



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

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



<b>BEDS Code</b>	331300010596
<b>School Name</b>	MS 596 – Peace Academy
<b>School Address</b>	300 Willoughby Ave, Brooklyn, NY 11201
<b>District Name</b>	NYCDOE - CSD 13
<b>School Leader</b>	Lisa Reiter
<b>Dates of Review</b>	January 22-24, 2014
<b>School Accountability Status</b>	<input checked="" type="checkbox"/> Priority School
<b>Type of Review</b>	<input checked="" type="checkbox"/> SED Integrated Intervention Team (IIT)

### School Information Sheet for 13K596

School Configuration (2013-14)					
Grade Configuration	06,07,08	Total Enrollment	88	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	9
Types and Number of Special Classes (2013-14)					
# Visual Arts	4	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population		80.5%	% Attendance Rate		88.4%
% Free Lunch		92.3%	% Reduced Lunch		2.6%
% Limited English Proficient		12.0%	% Students with Disabilities		23.9%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native		N/A	% Black or African American		71.8%
% Hispanic or Latino		24.8%	% Asian or Native Hawaiian/Pacific Islander		2.6%
% White		0.9%	% Multi-Racial		N/A
Personnel (2012-13)					
Years Principal Assigned to School		1.17	# of Assistant Principals		1
# of Deans		N/A	# of Counselors/Social Workers		N/A
% of Teachers with No Valid Teaching Certificate		N/A	% Teaching Out of Certification		8.3%
% Teaching with Fewer Than 3 Years of Experience		50.0%	Average Teacher Absences		3.8
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4		4.4%	Mathematics Performance at levels 3 & 4		1.8%
Science Performance at levels 3 & 4 (4th Grade)		N/A	Science Performance at levels 3 & 4 (8th Grade)		28.0%
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	N/A	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	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	N/A	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	No		
Met Adequate Yearly Progress (AYP) in Science (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	No
Hispanic or Latino	N/A	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		

#### Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	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	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)			

<b>American Indian or Alaska Native</b>	N/A	<b>Black or African American</b>	N/A
<b>Hispanic or Latino</b>	N/A	<b>Asian or Native Hawaiian/Other Pacific Islander</b>	N/A
<b>White</b>	N/A	<b>Multi-Racial</b>	N/A
<b>Students with Disabilities</b>	N/A	<b>Limited English Proficient</b>	N/A
<b>Economically Disadvantaged</b>	N/A		
<b>Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)</b>			
<b>American Indian or Alaska Native</b>	N/A	<b>Black or African American</b>	N/A
<b>Hispanic or Latino</b>	N/A	<b>Asian or Native Hawaiian/Other Pacific Islander</b>	N/A
<b>White</b>	N/A	<b>Multi-Racial</b>	N/A
<b>Students with Disabilities</b>	N/A	<b>Limited English Proficient</b>	N/A
<b>Economically Disadvantaged</b>	N/A		

**SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:**

1. To continue to support teacher development, especially in the areas of engaging students in learning and questioning and discussion techniques, as a vehicle to move student performance and progress.
2. Increase parent engagement through targeted workshops and consistent outreach.
3. Improve student performance in both ELA and math.

Continue the trajectory of growth in student progress in both ELA and math as indicated on the 12-13 progress report.

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

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

#	Statement of Practice	H	E	D	I
3.2	The school leader 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,				X

	and other enrichment opportunities.				
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	
	<b>OVERALL RATING FOR TENET 3:</b>			<b>D</b>	

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

#	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	
	<b>OVERALL RATING FOR TENET 4:</b>			<b>D</b>	

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

#	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		X		

	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.				
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	
<b>OVERALL RATING FOR TENET 5:</b>				<b>D</b>	

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

#	Statement of Practice	H	E	D	I
6.2	The school 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
<b>OVERALL RATING FOR TENET 6:</b>				<b>D</b>	

**School Review Narrative:**

<b>Tenet 2 - School Leader Practices and Decisions:</b> Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement.	<b>Tenet Rating</b>	<b>E</b>
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**Debriefing Statement:** All school staff demonstrates a commitment to implement the long-term vision for student social-emotional well-being and improved academic performance. Strategic planning of resources has enabled the school leader to address the immediate programmatic needs of the school, and hold staff accountable for continuous improvement. The leader is in the process of developing systems for monitoring the school’s progress.

