



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

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



<b>BEDS Code</b>	331400010050
<b>School Name</b>	J.H.S. 050 John D. Wells
<b>School Address</b>	183 South 3 <sup>rd</sup> Street, Brooklyn, N.Y. 11211
<b>District Name</b>	NYCDOE CSD 14
<b>School Leader</b>	Denise Jamison
<b>Dates of Review</b>	January 28-29, 2015
<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)

### 14K050 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	230	SIG Recipient	No
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	2
Types and Number of Special Classes (2014-15)					
# Visual Arts	12	# Music	N/A	# Drama	N/A
# Foreign Language	6	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	91.5%	% Attendance Rate			87.2%
% Free Lunch	91.8%	% Reduced Lunch			2.3%
% Limited English Proficient	27.1%	% Students with Disabilities			28.1%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			13.7%
% Hispanic or Latino	84.3%	% Asian or Native Hawaiian/Pacific Islander			0.3%
% White	1.6%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	11.19	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	2	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			25.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			4.6
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	6.4%	Mathematics Performance at levels 3 & 4			3.8%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			20.4%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			88.5%
Credit Accumulation High Schools Only (2013-14)					
% 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 (2014-15)					
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 (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	NO	Limited English Proficient	NO
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	NO	Limited English Proficient	NO
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	YES		

#### SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:

1. By June 2015, 95% of teachers will have incorporated essential and higher order thinking questions in their daily lessons.
2. By June 2015, 100% of teachers will be engaged in teacher-collaborative teamwork to evaluate students' progress.
3. By June 2015, the school leaders will implement frequent cycles of observations so that 75% of teachers will demonstrate proficiency in their practice.
4. By June 2015, there will be an increase in student attendance by 1% from the previous school year.
5. By June 2015, the Parent-Teacher Home Visit Project will expand to include visits to families in grade 7.

## Information about the review

- The review was co-led by an Outside Educational Expert (OEE) and a representative from the New York State Education Department. The team also included a district representative, a Special Education School Improvement Specialist (SEIS) representative and a representative from the Regional Bilingual Education Resource Network (RBERN).
- The review team visited a total of 20 classrooms during the two-day review.
- Reviewers conducted focus groups with students, staff and parents.
- Reviewers examined documents provided by the school, including curriculum maps, lesson plans, school-wide data, teacher feedback, and student work.
- The school provided results of a student survey that 279 students (95 percent) completed.
- The school provided results of a staff survey that 20 staff members (80 percent) completed.
- The school provided results of a parent survey that 159 parents (57 percent) completed.
- The scheduled review for January 27 and January 28 was changed to January 28 and January 29 because New York City (NYC) schools were closed due to heavy snow on January 27. The previously established schedule for focus groups required several changes. As a result, some part-time staff were not in the building when the Integrated Intervention Team (IIT) was present.

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

Mark an "X" in the box below the appropriate designation for each Statement of Practice. Provide the letter rating in the OVERALL RATING row as the final overall tenet rating.

#	Statement of Practice	H	E	D	I
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission, and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL RATING FOR TENET 2:</b>				<b>D</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
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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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL RATING FOR TENET 3:</b>					<b>I</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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL RATING FOR TENET 5:</b>				<b>D</b>	
<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.</b>					
#	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL RATING FOR TENET 6:</b>				<b>D</b>	

<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>D</b>
<p>The school has received a rating of <b><i>Developing</i></b> for Tenet 2 – School Leader Practices and Decisions.</p> <ul style="list-style-type: none"> <li>• The school leader and school leadership team (SLT), along with the extended cabinet of assistant school leaders and teachers, have developed a mission statement for the school. The mission statement, which is articulated in the School Comprehensive Educational Plan (SCEP), indicates that the school’s mission is “to provide each child with the best possible education in a safe and healthy environment conducive to learning.” Both the mission and SCEP are shared with the SLT and staff at faculty meetings. However, discussions in Integrated Intervention Team (IIT) meetings with parents, students, and staff indicate that although the school mission and the specific, measureable, ambitious, results-oriented, and timely (SMART) goals are well known, there is not a clear understanding of how the goals will be implemented to bring about sustained school improvement. In addition, while goals contain end measures to evaluate success at the end of the year, there are no on-going benchmarks against which to measure progress towards achieving the stated goals for school improvement and student achievement.</li> <li>• The school leader reported she has used some data to make decisions about the use of resources to address student achievement needs. Rosetta Stone and Achieve 3000 have been purchased to help the large number of English language learners (ELLs) develop language acquisition skills. However, there are no systems in place to analyze the data collected and to assess the impact of these programs for ELLs. The school leader has also allocated funds for professional development (PD), such as inter-visitation with other middle schools for all teachers, in order to improve instructional practice. However, there has been little measurable impact to date on improving consistency in the quality of instruction and on student achievement. She has also provided coaching through Generation Ready for teachers not rated effective. However, scheduling decisions do not always respond to data. For example, although the school leader indicated that students achieved at a higher level when teachers knew the students well, students moving to the next grade level with the same teacher only occurred with one teacher.</li> <li>• The school leaders conduct walkthroughs, and formal and informal observations are based on eight elements of the Danielson Framework; components and ratings are tracked on the computerized Advance system spreadsheet. However, through discussions with teachers and examination of written feedback, the review team found little evidence that this data and teacher feedback are used to provide targeted support to improve instructional practice. In classes observed by the IIT, lesson plans were often not implemented as written, and targeted instructional practices, including discussion techniques, engaging students in learning, and on-going assessment during instruction were inconsistent. Opportunities for teams of teachers to meet to plan collaboratively and share data have only recently started. Staff and school leaders interviewed by the IIT reported a lack of protocols for planning and implementing best practices, which minimizes efforts toward improvement of instructional practices.</li> </ul>		

