and help with publishing parties and Jeopardy for mathematics and reading. Because of the welcoming atmosphere that fosters feelings of belonging and trust, families and community members engage freely and frequently with the school.

Areas for Improvement:

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

- The school leader and staff acknowledge the diversity of the families and community members; however, not all families experience the same level of native language support as many others. The school provided the IIT with a self-assessment of the school demographics which indicates that 40.9 percent of the students are Limited English Proficient (LEP), and 26 percent are students with disabilities. A review of the School Learning Environment Survey by the IIT noted that, 96 percent of parents who responded indicated that they agree that the school makes it easy for parents to attend meetings by offering meetings at different times during the day and providing an interpreter.

However, parents interviewed by the IIT indicated, that the school does not translate special education referrals, Individual Educational Programs (IEPs) and other related documents that require their signature for families with children with disabilities. The IIT found evidence of bilingualism and biculturalism throughout the school, such as signs, announcements, notices to parents, translated communications, translators in school meetings, and partnerships with El Puente and MASA. However, families of students with disabilities reported to the IIT that they experience inconsistencies and delays connected to receiving written information about the referral process, written information about the rights of families, students, the services provided to students with disabilities in their native language. The lack of timely and written support for families with students with disabilities in their native language prevents many parents from providing adequate support for the needs of their children. Consequently, effective communication and planning does not occur for all families, negatively impacting their ability to support their children's success.

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.

- While the school made some connections between families and the community to support student success, PD is not available to staff to sustain those partnerships with families and community organizations that support student needs. A review of documents and interviews with parents indicated they were aware of partnerships and school relationships with Ramapo for Children, Mount Sinai Hospital, Kennedy Center, Cardinal McCloskey Community Center, Barnes and Noble Bookstore, El Fuente and MASA. Teachers reported attending PD related to identifying characteristics of children in need of social and emotional support focused on socio-economic challenges. However, despite the partnerships, a review of the school PD plan and interviews with school staff by the IIT showed that teachers have not received any other PD on how to build healthy partnerships with all families linked to student needs. Some parents reported that communication with teachers and the school could be improved. They reported to the IIT about varying levels of native language support as well as delays in receiving information and special education services. While some families are experiencing a positive connection with the school, many families with students with disabilities are not receiving information in their native language and timely special education services. Because the school does not provide staff with PD on promoting and sustaining partnerships with all families and community agencies, the school's ability to support student academic, social and emotional development is limited.

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

- The school provides limited learning opportunities for families to increase their understanding of student data. The school leader and staff reported that families regularly receive academic progress reports, information concerning student performance on New York State assessments and communications concerning their child's progress and challenges. A parent information session in early 2013 provided information on Acuity Predictive reports, academic and behavioral expectations, and preparing for the test; however, there was limited parent participation for this

event. Staff reported that parents learn about school data through teacher/parent conferences, daily opportunities at school dismissal to speak with teachers, and other meetings. However, parents reported that often they do not understand the school staff's explanations of the connections between their children's scores on the New York State assessments, report card and progress reports grades, and the changes in assessments from year to year. Parents reported that the school communicates with them about their children's academic scores; however, they are concerned about understanding the information in order to be able to support their children at home. The school leaders indicated to the IIT that there are learning tools for parents to understand student data; however, there is no evidence that parents feel empowered and are secure in being able to engage in conversation with school staff about their children's achievement data. Because parents do not understand the assessment system or student performance, they cannot maximize their effectiveness in identifying their children's learning needs and in engage in a dialogue with the school. Consequently, families' ability to use data to advocate on behalf of their children's learning and success is limited.

