



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	320900010064
School Name	P. S. 64 - Pura Belpre Elementary School
School Address	1425 Walton Avenue, Bronx, NY 10452
District Name	NYC DOE CSD 9
School Leader	Barbara Headley
Dates of Review	January 28-29, 2015
School Accountability Status	<input checked="" type="checkbox"/> Priority School
Type of Review	<input checked="" type="checkbox"/> SED Integrated Intervention Team (IIT)

09X064 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	04,05	Total Enrollment	283	SIG Recipient	YES
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	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population		96.4%	% Attendance Rate		90.4%
% Free Lunch		96.8%	% Reduced Lunch		1.7%
% Limited English Proficient		45.3%	% Students with Disabilities		24.0%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native		0.2%	% Black or African American		15.7%
% Hispanic or Latino		82.3%	% Asian or Native Hawaiian/Pacific Islander		0.9%
% White		0.9%	% Multi-Racial		N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)		1.24	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.3%	Average Teacher Absences (2013-14)		7.24
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4		3.8%	Mathematics Performance at levels 3 & 4		5.7%
Science Performance at levels 3 & 4 (4th Grade)		45.5%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4		N/A
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		YES
Economically Disadvantaged		YES			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
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 (2012-13)					
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 (2012-13)					
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			

Describe the school's top priorities (no more than 5) based on the school's comprehensive plans (SCEP, SIG, DIP, etc.):

- Social emotional development
- Student and teacher attendance
- Small group instruction
- Integration of technology across content area
- Parent Engagement

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 (SESIS) representative and a representative from the Regional Bilingual Education Resource Network (RBERN).
- The review team visited a total of eleven 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 staff survey that 24 staff (55 percent) completed.
- The school provided results of a parent survey that nine parents (two percent) completed.
- This school will be closed at the conclusion of the 2015-16 school year. The current school leader has served in that capacity for one and one-half years. Currently, the school consists of grades four and five. Next year the school will only consist of grade five. In addition, because of a blizzard and subsequent school closure the review was delayed by one day.

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.

#	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 type="checkbox"/>	<input checked="" 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"/>
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.	<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 type="checkbox"/>	<input checked="" type="checkbox"/>
OVERALL RATING FOR TENET 3:					I

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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>
OVERALL RATING FOR TENET 4:					I

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 type="checkbox"/>	<input checked="" 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 supports tied to the school's vision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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 type="checkbox"/>	<input checked="" type="checkbox"/>
OVERALL RATING FOR TENET 5:					I

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.	<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"/>
OVERALL RATING FOR TENET 6:				D	

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
<p>The school has received a rating of <i>Developing</i> for Tenet 2 – School Leader Practices and Decisions.</p> <ul style="list-style-type: none"> • The school leader reported to the Integrated Intervention Team (IIT or “review team”) that, after consulting with parents and teachers, she developed a mission statement intended to drive and bring about sustained school improvement. Although parents, teachers, and students interviewed by the IIT expressed an awareness of a mission statement, few could articulate the specifics of the statement. The IIT found that the goals in the School Comprehensive Educational Plan (SCEP) lack precise measures for student academic achievement and social and emotional developmental health against which to monitor the effectiveness of decisions about curriculum and instruction. • The school leader has made some strategic decisions to organize resources to support student success. However, the changes are of such recent design that the impact of these decisions on student achievement and overall school improvement has not been determined. The school leader reported that she re-allocated fiscal and personnel resources to provide coaching support to teachers in data-driven instruction (DDI). The school leader also reported that, in response to student disciplinary data, she secured additional aides and re-assigned the physical education teachers to provide a formal alternative to recess. Students and parents interviewed by the IIT expressed that they noticed a reduction in student behavioral issues since this change. However, the IIT did not find evidence of formal data collected, reviewed, and analyze to demonstrate the impact of these resource decisions. • The school leader carries out frequent and targeted observations, and reviews observation and classroom data to provide targeted feedback and make strategic decisions about staff professional development(PD), teacher placement, and coaching with the aim of creating continuous improvement in instructional practices. A review of formal and informal observation reports confirm that the school leader has identified areas for professional growth for individual teachers and, as confirmed by teachers in meetings with the review team, has provided follow-up visitations to note improvement. The school leader has also responded to the outcomes of observations and classroom data by providing a team of instructional coaches to work with individuals and groups of teachers on key instructional elements of the Danielson Framework. The school leader reported that these recent activities have begun to yield limited evidence of performance improvement. Teacher interviews reflect that most teachers recognize the importance of using instructional practices such as differentiation and formative assessments. During classroom visits, the IIT found that teachers demonstrated varying levels of proficiency in the use of these practices during instruction. • The school leader reports that she tracks and monitors individual and school-wide instructional practices through observations and performance expectations to know what is happening in the school. However, the school leader does not have a formal system in place to link data and decisions to school-wide goals. Survey data from teachers indicated that 96 percent of teachers believe that the school leader is well aware of the activities taking place in their classrooms. Classroom observations and follow-up reports support her ability to track individual and school-wide instructional practices. The school leader reports that she uses student academic performance data and disciplinary data to 		