**Strengths:**

**2.2 The school has received a rating of *Effective* 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).

- The school leader ensures that the school’s goals align to a vision that addresses priorities outlined in the SCEP. A document review, and interviews with staff, demonstrated that the School Leadership Team (SLT), comprised of teachers, parents, school leaders, and a network point person developed the school’s long-term vision and SMART goals, aligned to the SCEP. The school leader shared that the SLT targeted these goals based on recommendations from the previous Quality Review (QR) documents, Annual Professional Performance Review (APPR) reports, and school data reports, and that they monitor these goals at multiple points throughout the school year. Further, the school leader shared that she communicates the vision regularly through daily staff meetings, emails, school letters, and agendas for PTA and SLT meetings. A document review demonstrated that in the 2013-school survey, 100 percent of teachers indicated that the school leader “communicates a clear vision for the school” and “makes clear to the staff his or her expectations for meeting instructional goals.” The school leader communicates clear goals aligned to a vision, which increases student success.

**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.

- The school leader makes strategic decisions to organize programmatic, human, and capital resources. The school leader shared that she collaborated with the assistant principal (AP) and staff to incorporate an extended learning time program for students into the school day. Further, the school established a strategic school-based option (SBO), in which staff and school leaders agreed to begin the school day at 7:40 a.m. with a teacher-student advisory program focused on social-emotional skill development and enrichment in integrated algebra. Additionally, the school leader shared that all students participate in literacy and math intensives, in addition to regular math and English language arts (ELA) instruction, as 95.6 percent and 98.2 percent of students were not

proficient in ELA and math, based on prior-year state assessments. Further, the school leader created a Saturday academy from January through June, to provide targeted intervention in ELA and math, and test preparation strategies. The school leader shared that she accesses the human resource procedures of the district, and network resources, to recruit, hire, and sustain personnel that support and contribute to the core values and long-term vision of the school. Additionally, the school leader stated that she is committed to a low student-teacher ratio, which a document review confirmed is currently 9:1. A document review and discussions with the school leader demonstrated that the school leader has prioritized time in the master schedule for teachers to meet at common planning times. For example, teachers collaborate in both department and grade level teams, with common protocols for analyzing student growth and examining instructional practices. In addition, the school leader shared that she worked with staff to structure early dismissal one day per week in which staff participates in targeted PD, based on observations, student behavior, and assessment data. Strategic and targeted decisions to organize fiscal, human, and programmatic resources has led to collaboration, opportunities for PD, and focused academic intervention, which help address the immediate needs of the school community and improves student success.

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 has a fully functional system in place aligned to the district's APPR process to conduct observations and provide teachers with feedback based on student data. The school leader shared that she works with teachers to set individual goals and to create a calendar of formal and informal observations, which includes six to eight observations per teacher. Further, the school leader stated that the AP and school leader work with a network provided coach to calibrate their implementation of the Danielson criteria for evaluation. In the vertical team meeting, teachers reported that school leaders are in their classrooms every day, and that school leaders provide teachers with consistent observation feedback within 48 hours that is both supportive and constructive. A document review confirmed this, as 77 percent of teachers in the 2013 school survey agreed, "School leaders give me regular and helpful feedback about my teaching." Additionally, the review team found evidence that school leaders provide actionable feedback to teachers and recommend next steps to support their growth based on the Danielson framework, such as "embed classroom routines through consistent reminders and visual cues," and "establish protocols for how students respond to questions and have class discussions." The school leader shared that she enters the observation data into the district's Advance system, which generates reports to support trend analysis and helps the school leaders set agendas for teacher meetings and PD. A document review demonstrated that the school leaders provide staff with PD in multiple formats that include staff meetings, common planning time, direct instruction, presentations, job-embedded coaching, and formative feedback. The school leader reported that she uses observation data to make staffing decisions such as reassignment, co-teaching assignments, counseling, and

dismissal procedures to ensure that all students have the most qualified staff to improve student academic achievement. A fully functional observation system ensures that administrators and staff are held accountable for continuous improvement, which improves student achievement.

