



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	321200010092
School Name	PS 92
School Address	700 East 179 th St., Bronx, NY 10457
District Name	NYC CSD 12
School Leader	Cheryl Hall
Dates of Review	June 2, 4, 2014
School Accountability Status	Priority School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet for 12X092

School Configuration (2013-14)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	506	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	14
Types and Number of Special Classes (2013-14)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	84.4%	% Attendance Rate		88.7%	
% Free Lunch	92.4%	% Reduced Lunch		2.3%	
% Limited English Proficient	23.2%	% Students with Disabilities		20.9%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	1.2%	% Black or African American		24.8%	
% Hispanic or Latino	71.3%	% Asian or Native Hawaiian/Pacific Islander		1.2%	
% White	1.6%	% Multi-Racial		N/A	
Personnel (2012-13)					
Years Principal Assigned to School	3.27	# of Assistant Principals		2	
# of Deans	N/A	# of Counselors/Social Workers		2	
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification		20.0%	
% Teaching with Fewer Than 3 Years of Experience	20.0%	Average Teacher Absences		8.3	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	5.4%	Mathematics Performance at levels 3 & 4		4.1%	
Science Performance at levels 3 & 4 (4th Grade)	57.1%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
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	No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	No
Economically Disadvantaged	No		
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	No	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	N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	Yes		

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

1. Improve teacher performance on identified components of Danielson's Framework for Teaching.
2. Implement inquiry teams to analyze student work; use the results to make adjustments in curriculum and student grouping.
3. Develop a common teaching framework, so that all students produce meaningful, grade-level work products.
4. Improve safety protocols.
5. Develop a culture for learning that communicates high expectations to staff, students, and families.

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 Statement of Practice. Provide the letter rating in the OVERALL RATING row as the final overall tenet rating.

#	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:				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 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 – Findings, Evidence, Impact and Recommendations:

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 leader has collaboratively developed and communicated a shared vision and Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals, and has begun to create systems to bring about continuous school improvement, embraced by staff, parents, and students. However, the impact is limited because goals are not consistently measurable and systems are not evidence-based.

Strengths:

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

Overall Finding:

The school leader has made decisions that make effective use of resources to address student academic and social and emotional developmental health needs.

Evidence/Information that Lead to this Finding:

- The school leader has made effective use of resources to support student programming that addresses low levels of student achievement in English language arts (ELA) and mathematics, and provides additional support for English language learners (ELLs) who comprise almost twenty-five percent of the school population. The school leader implemented a schedule that includes extended learning time and academic intervention services (AIS) to ensure that all students receive appropriate academic supports. Additional extended day programs have been put in place to meet the needs of students that include a program providing native language arts instruction for Spanish dominant ELLs, a Saturday academy for struggling students, the New York Junior Tennis and Learning organization, which provides homework assistance, as well as character development, nutrition and tennis instruction five afternoons per week, and Experience Corps, a program that works with small groups of struggling students during the school day. The school leader schedules teachers to allow for common planning time at least three times per week. Teachers use this time for grade-level meetings and inquiry meetings to analyze student work and revise instructional unit and lesson plans. As a result, all grade-level teams plan carefully to revise units to address student needs. The school leader also supports a program of adult volunteers, or Learning Leaders, trained to work with students.
- The school experiences little teacher turnover. When hiring is necessary, school leaders use the Open Market Hiring system to identify possible candidates for positions. The school leader also receives recommendations from the network Partnership Support Organization managed by Fordham University. School leaders and teacher leaders scrutinize resumes, and hold interviews for top candidates. School leaders support the retention of staff through mentoring, interaction with teacher leaders, and direct support from the school leader.

- During the school year, the school leader hired an absent teacher reserve assistant principal to fill a vacated position. The school leader hired an additional English as a second language (ESL) teacher to reduce group sizes in pullout classes. To address the number of students with level one and level two scores on the New York State (NYS) exams in mathematics and ELA, school leaders purchased the i-Ready and Voyager programs to allow for adaptable computer aided instruction. School leaders purchased additional computers, as well, to increase the capacity of the technology room for student instruction. For ELA instruction, Core Knowledge was purchased for kindergarten through second grade and teachers use Expeditionary Learning for grades three through five. GO Math! was purchased for all grades to aid staff in creating unit and lesson plans aligned to the CCLS. School leaders hired a consultant from Fordham University to help teachers in curriculum planning, and two additional school aides to address safety issues during lunch periods. School Data Corp was contracted to supply and analyze Common Core Learning Standards (CCLS)-aligned simulations during the school year to track student progress in ELA and mathematics and to identify areas of strength and areas for improvement.

Impact Statement:

The school leader has addressed school needs, allowing better student achievement and social and emotional health support, and providing increased opportunities for student success.

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).

Overall Finding:

The school leader has collaborated to create a shared vision and SMART goals. However, the goals are not consistently measurable and they do not set clear benchmarks for monitoring and revision.

Evidence/Information that Lead to this Finding:

- The school leader, the School Leadership Team, teacher leaders, and partnership organizations have worked together to create SMART goals. In addition, parents, students, staff, and community agencies have identified the school vision as a place where we “Learn, Grow, and Lead,” and sees the vision as including increased student achievement. Stakeholders based the goals on data sources including the Quality Review, reading and mathematics levels, NYS examination results, teacher practices, the Learning Environment Survey, and attendance data. Staff reviewed the goals in professional development (PD) meetings, through meetings with teacher leaders, and through the staff handbook. School staff communicated the goals to the school community through Parent-Teacher Association (PTA) meetings and through written documents, such as the parent handbook. However, the goals are not uniformly measured and do not contain ongoing benchmarks to inform practice revisions or strategies throughout the school year.
- The school leader and staff are monitoring student progress through simulations that mirror CCLS-aligned ELA and mathematics exams, which School Data Corp analyzes for individual and groups of

students, identifying specific areas of learning. However, there is a lack of data evaluation leading to adjustments in identified goals. Practices and activities have not been revised during the school year to address student test results and other data, and other goals, such as instructional practices related to the Danielson Framework for Teaching, and inquiry teams, lack clearly measureable goals or benchmarks.

