



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	320 9000 1000
School Name	I.S. 339
School Address	1600 Webster Avenue, Bronx NY 10457
District Name	District Nine – Bronx
School Leader	Kim Outerbridge
Dates of Review	December 17-18, 2013
School Accountability Status	Priority School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet for 09X339

School Configuration (2013-14)					
Grade Configuration	06,07,08	Total Enrollment	606	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	23	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	44	# SETSS	35	# Integrated Collaborative Teaching	19
Types and Number of Special Classes (2013-14)					
# Visual Arts	19	# Music	N/A	# Drama	N/A
# Foreign Language	7	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	94.2%	% Attendance Rate		87.5%	
% Free Lunch	95.8%	% Reduced Lunch		2.0%	
% Limited English Proficient	32.8%	% Students with Disabilities		24.4%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.2%	% Black or African American		31.5%	
% Hispanic or Latino	66.7%	% Asian or Native Hawaiian/Pacific Islander		1.4%	
% White	0.3%	% Multi-Racial		N/A	
Personnel (2012-13)					
Years Principal Assigned to School	1.18	# of Assistant Principals		3	
# of Deans	2	# of Counselors/Social Workers		2	
% of Teachers with No Valid Teaching Certificate	5.6%	% Teaching Out of Certification		11.6%	
% Teaching with Fewer Than 3 Years of Experience	29.2%	Average Teacher Absences		6.6	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	6.1%	Mathematics Performance at levels 3 & 4		3.4%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		51.2%	
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	Yes
Economically Disadvantaged	Yes		
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	Yes	Limited English Proficient	No
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Science (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	Yes	Limited English Proficient	Yes
Economically Disadvantaged	Yes		

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	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission, and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).			X	
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.			X	
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	X			
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).		X		
OVERALL RATING FOR TENET 2:			E		

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

#	Statement of Practice	H	E	D	I
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.			X	
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.			X	
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.			X	

3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.			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	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.			X	
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.			X	
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.			X	
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).			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 leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.			X	
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.			X	
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.			X	

5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.		X		
OVERALL RATING FOR TENET 5:				D	
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 leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.			X	
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.			X	
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.			X	
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.			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	E
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Debriefing Statement: A long-term vision supported by Strategic, Measurable, Achievable, Realistic, and Timely (SMART) goals form the basis for resource allocation, comprehensive planning, and curricular program selections. Monitoring and feedback of teaching and leadership practices and student social and emotional developmental health are provided regularly but do not yet fully address the needs of all students, especially for identified subgroups.

Strengths:

2.4 **The school has received a rating of *Highly Effective* for this Statement of Practice:** The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.

- The school leader and administrative cabinet meet regularly and have established a calendar of observations and meetings for the purpose of the Annual Professional Performance Review (APPR). Teachers and school leaders submit evidence of teacher practices as defined in the Danielson framework rubric. Document review by the Integrated Intervention Team (IIT) indicates that actionable feedback is provided to staff and is directly aligned to the school goals of increased English language arts (ELA) and mathematics achievement, differentiation, and learner engagement. Verbal feedback on official informal walkthroughs is provided to teachers within 24 hours and written feedback within three days and includes topics of strengths/quality elements and areas for growth/needs, and specific, targeted next steps. The school leader reported that formal walkthroughs and reflective dialogue occur daily. The IIT found this was indicated in the minutes of team and cabinet meetings. The school leader reviews and confirms the assessments conducted by the assistant principals (APs) and identifies professional development (PD) for both teachers and paraprofessionals based on the formative and summative findings of walkthroughs and observations. Coaching, mentoring, mini PD, direct instruction, conference and workshop attendance are all modalities that were reported by teachers and school leaders for professional learning. Through the consistent implementation of the citywide APPR process, staff are regularly held accountable for, and supported in, continuous improvement of their practice, which promotes student achievement.

2.5 **The school has received a rating of *Effective* for this Statement of Practice:** Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).

