



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	331900010166
School Name	JHS 166 George Gershwin
School Address	800 Van Siclen Avenue, Brooklyn, NY
District Name	NYCDOE- CSD 19
School Leader	Maria Ortega
Dates of Review	January 29-30, 2014
School Accountability Status	Priority School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet for 19K166

School Configuration (2013-14)					
Grade Configuration	07,08	Total Enrollment	234	SIG Recipient	2011-2014
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	4	# SETSS	N/A	# Integrated Collaborative Teaching	3
Types and Number of Special Classes (2013-14)					
# Visual Arts	N/A	# Music	11	# Drama	3
# Foreign Language	6	# Dance	2	# CTE	N/A
School Composition (2012-13)					
% Title I Population	73.9%	% Attendance Rate	87.9%		
% Free Lunch	100.0%	% Reduced Lunch	0.0%		
% Limited English Proficient	7.1%	% Students with Disabilities	27.9%		
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	1.0%	% Black or African American	76.9%		
% Hispanic or Latino	21.1%	% Asian or Native Hawaiian/Pacific Islander	0.5%		
% White	0.5%	% Multi-Racial	N/A		
Personnel (2012-13)					
Years Principal Assigned to School	8.17	# of Assistant Principals	2		
# of Deans	1	# of Counselors/Social Workers	3		
% of Teachers with No Valid Teaching Certificate	2.6%	% Teaching Out of Certification	17.8%		
% Teaching with Fewer Than 3 Years of Experience	23.1%	Average Teacher Absences	9.7		
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	3.6%	Mathematics Performance at levels 3 & 4	3.0%		
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	25.8%		
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	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	No	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	Yes	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	Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	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)			

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 Graduation Rate (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		

School Priorities as Described by the School:

1. Full implementation of a teacher effectiveness and teacher evaluation system utilizing Danielson’s Framework for Teaching.
2. To design and adjust units and lessons across the curriculum that are aligned to the CCLS.
3. To improve teaching practices with a focus on Danielson’s Framework for Teaching - specifically Domain 3.
4. To implement positive behavior intervention supports for at-risk students.
5. To increase parental involvement and outline how parents will share responsibility for improved academic achievement.

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

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

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

	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		
	OVERALL RATING FOR TENET 5:		E		
Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.					
#	Statement of Practice	H	E	D	I
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.		X		
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.			X	
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.			X	
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.			X	
	OVERALL RATING FOR TENET 6:			D	

School Review Narrative:

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement.	Tenet Rating	D
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Debriefing Statement: The school leader has collaboratively developed and communicated a shared vision, along with SMART goals, and high expectations for students, which all constituents embrace. Limited action plans for supporting struggling teachers, and systems that are not fully connected, hinder student achievement.

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 leaders have created SMART goals and a vision that address priorities outlined in the SCEP, which the school community embraces. The school leader stated that although this is a phase-out school, she created and shared with stakeholders a vision and SMART goals, which interviews with staff and parents demonstrated stakeholders understand and can articulate. The school leader shared that the school-wide goals focus on student well-being and support student learning. Additionally, the school leader reported that the district’s Special Education Student Information System (SEIS) support personnel create quality improvement plans, with SMART goals, in alignment with the SCEP. Interviews with staff, and a document review, demonstrated that school leaders communicated the school’s goals with constituents through multiple formats including the School Leadership Team (SLT), parent newsletters, Parent Teacher Association (PTA) meetings, staff meetings, student town hall meetings, breakfast meetings with parents, and the Achievement Reporting and Innovation System (ARIS). The review team found that the school leader addresses student achievement, and social and emotional developmental health, through a plan to increase learning opportunities for students, to develop effective teaching strategies, to improve the school environment, and to involve students, staff, parents, and community organizations in achieving the school goals. Further, the school leader shared that stakeholders evaluate progress through data analysis two to three times a year using data to look at trends, which includes monitoring and revising curriculum to meet student needs. All stakeholders know and support the school vision, which improves student achievement.