Impact Statement:

The school leader shares the vision and goals with the school community, but the goals are not uniformly measureable. As a result, it is not possible to monitor and evaluate progress towards the goals or to adjust practices. This is hindering the achievement of the vision and SMART goals.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Create and monitor measureable goals and benchmarks to evaluate school-wide activities and practices; make necessary adjustments for student improvement and growth throughout the school year.

2.4 **The school has received a rating of *Developing* 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.

Overall Finding:

The school leader has put in place a system, aligned to the district's Annual Professional Performance Review (APPR), to conduct targeted and frequent observations. However, the system does not effectively track progress of teacher practices based on student data and feedback.

Evidence/Information that Lead to this Finding:

- The school leader has developed a system aligned to the APPR for frequent observations with feedback that targets components of the Danielson Framework for Teaching competencies. A review of documents, and interviews with the school leader and teachers showed that observations have been implemented, but are not prioritized and do not use student data. School leaders track teacher progress through the Advance database, but do not closely track follow-up support. Teachers receive ratings on several components of the Danielson Framework for Teaching, and school leaders provide feedback to teachers within one week; however, reviewers found that school leaders do not uniformly provide actionable feedback. Additionally, leaders do not consistently track and review feedback in subsequent observations to ensure improvement of teacher practices. Leaders do not provide differentiated coaching and PD based upon feedback they provide to teachers and the tracking of observation reports. As a result, teachers are not able to take ownership for the next stage of their development.
- The school leader instituted individual planning conferences, in which teachers set one to two goals based on observations and a self-reflection of practices. The school leader monitors observations, but

does not uniformly use student data to evaluate instructional practices. School leaders monitor lesson plans through the observation process, but this process has a limited impact on bringing about improvement, since they are collected on an unscheduled basis. Leaders do not uniformly hold teachers accountable for continuous improvement and no individual teacher improvement plans have been developed. School leaders track supervisory observations for improvement in the identified components of the Danielson Framework for Teaching; however, leaders have not targeted specific instructional practices in need of improvement to identify struggling teachers and help them to become more effective.

Impact Statement:

Although the school leader has developed a system aligned to the APPR for frequent observations, staff are not held accountable for continuous improvement. Teacher practices are not consistently tracked to ensure adaptations to meet better the needs of students.

Recommendations:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Provide teachers with timely, actionable feedback regarding instructional practices.
- Monitor the implementation of improved teacher practices by addressing the feedback in subsequent observations and tracking teacher practices throughout the year.
- Develop improvement plans to provide appropriate differentiated support for struggling teachers.

2.5 **The school has received a rating of *Developing* 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).

Overall Finding:

The school leader encourages the staff to use some evidence-based systems and structures to improve school-wide practices. However, these systems are not sufficiently used and interconnected. Consequently, they do not uniformly improve individual and school-wide practices.

Evidence/Information that Lead to this Finding:

- The school leader has made the collection of data in the areas of student ELA and mathematics levels and attendance a priority to improve student scores on the NYS ELA and mathematics exams. Data generated by the simulations are analyzed and tracked through the services of School Data Corp. The attendance team meets monthly to discuss all students with attendance issues and any related personal or family problems. Teachers are beginning to review student work at grade-level meetings to assess individual student needs, but the data is not disaggregated to assess the needs of subgroups of students. Reviewers found that the structures of the Instructional Support Team and Response to Intervention (RtI) team limited their abilities to examine academic performance to identify student

social and emotional needs. As a result, at the time of the review the impact of these teams on improving student achievement was not evident.

- The school leader has created an Instructional Leadership Team, comprised of grade leaders, teachers, the United Federation of Teachers school representative, ESL and Special Education Teacher Support Services teachers. Common planning time is provided for Integrated Co-Teaching (ICT) teachers to plan together. Although the school leader has identified essential elements of lesson plans to address gaps in planning, these elements do not specifically address differentiation or other support and scaffolding strategies. Assessments are uniformly administered, but are not regularly analyzed and used to improve instruction or identify student needs.

Impact Statement:

Although evidence-based systems are encouraged by the school leader, their limited use by teachers is slowing progress toward achieving critical school-wide goals in the areas of instructional practice, leadership development, and academic achievement.

Recommendations:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Ensure that data is disaggregated, so that the needs of groups and subgroups can be easily assessed.
- Create protocols for the Instructional Support Team and Rtl team to analyze student data to identify students with social and emotional developmental health needs.

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: Cogent and comprehensive curricula, appropriately aligned to the CCLS, that address the needs of all students, have not yet been fully developed across all content areas. As a result, the status of implementation limits the ability of students to benefit fully from rigorous and coherent curricula and assessments, and limits improvements in student achievement.

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.

Overall Finding:

The school leader supports the implementation of rigorous and coherent curricula aligned to the CCLS. However, the lack of an effective planning framework to adapt vendor curricula by staff results in inconsistent planning that does not uniformly meet the needs of students, nor inform instruction.