- The school leader has implemented and requires the staff to use several evidence-based structures in the school for improvement priorities identified in the School Comprehensive Education Plan (SCEP). These structures include the APPR of teacher and AP practices, an assessment analysis form for using

data-driven protocols to adjust curriculum and instruction, content and grade level team meeting structures and PD planning. A variety of strategies, including the PD hosted by the school leader and cabinet members, provided instruction, guidance and follow up for staff to enable them to implement these structures. Evaluation processes include a mid-year PD survey in January 2014 to follow up the January 2013 PD survey, in order to track and inform movement towards teacher effectiveness goals. To ensure that staff members are participating in the school-wide structures as taught and designed, the school leader attends team meetings and PD, reviews all meeting minutes, holds cabinet meetings to review student assessment data and the findings from formal and informal evaluations, and provides regular feedback to teachers. In addition, the school leader attends meetings with the student council and school committees, including the School Leadership Team (SLT) and Parent Association (PA). The IIT found evidence during observations, interviews, and document review that there is rigorous use and monitoring of these protocols and structures. Consequently, measureable progress toward critical school-wide goals is promoted.

Areas for Improvement:

2.2 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission, and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).

- A long-term vision and mission statement are displayed on the school website of the New York City Department of Education (NYCDOE) portal as well as on many school-based materials, including posters and teacher and support team meeting agenda minutes. However, the school leader is in the process of working to communicate the school's vision and mission with better uniformity and effectiveness to all constituents of the school. Different constituents reported a variety of perceptions to the review team about the goals and how the goals were to be achieved. SMART goals, such as "Our goal is to increase the number of level 3 and 4 students by 10 percent in ELA and math," are articulated in the school SCEP and have been developed with the support of the SLT, which is comprised of parents, teachers, and school leaders. A motto, "Respect Everyone. Hurt No One. Be Someone," is displayed on the walls and school materials. School and student focus group participants were asked by the IIT about the long-term vision, mission, and SMART goals of the school. Participants indicated, "failure is not an option because success is the only option." When students were asked how they knew this, they indicated that they hear it every day on the announcements, and it is posted on the walls, which the review team confirmed. The self-assessment notes that "B to A and Well-Developed" is recited regularly and is an evolving motto, but evidence indicates that not all constituents are clear about the meaning of this or how it is to be achieved. Although the self-assessment document indicates that the vision/mission is available in the parent handbook, when parents were asked about the vision and goals of the school, they reported, "these kids will get a career, their goal is to educate these students." Meeting minutes of the SLT indicate that the SCEP is reviewed and monitored multiple times during the year. Focus group participants reported to the IIT that improved academic achievement, safety, and good behavior are stressed at the school. However, the lack of clarity in how the vision and goals are articulated as well as how they will be achieved has resulted in inconsistent

efforts of stakeholders in moving toward realization of the school goals.

2.3 **The school has received a rating of *Developing* for this Statement of Practice:** Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.

- The school leader has autonomy over many areas of the school budget and uses some partnerships to manage resources. To strategize an enrollment decline in the 2013-14 school year, the school leader sought the support of the network leader to redesign scheduling and programming to maximize staffing and support for students. Current vacancies are managed by the school leader, consistent with the district level collective bargaining agreement. The school leader reported that strategic selection of staff is a leadership priority. When considering the costs and benefits of coaching and PD services, the school leader deploys internal staff and existing PD structures, when possible, as opposed to more costly external supports. These efforts include limiting expensive commercial behavior modification programs and reducing purchased services for ELA coaching from the network. However, expert internal content leadership in the school is available for ELA, but not in other areas. This limits the effectiveness of other PD and departmental leadership efforts. The school’s master schedule has been designed to create common planning time for teachers to collaboratively monitor and adjust curriculum and instructional plans, as well as provide an extra instructional period each day, designated as an expanded learning time program, to focus on intensive target interventions consistent with the school’s goal of ELA and mathematics growth. Although the school leader has made some targeted decisions regarding resource allocation, a comprehensive model and system to guide the provision of expanded supports and programs is not yet embedded in the overall practices of the school. This reduces the potential to build capacity within the staff as well as programmatic opportunities for some students to experience academic growth. As a result, available resources do not consistently meet the immediate needs of the school community.

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.

Tenet Rating

D

Debriefing Statement: The school is in the early stages of using data to develop and implement the CCLS and an interdisciplinary curriculum for all students across all grades and content areas. The units, lessons, activities, and assessments designed to reflect the content shifts are limited and inconsistent in providing multiple points of entry for all students, which limits gains in student achievement and academic growth across subgroups.