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 has made strategic decisions that utilize programmatic, human, and fiscal capital resources to address student academic, social, and emotional developmental health needs. The school leader shared that she collaborated with staff to create a School Based Option (SBO) that allows for

programming to support goals set forth in the SCEP. For example, the school leader developed a schedule that includes Academic Intervention Services (AIS) and enrichment opportunities. Additionally, to increase collaboration, and put a greater focus on improving achievement, instruction, and the curriculum, the school leader established weekly grade and inquiry team meetings to look at student work and data, as well as weekly professional development (PD) sessions to address staff needs. To recruit quality personnel, the school leader shared that she attends recruitment fairs, uses the district's open market system, and partners with Brooklyn and Medgar Evers Colleges to hire staff. Further, the school leader reported that, although the school is a phase-out school, she retained two assistant principals (APs) to supervise the large special education program, revised the integrated co-teaching (ICT) teams, and created the positions of dean, data specialist, and parent coordinator. Additionally, the school leader created a self-contained special education class, where teachers specialize in math and science, or English language arts (ELA) to support student needs. Further, the school leader reported that she has also made strategic decisions to ensure that there is continuity to student learning. For example, when an ELA teacher left during the school year, the school leader reassigned a dual-licensed teacher into the program. The school leader shared that she is cognizant of the impact of leading a phase-out school and provides staff with responsive PD and a nurturing environment, which has resulted in most staff remaining at the school, despite the phase-out status. The review team found that the school leader has made budget decisions, and used community partnerships, to support the SCEP goals. For example, the school leader shared that she hired consultants to support student academic achievement and social and emotional developmental health needs. These consultants include Learning System Associates, CEI-PEA, as well as partnerships with Tomorrow's Leaders, Man Up Inc., Girlfriends Talk Inc., and the Mobile Response Team (MRT). Additionally, the school leader allocated funds for a Saturday academy that includes both the school band and regents classes in science and math, in collaboration with East New York Family Academy High School. Consequently, despite the limits of being a phase-out school, the school leader uses the available resources to address the immediate needs of the school community, which improves student success.

Areas for Improvement:

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.

- The school leader has a functional plan to conduct targeted observations of teacher practices, but does not consistently track teacher progress, or use student data to improve instructional practices. While the school leader reported that she met with staff to set teacher instructional goals, and that school leaders conduct observations both independently and collaboratively with each other, network staff, and consultants, a document review demonstrated that many teachers were observed only one time this year. In addition, while the school leaders reported that they give feedback based on the Danielson Framework for Teaching, a document review, and interviews with teachers, demonstrated that observations and feedback are not consistently entered into the Advance system, and do not track

instructional practice over time, particularly progress based on prior recommendations. Further, a document review demonstrated that school leaders do not use student data to inform teacher feedback, which limits the impact of feedback on instruction to meet the needs of subgroups of students. Additionally, although the school leader reported that the school provided teachers with PD on the Danielson components, the review team did not find evidence that the school offers targeted PD based on observation data. While the school has a system for conducting teacher observations, inconsistent feedback that does not consider student data, and PD that is not tied to observation results, does not ensure that administrators and staff are held accountable for improvement, which limits student achievement.

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 have established evidence-based systems and structures to examine critical school-wide practices; however, leaders do not consistently evaluate structures to determine their effectiveness or ensure that all staff uses these systems. Discussions with school leaders and staff demonstrated that there are numerous evidence based-systems and structures in place to analyze data, such as Rubicon Atlas for curriculum mapping, ARIS, Automate the Schools (ATS), School Improvement Team (SIT), grade level teams to examine student work, inquiry teams, a lesson plan review, an observation system, and a PD plan. However, the review team found that the data from these systems are not connected or disaggregated to identify and address student needs. For example, the review team observed a weekly grade team, but found that the meetings did not have protocols, and although teachers assessed and discussed some student work, there was limited evidence of how teachers used that information to modify their instruction to meet the needs of students. Additionally, interviews with the staff demonstrated that although the SIT uses anecdotal reports and referrals, there was limited evidence that the SIT uses student achievement data to make decisions. Although the school has evidence-based systems, lack of consistent use to improve critical practices, hinders progress toward school-wide goals, and limits student achievement.