Evidence/Information that Lead to this Finding:

- The school is using curricula purchased from vendors for ELA and mathematics, which include Core Knowledge, Expeditionary Learning, and GO Math! However, although elements of lesson plans have been identified, they do not always include accommodations for differentiation of instruction or multiple access points, or ensure higher-order thinking skills. Additionally, not all teachers have adapted vendor materials and some teachers incorrectly use the teacher’s guide lesson overview as lesson plans. Reviewers found that curriculum maps are not fully developed to address all student needs and the appropriate pacing of lessons.
- Teachers are not consistently using data to target goals that address the needs of all students. Data is collected, but there was little evidence that it is analyzed to inform the needs of individual or groups of students. Staff members meet regularly in grade-level and vertical teams to look at student data and work, and to adapt curriculum. However, although grade-level teams plan together, revisions based on assessments of student work are not uniformly implemented. There is a comprehensive calendar for PD that was responsive to teacher needs based on teacher feedback from surveys; however, the Integrated Intervention Team (IIT) noted in classrooms visitations that only some teachers are implementing the practices in the identified areas for development, thus limiting improvements in instruction.
- The school leader has begun to provide support to help teachers align curriculum to the CCLS and the instructional shifts. A coach was hired to observe and work with teachers, as well as provide PD. However, teachers reported that they need more support from curriculum specialists to appropriately adapt and align curriculum. As a result, there is a lack of focus on individual and subgroups of students and their instructional needs, which limits their progress. Lesson plans do not consistently address differentiation and scaffolding, and team visits to classrooms revealed limited rigor in instruction. Most classrooms, including ICT classes and classes with ELLs, showed that teacher use of differentiation was inconsistent. For example, IIT classroom visitations demonstrated a limited use of differentiated instruction and strategies to support individual student needs. Although programs to address the needs of students have been purchased, reviewers found that few adaptations have been made in lesson and unit plans for scaffolding, differentiation, grouping, or extensions.
- There is little scaffolding provided in most classrooms. Few classes used texts of different complexity, including classrooms with students with disabilities and ELLs. Although there is a focus on academic vocabulary and word walls are consistently posted, IIT observations of classes showed that teachers do not uniformly address vocabulary and refer to the word walls during instruction. An RtI program has been implemented, as evidenced in document reviews, and the RtI team meets weekly to discuss student needs and progress, as well as to adjust interventions. An AIS plan is implemented during the extended day and for some students during the regular school day, to address the needs of students performing below grade level in ELA and mathematics.

Impact Statement:

The inconsistent implementation of a plan for rigorous and coherent curricula aligned to CCLS, and a lack of consistency in identifying the needs of individual and groups of students and adapting lessons to their needs results in uneven instruction and rigor. Therefore, increased academic achievement and student readiness for college and career is limited.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Ensure that a cohesive, comprehensive, and adaptive curriculum that meets the needs of all individuals and student groups is consistently implemented across the school. Monitor implementation by regularly examining formative and summative assessments and student work.

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.

Overall Finding:

Teachers are not consistently adapting and creating unit and lesson plans aligned to the CCLS across all grades. In addition, they are not effectively addressing student needs through an ongoing analysis of assessments.

Evidence/Information that Lead to this Finding:

- Teachers have common planning time each week to address curriculum and look at student work. However, curriculum maps and unit plans are not uniformly developed to evaluate and address student needs. Teachers work to adapt vendor materials, but do not consistently use data to provide scaffolding, differentiated instruction, or grouping to address student needs and engage students in their learning. IIT classroom visitations showed that teachers inconsistently deliver lessons with adaptations that meet student needs. Common planning meetings with leaders and lead teachers using the Tuning Protocol are starting to review student work. However, team observations and documentary evidence showed that not all teachers address identified areas of need in lesson planning. Simulations encompassing CCLS skills are used for formative assessments and are scored and analyzed by a contracted vendor. Data reports are comprehensive and identify specific skill areas. The school leader and teachers use these results to track student achievement in ELA and mathematics. However, teacher planning is not consistently informed by this data. In classroom visitations by the review team there was limited evidence of differentiated text complexity, including texts used for students with disabilities and ELLs. Most questions posed by teachers did not require students to think critically and discussion was lacking in the majority of classrooms visited by the review team.
- Lesson plans are collected and reviewed by the school leader to ensure that lessons address the CCLS instructional shifts and NYS content standards. Leaders work with staff to analyze and use data, but reviewers found no unified approach to adapt lessons. Although there are vertical planning meetings, uniform practices, such as the use of specific graphic organizers adapted to meet the needs of different grade levels, have not been adopted. In the team observation of a grade-level meeting, teachers

worked to analyze the implications of student work for instruction. However, lesson revisions did not address the lack of student understanding regarding internal and external character traits.

Impact Statement:

There is a lack of consistency in teachers developing lesson plans aligned to the CCLS and making effective use of assessment data to differentiate instruction. As a result, not all instruction is well planned to meet the needs of students, which limits student achievement.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Monitor and adjust the curricula, and unit and lesson plans by consistently making use of student assessment data to ensure that the needs of all groups of students are met.

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.

Overall Finding:

The school leader and teachers rely on vendor materials to create interdisciplinary curricula and do not consistently develop lessons targeting the arts, technology, and other enrichment opportunities.

Evidence/Information that Lead to this Finding:

- The school leader and teachers stated that interdisciplinary curricula are embedded in vendor materials. However, interdisciplinary programs that integrate various subject areas have not yet been developed consistently school-wide. A review of documents, and teacher interviews, revealed that although a small number of teachers adopt an interdisciplinary approach to learning in some lessons, there is no coordinated approach to integrate subject matter. Observations and document reviews showed that although teachers have SMARTBoards, only a few teachers use them to integrate technology and support student interaction during lessons. Within most classrooms, visitations showed that technology and the arts were not regularly integrated into lessons. Reviewers found limited evidence that units are planned with an interdisciplinary focus. Although additional computers have been ordered, it was unclear as to how they will be used for activities other than those included in purchased programs.
- Expanded learning time opportunities exist through New York Junior Tennis and Learning, and an Arts Connection partnership that offers an after-school program focused on creativity. The AIS program also offers opportunities for the use of technology through the Voyager and i-Ready programs.