Strengths:

All ratings for this Tenet are **Developing** 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 ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula

appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.

- Although the school leader, in collaboration with the cabinet and teacher leaders, is developing a plan for implementation of CCLS curricula, its early stage of implementation has not yet resulted in a significant impact on student achievement. During interviews with the IIT, the school leader indicated that curriculum development in ELA and literacy is the primary curricular focus of the school. In accordance with the master schedule, teachers meet with other content area teachers at least two times a week where they review, revise, and write curricular items reflective of the CCLS. Meeting minutes read by the review team illustrate an increase in professional dialogue, collaborative development, and sharing of plans and strategies to inform the curriculum maps. The school leader reported that she regularly reviews the meeting minutes and indicated that feedback is provided to staff based on the content of the minutes as well as the content decisions in the units and lessons. PD is provided by the school leaders and occasionally by network achievement coaches to support this work to reflect the CCLS content and instructional shifts. Through the informal and formal walkthrough process of the APPR, school leaders provided actionable feedback on the mapping process and required revisions in order to continuously guide staff to better alignment with the CCLS. However, gaps in the CCLS curricular development and implementation are still evident. During the grade level team meeting observed by the IIT, staff members were engaged in discussions about the ELA curriculum to address student strengths and challenges on a recent assessment and to provide adjustments for English language learners (ELLs) and students with disabilities. However, in the parent focus group meeting, parents expressed concern about preparing students for college and career readiness and indicated that this was an area that should be emphasized in the school. Many curricular adjustment efforts are underway to integrate the CCLS; however, at a school with 94 percent/97 percent of students below grade level in ELA/mathematics, there needs to be a more concerted effort to adapt the curriculum to meet the needs of all students. Although the school is working towards providing a cohesive curriculum across all areas of study with multiple entry points, this is not yet fully developed, which results in missed growth opportunities and college- and career- readiness for students.

3.3 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.

- The school's self-assessment indicated, and most teachers from the vertical teacher group confirmed to the IIT, that there are bi-weekly meetings of collaborative inquiry teams to review data from assessments and student work in order to make curricular adjustments. Meeting minutes, tiered lesson plans, and rubrics read by reviewers all provided examples of professional collaboration to address student achievement needs. However, the IIT reviewed five randomly selected lesson plans, and noted that these plans were inconsistently aligned to the CCLS, indicating that lesson planning is in need of further support and development. The self-assessment also indicated that data points in the curricular adjustment cycle are derived from a variety of sources, including student portfolios, genre specific rubrics, State assessments, Fountas and Pinnell running records, and teacher formal and informal assessments. In addition, at the vertical teacher meeting, teachers explained a data driven

curricular planning process that utilizes these data points to arrange three tiers of student groups and to customize curricular objectives, strategies, and assessments for each group. However, implementation of the planned strategies for explicit instruction, targeted differentiation, or use of complex materials was not evident in many of the classes visited by the review team. In addition, students expressed that groups are based on quizzes and test scores where a higher-level student is grouped with a lower performing student to “bring them [lower performing student] up.” However, the review team observed limited student interaction for any purpose. The inconsistent instructional plans and monitoring procedures for implementing CCLS limit opportunities to provide students with rigorous learning experiences needed for academic success.

3.4 The school has received a rating of *Developing* for this Statement of Practice: The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.

- School leaders indicated that they have recently prioritized interdisciplinary team meetings and planning in the master schedule, and it now occurs twice weekly for most teachers. In the absence of a formal plan to support an interdisciplinary approach to learning, teachers indicated that various informal partnerships or collaborative projects are being formed as teachers seek to capitalize on opportunities to integrate technology and literacy in their content areas. Teachers report that although art and music instructional programs have been eliminated, they are attempting to incorporate creativity and artistry into their activities. For example, a science teacher had students draw pictures of chemical elements, and a social studies teacher had students create political cartoons. There is music selected by the school leaders during the morning and afternoon announcements, and the after school program hosts a dance club. The team observed that technology tools and/or applications were being used by students in approximately 50 percent of classes visited by the review team; however, in the Learning Environment Survey (LES) in 2012-2013, 30 percent of students reported “rarely to never” using any type of computers in school, and another 36 percent reported that sometimes they use computers. Parent focus group members expressed concern that the arts, and enrichment and gifted and talented opportunities were not available. Although teachers are making efforts to deliver a more interdisciplinary approach to instruction, the lack of a formalized, strategic plan to provide a consistent and creative approach to technology-rich, cross-curricula learning reduces opportunities for students to be academically successful.

