



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

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



<b>BEDS Code</b>	3210000010391
<b>School Name</b>	The Angelo Patri Middle School
<b>School Address</b>	2225 Webster Avenue, Bronx, New York 10457
<b>District Name</b>	NYCDOE CSD 10
<b>School Leader</b>	Graciela Abadia
<b>Dates of Review</b>	October 28-29, 2014
<b>School Accountability Status</b>	<input checked="" type="checkbox"/> Priority School
<b>Type of Review</b>	<input checked="" type="checkbox"/> SED Integrated Intervention Team (IIT)

## 10X391 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	06,07,08	Total Enrollment	525
			SIG Recipient
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	23	# Dual Language	N/A
		# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)			
# Special Classes	41	# SETSS	3
		# Integrated Collaborative Teaching	15
Types and Number of Special Classes (2014-15)			
# Visual Arts	27	# Music	N/A
		# Drama	N/A
# Foreign Language	2	# Dance	N/A
		# CTE	N/A
School Composition (2013-14)			
% Title I Population	82.0%	% Attendance Rate	89.3%
% Free Lunch	85.7%	% Reduced Lunch	0.7%
% Limited English Proficient	31.3%	% Students with Disabilities	26.3%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	0.2%	% Black or African American	25.6%
% Hispanic or Latino	73.0%	% Asian or Native Hawaiian/Pacific Islander	0.7%
% White	0.5%	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	4.13	# of Assistant Principals (2014-15)	3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	4
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	8.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)	8.03
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	7.5%	Mathematics Performance at levels 3 & 4	7.7%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	19.8%
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	YES
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	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	NO
Economically Disadvantaged	YES		
School Priorities as written by the school:			

## 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 district-selected Outside Educational Expert, 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 55 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 495 (89 percent) completed.
- The school provided results of a staff survey that 39 (80 percent) completed.
- The school provided results of a parent survey that 134 (26 percent) completed.

### 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 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 type="checkbox"/>	<input checked="" 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
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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input 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>D</b>	

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

#	Statement of Practice	H	E	D	I
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	<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 checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input 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"/>

	<b>OVERALL RATING FOR TENET 5:</b>			<b>D</b>	
<b>Tenet 6 - Family and Community Engagement:</b> 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>#</b>	<b>Statement of Practice</b>	<b>H</b>	<b>E</b>	<b>D</b>	<b>I</b>
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 type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input 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>
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The school has received a rating of **Developing** for Tenet 2- School Leader Practices and Decisions

- The school leader has worked with teachers, support staff, and parents to collaboratively develop a vision for the school. Teachers, support staff, and parents describe a strong sense of community, student preparation for high school through the school’s reading program, and Respect, Accountability, Maturity, and Success (RAMS) as pillars of the vision to support social and emotional developmental health. A Saturday retreat was held at the end of last year where staff was asked to reflect on what worked well and what did not work well during the year. The ideas generated informed the 2014-2015 School Comprehensive Educational Plan (SCEP). Lead teachers then worked with the school leaders over the summer to develop the vision. Despite this vision, student achievement is low.
- The school leader has obtained additional resources for the school, such as the New Teacher Residency Program to support the recruitment of new teachers, external professional development (PD) opportunities, and consultants and partnerships to support teacher improvement and student well-being, but the school leader has not connected the different ideas and strategies or monitored the work. In some cases, the school leader relies on the outside experts to support her staff. The school leader described a plan to develop data-driven curriculum and instruction, but this work has not started yet.
- Existing resources have not been used strategically. Students are placed into bilingual classes based on whether or not they have passed the New York State English Language Arts Test (NYSELAT). However, students are not placed in monolingual classes as they progress in certain content areas and this limits their opportunities to master grade-level content. The review team observed that some students with disabilities were not being instructed according to their individual education plans (IEPS). For example, two special education teachers were teaching an integrated co-teaching (ICT) class without a content specialist. In some classrooms, the special education teacher support services (SETSS) teacher was not pushing into classrooms to support student skill development. Books have been purchased to support student access to texts with higher levels of interest that could broaden content knowledge, but they remain in boxes because a plan has not yet been developed to distribute them to students.
- The school leader conducts frequent teachers observations, and the review team reviewed examples of written feedback in the form of summary checklists provided to all teachers and feedback on formal and informal Annual Professional Performance Review (APPR) observations. However, the school leader does not prioritize feedback to ensure immediate and continuous improvement of teacher instructional practices. The school leader shared that she has targeted walkthroughs for new teachers and those teachers with ineffective ratings and that she meets with the assistant principals (APs) each day to discuss these observations and to determine feedback. However, the review team found that school leaders do not consistently provide teachers with this feedback.