**Areas for Improvement:**

**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).

- The school leaders do not consistently use evidence-based systems and structures to examine and improve critical school-wide practices. A document review demonstrated that several evidence-based structures are in place to support school-wide practices, including a student-work analysis protocol, intervention referral, collaborative inquiry protocol, feedback on instructional practices, and student progress reports. However, through a document review and interviews with school leaders, staff, and parents, the review team found that leaders do not consistently monitor the effectiveness of these systems, specifically in relation to the school’s ability to improve and increase parent involvement, community partnerships, instructional practices, and student behavior. Inconsistent monitoring of evidence-based systems limits the school’s improvement toward critical goals, which hinders student success.

**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:** Staff has adopted CCLS aligned programs in ELA and math, and teachers use a school-wide lesson-planning template. However, teachers have not fully implemented a coherent, rigorous curriculum that includes a variety of complex materials, interdisciplinary connections, and CCLS aligned assessments to promote high levels of student achievement, which limits student college- and career-readiness

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

**Areas for Improvement:**

**3.2 The school has received a rating of *Developing* for this Statement of Practice:** The school leader 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.

- The school does not consistently ensure the quality implementation of a systematic plan of rigorous and coherent curriculum aligned to the CCLS. Although the school leader reported that the school has adopted district-approved programs to support implementation of the CCLS in ELA and math, and the district's scope and sequence for other content areas, teachers shared that these commercial programs provide an outline to inform individual teacher-developed units of study. Further, the review team found that these teacher-developed units did not consistently align to the CCLS across the school. A document review demonstrated that teachers participate in targeted weekly PD that focuses on instructional strategies and other areas of practice, as well as built-in time for teachers to meet in teams. However, a review of department meeting agendas demonstrated little evidence that teachers collaborate to develop, or reflect on, CCLS aligned units of study, pacing, or materials during that time. Additionally, although the SCEP identifies benchmarks for the completion of content units, the review team did not find evidence of protocols for assessing the quality of these units and their alignment to the CCLS. The school's curriculum does not consistently align to the CCLS, which limits student college- and career-readiness.

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.

- Teachers do not consistently ensure that unit and lesson plans use DDI protocols and align to the CCLS to meet student needs. Teachers in the vertical teacher meeting reported that they have inconsistent procedures for developing units and lesson plans, and that they individually develop units based on the CCLS content and literacy strands. A document review of lesson plans demonstrated that teachers are using the school-wide template for lesson planning that identifies the CCLS standard at the top of the page. However, the review team found that these plans did not consistently reflect coherent, rigorous planning for instruction that aligned to assessment data. Further, while the school leader and staff shared that teachers use Fountas and Pinnell, state, and unit assessments to adjust curricula, the review team did not find evidence for how teachers are adjusting their plans based on this data. For example, teachers in a teacher team analyzed student work; however, teachers did not adjust their plans based on this information. Some lesson plans demonstrated the use of complex materials and scaffolding of skills for all students, but higher-order thinking questions and differentiated supports were less consistent across classrooms, especially for subgroups of students. Teacher lesson planning that does not consistently use DDI protocols and align to the CCLS, limits student academic achievement.

3.4 **The school has received a rating of *Ineffective* 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.

- The school does not have a comprehensive plan for teachers to partner to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities. School leaders and teachers shared that the school does not have formal or informal partnerships to address interdisciplinary curricula, and that they do not have future plans to address this. The school leader reported that interdisciplinary learning happens organically when some individual teachers attempt to integrate technology into instruction, such as laptops and SMART Boards, or integrate creative tasks into the curricula. While the school offers integrated algebra, STEM, an art for some students during the school day, as well as a CBO provided afterschool program that includes dance and sports, the review team found limited cross-curricula learning experiences throughout the school. The school offers few opportunities for students to engage in thoughtful cross-curricula activities, which hinders student academic success.