3.5 The school has received a rating of *Developing* for this Statement of Practice: Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.

- Teachers and staff are using data increasingly to make some curricular adjustments but practices are not consistent or established to drive school improvement. To establish a universal protocol, the school leader reported that an assessment analysis form and PD was provided to staff. In reviewing the completed assessment analysis forms, teachers indicated that data points are derived from student portfolios, genre specific rubrics, Achievement Reporting and Innovation System (ARIS), State assessments in ELA and mathematics, SchoolNet, Fountas and Pinnell running records, and teacher

formal and informal assessments. Mathematics and science teachers stated that they use unit tests and TeacherEase to inform modifications to lessons plans and adjust pacing calendars; student portfolios showed that mathematics teachers use vendor-developed pre- and post-unit tests for summative evaluations. However, the IIT did not find evidence of consistent use of formative assessments. The IIT observed a grade level subject meeting that confirmed the use of running records and the CODEX unit assessment in ELA to guide the prioritization of curricular objectives of the upcoming unit. Science unit plans demonstrated use of quizzes, projects, and tests consistent with the pacing guide. However, in many lessons observed by the IIT, teachers were not making best consistent use of the available assessment data to make curriculum and instructional decisions that met the academic needs of students. Some teachers are in the process of improving their skills in providing rubric-based summative feedback to students, which includes student reflection and grading. Others use a percent correct formula to give students a grade, which provides students with limited feedback regarding how to improve their work. The school has introduced a quarterly school-wide event called “organizational day.” During this event, a school-wide notebook rubric and a student profile form, which allows students to reflect on their progress toward their goals, are used to teach and assess student organizational habits. However, observations and discussions indicate that this initiative has shown limited results in helping students know how to improve to meet their goals. This was evident in the student focus group where many students expressed an understanding of their progress but could not articulate the precise areas of their work that needed improvement. Practices of assessment and feedback are at an early stage of implementation, and most classrooms visited by the review team, did not provide explicit formative feedback during instruction and guided practice in order to scaffold and support the learning process, especially for students in the identified subgroups. Consequently, inconsistent practices of assessment and feedback limit improvements in student learning and achievement.

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.

Tenet Rating

D

Debriefing Statement: Although teachers are in the beginning stages of implementing data-driven instructional strategies, practices shown by research to be effective for identified subgroups are not consistently matched to student needs, resulting in limited growth in student achievement.

Strengths: All ratings for this Tenet are **Developing** 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:** School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.

- During an interview with the IIT, the school leader reported that as part of the team planning structure,

she models the process for analyzing a lesson and making adjustments based on student performance data and lesson objectives, and provides guidance for aligning with the criteria from the Danielson framework. During one grade/subject meeting, the team observed extensive discussion about student strengths and weaknesses on the most recent assessment. Teachers reviewed the units and lessons from the previous year and brainstormed ideas for adjustments based on the student performance trends. However, the IIT found these practices did not consistently have the intended impact on meeting the needs of all students in the classroom. When the review team visited 45 classes to see the implementation of plans, observations indicated that planning and instructional practices are inconsistently used or at a beginning level. In at least half of the classes visited by the IIT, teachers were not fully implementing the written lesson plans. During interviews with mathematics and science teachers, they stated that they use unit examinations, student work, and student conferencing to set and adjust student goals and modify instruction. However, observations by reviewers indicated that over half the teachers did not use this data to inform the formation of student groups nor did teachers modify the instructional support for those individuals identified as low-performing students. These teachers utilized the same activities and entry points for all students. The review team members observed that minimal scaffolding was provided by some mathematics teachers and the paraprofessionals assigned to support some students. In instructional settings serving the beginner and intermediate level ELLs, limited differentiation was observed. Some teachers did not know the New York State English as a Second Language Achievement Test (NYSESLAT) data for their students, and others reported that it was not used to group or set goals for students. In settings serving students with disabilities, six out of the nine teachers observed by the review team articulated that they review data one to two times a month, and the other third reported that they use data three times a year, primarily at annual review time and to assess the Individualized Education Program (IEP) goals. Although school leaders support and encourage teachers to use data to develop and adjust lesson plans to meet the diverse needs of students, this occurs inconsistently in classrooms, which limits opportunities for student engagement and hinders increased student achievement.