**Recommendation:**

The school leader should prioritize specific goals to increase student growth in English language arts (ELA) and math and to improve school wide instructional practices. The school leader should use these to:

- frame and coordinate the work and expectations for teachers, APs, consultants, and external partners and create systems of accountability to sustain school improvement;
- collect data from common formative assessments to measure the school’s progress toward the goals;
- adjust plans to address the needs of bilingual and special education students;
- share the data and subsequent plans with teachers, school support staff, and the School Leadership Team (SLT) monthly, holding them accountable for progress; and
- align resources to achieve these goals.

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

**Tenet Rating**

**D**

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

- While the school uses some Common Core Learning Standards (CCLS) aligned materials, teachers do not differentiate to meet student needs. Teachers stated they are learning to plan lessons organized around the CCLS content through PD and common planning. While one teacher shared that he modifies text so that students at different reading levels can access the materials, the review team found limited evidence of differentiated lesson planning across the school.
- The review team found that the material used in English as a second language (ESL) classrooms is not aligned to the CCLS except for math. In many classes, lesson planning demonstrated low-levels of rigor with few higher-order questions and limited planned modifications. Accommodations for students with special needs were observed in only a few classrooms. For example, a teacher gave a new French-speaking student a modified task written in French during instruction, but this was limited across the school. During classroom visits, the review team found that some students finished tasks and sat idle with no extended learning opportunities while other students were not able to complete the tasks in the allotted time frame.
- Teachers do not work together to connect the curriculum across the content areas to increase student motivation and engagement. There is an effort to integrate literacy across the curriculum in content area classes through the Restate, Answer, Cite, Explain (R.A.C.E.) strategy, which students described to the review team. While some teachers focus on academic vocabulary with students, this was generally taught in isolation from content learning. For example, when students were asked to define a word, they repeated what they had written in their notebook the day before without follow up questions or classwork connecting the vocabulary to learning.
- Teachers are beginning to use assessments as part of their curriculum planning and classroom practice, but the feedback they provide to students does not consistently provide students with next steps to improve or take ownership of their learning. The review team observed three teachers taking notes on student work during the independent reading class, but it was not evident how these notes were to be used to guide subsequent instruction. In the teacher focus group, some teachers shared that they use exit tickets and checks for understanding, but the review team did not find consistent evidence of this across the school or evidence of teachers using this information to plan or modify instruction. While

some student work was posted in classrooms, the review team found limited teacher comments or feedback to students.

**Recommendation:**

The school leader, in collaboration with the lead teachers, should work with teachers during weekly common-planning time to focus the school’s CCLS curriculum implementation by checking that:

- lesson plans address the needs of all students based on a review of available data;
- content areas are broken down into prerequisite knowledge and skills; and
- instructional practices are detailed and meet the needs of all students.

**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

- Teachers use curriculum maps and unit plans as a basis for planning lessons and identifying instructional strategies. However, during classroom visits the review team found that the delivery of lessons is mostly teacher-centered and does not consistently engage students in high-order thinking, discussion, or provide students with multiple opportunities to learn. The majority of teacher questions were low-level recall questions. There are limited opportunities for students to express themselves, and develop their thinking. While higher-order questioning was evident in a few classes, there were few opportunities for students to provide extended responses and engage in meaningful discussions across the school.
- Lead teachers have begun to work with teachers during common planning to support data-driven instruction (DDI) through the use of a school improvement planning (SIP) protocol. The lead teachers and school leaders shared that this work is in its infancy and they are currently looking at student work from only a few teachers to calibrate the process. The majority of classrooms included student groupings, such as pairs, quads, and circles, but there was no evidence for a rationale for these groupings or specific goals for any particular groups. The review team found little evidence of specific student groupings based on data. In many classes, including those with students with disabilities, teachers did not conduct formative assessments prior to proceeding to the independent work. Strategies to support students with special needs, such as the targeted use of a co-teacher, modified assignments or resources, or purposeful student groupings were not evident.
- One student told the review team that they wanted to read a chapter book, but the teacher told her she could not because it was not at her reading level.
- Effective ESL strategies were not consistently observed during classroom visits and many of the ESL students were engaged in low-level skill development not adapted to the CCLS. For example, in one ESL classroom the content objective was at a low level and did not build on student prior knowledge. Further, there was no language objective in the majority of ESL and bilingual classes, which is necessary

to support language and content learning.

- Some parents stated that bullying in school was an issue. Although students shared with the review team that they feel physically safe, the review team found that students are not intellectually challenged in classrooms based on their needs. Teacher-dominated lessons limit student voice during instruction. While learning targets were evident in each classroom, there were no specific examples of how students were to reach the learning target.

**Recommendation:**

The school leader should utilize weekly PD opportunities for all teachers, co-teachers, and teaching assistants to develop staff capacity to:

- use formative assessments, such as exit tickets, do-nows, weekly writing prompts, and unit assessments, to group students and provide data-driven instruction to support the learning needs of each student;
- integrate effective ESL strategies into all classrooms, including how a specific language objective will be met in ESL and bilingual classes;
- pose questions at the higher end of Bloom’s taxonomy to support activities that require complex thinking;
- utilize the Engage New York two-point and four-point writing rubrics to support students development of writing proficiency by requiring students to complete at least one short and one extended writing response each week in each class; and
- provide students opportunities to engage in high-order questioning, discussion, and multiple opportunities to learn.