Impact Statement:

The lack of a formalized plan to create interdisciplinary curricula results in students not consistently being

provided with lessons that target the arts, technology and other enrichment activities. This limits their ability to be academically successful.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Implement a comprehensive plan that includes the provision of support and common planning time for teachers to develop units of study that integrate core subjects with the arts, technology and other enrichment activities.

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.

Overall Finding:

Teachers are uniformly administering running records and simulation assessments, but data is not used effectively for adapting curricula to improve student achievement.

Evidence/Information that Lead to this Finding:

- Although teachers are administering running records and tracking Fountas and Pinnell reading levels, data is not being sufficiently analyzed to inform curriculum planning. Teachers administer unit assessments provided by the vendor curricula, but few teachers are identifying areas of concern for specific students or groups of students through timely item analyses. Common planning time and grade-level meetings take place to look at student work to inform instruction, but adjustments to plans do not uniformly address student needs. Additionally, not all teachers with students with disabilities in their classrooms are implementing the strategies and goals identified in student Individual Education Programs (IEPs). Teacher interviews and classroom visitations showed that ELL students were grouped mainly by their general level of achievement on the New York State English as a Second Language Achievement Test (NYSESLAT), and usually received the same instruction as other students in the same proficiency level, such as beginner, intermediate, or advanced. Teachers do not regularly plan pre-assessments that allow for adjustments to unit and lesson plans based upon student needs. Consequently, assessments and data are not being consistently used to identify the needs of individual and groups of students.
- Teachers usually make curricular decisions based on class or grade-level trends of strengths and areas of need, rather than on individual assessments and data. Review team visitations of classes showed that teachers inconsistently meet with, or work with, individual or groups of students to ascertain their knowledge level or provide guided instruction. In full class instruction, teachers did not uniformly notate student strengths and areas of need when working with them. Although reviewers learned that PD had been provided to develop checks for understanding to provide ongoing assessment, few classrooms showed evidence of this strategy. Little differentiation in tasks or for products was noted in classroom visits, or in lesson and unit plans. As a result, plans inconsistently address the needs of

individual and groups of students.

- Teachers provide students with their reading levels and set goals based upon them. Students and parents were uniformly aware of Fountas and Pinnell reading levels. However, teachers inconsistently provide specific individual student feedback based on data. Students related that teachers talk with them about their work, but the specific strategies or skills needed for improvement are not uniformly provided or discussed. A goal setting form has recently been instituted, but there is no form, protocol, or system for students to self-reflect upon their work, progress, and use of strategies. Student work is regularly posted, although reviewers found that comments are sometimes general in nature. Additionally, the CCLS and learning objectives are usually posted but, as with feedback, are rarely provided in student friendly language. As a result, students are often unclear as to how it relates to them or their work. Student writing was evident in classrooms and hallways, but rubrics were not always specific and some were checklists rather than specifically aligned to levels of performance. Again, posted work rarely made student friendly connections to the CCLS.

Impact Statement:

Although there is a system for making assessments, results are not consistently analyzed and used to revise curriculum. In addition, the system does not ensure that students uniformly reflect on specific skills and strategies that lead to improved achievement.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Analyze and use data to adapt the curriculum, identify targets for students, and provide feedback in student friendly language.

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: Teachers meet in teams and participate in targeted PD. However, their instructional practices do not consistently address the academic needs of all students. The CCLS and instructional shifts have not been sufficiently internalized and implemented to modify and adjust instruction and therefore, not all students experience consistently high levels of engagement, thinking, and achievement.

Strengths:

4.4 **The school has received a rating of *Effective* 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.

Overall Finding:

The learning environment is intellectually and physically safe for all students and is inclusive of all student groups.

Evidence/Information that Lead to this Finding:

- The school community has created a learning environment that has clear behavioral expectations understood by all students. Interviews, and a review of documents, showed that behavioral expectations are explicitly reviewed and discussed with students in class during the beginning of the school year. During interviews, students stated that they were aware of behavioral expectations and felt comfortable asking and answering questions in class. IIT observations of classes verified this information. Students also stated that they were aware of the consequences for inappropriate behavior and believed that discipline was fair and appropriate. Additionally, a student government meets monthly in council meetings and safety committee meetings to provide student input.
- The school has an environment that recognizes all students individually. Students are well known to the school leaders and staff and are greeted by name. The team found that classrooms and hallways were quiet and interactions between students, staff, and visitors were polite. The school leader is working toward ensuring the least restrictive environment for all students with IEPs. The teaching model has changed with the implementation of three ICT classes that include both general education students and students with disabilities. Team visitations of these classes showed that staff use co-teaching models, with reviewers finding evidence of collaborative lesson planning and teachers regularly interacting with each other during lessons to accommodate all students. There is a common planning time scheduled to allow special education and general education teachers to plan cooperatively. All programs and extended learning time opportunities are inclusive and accessible to all students, whether they are social, such as tennis or art, or academic. Additionally, Bronx-Lebanon Hospital Center provides guidance counselors that address student social and emotional developmental health throughout the school year on site and during all other times at a site nearby.
- Team visitations, interviews, and document reviews demonstrated that the school leader and staff recognize various cultures and diversity through class lessons and celebrations. Team visitations of classes revealed that students were encouraged by the identification and sharing of different cultural views.

Impact Statement:

Students feel that the learning environment is safe, and the input of all students is encouraged and valued.

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.

Overall Finding:

School and teacher leaders have begun to engage teachers in conversations about aligning instruction with the CCLS, but unit and daily lesson plans do not consistently address student needs or promote quality instructional practices that advance student achievement.