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

- Units, lessons, and activities are prepared based on student performance data and adjusted periodically during the team structures established by the school leader. This process was observed by the review team in the grade/subject level meeting, where written artifacts of this assessment, analysis, and feedback were reviewed in the Google doc archive. However, the review team observed 45 classrooms and noted that lesson plans were not implemented as written in more than half of the classes, and the CCLS pedagogical shifts were generally not observed. Teachers in mathematics classrooms demonstrated limited application of one of the eight mathematical practices of the CCLS, and single solutions, without alternatives, were displayed for sample workbook problems. Questions posed in these classes were limited to lower order thinking demands. Teachers of students with disabilities in Integrated Co-Teaching (ICT) classes used question stems, such as who, what, where, when, in over 80 percent of lessons observed by the IIT. In over 90 percent of the classes visited, the review team did not observe the use of differentiation in the materials, content, processes or learning

profiles. In the science classes visited by the IIT, staff used factual based questions, such as fill in the blanks and basic calculations. Social studies teachers used prompts and political cartoons but asked recall and low level thinking questions to interpret the cartoon. Some students in the small student group and in classes visited by the IIT demonstrated a text annotation strategy. However, in several classes students spent more instructional time copying aims, objectives, do now problems, prompts, and notes than they did processing and interacting with the content or text in any modality. The disconnect between lesson planning, instructional delivery and implementation of the CCLS pedagogical shifts, together with low level questioning results in limited access to the curriculum for many students, especially those in the identified subgroups, which limits high levels of student engagement and achievement.

4.4 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.

- The school leader and staff reported that although the school does not provide an overall program or curriculum to teach and recognize acceptable behavior in the school community, each teacher individually develops the expectations for her/his classroom and presents them to students. All classes observed by the review team had classroom expectations for student behavior explicitly posted, in addition to a poster of school-wide expectations for acceptable and safe behavior. During the student support staff interview, participants reported that the primary responsibility for behavior management has been shifted from school leaders back to the classroom teachers, and the school data demonstrates a significant decrease in suspensions and incident reports since 2012-13. Students, parents, and teachers noted during focus group meetings, that there is generally a sense of physical and intellectual safety in the school and classes. In the school leader interview and during the vertical teacher and grade/subject group meeting, all participants referenced planning efforts to identify and attend to the needs of the diverse groups of students in the school. However, during classroom visitations, the IIT observed that strategies to attend to the needs of diverse groups of students, such as bilingual presentation of materials, word walls in most content classrooms, and student choice of work products are inconsistent. Many classroom lessons lacked multiple modalities in presentations of the content, had limited opportunities for active and expressive engagement, lacked closure activities, and had limited or no formative assessment strategies to ensure effective daily learning. Although physical and intellectual safety is in place, strategies and practices are not fully responsive to, and minimally reflect, the diverse needs and strengths of students, which limit student engagement and opportunity for academic growth.

4.5 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).

- As reported by the school leader and observed by the IIT in teacher focus groups, most teachers are developing, and some teachers are using, plans to adjust student groupings and instructional strategies. The assessment analysis form and grade level and content meeting minutes demonstrate that staff uses reviews of quizzes, tests, essays, and projects to determine interim assessments of

student progress. The established protocol in the school calls for students to be placed into three tier groups based on assorted performance measures, but timely and purposeful grouping of students is inconsistent across the school. Teachers in some content areas group students on a unit frequency basis and others, including some classes for students with disabilities, use only the annual NYS assessment results. English as a second language (ESL) teachers reported that groupings were generally determined based on the length of time the students had participated in the program. Summative feedback tickets, organizational day, and student portfolios are tools to engage students in reflection on their work relative to their instructional goals, but give little insight to students about how to improve their work. Formative feedback to scaffold the active process of learning in the daily instruction was rarely observed by the IIT during classroom visits. Observed examples included phrases, such as “Good job; now do the next problem,” or a simple restatement of the explanation until the student performed the task as directed. Limited specific, data-based feedback to students as well as the inconsistent use of assessments result in inefficient matching of instructional strategies with student needs, especially for identified subgroups, which minimizes high levels of student achievement.