<p>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.</p>	<p>Tenet Rating</p>	<p>D</p>
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Debriefing Statement: The school is in the process of implementing a coherent curricula and assessments that align to the Common Core Learning Standards (CCLS). However, attempts to modify curricula without protocols, and inconsistent use of data to address student subgroups, hinder teacher instructional practices and student learning outcomes.

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

Areas for Improvement:

3.2 The school has received a rating of *Developing* for this Statement of Practice: The school leader 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 leader supports the implementation of coherent curricula aligned to the CCLS; however, teachers do not consistently align their instructional practices to these standards, or adapt curricula to meet the needs of students. The school leader shared that the school has adopted Expeditionary Learning for ELA, and CMP3 for the math curriculum, and that school developed comprehensive curriculum maps, along with unit and lesson plans, for these programs. Additionally, the school leader reported that a PD plan is in place, as well as collaborative grade level and vertical inquiry team meetings, to help teachers implement CCLS aligned curricula. Interviews with teachers, as well as a document review, demonstrated that the PD plan is in place, and that the school leader uses consultants to support teachers in curriculum development. However, classroom visits, and a review of lesson plans, demonstrated that although lesson plans often align to the CCLS, instruction that is rigorous and aligned to the CCLS was not consistent across classrooms. For example, in most classrooms teachers did not differentiate instruction, including in self-contained special education, ICT, and English language learner (ELL) classrooms. Further, classroom discussion was often absent or limited to one or two sentences, with little student-to-student interaction. During a grade team meeting, the review team found limited evidence of teachers adapting curriculum to meet the needs of students, and did not find evidence of teachers using protocols to assure the use of best practices. Additionally, although there is large population of students with disabilities, as over 20 percent of students have Individual Education Plans (IEP), there was limited evidence of teachers using targeted IEP strategies to meet the needs of students during classroom visits. The school leader shared that the school provides AIS, but the review team found that during instruction in AIS classes, students worked independently on the technology program, Successmaker, which tracks student progress, but teachers did not provide individualized instruction during this time or teach into student learning. The school does not consistently implement a curriculum.

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 develop and use lesson plans that include DDI protocols and align to the CCLS. While teachers meet in grade level teams on a weekly basis, the review team did not find evidence of the teams using DDI protocols to analyze student results and modify planning to meet the needs of students. A document review demonstrated that most lesson plans align to the CCLS, but do not include a variety of complex materials, scaffolding or differentiation. For example, during classroom visits, the review team found that teachers used one low level text for all students, and teacher plans in these classrooms had limited evidence of scaffolding to support students with

different needs. In a few classrooms, IEP students received the same text with a list of vocabulary words and definitions as a form of differentiation. However, lesson plans in most ICT classes demonstrated little differentiation of instruction for students with disabilities. Limited use of DDI protocols, and inconsistent plans that align to the CCLS, hinders 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 leaders and teachers have not developed a comprehensive plan for teachers to partner across grades and subjects to create interdisciplinary curricula. Teachers reported that they are not currently developing interdisciplinary lessons targeting the arts, technology, and other enrichment opportunities. While the school leader shared that students receive enrichment during talent classes, not all students participate, as some students are in AIS during this time. Further, the review team found that student use of technology is limited to programs during AIS, and doing research in the media center. The review team found limited evidence that content area subjects were coordinated with interdisciplinary curricula, academic skills, or strategies. Similarly, classroom visits demonstrated that self-contained special education classroom instruction was content and subject specific with no interdisciplinary learning. A document review, and interviews with school leaders and staff, demonstrated that there were no structures in place for teachers to collaborate and discuss ways to deliver interdisciplinary curricula, and there were no plans for creating interdisciplinary curricula. Students do not have multiple opportunities to engage in thoughtful cross-curricula activities, and this limits student 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 are developing comprehensive systems for using formative and summative assessments; however, they do not consistently use this data to make curricula decisions, or to involve students in the ownership of their learning. While school leaders and staff reported that teachers use grade and inquiry team meetings to analyze data and adjust curriculum, the review team found limited evidence that these teams use protocols to analyze this data to inform their curricula planning. Further, interviews with teachers and students, and a document review, demonstrated that teachers do not consistently use data to set specific targets for students. Classroom visits demonstrated that while teachers do create student goals, they are often general and students receive the same goal for a unit. A document review demonstrated that teachers do not plan units to include pre- and post-assessments aligned to the CCLS, and that teachers do not differentiate assessments. Further, classroom visits demonstrated that teachers do not consistently meet with individuals, or groups of students, to assess their learning, in order to provide guided instruction, and do not consistently take notes to memorialize student strengths and weaknesses. Students reported that some teachers speak with them about their