make decisions to drive academic change including the acquisition of new instructional materials and directed-coaching. However, the IIT found minimal evidence that the school leader’s decisions link to an overall plan tied to defined school goals and mission. In addition, the databased decisions she has made are of such recent implementation that there is no measurable data to indicate the impact of those decisions.

Recommendation:

Before the conclusion of the school year, the school leader should initiate, coordinate, and monitor the faithful implementation before the conclusion of the school year of the review team’s recommended:

- curriculum planning process that defines the range of activities, materials, and outcomes expected for student academic and personal growth;
- framework of instructional change that spells out observable teaching strategies that address the individual needs of students, especially those of the large English language learner (ELL) population; and
- systemization of social and emotional developmental health activities.

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.

- The school leader is putting into place expectations and structures of instructional support for teachers to implement the Common Core Learning Standards (CCLS), and has directed teachers to develop a curriculum that takes into account student needs and that contributes to college and career readiness. However, that curriculum is not fully developed nor a living document within the school. The school leader reports and teachers confirm that teachers received PD focused on the CCLS that coincided with teachers planning and developing curriculum maps and pacing guides for each subject area. Teachers report and class visits show that these recent activities have not resulted in significant changes in instructional practice or definable student results.
- While teachers are aware of the school-wide expectation for DDI, the documents reviewed by the IIT included minimal examples of pre-planning to differentiate instruction. There was limited evidence in curriculum materials of planning for higher-order thinking activities using complex materials and higher-order questioning. Although teachers have collected data on student reading levels, they have not analyzed that data to develop specific activities to address the “next steps” of learning needed by each student to move to a higher level of proficiency. In addition, teacher leaders and teachers have not adequately translated the data generated from the New York State English as a Second Language Achievement Test (NYSESLAT) into individualized activities for English language learners (ELLs).
- The school leader reported that, although teachers provide opportunities for students to use computer materials in the core curriculum, teachers have not yet developed interdisciplinary curricula. The school leader stated and teacher interviews confirmed that there is a recent emphasis on incorporating mathematics application into science lessons and literacy elements in social studies lessons, but there

is no formal curriculum yet in place to ensure students regularly experience core-curricular instruction.

- While teachers have access to performance data through standardized and classroom summative assessments, teachers do not consistently utilize that data to modify and adapt curricular plans. For example, a review of curricular materials showed that teachers minimally plan to support the varying needs of all students, particularly more advanced students, students with disabilities, and ELLs. In addition, the review team found that the feedback teachers provided in classes and on written assignments was often the same for each student regardless of the performance level of the students. In particular, there was no evidence that teachers have utilized the data from Annual Measurable Achievement Objectives (AMAO) to modify and adapt lessons to meet the specific needs of ELLs.