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

D

Debriefing Statement: The school community embraces a safe, respectful, and healthy learning environment, and the school provides some programs that address student social and emotional health needs. However, a comprehensive and integrated system has not yet been prioritized, resulting in inconsistency in meeting social emotional and academic needs of all students.

5.5 **The school has received a rating of *Effective* for this Statement of Practice:** The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.

- The IIT interviewed the Student Support Services (SSS) staff, which includes guidance counselors, the parent coordinator, the school psychologist, an attendance aide, and deans. Through interviews with this group and others, and from document review, the review team determined that the school leaders collaborate with SSS staff to review student data concerning attendance, discipline and school-wide incidents, student performance, and intervention responses in order to plan intervention strategies and PD. A data analysis protocol form captures the team’s review of assorted data reports, as directed by the school leader, and it is posted in the archive of Google Docs. Regular meetings of the Response to Intervention Team (RTI), School Leadership Team (SLT), and Respect for All (RFA) teams also focus on data reports and support options for student social and emotional developmental health, so that together staff identify programs, provide assemblies and lessons that are needed for students, parents, and staff. The attendance team has provided incentives and held ongoing awards ceremonies in pursuit of the school’s attendance goals. Based on incident analysis, an anti-bullying campaign was launched. This campaign included an assembly program held in November 2013, where acceptance and tolerance were taught and included materials supporting these efforts, which are displayed in the

school. Staff uses data effectively to identify the social and emotional developmental health needs of students, which enhances opportunities for students to become academically and socially successful.

Areas for Improvement:

5.2 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.

- During interviews with the focus groups, the school leader, and the SSS staff, the participants reported that school leaders collaborate with SSS staff to identify student needs and provide interventions. Subgroups of the SSS staff also meet regularly to discuss and plan social and emotional supports and programs for students. Guidance counselors teach social skills curriculum in the classrooms and in the expanded learning time on topics identified by the school leader. Student responses during interviews and on the school surveys indicate that each student is well known by an adult in the school. While there are positive practices and the beginnings of some structure to support student social and emotional well-being, interviews with teachers and school leaders and evaluation of school documents indicate that formal procedures to consistently refer, screen and plan, and an overarching system for identifying, managing, and providing supports for student social and emotional health are not yet in place. As a result, student social and emotional developmental health needs are not being consistently or uniformly met, which limits academic success.

5.3 **The school has received a rating of *Developing* for this Statement of Practice:** The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.

- The school leader reported that the vision for social and emotional developmental health is that “Kids are going to come here, learn, behave, and be safe. If there is any obstacle to making that happen, we will overcome it with the staff and programmatic resources that we have in this building.” However, parents, teachers, and students were not able to express a specific or articulated vision, although all concurred that an emphasis on safety, good behavior, and anti-bullying are priorities in the school. The SSS staff uses assorted programs and initiatives to teach social and emotional developmental health, such as “push-in” lessons in classrooms and during the afterschool program. Strategies for support of a healthy environment include a bullying prevention program, the Young Men’s and Young Lady’s – Mentoring Group, and a dean for each grade level. SSS staff members identified modeling as the primary modality of PD provided to the classroom staff, as explicit workshops are not yet planned to improve staff capacity to support student social and emotional developmental health in both the classroom and programs. The lack of focused PD and workshops to build staff capacity, limits the ability of staff to support student social and emotional health needs, which minimizes student growth and success.

5.4 **The school has received a rating of *Developing* for this Statement of Practice:** All school stakeholders

work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.