work and give them clear guidance for improvement. However, a document review demonstrated that teacher feedback did not consistently provide students with specific next steps to improve their learning, and student work and goals posted were often several months old. The limited alignment between the curriculum and assessment limits student 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 and teacher leaders support the use of data to inform instructional practices. Teachers are beginning to adjust instructional strategies based on the individual needs of students. Limited use of high-order thinking questions, and instruction that promotes student engagement, limits student achievement.

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

Areas for Improvement:

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

- School and teacher leaders are engaging teachers in conversations about aligning instruction with student data, but teachers do not consistently use data to inform their instruction. The school leader shared that she has implemented grade and inquiry team meetings for teachers to look at data and use it to plan for, and revise, instruction. In addition, the school leader shared that she hired outside educational consultants to assist teachers in planning instruction and to provide them with PD to address student needs. However, the review team found that teachers are not using data from meetings to revise instruction to meet student needs. For example, during a grade level meeting, teachers did not analyze the work of students with disabilities, or use data to target instruction and plan lessons. Further, a lesson plan review, and classroom visits, demonstrated that most teachers do not differentiate or scaffold learning. A document review demonstrated that while student portfolios included long and short-range goals for students, these goals were mostly generic without benchmarks, such as, “by the end of eighth grade I will be able to engage in discussion.” Additionally, there was no evidence that student data informed these goals. Instructional practices do not consistently promote high levels of student engagement, which limits student achievement.

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

points of access for all students.

- Teachers do not consistently provide coherent instruction aligned to the CCLS that leads to multiple points of access for all students. While teachers are beginning to align some lesson plans to the CCLS, instructional practices do not consistently reflect these standards or the instructional shifts. Through classroom visits, and discussions with teachers, the review team found that most teachers post CCLS-aligned lesson objectives in their classrooms, but do not communicate these objectives to students. Further, instruction in most of the classrooms visited was teacher-directed, and lacked higher-order thinking skills. While in some classrooms teachers asked questions that pushed student thinking, in most classrooms the questions were low level and required single answer responses. Additionally, while a few teachers differentiated instruction in the classrooms visited, this was not consistent across the school. While students used technology in the AIS classrooms, teachers did not teach into student learning and made comments to students such as, “you need to focus,” as opposed to specific instruction. Instructional practices are not consistently rigorous and do not provide students with multiple points of access, which hinders student academic achievement.

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

- Teachers do not consistently implement a plan to create a learning environment that is responsive to the needs of all students. The school leaders and staff shared that the Five Ps program is in place, which includes a code of behavior, and that school leaders discuss acceptable behaviors with students in monthly town hall meetings. In addition, the school leader shared that the Substance Abuse and Intervention Specialist (SAPIS) teaches lessons in all classrooms using the Overcoming Obstacles Life Skills curriculum. Further, parents and students shared that they are aware of the school’s behavior expectations, and students reported that they feel safe in school. However, the review team found during classroom visits that teachers did not consistently enforce the school’s behavior expectations. For example, in some classrooms, teachers did not address students wearing hoods or electronic devices, while other teachers did. Further, teacher strategies did not consistently acknowledge diverse groups of students. For example, in one classroom, all students with IEPs sat together, which led to all the boys on one side of the room, and all of the girls on the other. Similarly, in another classroom, the teacher did not pair ELLs with other students or differentiate instruction to meet their needs. Additionally, the review team did not find evidence of teachers discussing how to meet the needs of students with disabilities, although they comprise over thirty percent of the student population. The learning environment is physically safe, but instruction does not consistently intellectually engage all students, which limits 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 data to inform instruction or to foster student ownership of their