Evidence/Information that Lead to this Finding:

- The school leader has implemented common planning time for teachers to review and analyze data to adjust unit and lesson planning. Unit assessments have been implemented across all grades and are provided by vendor programs. All teachers have data binders, but many do not include individual student information from ongoing assessments and conferencing. Most teachers use test results to identify whole-class or grade-wide needs, but few disaggregate data to address the needs of individual or groups of students. Some teachers use data to plan instruction with appropriate adaptations that address and track student progress. However, not all teachers use data effectively to revise planning. The school leader has instituted simulations tied to the CCLS to track student progress in ELA and mathematics. However, reviewers found limited evidence that this information is used to address individual and group needs. The school and teacher leaders work with teachers to review student work to address student needs related to the CCLS, and protocols have been developed for this work. The review team observed a grade-level meeting where teachers looked at a piece of student work and discussed strengths and areas for improvement. However, only one piece of student work was reviewed, rather than several, to evaluate student understanding and ability to address the task. Additionally, a review of documents for inquiry meetings revealed that strategies are not always identified to address the needs of students and when noted are generic.
- School and teacher leaders agreed upon vital components for lesson planning to support their efforts to use instructional practices and strategies that are CCLS aligned, but the components do not specifically include differing tasks, products, and text complexity, multiple access points, extensions, or other scaffolding and differentiated instruction for students. Although vendor materials supply many of these strategies and resources, teachers do not consistently plan using these supports. Classroom visitations showed that most teachers do not implement differentiated instruction in their lessons which would promote higher levels of student engagement and inquiry. Additionally, few teachers provide scaffolding to address student needs and make adaptations in instruction for ELLs or students with disabilities. Word walls with vocabulary or key academic words were noted, but few classrooms used them to address the needs of ELLs or students with disabilities. Grouping was mostly based on mathematics or ELA levels and was not consistently flexible enough to meet student needs. In interviews, students reported that groups were mostly static, and one student noted they only changed due to student misbehavior. Most groups observed did not have effective routines and roles for addressing tasks. Additionally, many teachers were unaware of the specific needs of ELLs and students with disabilities, or strategies to address these needs. Team interviews and document reviews indicated that IEPs are accessible and reviewed by all teachers with students with disabilities in their classes; however, visitations showed that goals and strategies are not consistently addressed in all classes.
- Teachers set long-range and short-range goals based upon baseline exams and reading ability. Although classes have student work portfolios, they are not used to track student progress and do not help students delineate their next steps to improve academic outcomes. Work is not consistently tracked to allow students to view their progress. Student work is beginning to be looked at in grade-level or subject meetings, but many teachers do not yet understand how to use this data to address specific student needs

Impact Statement:

Instructional plans and practices are not consistently using data to address the needs of all students. Consequently, high levels of student engagement are not always promoted and improvements in student achievement are variable.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Monitor instructional plans and practices to assure that all students, including those with IEPs, are provided with instructional interventions and goals based on individual and group data that meets their needs and ensures a consistency of improvement in learning and achievement across the school.

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.

Overall Finding:

While teachers are developing lessons plans derived from CCLS-based vendor programs, they are not consistently integrating components into their instructional planning that address the needs of individual and groups of students.

Evidence/Information that Lead to this Finding:

- Some teachers are using lesson plans aligned to the CCLS and some of the instructional shifts, but planning often does not incorporate strategies adapted to meet the needs of individual and groups of students. Instructional planning often does not include targeted accommodations and interventions for students and some teachers incorrectly use the teachers' guide lesson overviews as lesson plans. In classroom visits, the team observed that most instruction included a heavy reliance on worksheets. Observed lessons did not regularly include multiple points of access, scaffolding, or differentiated tasks or products. Additionally, there was limited evidence of extensions for students. For example, when students were asked what they did when they finished their work before other students, answers included read a book or help others, although even this was not observed in classrooms. There was little evidence of different text complexity used in classes, and students usually used the same text. Often, teachers provided answers to incorrect student responses, rather than providing students with strategies to ascertain the correct information. Reviewers noted that teachers also missed making connections to student knowledge. For example, in several classrooms, teachers posted a total of five or six learning targets and supporting learning targets in standards-based language not readily understood by students, and provided no real connections for student comprehension and engagement.
- Few classes visited used text with different levels of complexity. Some teachers were using scaffolding strategies, such as different graphic organizers for different students, but in most classrooms there was little evidence of strategies or scaffolding to allow students to engage in learning; for example, chunking of text, interpreting new information, or checking for understanding. In most classes, reviewers observed one access point for all students, and tasks and products were not differentiated,

even in classes with ELLs and students with disabilities. Although some higher-order questioning was observed, most questioning was on the level of basic recall. Students were sometimes asked to explain or share their answers, but most discussion did not foster critical thinking and teachers did not routinely monitor responses. Although the CCLS shifts had been addressed in PD, there was inconsistent evidence of their implementation in classrooms. Team observations showed a lack of fluency in mathematics instruction in most classrooms, a lack of use of conceptual knowledge, and limited use of math tools, including manipulatives. In ELA instruction, students were asked to use evidence, but in classroom visitations, there was little evidence to suggest that students regularly refer back to specific contextual evidence.

Impact Statement:

Teachers do not regularly challenge students to think critically or grasp important concepts, which limits their engagement. In addition, a lack of differentiation in instructional practices limits student engagement, as well as academic achievement.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Teachers should incorporate multiple access points for students in all unit and lesson plans. Higher-order thinking skills, questions, and tasks need to be clearly delineated, so that instruction leads to high levels of student engagement and achievement. Leaders should ensure that these are applied consistently in all classrooms and that the impact on learning is evaluated.

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).

Overall Finding:

Teachers collect baseline, formative, and summative data to inform planning. However, this data is not uniformly collected, analyzed, and used in an effective manner to inform instructional strategies or student grouping.