- While the school leader has implemented some systems to track student data and school-wide instructional practices, there is little evidence that this data is monitored and analyzed consistently to drive school improvement in critical areas. Class grades, assessments, and report-card grades are entered on Engrade, which is available online to parents. Although Achieve 3000 provides Lexile levels for teachers to use in selecting reading materials for students, the school leader has not made sure that classroom libraries are leveled for gradients of difficulty to support this practice. The school provides a literacy tracking sheet and section sheets to monitor attendance, behavior, and homework; however, teachers reported and classroom visits by the IIT confirmed that the use of these sheets is not consistently implemented or monitored. Interviews with staff and school leaders and examination of documents indicated minimal evidence of consistent, systematic review and monitoring of systems and practices, which limits the ability of the school leader to assess the cause of problems and determine steps for school improvement and high academic outcomes for all students.

**Recommendation:**

School leaders should collect and analyze achievement data in all content areas on a monthly basis in order to assess the gaps in performance for all student groups. The school leader should convert the literacy tracker to a data tracker in order to strategically plan and implement a progress monitoring protocol, which will allow the school community to assess courses of action and hold the entire school community accountable for providing consistent and sustainable school improvement.

**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**

**I**

The school has received a rating of *Ineffective* for Tenet 3 – Curriculum Development and Support.

- While the school leader purchased vendor created materials for mathematics and English language arts (ELA) to align curricula with the New York State (NYS) Common Core Learning Standards (CCLS), few adjustments have been made to unit and lesson plans to address the specific needs of students. To address concerns raised by teachers that the purchased materials do not adequately address the needs of ELLs and students with disabilities, the school leader stated she has contracted with independent mathematics consultant companies for the services. She also indicated the school’s support network sent the school curricula to provide professional development (PD) for the teachers. A PD plan was developed to address assessment, differentiation, and the use of data to drive instruction, but during interviews, staff reported that no PD sessions have been provided in support of curriculum alignment with the CCLS. Most unit and lesson plans reviewed by the IIT identified limited essential questions requiring students to give reasons for their answers to promote higher order thinking skills, with most having a preponderance of low-level questions and tasks. Team and grade-level meetings were implemented within the last two weeks of the on-site review, and there has been little progress in the

planning or adjustment of instructional strategies.

- Although most lesson plans examined by the review team listed student grouping, classroom visits and a review of student work showed that students of all abilities usually do the same task, with little modification or scaffolding. Additionally, apart from the expectations to include essential and higher order questions by June 2015, the school leader has not given clear guidance on other elements that should be included in lesson plans, including grouping and using data. Thus, there is little consistency in unit or lesson planning. Teachers in the focus group stated that they collect data but do not always use the information to plan for the needs of individual students and those of different sub-groups. Visits to classes by the IIT indicated that lessons are not revised to create and implement a range of instructional strategies, differentiation, scaffolds, and other adaptations to support student learning in response to data analysis.
- Teachers reported that they do not meet together to connect the curriculum across subjects. There was little evidence that teachers plan units that incorporate technology or the arts, and the review team found no evidence of a plan to implement interdisciplinary units that connect core subjects. Although classrooms are equipped with SMART Boards, they are used to project information and assignments, and not as an interactive tool. As a result, student understanding of the connection between content areas and use of technology and the arts is limited and does not consistently meet the needs of students to apply learning from one subject to another.
- Although most teachers are implementing a range of assessments, including performance tasks, partner quizzes, unit tests, and exit slips, they are only now beginning through the recently created team planning meetings to use this data for unit and lesson planning to inform and revise curriculum. During interviews with the review team, most teachers indicated that they do not use this assessment information to address the needs of individual or groups of students when planning lessons and units. Classroom visits revealed that little posted work addressed specific student needs. Feedback to students was mostly non-specific, with comments such as “good job.” Consequently, most students do not have the information to enable them to take ownership of their learning and understand what they need to do to improve their skills.