**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 do not consistently use assessments for curriculum planning that involves students in reflection and ownership of their learning. While teachers shared that they have access to multiple forms of assessment data, such as eExit slips, Fountas and Pinnell, performance tasks, progress reports, and state assessment scores, the review team found that teachers use this information differently throughout the school. Additionally, while teachers have protocols for analyzing performance tasks and reviewing student work during team meetings, there was limited evidence for how staff is using this information to adjust the curriculum to improve student learning. Teachers shared that they post student work with the corresponding performance task and rubrics on bulletin boards outside of classrooms on a monthly basis. Students confirmed that they use rubrics in most classes for essays and projects. During classroom visits, the review team found that student work posted included teacher feedback; however, this feedback was not clear and did not consistently provide students with the next steps they needed to take to improve their performance. This was confirmed during the student focus group when students brought their work, but were not able to explain how they earned their grade. For example, student responses included, “I got a four because I worked really hard on it,” and “I didn’t get a four because I needed help during the test.” Furthermore, one student responded, “I need to focus more on math in the morning, and not provide half-answers.” The inconsistent alignment between curriculum and assessment hinders student academic 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:** School staff does not consistently use instructional practices that align to the CCLS.

Student expectations are clear across the school, but staff does not consistently enforce these expectations, and the school does not monitor the effectiveness of instruction, which limits student engagement.

**Strengths: 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.

- The school leader reported that she has selected four teacher leaders to facilitate grade and department meetings, to support teachers in following school-wide protocols for student task analysis. The review team observed one of these meetings and found that although teachers reviewed student work, there was limited evidence for how teachers are using this information to adjust lessons to meet student needs. Additionally, while the school leader shared that an Integrated Co-Teaching (ICT) model is in place to build teacher capacity and enable teachers to tailor and scaffold instruction to meet the needs of students, during classroom visits, the review team found that teachers are not consistently differentiating their planning or instruction to meet student needs. The school leader reported that the Network provides PD on instructional practices for teacher leaders, and that these leaders turnkey their learning with other staff. While a document review demonstrated that the lesson plan template that all teachers use includes sections for differentiated planning, the review team found that these plans did not consistently demonstrate such planning or adaptations to meet student needs. The school leaders reported that they collect teacher lesson plans regularly and provide feedback to staff; however, the review team found limited evidence that teachers receive feedback on their lesson plans. Furthermore, although teachers reported that they have informal goals for the students, the review team found limited evidence of student goals. Teachers' instructional practices do not consistently promote high levels of student engagement and inquiry, which hinders student academic success.

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.

- Teachers do not consistently provide coherent CCLS aligned instruction that leads to multiple points of access for all students. While the school leader shared that the school implemented the district recommended ELA and math programs, as well as a lesson planning template, a document review and classroom visits demonstrated that CCLS aligned instruction is not consistent across classrooms. The use of district recommended commercial programs in English language arts and math, as well as implementation of a lesson planning template, have supported teachers in the design of some CCLS

aligned instruction. For example, 10 out of 18 classroom visits demonstrated that lesson plans had some alignment to the CCLS; however, there was evidence of the instructional shifts in only seven classes, and higher-order thinking questions were evident in only three classes visited. However, in these classrooms, teachers did ask some closed questions that required a single word response. Students were actively engaged in the learning in almost 20 percent of classrooms, but students were off task in more than 80 percent of classrooms visited. Further, teachers differentiated learning in only four of the classrooms visited. Additionally, the review team noted that most teachers asked students to participate in structured note taking, which required minimal effort and thinking to fill in blanks on worksheets, or copy problems and explanations from the whiteboard. Further, although the SCEP specifically notes a school-wide goal of increased student collaboration, students collaborated in only four of the classrooms visited. Instructional practices do not consistently lead to high levels of student engagement across the school, and this hinders student academic success.