Recommendation:

The school leader and teachers should focus curricular planning on the individual needs of students, especially ELLs, through an intensive review of the NYSESLAT data using the Annual Measurable Achievement Objectives (AMAO) tool provided by NYCDOE, to:

- identify the individual needs of each ELL and former ELLs using the Automated Tracking System (ATS);
- plan small-group instruction based on the identified needs of those students;
- determine appropriate large-group instructional strategies that best serve those identified needs;
- select instructional materials that best support the instructional strategies designed to address the individual needs of those students; and
- plan for appropriate formative assessment strategies to gauge the levels of learning throughout the planned implementation.

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

I

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

- The school leader has created a series of instructional support mechanisms including coaching support in the use of DDI to guide teachers in developing instructional practices that are adaptive and are reflective of students’ needs and learning styles. However, those activities are of such recent implementation that they are not yet making an impact upon student achievement. Evidence gathered from classroom visits and the grade-level subject teacher meeting reflects that teachers inconsistently implement instructional practices such as differentiation, higher-order questioning, and DDI. The IIT also noted that in the grade-level meeting teachers covered a wide range of topics, but did not focus on planning interdisciplinary or CCLS-aligned teaching activities.
- The review team found that teachers did not consistently provide engaging, CCLS-aligned lessons that incorporated higher-order questions, text complexity, and multiple opportunities to learn. The review team noticed that in many classes, not all students actively engaged in the activities of the lesson. Most teachers primarily asked low-level questions and did not adapt the textual materials they used to provide instructional challenges to students of all abilities. The IIT found that teachers’ lessons typically provided a single point of entry for students to access information.

- While students interviewed by the review team reported teachers sometimes provided opportunities for students to pursue areas of interest or to expand upon learning activities in classes, the IIT did not find evidence in school documents or class visits of a systematic plan to optimize student engagement in their own learning. Classroom visits, a review of student work products, and student interviews demonstrated that students often do the same work regardless of their varying ability levels. The review team noted that in most classes, students minimally engage in discussions. In addition, the IIT found that most teachers asked questions to students that required one-word or single-phrase answers.
- In the planning meeting attended by the IIT, teachers showed through their discussions that they are becoming aware of the use of data and assessment to inform and adjust their instructional strategies and groupings including engaging students in self-evaluation through appropriate and meaningful feedback. However, evidence from classroom visits and the grade-level subject meeting did not reflect a consistent and systematic intention to use data to inform planning. During discussions with the IIT, some teachers shared that they are pursuing many different initiatives, but that they do not yet have a common approach for using data and assessment to regularly inform and adjust their instructional practices.

Recommendation:

The school leader should refine classroom performance expectations for teachers so that each lesson includes:

- differentiation for all abilities and student groups based on data, especially the NYSESLAT data;
- at least three high level questions requiring students to think critically using a model such as Depth of Knowledge or Bloom’s Taxonomy;
- students building on other students’ responses through accountable talk;
- integration of formative assessments of students’ understanding throughout the lesson; and
- frequent use of the currently available visuals, models, interactive technology, and manipulatives.

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

I

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

- The school leader has recently initiated a mentor/mentee program that has paired staff with students in a regular, defined system. Students interviewed by the IIT confirm that the mentor program has started to build positive relationships between students and the adults in the school. Students also report that they appreciate the mentor program because it links students with adults in the building, builds trust, and gives students a sense of belonging. During discussions with the IIT, staff members indicated that they have not yet used data from the mentor program to address observed social-emotional health needs’ trends within the building. In addition, there is no identified ladder of referral or specific training provided to the staff members to guide them as they participate in the mentor program.