**Recommendation:**

During weekly teacher team planning meetings, agendas should focus on designing lesson plans that include data, differentiation, and adaptations to inform instruction that meets the needs of all sub-groups and individual students. School leaders and teachers should expand the inter-visitation program to support the implementation of this initiative and monitor to check that instructional planning is improving.

**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**

The school has received a rating of **Developing** for Tenet 4 – Teacher Practices and Decisions.

- The school leader has prioritized the inclusion of essential questions and at least two higher order-thinking questions in all daily lesson plans by June 2015. However, in many of the classrooms visited,

the review team found these components are not yet incorporated into lessons plans or instructional practice. The school leader referred to a mid-year check for this practice, but there is no indication these practices have been monitored more often than this mid-year check to accelerate the rate of improvement. Additionally, other elements included in lesson plans, such as exit slips, were used inconsistently and lesson pacing was erratic, with many class periods ending before the planned conclusions of lessons. During interviews, the school leader and teachers related that more training was needed in the use of data to plan and develop instructional practices and how to adapt tasks and activities for the different learning styles of students.

- Although some teachers are beginning to develop plans that are aligned to the CCLS, teachers across the school do not consistently ask higher order thinking questions or use instructional materials that contain high levels of text complexity and content. In most classrooms, questioning was on the level of knowledge or understanding and rarely challenged students to support their answers or extend their thinking. Most classes were teacher centered with little discussion by students. Tasks, products, and access points were the same for students in most classes visited by the review team, and text complexity was usually not varied, with all students reading the same materials. Of the six classrooms visited by the review team with students with Individualized Education Programs (IEPs), in only one classroom was there evidence of specially designed instruction to scaffold support for those students. Consequently, most instruction did not provide the support and challenge necessary to engage students and provide multiple opportunities to learn at a more accelerated rate.
- While students expressed feeling intellectually safe, lessons observed by the review team did not indicate active intellectual engagement and did not meet the needs of all students. Lessons did not include multiple opportunities for students to discuss and debate essential questions or to offer points of view. Students noted some unacceptable behavior during lessons, which was checked by the teacher. Most students stated that they were comfortable asking questions if they did not understand the material, and in lessons observed by the review team, most students were on task. However, few classes evinced modifications to address the learning needs of all students.
- While teachers have access to data and assessment information, there is limited evidence of their consistent use of the information to inform and adjust their instructional strategies. For example, despite a high percentage of ELLs, most teachers do not analyze New York State English as a Second Language Achievement Test (NYSESLAT) results and other data, such as Achieve 3000 quizzes, to plan differentiated instruction so that students can achieve English language proficiency. Some teachers conference with students and record some information about progress and next steps; however, there is no uniform process or form for conferencing or for student self-reflection. Most feedback did not inform students of specific next steps for improvement, but often consisted of checkmarks on a rubric or generic comments. As a result of the lack of actionable feedback, most students are not engaging in meaningful self-evaluation, which limits their academic progress.

**Recommendation:**

School leaders and teachers should develop a data team responsible for creating a school-wide template for data collection and the subsequent analysis to inform effective instruction for all students. Teacher teams should implement the use of the completed template during each meeting. School leaders should review and monitor the data-analysis discussions to determine teacher understanding and how outcomes of discussions

inform teacher feedback to students.

**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**

The school has received a rating of **Developing** for Tenet 5 – Student Social and Emotional Developmental Health.

- The school leader reported she has implemented some systems and programs to address the social and emotional developmental health needs of students. There are weekly pupil personnel team (PPT) meetings attended by the guidance counselor, school psychologists, social worker, substance abuse prevention intervention counselor, and assistant principal where they review referral forms from teachers and allocate services. A local community group, El Puente, administers the Beacon program that provides afterschool academic and recreational programs and homework assistance. The school leader also instituted an Attendance Intervention and Dropout Prevention (AIDP) program, which involves mentoring students to help improve attendance and lateness. Students are selected for the program based on their attendance history, and teachers volunteer to mentor students. The school leader has also implemented a program entitled CARE-- Be Considerate, Be Accountable, Be Respectful, Show Excellence. Students who are identified as following the program receive certificates redeemable for gifts. There are posters in halls and classrooms about this program, and during interviews, students, parents, and teachers indicated their familiarity with the CARE program. However, the school leader shared that the program is not monitored for its effectiveness or impact on student achievement.
- Although there are four behaviors emphasized in the CARE program, there is no curriculum that teaches the identified behaviors. The support staff indicated that there is also a Career Skills Advisory for students with mandated counseling. These students are supposed to meet with support staff members two to three times a week, but the support staff members reported this has not been consistently implemented due to scheduling problems. The review team did not find evidence of a comprehensive PD plan to develop adult capacity to address student needs. During interviews, staff indicated that school support staff has not been utilized to provide PD to help teachers understand the social and emotional developmental health needs of students. Some teachers feel they are not adequately equipped to address these needs.
- Interviews with students and classroom visits indicate students feel comfortable asking and answering questions in classes. For example, when students do not understand tasks they are confident to ask for help. Students and teachers made no reference to safety issues in the school and classes observed were well behaved and disruptions to learning were minimal; however, the school survey indicates some concerns expressed by a small number of teachers and students about inappropriate classroom behavior. Students travel together as a class throughout the day and carry section sheets to monitor attendance, behavior, and homework. Teachers note negative behavior, and section sheets are submitted for review by the assistant principal. However, during interviews, teachers and school leaders were not able to explain clearly how the section sheets were used to address problems in attendance, behavior, and homework.