**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.

- Teachers do not consistently implement a program to create a learning environment that is responsive to all student needs. The school leader shared that the school implements a program to teach students acceptable behaviors for the classroom and school environment, which teachers use during morning advisory. School leaders, staff, and students shared that they all use the acronym COPPER for compassionate, open-minded, prepared, present, prompt, respectful, and responsible behaviors, that helps all constituents recall the lessons and traits expected in school. Additionally, students reported that they receive tokens as rewards for exhibiting COPPER traits and shared conversations that school leaders and staff had with them regarding COPPER expectations. However, students and parents reported that students do not always follow these traits, and that teachers do not consistently monitor or reward students for following these expectations. For example, one parent stated, "I don't understand why the kids get a book of rules, but some kids don't follow the rules and disrespect the teachers." The dean of students stated that the student leadership council provides students with a voice and a process to address areas of concern, as well as a mechanism for school-wide celebrations. Classroom visits demonstrated that teachers are not consistently responsive to the needs of diverse learners. For example, in one ICT class, a teacher translated material for English Language Learners (ELLs), while in another class, an ELL student sat alone in the middle of class and was not engaged in learning. Further, in one class a student shared that the teacher often asks him to translate the instruction for other ELLs, which distracts him from his own learning, while in another classroom, the teacher pairs English speaking students with ELLs to support their learning. Additionally, some teachers used technology, such as Google Translate, as a communication vehicle for ELLs. Students reported that they are not comfortable participating in learning, and have difficulty understanding instructions and assignments in class. The review team found that teachers targeted strategies to meet the needs of students with disabilities in only

twenty percent of the classes visited. A document review confirmed this as students in the 2013 school survey indicated that only 51 percent agree that students with disabilities are included in all school-wide activities. Further, students shared with the review team that bullying occurs in classrooms, as confirmed by the student survey results. While students reported that staff addresses bullying, the review team found that teachers do not consistently use a consistent approach toward behavior across the school. The learning environment is not consistently responsive to the needs of all students, which hinders student success.

**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).

- Teachers do not consistently use assessments to inform planning or to foster student participation in their own learning process. The school leader and staff reported that teachers use assessments across the school to adjust strategies and group students. A document review demonstrated that data sources include content area activities, quizzes, projects, tests, running records, summative, and standardized assessments. However, nearly 40 percent of teachers in the 2013 survey indicated that they did not feel that the school uses assessments relevant to instruction. Additionally, a review of lesson plans demonstrated that while the lesson template requires identification of differentiation and student groupings, many plans had these sections blank, or had unclear and incomplete descriptions such as, “seating arrangements attached” and “collaborative learning.” While teachers used student groupings in several classrooms visited, it was unclear what the intended instructional outcomes for these groups were. Students confirmed that their groups change frequently in their classes, but reported that they did not know why. Discussions with students, and a review of student work, demonstrated that teachers do not routinely provide feedback to students to help them improve their work, or use data based-feedback to help students reach the next level. Feedback was often general and did not provide guidance on the skills, content, structures, or knowledge that students needed to improve their work. Instruction is not consistently purposeful, based on data, and does not consistently foster student ownership of their learning, which limits student academic 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:** While some research-based protocols and procedures are in place to support the social and emotional developmental health of students, the lack of consistent implementation of a comprehensive system limits the school’s ability to address the needs of all students.

**Strengths:**

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

- The school leader has established systems and understandings to support student social and emotional developmental health. The school leader shared that she uses a distributive leadership model with the AP, dean, teacher leaders, and the school counselor, to establish a system, understood and followed by all staff members, that allows each student to be known by a designated adult. Teachers confirmed this to the review team during interviews. Additionally, the school leader reported that the school offered extensive PD to staff in the 2012-13 school year to prepare for the implementation of a school-wide discipline plan, which the school implemented within a formalized teacher-student advisory program. This program focuses on the social emotional development health of students and positive behaviors traits identified for the school, for which the AP provides written lesson plans for the staff to implement each morning during the advisory period. In addition to the morning meeting, the school leader shared that she holds a town hall meeting weekly with students to review their concerns, reinforce expectations, and celebrate their success. Students reported that the staff is supportive, encourages them to do their best, and never stops helping them, which parents agreed with during the parent interview. The student support services team reviews the OORS incident data with school leaders regularly to identify trends and plan interventions for the advisory and morning meetings. The implemented systems address barriers to student social and emotional developmental health and improve student academic success.

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.