Evidence/Information that Lead to this Finding:

- During IIT visitations of classes, students often sat in groups, but these groups were usually formed based upon student reading or mathematics levels. A review of documents, and student interviews, showed that teachers do not regularly adjust grouping and provide for grouping strategies. Few lesson plans addressed group formation or routines, and few addressed individual student needs by providing differentiated instruction. In classrooms visited, students rarely had a designated role in their groups. In many classes, limited interaction was observed and students rarely discussed the work in depth. Consequently, reviewers noted that student grouping did not consistently serve a specific educational purpose.
- School and teacher leaders work with staff in common planning meetings to use student work and formative assessments to inform instruction. However, not all staff members are proficient at

analyzing data to adjust groupings and instructional strategies for students. Only some staff track subject specific data to adjust curriculum for instruction. In visitations, there was limited evidence of differentiated instruction. Even in classes with ELLs and students with disabilities, most tasks, texts, and products were the same for all students. Formative assessments were rarely analyzed thoroughly and were not consistently used to target the specific individual or group needs of students. Additionally, in the observation of a grade-level meeting, and in a review of lesson plans, few adaptations to instructional practices were evident.

- Classroom observations, document reviews, and student interviews revealed few opportunities for student self-assessment of work products. A form for goal setting was only recently implemented, and there was little evidence that students were asked to reflect on their work and identify areas of growth and areas that needed improvement. Interviews with students and staff revealed that feedback was inconsistent and not explicit. Although student work is displayed, comments are not uniformly provided and are not always in language that students can comprehend. As a result, few students are self-reflective of the strategies that help them learn or knowledgeable about their strengths and needs.

Impact Statement:

Teachers do not consistently or effectively use data and assessments to inform and adjust targeted plans, instructional strategies, and groupings, or provide comprehensible and actionable feedback to students. As a result, there is limited student participation in the learning process and a lack of rigor to drive student achievement.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Monitor planning and instruction to ensure teachers are making effective use of a wide variety of data to provide differentiated and guided instruction in all subjects and grades, as well as frequent and relevant feedback.

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: While the school recognizes the need to identify and address the social and emotional needs of students, no comprehensive system has been developed to connect these needs to student learning. Consequently, the lack of interconnected systems limits student achievement.

Strengths:

5.4 **The school has received a rating of *Effective* 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.

Overall Finding:

School stakeholders work together to coordinate their contributions to ensure that student social and emotional developmental health needs are met and the school is a safe place in which to learn.

Evidence/Information that Lead to this Finding:

- During team interviews, staff members were able to describe the structures and supports available to meet student social and emotional developmental health needs. Staff members were clear on their roles in this process and teachers noted that student needs in these areas were vital in their mission to know all students and their families. Discussions with staff showed that they were aware of the ladder of referral, although it focuses mainly on behavioral issues. School staff work together to ensure that students are receiving appropriate services and that their progress is monitored. The guidance counselor, social worker, or psychologist work with identified students, and referred students are discussed weekly in RtI meetings attended by the school leader, case manager, and support staff. Additional support is provided by community organizations. Team interviews revealed that the school leaders and all staff follow an open door policy, and parents confirmed that they felt free to contact staff through phone calls, emails, and school visits. Parents work as Learning Leaders, and reported feeling comfortable and appreciated by school staff. Reviewers found that stakeholders are aware of the supports offered by the school and community agencies. Partner organizations also provide a parent component to keep them informed about provided services and student progress. Team review of documents and the parent interview confirmed that the parent coordinator provides PD for parents focusing on social and emotional developmental health. Additionally, the school engages in a “Respect for All” initiative and has established protocols related to the program. Consequently, implemented systems ensure that parents, staff, and community organizations work together to address student social and emotional health needs.
- The school’s RtI team meets weekly with the school leader to discuss individual student social and emotional health needs and track interventions. Student attendance is carefully monitored, as are students who have been referred for behavioral issues. The school has established a crisis intervention team that meets monthly and has partnered with Bronx-Lebanon Hospital Center and Good Shepherd, who provide services including psychiatric assistance and counseling. Other students receive services from the guidance counselor, the social worker, and the school psychologist. Parents believed the school was responsive to student and family needs.

Impact Statement:

As a result of students, teachers and parents communicating and working well together, the school is perceived as a safe learning environment that supports student emotional and social health needs.

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.

Overall Finding:

Although the school has developed a system to support and sustain student social and emotional

developmental health, limited data is used to identify these students and thereby increase academic success.

Evidence/Information that Lead to this Finding:

- Interviews with students and staff confirmed that all students have at least one adult they are known by, and in most cases, this is the classroom teacher. Student social and emotional developmental health is supported through the Instructional Support Team, a guidance counselor, social worker, psychologist, two family paraprofessionals, and representatives from school partnerships including Bronx-Lebanon Hospital Center and Good Shepherd. The support team uses student data from behavioral referrals, attendance, and incident reports, and most students are identified through the ladder of referral for behavior. During team interviews with support staff and the school leader, it was evident that academic data is not regularly used to identify students who need social and emotional developmental health support. Once a student has been referred, a teacher acts as a case manager to ensure that the referral process is faithfully adhered to, that the student receives appropriate services, and that parents are contacted and provided with relevant information. Teachers have received some PD for identifying students who might have social or emotional issues, but the staff reported that they are overwhelmed by behavioral referrals. The support team does not meet on a regular basis, but the RtI team meets on a weekly basis to review student progress and adjust interventions. The teacher who makes a referral is present at the meetings. In addition to the initial referral form, these teachers provide information and may continue to participate in meetings that relate to the referred student. Additional personnel, such as special education and ELL teachers, are available if needed. Parents of students being discussed may also be present at these meetings. There are also monthly crisis team meetings to address critical student needs. The New York Junior Tennis and Learning program services two hundred students every day, after school, and works on character development and nutrition.
- Reviewers found limited systems in place to monitor student achievement data to identify students with social and emotional developmental health needs. Attendance is looked at systematically, as are behavioral issues. Individual teacher anecdotal reports and referrals are relied upon to recognize the needs of students without attendance or behavioral problems. However, there is no specific referral system that addresses other indicators.