- The guidance counselor provides mandated counseling for students with disabilities, as well as one to one counseling, and holds advisory classes for mandated students using programs such as “Respect for All,” and “Anti-bullying and Overcoming Obstacles.” However, the use of data collection to demonstrate the outcomes for these two programs has yet to be established. A strategic plan to identify and meet the social and emotional health needs of all children was not shared with the IIT. Although interviews with the support staff indicated that attendance is monitored and that there is a mentoring program for fourteen students, there was little evidence of an overall plan that addressed the needs of all students. Additionally, there is little evidence that student support services are consistently monitored for effectiveness and to address the needs of all students.

**Recommendation:**

School leaders should develop a Response To Intervention protocol using a Tier I approach to support all students. Also, the school leader should expand the opportunities for families to have access to information pertinent to college and career readiness. This could include programs in conjunction with community partners to address issues, such as college admission, high school orientation, and career opportunities.

**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**

The school has received a rating of *Developing* for Tenet 6 – Family and Community Engagement.

- The school communicates with families on an on-going basis, including an events calendar, honor roll assemblies, parent -teacher meetings, Back to School night, and a parent-teacher communication session held every Tuesday to prepare and respond to phone calls and letters. However, much of the information that is provided to parents is general in nature and not focused on expressing high expectations for all students. A weekly newsletter sent to parents is downloaded from the Resources for Educators website; however, it deals with generic topics for middle school and is not school specific. During interviews with the review team, several parents indicated that they felt that while they received information about their children’s grade levels, attendance, and behavior, they were not well equipped to support their children academically. Interviews with parents, students, and staff indicated that although progress reports are distributed, and the school leader has programmed teacher availability for phone conferences or individual meetings every Tuesday from 2:00 p.m. to 2:30 p.m., most information is about grades, attendance, and behavior, and does not address specific student strengths and weaknesses or guidance on how parents can support their children’s learning.
- The school provides limited opportunities for reciprocal communication with families. Teachers use Engrade to post student grades and assignments and communicate through text messaging, emails, and phone calls. Parents report that the school has not provided training on how to access and use the Engrade program, and not all families have access to a computer. All written communications and phone calls are translated into Spanish. Parents indicated they can visit the school at any time, and the parent coordinator is bilingual; however, meetings and parent workshops are sparsely attended. For example, only three parents attended a workshop on communication and student discipline. Parents

interviewed reported that they have limited understanding of the CCLS or the demands of the curriculum. Additionally, although all grade eight students receive high school articulation material from the guidance counselor, according to interviews with parents, students, and student support staff, there are no workshops to assist families with the application process.

- A parent-teacher home visit program was instituted over the summer, in which trained teachers visited approximately one-half of the homes of incoming grade six students in order to establish a home-school relationship. However, there has been no follow up to these visits, and there is little evidence of training for parents and staff to enable them to subsequently work together to support student achievement. The student support staff reports the school does not offer PD to teachers or parents that encourages home-school partnerships to support student achievement.
- The school shares some data with parents that is related to grades, attendance, behavior, and events. According to interviews with staff and school leaders, little data is analyzed and specific student academic information is shared inconsistently. As a result, little comprehensive data is available when teachers phone parents on Tuesday afternoons or send emails or texts. Therefore, the ability of families to advocate for appropriate services for their children is limited. Nevertheless, during interviews with parents, some participants reported positive relationships with the school leaders and a welcoming environment where they can call school leaders directly or come to school without an appointment.

**Recommendation:**

The school leader should develop an action plan, which is written in all pertinent languages, that spells out the role and responsibility of families in contributing to student academic growth and well-being. School leaders should expand the parent-teacher phone calls and other interactions to include positive news related to academic success and behavior. In addition, the school leader should connect this communication with the current CARE program to include the feedback shared and added to the “Care Card” that the teachers provide to students. During these calls, teachers should extend an open invitation to parents to call or visit the school on Tuesday afternoon.