- All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school environment that is conducive to learning. A review of the school's guided discipline plan, which includes a flowchart of activities and specifies the role of staff, demonstrated that the school has a system to support student social-emotional development. Further, discussions with constituents demonstrated that they are aware of their roles, which align to the school's vision for a safe learning environment. The plan states that the school runs on a model where advisors are the primary contact with students and families. Per the flow of activities, the dean oversees the student referral process and works with school leaders to develop an intervention plan, which they provide to teachers, along with specific instructions for implementation, and occasional data collection mechanisms. This plan also has detailed descriptions for the roles and rights of students and parents, and both stated that they are aware of these roles in interviews. All constituents are able to articulate how the school community is a safe learning environment that meets the social and emotional developmental health needs of students, which improves student success.

### **Areas for Improvement:**

**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.

- A plan is in place to promote a vision for social and emotional developmental health, but inconsistent implementation limits the learning experiences of students connected to the program. The school leaders and staff shared that the school has a program in place to support the teaching of student social and emotional developmental health, but teachers reported limited preparation to adequately understand and implement the lesson strategies. A document review, which included the PD calendar, demonstrated efforts to support increased staff understanding of the skills and behaviors needed to address the social and emotional developmental health of students. However, teachers receive lesson plans for social-emotional learning only several days before instruction, which the review team found leads to inconsistent implementation and effectiveness of this instruction. Parents reported that the school has an open door policy and they feel welcome to seek support for their children, but shared that while their children are physically safe, they have concerns regarding bullying and disrespect at the school. Similarly, students in the focus groups reported feeling physically safe in the school, but shared that students are frequently teased for asking questions. A review of the school survey showed that 54 percent of students did not feel that students treat each other with respect. Additionally, 46 percent of teachers disagreed that they are safe, 58 percent did not agree that “most students treat adults with respect,” and 53 percent of teachers agreed that students are often harassed or bullied at the school. While the school articulates a vision for social and emotional development, inconsistent implementation of a program limits student success.

**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.

- The school leader and support staff do not consistently work together with teachers to establish and monitor structures for using data to respond to student social and emotional developmental health needs. The school support staff and school leaders reported that they meet weekly to discuss data, such as behavior referrals, intervention requests and plans, and special education concerns. Additionally, the school leader shared that the dean researches best practices for innovative behavior interventions, and helps develop interventions with school leaders. Further, a document review demonstrated that the school leaders use referral data, anecdotal records, and school survey results to develop intervention plans. However, the review team found that there is no formal system for monitoring the effectiveness of these plans. School leaders shared that they implemented a “chill out zone” as an intervention strategy. However, classroom visits and discussions with staff demonstrated for the review team that the school is not using any data to

monitor the effectiveness of this strategy. Similarly, while the SCEP stated that grade teams track student performance and behavior using an intervention tracker, and discuss these at grade meetings, teachers reported that this does not happen consistently across the school. Although the school has begun to use some data to inform and support the work of student social emotional developmental health, formal systems for monitoring the effectiveness of the school's strategies 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 has an open door policy and prioritizes a welcoming school environment. However, a comprehensive plan to foster an environment rich in family engagement and community partnerships, is not yet in place. This limits families' ability to support and advocate for their children's academic achievement.

**Strengths:** All ratings for this Tenet are **Developing** or **Ineffective** 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.

- The school implements a plan to communicate with families and students, but does not assess its communication in fostering high expectations for student academic achievement. The school leaders reported that they make it a school-wide priority for all students and their families to be aware of the school-wide expectations regarding operations, events and activities, behaviors, and graduation. Further, they shared that tools to communicate with parents include a student-family handbook, parent letters, a phone system, and an open door policy. Additionally, the school leader shared that she designated a primary point person for each student, through the advisory program, and sets an expectation that teachers maintain a communication log of monthly positive calls home and any communication with families regarding interventions. Furthermore, the guidance counselor leads students and families through the high school articulation process, which includes school fairs and meetings. However, a document review and interviews with staff, parents, and students, demonstrated for the review team that the school does not evaluate the effectiveness of these communications or make adjustments accordingly. Lack of evaluation of systems to communicate academic expectations to families hinders student academic achievement.

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.