Impact Statement:

The lack of formalized systems, underpinned by a range of data, including data on student achievement, hinders the ability of the school to address barriers to social and emotional developmental health and academic success for all students.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Develop protocols for teachers and support staff to review academic data to identify students in need of social and emotional developmental health support services.

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.

Overall Finding:

The school has identified skills and behaviors that support social and emotional developmental health for all students. However, there are no curricula or a comprehensive program to promote learning experiences that address these skills and behaviors.

Evidence/Information that Lead to this Finding:

- The school has identified specific skills and behaviors that link social and emotional health with academic achievement. The school celebrates positive behavior traits, such as compassion and courage, and identifies individuals that exemplify those traits. Students write about these traits and there is a dedicated bulletin board for displaying the trait of the month. However, there is no one curriculum that incorporates these skills and behaviors. Although staff identifies behavior as the largest barrier to student achievement, there are no behavioral intervention plans and no PD implemented that focuses on classroom management. There are partnerships where students receive academic support in afterschool classes. Experience Corps works with forty-four students who are achieving in the lowest third of students in the school. They also provide additional pull-out support for these students during the regular school day. New York Junior Tennis and Learning works with two hundred children and provides forty-five minutes of homework assistance, character development, nutrition programs, and instruction in tennis.
- Interviews revealed that teachers receive PD in the areas of social and emotional developmental health, but reviewers learned that these sessions focus more on mandated services, rather than indicators of student needs or strategies to address student classroom behavior. Support team members attend PD through the city three to four times a year. Despite the resources available, there is no coordinated program that systematically identifies student social and emotional developmental health needs and addresses them to ensure academic success.

Impact Statement:

Although stakeholders perceive the school as being safe, the lack of a curriculum that systematically addresses the social and emotional developmental health needs of students means that not all students receive the necessary supports or programs.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Develop and implement a curriculum that includes the experiences necessary for students at all grade levels to learn the skills and behaviors to secure their social and emotional developmental health.

5.5 **The school has received a rating of *Developing* 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.

Overall Finding:

The use of limited data by the school leader and support staff means they do not respond adequately to the social and emotional developmental health needs of students or provide sufficient opportunities for them to become academically successful.

Evidence/Information that Lead to this Finding:

- The school closely monitors student attendance, and mathematics and ELA levels. The attendance team meets monthly and targets students according to specific protocols. Phone calls are generated through School Messenger for the first day of absence. If a student is absent for a second day, the classroom teacher makes a personal phone call to the parents. If there are additional absences, the attendance teacher makes a home contact. Chronically absent students receive home visits. All the information is tracked on the Intervention Log system. The support team reviews attendance data and behavioral referrals for students. However, the support team does not regularly discuss academic data. As a result, all students are not closely monitored to address their social and emotional, and academic needs.
- Several community partnerships serve students who are targeted for intervention. Counselors from Bronx-Lebanon and Good Shepherd provide counseling for targeted students or students who are identified by staff or parents. Students also receive additional academic support through partnership organizations. Students are provided with opportunities for activities related to social and emotional health, such as tennis, art therapy, and nutrition, through the extended day programs with partnership organizations. However, the lack of structures and systems to collect, analyze, and use academic data to support social and emotional developmental health needs for students who do not have behavioral or attendance issues is not systematically addressed.

Impact Statement:

The lack of comprehensive systems to identify social and emotional developmental health needs using a wide range of data, including academic data, acts as a barrier to students becoming academically and socially successful.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Develop, implement, and monitor a system that allows for regular review and analysis of student data, including academic data, to identify the social and emotional developmental health needs of students.

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

Tenet Rating	D
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Debriefing Statement: The school culture values partnerships where families, community-based organizations, and the school work together to share responsibility for student academic progress and social and emotional developmental health. However, the lack of a comprehensive system to monitor the effectiveness of these

partnerships hinders the school's ability to ensure that the academic and social and emotional needs of all students are being fully met.

Strengths:

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

Overall Finding:

The school has communicated high expectations for student achievement to families and has provided parent workshops to provide the tips and tools necessary to support student learning.

Evidence/Information that Lead to this Finding:

- Parents receive a handbook and are aware of school expectations. In review team interviews with parents, staff, and students, all participants related that the school has high expectations for student achievement and all were able to describe the school vision as "Learn, Grow and Lead." The school has also established their own website and parents receive progress reports every eight weeks. Teachers send letters home, as needed, and parents related that teachers and leaders call regularly to report on student progress. The school also provides PD to parents on interpreting the information shared. The parent coordinator has provided workshops on how to help students become successful learners, where forty-two parents attended. During the summer, there is an orientation for new families, and additional workshops are provided for all parents focusing on the CCLS and support strategies, the Achievement Reporting and Innovation System (ARIS) link, and partnership supports for student achievement. Parent involvement focuses on fostering high expectations for students. Parents are encouraged to come to the school to discuss reports, issues, and concerns with teachers, school leaders, and community-based organizations. The first Friday of the month is designated, Family Friday, where parents are invited to sit in on classes so they are familiar with the teachers and classroom instruction. Parents also volunteer to become Learning Leaders. Training is provided and they are exposed to instructional practices within the school. Additionally, classroom teachers keep parents apprised of projects and curricula through monthly newsletters. High expectations are communicated to students and they are expected to know their own reading level. Additionally, parents and staff reported that the School Leadership Team was integrally involved in crafting the SCEP goals and actively reviews progress towards those goals.
- There is a functioning and active PTA that works with the parent coordinator to present workshops about important topics, including the CCLS. Attendance at these meetings varies, according to documents reviewed, from seven to fifty parents. The parent coordinator also provides parents with community resources and organizations to address student academic and social and emotional needs. The New York Junior Tennis and Learning organization provides additional academic support and has a parent component where parents are invited to attend, learn, and practice how to help students with their homework. Reviewers found evidence of workshops that help parents to acquire skills and strategies to help their children improve their levels of academic achievement. The school leader monitors parent involvement and parents are surveyed about areas for PD. Consequently, all parents