- The school leader reported that she and the school’s leadership team have decided on a packaged curriculum intended to address the social-emotional health needs of the students. However, the school leader stated that she and the staff did not conduct a formal assessment of the social-emotional health needs of the students prior to selecting the curriculum. While the staff has identified Positive Behavior and Interventions Supports (PBIS) as a program support to students’ well-being, presently the school does not have a formal curriculum in place to address the social-emotional needs of students. In addition, the IIT found no evidence of PD to build staff capacity in this area.
- Parents, teachers, and students report and a review of data from On-Line Occurrence Report System (OORS) data confirm that disciplinary issues have decreased. During discussions with the IIT, teachers shared that levels of safety within the building has improved due to a series of clearly defined routines implemented in the building. The school staff created a “brothers breaking bread” program to pair boys exhibiting behavioral issues with adults in the school. However, the school support staff is not involved in the program and no formal data is collected to measure the effects the program has on the behavior of the boys involved.
- Members of the student support staff meet informally to share data; however, based on the student support staff interview, the IIT concluded that the school lacks a strategic plan to collect, analyze, and utilize data to identify and meet the social and emotional developmental health needs of all students. Some members of the student support staff shared that they comply with the state expectations for maintaining required data. However, they could not point to any programs or activities that were implemented in response to an analysis of the data gathered for improvement in student social and emotional developmental health.

Recommendation:

The school leader and student support staff should coordinate, integrate, and monitor the impact of the current and planned social and emotional developmental health activities including the mentor/mentee program, the boys and girls lunch “breaking bread” groups, the planned PBIS behavior modification program, the planned character development program and its associated professional development into a strategic system for:

- Identifying and reviewing social-emotional developmental needs in response to data within this school at formal weekly meetings;
- linking identified needs to available social and emotional developmental health needs supports within the school through a ladder of referral process to be used by all school personnel; and
- linking social and emotional developmental health to academic growth through monthly conferences with students to promote self-assessment, self-reflection, and goal-setting.

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 leader’s communications and relationships have begun to make students and families

aware of high expectations for student success. Parents and students interviewed by the IIT shared that the school staff has made them aware of the importance of expected performance levels on state summative assessments. The students interviewed report that they are aware of their current reading levels and the importance of moving to higher levels. Parents report that the school leader, in conjunction with the Parents' Association, has organized a series of workshops dealing with ways parents can assist their children in achieving academic success. However, parent participation is low and the initiatives are so recent that there has not been measureable impact on student performance.

- The school provides some opportunities for reciprocal communication but lacks a formal plan to consistently communicate with parents. Parents interviewed by the IIT, reported that the school leader has an “open door policy” and makes time to speak with parents by telephone. In addition, during discussions with the IIT, some parents reported that they receive multiple communications concerning school activities written in their native language. Parents also shared that teachers frequently call parents to report success as well as classroom difficulties. However, this type of communication with parents is primarily teacher initiated and is not a part of a formal process for regularly contacting parents to provide guidelines on how parents might assist their child and foster increased student achievement.
- The school has not provided a formal, strategic series of trainings to parents and to staff on creating and sustaining home-school partnerships so that both parties are able to work together to support student achievement. During discussions with the review team, neither parents nor staff reported any specific training on how to create and sustain home-school partnerships.
- School staff shares performance data with parents through report cards and progress reports. However, the school staff does not regularly provide guidance to help parents fully understand the information and to assist parents in supporting what their children are learning in class. During discussions with the IIT, parents reported that they were aware of their child’s reading level, but they did not know how to improve that score.

Recommendation:

Expand parental engagement in the academic process by:

- increasing opportunities for parent-school interactions by using available resources, including the CUNY intern currently serving this school, to create a school website that has bi-lingual capabilities and individual teacher web-pages;
- providing bi-lingual summaries of grade-level classroom learning activities so that parents can better understand and support the class work, for example, “This week your child will be writing a report about a hero she/he admires;” do this by using the new website, the phone message system, and a texting or twitter message system; and
- providing links to on-line and mobile phone resources for Go Math assignments available on sites such as YouTube.com.