- The school does not consistently engage in reciprocal communication with families to support student learning. A document review demonstrated that the school communicates with families in the most prevalent languages. In cases where parents request communication in languages other than Spanish and English, the school leader reported that they access the district's translation service to facilitate communication in any language identified. Discussions with the school leader, parents, and staff, demonstrated that the school has not been effective in fostering parent collaboration, and that the school has not met its SCEP goals for family involvement. Therefore, the school leader shared that there is a new SCEP goal for 2013-14 to increase reciprocal communication through parent attendance at PTA meetings. As a result, the school leader reported she reconfigured the parent coordinator's duties to include cultivating the PTA in order to support this SCEP goal. The school leader shared that parents receive school-wide expectations and sign a form indicating their receipt. Additionally, the school communicates class grades and anecdotal comments in six-week intervals with families. However, the review team found that the school does not monitor the effectiveness of its strategies, which limits their ability to foster reciprocal communication with families. Inconsistent communication with parents hinders families' ability to support their children's academic achievement.

**6.4 The school has received a rating of *Ineffective* 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 does not partner with families and community agencies to promote and provide training to support student success. Although the school leader shared that she is using the parent coordinator to grow the PTA, and that the guidance counselor runs the high school articulation process, the review team did not find evidence of a plan to train parents in ways to support their children's learning. Additionally, the student support services staff reported that the school is not planning, and does not provide, PD for staff on developing partnerships with families or the community. As a result, students do not benefit from a robust home-school connection, which hinders student success.

**6.5 The school has received a rating of *Ineffective* 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.

- The school does not share data that promotes dialogue with parents to empower families to advocate for their children. The school leaders and student support staff reported that they have not prioritized sharing data with the community and families, due to the intense focus on other critical school-wide goals. However, the school leader shared that the school distributes report cards to parents, and follows-up with phone calls, every six-weeks. While the school leader stated that the school has implemented the Engrade parent portal, parents shared that not all parents are

aware of this system or know how to use it. Further while agendas for the SLT demonstrated planned opportunities to share data and discuss school-wide services, a document review, and interviews with staff and parents, revealed low parent participation. The school community does not empower families to take action to support student learning, which hinders student success.

## **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:

- 2.5: Establish formal procedures and timelines for collecting data, and for regularly monitoring the effectiveness of all school improvement efforts. Based on data analysis, adjust interventions as needed.

### **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: Expand the collaborative development of curricula across all areas of study, and implement procedures and protocols to monitor the alignment of curricula with the CCLS.
- 3.3: Provide opportunities for the collaborative development of CCLS aligned units and lessons. Establish protocols to monitor and adjust the implementation of these units and lessons.
- 3.4: Implement interdisciplinary curricula that include the arts, technology, and other enrichment opportunities to support all students.
- 3.5: Establish a protocol to use assessment data to make curricular decisions, while continuously providing rigorous PD and feedback to teachers to increase their capacity to provide relevant and actionable feedback to students.

### **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: Establish short and long-term goals for individual students, and groups of students, based on assessment data. Develop a comprehensive plan to integrate targeted research-based instructional strategies into all classrooms to meet student needs.

- 4.3: Expand the protocols for using the Tri-State Rubric to assess lesson plans. Build staff capacity to assess lessons plans regularly, and hold them accountable for doing so.
- 4.4: Assess the effectiveness of the current behavior program, and revise to include student values, perspectives, and needs.
- 4.5: Establish strategies for differentiating instruction, and for grouping students, based on individual student needs. Continue to build staff capacity and accountability in providing students with frequent data-based feedback, so that students take ownership of their learning.

### **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:

- 5.3: Continue to build staff capacity to implement the advisory program lesson plans, and to understand their roles in the guided discipline plan. Implement protocols to monitor the effectiveness of these efforts, and make adjustments to support targeted student needs.
- 5.5: Establish formal protocols for the collection and analysis of data to support student social and emotional developmental health. Monitor the effectiveness of interventions through data analysis.

### **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: Develop a plan to communicate the school-wide expectations for student academic achievement, and foster dialogue with families to enable them to support their children's learning.
- 6.3: Assess the effectiveness of the current systems of communication, and revise these systems based on the analysis.
- 6.4: Develop a plan to ensure that staff understands how to build and sustain family and community partnerships.
- 6.5: Develop a plan to ensure that the school communicates student achievement data to empower families to advocate for their children.