learning. A document review, and discussions with school leaders and staff, demonstrated that teachers are collecting data and reviewing it during grade and inquiry team meetings. However, the review team found that teachers are not using any protocols for analyzing this data, or disaggregating the data in order to inform their instruction. During classroom visits, and in a review of lesson plans, the review team found that teachers grouped most students heterogeneously, and there was little evidence that teachers created these student groups based on data. Additionally, in self-contained and ICT classes, although several adults were present, teachers did not collaborate during instruction to differentiate learning based on data to address the needs of individuals or group of students. Further, there was little evidence that teachers collect data during instruction, beyond progress monitoring with the thumbs up/thumbs down strategy, and use information meet student needs. Some teachers used exit slips in classrooms, but these often contained low-level questions that did not involve higher-order thinking skills. A document review demonstrated little opportunity for students to reflect on their work. Students were not clear during interviews with the review team what they had to do to improve their learning. Teachers do not consistently base their instruction on data in order to meet the needs of students, 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	E
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Debriefing Statement: The school leader has developed a system to promote and support student social and emotional developmental health. The school leaders and staff work closely with various partnerships to address student needs and provide experiences that ensure a safe learning environment.

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 an overarching system to support and sustain student social and emotional developmental health. Students and staff reported that students have at least one adult that knows them and that they feel comfortable speaking to if they have a problem. The school leader shared that student social and emotional developmental health is supported through the SIT, the dean, the MRT, and school partnerships including Man Up Inc., Girlfriends Talk Inc., and Tomorrow’s Leaders. Additionally, outside agencies work with high-risk students and enter information into Skedula, including attendance, referral, and suspension data. Teachers reported that they understand the referral process and use strategies from the Life Skills program to work with students. The school leader stated that the school monitors student attendance as an indicator of home or school issues, and that the SIT calls homes and emails parents when there is a concern. Parents confirmed that they do receive calls regarding their children’s attendance, or issues in school, and that they also talk

informally to teachers at the end of the school day. Additionally, parents stated that they could also access Skedula to monitor teacher comments regarding academic or social and emotional developmental health issues. A review of documents and teacher interviews demonstrated that teachers have received and read student Individualized Education Plans (IEP) for those who receive support services. Interviews with staff demonstrated that students with IEPs receive mandated counseling and those without IEPs meet with the social worker, school psychologist, the SAPIS worker, or the MRT on an at-risk basis. Staff stated that students receive peer mediation program through Man Up Inc., which trains students in conflict resolution. Additionally, an afterschool Beacon program and a talent program are in place to meet student social and emotional developmental health needs. The school leader reported that she provides time for staff PD on Fridays for teachers to discuss students with the SIT in order to plan to meet student needs. The implemented systems address barriers to social and emotional developmental health and improve student success.

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

- The school articulates and promotes a vision for social and emotional developmental health aligned to a curriculum. The school leader shared that the school has implemented a program, the Five Ps, to support and promote the development of character traits. Interviews with staff, students, and parents demonstrated that all constituents are aware of the school's vision for social emotional growth, which the school leader reported she communicates through faculty conferences, SLT meetings, PTA meetings, parent newsletters, and classroom instruction. Additionally, the school leader shared that the SAPIS worker uses the Overcoming Obstacles Life Skills program in all classrooms, with monthly lessons focused on twenty skills and behaviors including communication, decision-making, goal setting, confidence building and teamwork. Staff shared that they receive PD that enables them to improve their skills and knowledge in meeting the social and emotional needs of students, and that the school leaders survey them to provide feedback on the quality of this PD. In addition, staff reported that the school leaders regularly participate in SIT meetings, as well as meetings with consultants and outside partners, to create, monitor, and adjust student behavior intervention plans. The school works together to implement a vision for social and emotional developmental health aligned to a program that ensures students learn in a safe and healthy community, which improves student 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.