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: Develop an updated vision statement in collaboration with all stakeholders that is aligned with the school goals. Ensure the vision and goals address current school priorities and that all stakeholders understand them.
- 2.3: Ensure systems are implemented to track progress toward the accomplishment of school-wide and individual goals and that interconnected systems are used to examine and improve practices to achieve these goals. Establish benchmarks and timelines for the accomplishment of critical school-wide goals. Evaluate progress in meeting timelines and benchmarks. Share goals and progress information across the school community, and ensure critical goals, benchmarks, and timelines are included in the SCEP.
- 2.4: Continue organizing resources to address the identified needs of students. Annually analyze available fiscal capital to make funding decisions that address school goals. Use interim benchmarks to identify where changes in implementation or programs need to occur to increase the likelihood of reaching short- and long-term goals for student achievement.
- 2.5: Develop and implement interconnected systems with which school leaders can track both informal and formal observations of staff, and use data from observations and student performance to improve school-wide and individual teacher instructional practices. Ensure the system includes the provision of relevant and measurable feedback and next steps to teachers based on student performance data and data from classroom observations. Ensure that data gathered during observations is used to inform PD to improve teacher practice and to provide appropriate follow-up. Implement strategies to collect and analyze pertinent school-improvement-related data to assess progress toward meeting SCEP goals, develop an action plan providing steps necessary to achieve the goals.

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 lesson plans and classroom instruction support the CCLS and address what students need to know across all grades, and provide staff with appropriate PD and necessary resources. Monitor lesson and unit plan development and implementation, and conduct regular classroom visits to ensure consistent and systematic support across grades and subjects
- 3.3: Provide PD on the development and implementation of lesson plans that incorporate the use of sequenced, complex materials, higher-order thinking, and the analysis of information to build deep conceptual understanding and knowledge. Monitor lesson planning and classroom instruction to ensure that plans are effectively implemented.
- 3.4: Provide teachers with opportunities to collaborate across grades and with special area teachers, and ensure that meetings regularly target what is taught and why it is taught. Ensure that students receive a curriculum rich in the inclusion of the arts, technology, and other enrichment opportunities.

- 3.5: Develop a comprehensive system, used by all staff, to collect and analyze timely data to inform instruction. Provide PD to school staff on the use of this system to assess school effectiveness and develop instructional plans for groups of students and individuals that map out explicit paths for progress and growth. Provide NYSESLAT scores to staff to inform classroom instruction.

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 CCLS-aligned lesson plans, strategies, and instructional practices are implemented with fidelity to promote higher-order thinking skills and inquiry. Ensure that instruction includes strategies, such as scaffolding and differentiation to address the needs of individuals and groups of students.
- 4.3: Provide focused, systemic PD and support to ensure teachers implement CCLS-aligned instruction that is differentiated and leads to multiple points of access for all students to achieve targeted goals.
- 4.4: Use strategies that are sensitive to diverse groups of students and their needs and which provide access to learning opportunities. Stimulate thinking by asking higher-level questions that relate to instructional material and promote student engagement and inquiry.
- 4.5: Develop and implement a comprehensive system of data collection and analysis to ensure teachers are able to use multiple data sources and analyze the information generated from these sources to inform instructional decision-making. Ensure data-based decisions include student grouping and the identification of best instructional strategies to promote student achievement. Use data to identify student progress trends and to inform school-wide instructional decision-making. Inform, instruct, and provide supports for teachers to carry out their responsibility for connecting the analysis of data with instructional decision-making, student grouping, and targeted lesson planning. Use timely formative assessments and progress monitoring to generate frequent feedback to students and next steps to achieve individual goals.

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:

- 6.3: Ensure that documents and materials necessary for parents to support their children's education are communicated in parents' preferred language and are accessible in a form they can understand. Ensure parent participation in reciprocal communications with the school, and ensure an understanding of the use of information regarding student needs and strengths to augment their learning.
- 6.4: Develop connections between families and the community focused on supporting student learning and growth. Provide PD for all staff members on how to seek and sustain healthy partnerships with families and community organizations that is linked to student needs and success. Ensure that communications regarding community connections are provided in all pertinent languages used throughout the school community.
- 6.5: Develop strategies to share data with parents that help parents to understand school-wide data, their individual child's data, and the implications of that data. Analyze, interpret, and present data in a way that provides parents with useful information to become empowered to support their child's academic and social-emotional success.