are invited to participate in workshops that equip them to help support student academic needs.

Impact Statement:

Through the provision of a range of programs and workshops, parents are aware of high expectations for student academic achievement and how they can support their children in reaching these expectations.

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

Overall Finding:

The school communicates student needs and strengths with most families and community stakeholders; however, the effectiveness of communication strategies is not monitored to revise programs and practices.

Evidence/Information that Lead to this Finding:

- The school uses multiple tools to communicate with families about school and student issues. Most communication is done through notices and phone calls, which are translated into Spanish, the dominant second language. The teachers share their email addresses with parents; however, the school has not created a structure to assure communication with all constituents through email. The school and teachers use monthly newsletters to address academic or curricular issues. Although teachers reported that they translate all pertinent communications with parents, these communications are not monitored for compliance. The school also communicates with parents through flyers, calendars, and progress reports.
- The staff has resources to translate documents into Spanish, but there is no formal system in place to ensure that all teachers translate the documents sent home to parents. There is also availability for staff to have conversations with parents translated into Spanish, but again there is no formal system in place to ensure that all communications are translated. Parents and students reported that academic feedback is general and usually communicated as reading and mathematics levels, but does not consistently address specific student strengths and areas for improvement. Parents noted that they often receive phone calls and feel that there is open communication with the school staff. However, they are not consistently able to identify specific student needs.
- Parent involvement has been a focus of leaders and staff, and several initiatives have been implemented, including the Learning Leaders program and Family Fridays. However, these initiatives have not been monitored to ascertain their effectiveness in improving student achievement. As a result, revisions to these programs are not informed by their impact on academic improvement for students.

Impact Statement:

The school has created opportunities and structures for reciprocal communication, but the limited academic data shared with families and a lack of program review means that not all families can effectively support their child's academic achievement and social emotional growth.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Extend the range of academic data shared with parents, and monitor and evaluate the effectiveness of initiatives designed to help parents support their children and improve achievement.

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.

Overall Finding:

The school has programs and an environment that encourages parents and staff to work together to support student achievement; however, due to the lack of training across all areas to support student success, practices are not consistently effective throughout the school.

Evidence/Information that Lead to this Finding:

- In team document reviews, and interviews with school leaders, staff and parents, there was evidence of workshops or PD for parents to aid them in providing support for the success of their children. The school has several partnerships with community agencies that provide workshops for parents, as well as guidance services and tutoring for students. Parents reported that school staff are responsive and willing to give students extra help and supply parents with additional resources. Programs such as Learning Leaders, Family Fridays, and Family Math and Literacy Game Days help create an inclusive environment for parents. Parent workshops are generally well attended and provide vital information on instruction and accessing data. However, data shared with most parents is limited and does not consistently address individual student strengths and areas in need of improvement. Inconsistent feedback that is not always specific or in child friendly language limits parents ability to support their children's learning. Staff does not regularly provide workshops that teach parents ways to support student learning and growth. Parents related that they see reading and raising reading levels as an important focus. Parents spoke about their difficulty in understanding how mathematics is taught and how this limits their ability to support their children. Consequently, parents are not uniformly equipped to support appropriately student academic growth.
- The school does not provide PD to staff for developing partnerships with parents or the community. Although the school works with community agencies to provide some students with services, teachers are not systematically involved in developing these relationships. Staff does receive PD from leaders during grade-level meetings about parent-teacher interactions while conducting parent meetings.

Impact Statement:

As a result of staff not being provided with appropriate PD in working with parents and the community, not all families are consistently engaged in providing the support needed to enable every student to achieve success.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school

should:

- Provide PD for staff on developing partnerships with families and the community, so that they have the tools to support student social and emotional health development and academic 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 and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.

Overall Finding:

The school does not systemically analyze a range of data and share it with parents, students, and the school community, so that they understand and use it to support student learning and achievement.

Evidence/Information that Lead to this Finding:

- The school shares data with parents through report cards, progress reports, the ARIS link, School Messenger, letters, school and grade-level newsletters, and emails, but only a limited range of data is shared with parents, students, and the school community. The school has provided learning opportunities for families focusing on the CCLS, and on how to use the ARIS link to access data. However, the school leader does not monitor parental usage of ARIS, and documents and parent interviews revealed that few parents attended the training or access data using this method. Most shared that the data centers on reading and mathematics levels. The parent coordinator surveys parents to address PD needs. Parents of students with IEPs meet with teachers and support staff to discuss testing data, student strengths and areas for improvement, and goals. The RtI team also shares data with parents and provides information about implemented interventions. However, most parents do not receive detailed data and are not adept at looking at data specific to their children's needs.

Impact Statement:

The school does not uniformly share comprehensive data that allows stakeholders to understand both student and family needs and, as a result, not all parents are able to advocate for support services that will address their children's needs and lead to higher achievement.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Provide detailed student data and PD opportunities for families and the school community that enable them to understand how to make effective use of school and student data to support learning and achievement.