- School stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe and conducive to learning. Discussions with staff demonstrated that teachers are able to articulate the structures available, and their roles, in supporting student social and emotional developmental health needs. Further, staff interviews provided evidence that the school leaders and staff follow an open-door policy. Additionally, parents

reported that they feel free to contact staff through phone calls, emails, Skedula, and school visits. The school leader shared that the parent coordinator works with staff and parents to coordinate information and provide workshops for addressing student behaviors and needs. The Office of School and Youth Development (OYSD) personnel from the network monitor student attendance, and contact homes through phone calls or home visits when necessary. Students with attendance issues receive additional support from a program with Tomorrow’s Leaders and the SIT. Additionally, the school monitors student suspensions through the Online Occurrence Reporting System (OORS) and refers students for additional counseling based on this data. The afterschool Beacon program supports student achievement and enrichment through a homework helper and other activities. The school leader shared that the student council participates in the SLT and provides feedback regarding student concerns. Additionally student participation in addressing the school environment takes place through the peer mediation program provided by Man Up Inc. All school constituents are able to articulate how the school community is a safe learning environment that meets student needs, which improves student success.

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

- The school leader and staff work together to use data to support student social and emotional developmental health. The school leaders and SIT reported that they have a system for reviewing student attendance data, and that they contact parents as needed based on this data. Additionally, the SIT and OYSD personnel monitor student attendance and assessments, report cards, IEPs, anecdotal reports, and referral data to target students for services or referral. The school leader reported that the school is in the process of developing a system to track progress for students with referrals. The SIT reported that they monitor students receiving AIS and Response to Intervention (RTI) every two months to adjust interventions. The school leader shared that the MRT, social worker, and psychologist counsel students on an at-risk basis and refer students to partnership organizations. The school leader stated that she instituted talent classes, such as student government, martial arts, music, chorus, and technology, based on a student interest inventory to address student needs. The school’s use of data ensures that students have increased opportunities to become academically and socially successful.

Areas for Improvement:

All ratings for this Tenet are either **Effective** or **Highly Effective** and therefore, comments are listed under **Strengths**.

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

Tenet Rating

D

Debriefing Statement: All stakeholders work together to support student achievement and well-being. However, parent understanding of student data is limited, and the school does not communicate with families in all prevalent languages, which hinders parent’s ability to support their children’s academic achievement.

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.

- The school leader ensures that regular communication with students and families fosters high expectations for student achievement. A document review, and interviews with school leaders, staff, and parents, demonstrated that the school communicates its vision for student achievement through newsletters, emails, phone messenger, Skedula, the SLT, an annual Back to School Festival with Health Plus, and community events. The school leader shared that the district and school provided PD for parents on the high expectations and challenges of the CCLS. Additionally, the school leader shared that the parent coordinator supports the communication of high expectations through PD provided to parents. Further, the school leader has implemented a college visitation program for forty students with attendance issues to visit colleges with Tomorrow’s Leaders. Discussions with parents demonstrated that the school leader has an open-door policy, and regularly reinforces the school’s commitment to improving the achievement of students. The school leader stated that she believes it is important to listen to the views of parents and to adjust strategies for reaching out to parents based on this information, and that she analyzes the school survey for parent feedback. The relationship between the school and families leads to improved student success

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.

- The school does not engage consistently in reciprocal communication with family and community stakeholders to support student needs. Although a document review indicates that approximately twenty-five percent of students are Hispanic, the review team found limited evidence that the school regularly translates important written communication into languages other than English. The school leader reported that she is aware of this, and is creating a plan to address reciprocal communication with all families. The school leader shared that the parent coordinator liaisons between the school and parents. Additionally, the school leader reported that she has implemented Breakfast with the Principal meetings, and uses the PTA meetings to inform parents of important information. Parents shared that the school leader is beginning to have conversations with them about the effectiveness of its strategies for communicating with families. The school does not consistently translate communication into prevalent languages, which limits the ability of all families to support their

children's academic achievement and social emotional growth.