- During interviews with the IIT, students, teachers, and parents in the focus groups reported feelings of safety both physically and intellectually in the school. However, parents interviewed reported that only a small number of parents are involved in any aspect of the school. To address issues of safety, focus group participants reported frequent meetings and planning sessions of the RFA team, the student assessment team, teacher teams, and assorted subsets of the student support staff. The counselors provide a template form to all staff to record student issues and concerns. Each of the teams use assorted data reports in identifying the needs of students in the school, including attendance, IEP’s, incidence reports, and personal observations. Teachers and SSS staff reported informal communications between SSS staff and teacher teams, and this reflects the fact that the school is at an early stage of developing protocols to ensure that all stakeholders are clear about the role each has to play to ensure the social and emotional well-being of all students. The school leader advocates for the safety of the students but a rigorous system is not yet fully established that monitors how different teams and individuals contribute to ensuring the social and emotional developmental health needs of students, which limits student success.

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

Tenet Rating

D

Debriefing Statement: The school community acknowledges the need to develop partnerships between school, family, and community, to support the academic and social and emotional developmental health of students. Although data is used to identify some student needs and interventions, interconnected systems are not fully developed for planning and monitoring how parents are taught to support their children in the learning process, as well as the effectiveness of the collaboration between home and school.

Strengths:

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

Areas for Improvement:

6.2 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.

- Most staff members are aware that the school leaders expect improvement in student academic achievement as noted by participants in vertical teacher and student support staff focus groups as well as grade level meetings. The school leaders are also in the process of communicating the expectations to students and families using the parent involvement policy identified in the SCEP and through a variety of activities, which were identified by staff in the vertical teacher, student support staff, and parent focus groups. These activities included ELA and mathematics workshops for parents to learn

about the CCLS, the Saturday academy, ARIS electronic grade book tool, and parent meetings with teacher teams. However, the team noted during discussions with parents that not all parents are aware of the high academic expectations the school is striving toward, or how these expectations are to be realized. In addition, although staff reported using several modalities, including email, website postings, letters, meetings, and phone calls to involve parents, few staff formally reflect on the effectiveness of these outreach efforts and make necessary adjustments. Consequently, limited communications with parents concerning high academic expectations for all students, limits the development of a partnership with families to share in promoting academic success for all students.

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 student strength and needs are identified and used to augment learning.

- As noted by the school leader and confirmed by document review by the IIT, the school produces written materials in both English and Spanish, which is the home language of 60 percent of students. These materials include progress reports, letters, newsletters, phone calls, and email. At teacher team meetings with parents and Parent Association meetings, translation between Spanish and English is provided, as requested and needed by the family. The review team found in a document review, that district reports indicate that students in the school speak several other languages. However, school staff reported that materials are not translated for those languages. During the parent focus group it was noted that parent attendance and support, especially in meetings and fundraising activities, is low. However, the 2013 LES indicated that only 12 percent of respondents have never communicated with the school. Among the school support staff, brainstorming and reflection regarding the most effective strategies for communicating with parents is beginning, and these include workshops, home visits, calls, meetings, letters, the website, Saturday school, and reward incentive programs. However, assessment of those efforts and reciprocal collaboration are limited and the lack of translation of some documents weakens the communication with some families. Although the school communicates with parents concerning school issues, mechanisms to determine the effectiveness of strategies to ensure reciprocal communication are not in place, which limits the support families can provide for their children's progress.

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

- The school leader has collaborated with the student support staff to offer several workshops to parents focusing on student academic, social, and emotional developmental health. These workshops include Father's Forum and Mother's Forum, which are both held multiple times per year, Rosetta Stone academy, and annual Family Day, which extends to the surrounding community. However, document review of PD plans and the calendar as well as interviews with school leaders, student support staff, and teaching staff indicate that the school has not provided training to build the capacity of the teachers to create and sustain partnerships with families. The lack of a formal plan to provide training

for staff to seek and sustain partnerships with parents, limits students' opportunities to benefit from strong home-school connections that promote student success.

6.5 **The school has received a rating of *Developing* for this Statement of Practice:** The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success, encourages, and empowers families to understand and use data to advocate for appropriate support services for their children.