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

- The school is developing plans to provide training to families to support student success. Although the school leader reported that the school has partnerships with multiple community agencies, the review team found that the school has not engaged effectively with these community agencies to promote and provide training across all areas to support student growth. The school leader and parents shared that the school provided parents with PD on the CCLS, information booklets on student needs, and PD on social-emotional growth through the MRT and SAPIS workers. However, parents reported that they do not feel that they fully understand the CCLS and need additional support. As a result, the school leader stated that she is creating a plan to use community-based organizations to train and support both parents and staff in meeting student needs. The school is developing plans to build on prior support to foster the home-school connection, which will help improve student success.

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

- The school does not consistently share data with parents to promote dialogue and empower families to advocate for the children's success. The school leader shared that the school has provided parents with PD on the CCLS, booklets with information on student data, standardized assessment results, and uses Parent Point to keep parents informed of student academic progress. However, the review team found little evidence that these systems empower families to understand and use data to advocate for appropriate support services for their children. During team interviews, parents reported that they were not aware of any formal process to obtain additional services for their children, and that they did not understand the school's referral process for addressing student needs. Further, parents shared that they did not feel that the school shares data with them in a way that promotes parent involvement. For example, while most staff uses Parent Point, and they give parents progress four times a year, parents shared that most data is general and does not consistently engage them in conversations about specific student strengths and needs. The school community does not consistently empower families to support student learning, which limits student academic 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:

- 2.4: Develop and implement a system to monitor and track teacher practices based on student data. Conduct observations frequently and memorialize the observations in a timely manner. Ensure teachers implement actionable feedback in their practice.
- 2.5: Ensure that data is disaggregated so that the needs of students are clearly identified. Develop protocols to use data to adapt unit and lesson plans to address the needs of all students.

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: Provide PD to staff on rigorous instruction and the use of higher-order thinking skills to support discussions between students. Ensure lesson plans and instruction address the needs of all students, and that teachers modify their instruction as indicated in student IEPs.
- 3.3: Ensure lesson plans align to the CCLS and are based on student data. Ensure grade and inquiry meetings focus on the implementation of the CCLS and the use of data to adjust curricula to meet student needs.
- 3.4: Ensure teachers develop interdisciplinary units of instruction across grades and content areas to incorporate the arts, technology, and other enrichment areas into learning.
- 3.5: Develop a system to align the curriculum and assessments in order to ensure teachers provide students with targeted and data-based feedback, and improve student ownership of their learning.

Tenet 4: Teacher Practices and Decisions

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

- 4.2: Ensure teachers analyze data to create targeted goals for all students. Monitor plans and instruction to ensure that teachers provide students with interventions and accommodations based on IEPs to improve student achievement.
- 4.3: Ensure that unit and lesson plans provide students with multiple access points and include higher-order thinking skills that lead to high levels of student engagement.
- 4.4: Provide staff with PD on meeting the diverse needs of students. Ensure that teacher instructional strategies help create an environment conducive to learning for all students.

- 4.5: Develop and implement protocols for analyzing student data and for using this information to inform planning and to guide student feedback. Provide training on co-teaching models in order to maximize scaffolding and differentiation to address student needs.

Tenet 5: Student Social and Emotional Developmental Health

All ratings for this Tenet are either **Effective** or **Highly Effective**.

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:

- 6.3: Ensure that the school translates communication so that all families are able to support their children's academic achievement and social and emotional growth.
- 6.4: Provide PD for staff on developing partnerships with families and community organizations. Develop and implement a plan for using community partnerships to provide parents with training on how to support student success.
- 6.5: Provide parents with PD and opportunities to understand and analyze student data, in order to enable them to support their children's education.