- The SSS group reported that several teams within the school review data reports, such as attendance records, behavior incidents, student performance results, and counselor visits, to identify student and familial needs. The school assessment team, RFA team, and teacher planning teams meet regularly as individual teams to plan interventions and support. Through document review and staff interviews, the review team noted a schedule of formal reporting to parents through interim progress reports, parent conferences, and report cards to provide families with data concerning their children's learning. These efforts were supplemented by some staff through phone calls, emails, and home visits. However, the IIT found that the inconsistent use of these strategies school-wide and report cards that were produced in English and lacked translation to languages other than Spanish, created obstacles to parents understanding their child's achievement and academic growth. Because current systems for assisting families in analyzing data are limited, the ability of families to advocate for the needs of their children is minimized.

Recommendations:

Tenet 2: School Leader Practices and Decisions

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

- 2.2: Develop an effective communication plan to educate all stakeholders about the school's focused vision and precise improvement goals, including a plan for all stakeholders to participate in the assessment of progress made toward the goals.
- 2.3: Collaboratively manage resources to develop an overarching system to guide the targeted provision of expanded supports and programs in the school, including high quality PD to maximize staff capacity to meet all areas of student academic and social-emotional need.

Tenet 3: Curriculum Development and Support

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

- 3.2: Establish and implement rigorous and comprehensive curricula across all content areas that meet the instructional needs of all students. Monitor its impact on improving student achievement and engagement regularly.
- 3.3: Consistently implement rigorous and differentiated units, lessons, and assessments in all areas and all classes, reflective of the pedagogical shifts of the CCLS; ensure that school leaders monitor implementation and effectiveness regularly and rigorously.
- 3.4: Develop and implement a focused and explicit plan of interdisciplinary instruction that integrates the arts, technology, and enrichment for all students. Ensure that staff collaboratively monitors the effectiveness of the interdisciplinary instruction in order to provide students additional opportunities for academic achievement.
- 3.5: Expand existing structures to develop a comprehensive system for developing, implementing, and adapting curriculum across all content areas and all classes. Ensure that there is alignment between curriculum and assessment and make provisions for data- driven formative feedback to students at critical points of learning.

Tenet 4: Teacher Practices and Decisions

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

- 4.2: Refine protocols and procedures to ensure that all teachers are using formative and summative data to regularly customize and differentiate instruction, using research-based best practices for all students in all subgroups.

- 4.3: Provide additional job-embedded high quality PD and regular feedback for implementation of the CCLS shifts of instructional practice in all content areas. Ensure that rigorous and higher order thinking inquiry prompts are developed and implemented across all areas and classes of the school.
- 4.4: Establish explicit and adaptive structures for teachers and students to develop collaborative strategies to address the diverse needs, perspectives, and values of students in the school.
- 4.5: Refine protocols and procedures to ensure that timely and purposeful grouping of students is consistently implemented across the school in all areas and all classes. Ensure the implementation of research-based best practice strategies to meet the targeted needs of each student group and provide monitoring so that adjustment of strategies occurs regularly to ensure maximum effectiveness.

Tenet 5: Student Social and Emotional Developmental Health

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

- 5.2: Develop an overarching system with formal procedures to screen, identify, plan, and manage the social and emotional developmental health needs of students. Ensure consistent implementation of the system of research-based practices and methods by monitoring the effectiveness of the system.
- 5.3: Establish and articulate a clear vision for social and emotional developmental health of students in the school. Adopt a research-based curriculum or program for implementing that vision, and include explicit and embedded PD for staff. Monitor measures of effectiveness on a regular basis.
- 5.4: Work collaboratively with all stakeholders to identify their roles and specify these roles in the protocols and processes of implementing the overarching system for monitoring and responding to student social and emotional developmental health.

Tenet 6: Family and Community Engagement

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

- 6.2: Implement a plan to communicate with families about the high academic expectations of the school. Include a protocol for regular and systematic assessment of the communication efforts with parents and families, where the findings are used to strategically plan future communication efforts and programming.
- 6.3: Collaborate with the district to develop protocols to make all school to home communication available in the home languages of the families served in the school and make provision to address family issues and concerns.
- 6.4: Provide all staff with explicit PD and job embedded follow up to support their capacity to develop and sustain partnerships with parents and families.
- 6.5: Develop systems to enable all staff to regularly provide data to families about student progress in their home languages. Provide opportunities for parents and families to learn to access and interpret the data to advocate for their child.