**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 identified student social and emotional developmental health as one of the strongest aspects of the school. However, the review team found the school leader has not made social and emotional developmental health a focus in the SCEP, used data to determine the support needed for students, or adequately provided PD for teachers on how to meet the social-emotional needs of all students.
- The school leader has secured services and external partners, such as the Fordham Group and the Astor Center to support students, has designated specific areas of the school for each grade level in order to provide an opportunity for staff to get to know and support a cohort of students, and has scheduled teachers and APs to loop with grades. The school leader determined a girls’ group that focuses on positive self-image was needed, but it serves only 10 to 15 students. Other extra-curricular activities are offered during lunch and after school, but not all students have the opportunity to

participate in these programs. Students shared that teachers volunteer during lunch and after school to assist them, although other students stated that they did not have the personal support they needed.

- A Positive Behavior Intervention System (PBIS) is in the planning stage and the initial work has focused on RAMS and hallway routines. The PBIS coordinator is working with the student government to enlist their thinking about how to implement PBIS school-wide. Systems to support student positive behavior are not yet in place as this work has focused only on school norms and celebrations.
- The student support group stated that every child was known by at least one adult, but there is no formal structure for this to happen. Teachers are asked to complete session sheets daily to alert guidance about individual student behavior infractions. Student support staff shared that they review student-related data, but only data that pertains to their role. The student support staff noted that they meet with teachers, or each other, to discuss students who have been referred.
- Student support staff shared with the review team that some staff attend external PD, all staff participated in Child Abuse Training, one AP attends monthly Special Education Liaison meetings, and that some staff participated in PD on anti-bullying. However, there was no evidence of a plan to identify PD needs of the school relative to social emotional developmental health to ensure that all student needs are addressed.
- Staff shared that celebrations occur each marking period for student and class success related to the 100-book challenge; however, there is no plan to celebrate student success related to social and emotional developmental health.
- The school leader shared that attendance was a challenge with many students and that the school uses a phone messenger to send messages to the families of absent students. Additionally, for students who are chronically absent, school leaders make personal calls to parents or the attendance worker makes home visits. Despite these practices, attendance is not increasing and remains just below 90 percent.

**Recommendation:**

Conduct a survey for students to complete or for a staff member to use during an interview with students about their social and emotional developmental health needs and their personal and academic interests and use the information to:

- develop a plan to address the social and emotional developmental health needs and interests of all students in the school and to raise the attendance rate;
- deploy the internal human resources, internal extra-curricular programming, and external partnerships to support student needs and interests including checking the consistent implementation of PBIS and RAMS school wide; and
- provide PD to ensure that all student needs are addressed.

**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>Tenet Rating</b>	<b>D</b>
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The school has received a rating of **Developing** for Tenet 6 – Family and Community Engagement.

- The review team found the school environment is welcoming to parents and the community and the school leader has established mechanisms to keep parents informed of school events. The school leader shared that she ensures that she is visible each morning and often greets parents and students at the neighborhood bodega. The school leader also sends out parent newsletters and ensures that they are translated into Spanish. Newsletters invite parents to the school for events and to a Language Academy for families with limited English that takes place on Saturdays. However, there are few effective systems in place to provide multiple opportunities for families to engage in reciprocal communication with school staff. As a result, the school staff and families have not yet fostered a partnership to ensure and sustain positive student progress.
- The school leader communicates high expectations for student success according to parents who completed the 2013-14 school survey. However, the review team found that the school needs to evaluate and revise its communication tools to ensure that parents are able to partner with the school to support student success. For example, a letter from guidance to parents shared expectations about the school-wide 100-book challenge and outlined the expectation for parents to support their children. However, the letter was not written in parent-friendly language making it difficult for parents to partner with the school to support their children's reading.
- The school's communication strategies have not yielded significant parent participation. Only 26 percent of parents completed the 2013-14 NYC School Survey, which was a decrease from the 59 percent of parents who completed the survey in 2012-13. A school-developed survey was sent to parents by the parent coordinator in an effort to ascertain the types of workshops that parents are interested in, but very few parents responded. A high school fair was held to advise parents about the high school admissions process, but only 30 parents attended. A parent group called the Caring Circle meets monthly, but only ten to fifteen parents consistently participate. Workshops on anti-bullying have been held, but attendance has been poor. The school has started an English Language Academy for parents whose first language is not English, but only twenty parents participate.
- The review did not find evidence of training the school is providing to teachers on how to develop and sustain parent partnerships.

**Recommendation:**

In an effort to encourage all parents to come to the school for the 2014-15 academic year, the school leader should:

- prioritize one parent engagement strategy, such as inviting parents to come and view student work;
- invite parents to celebrate the work of students by attending school-wide productions that provide the opportunity for all students to participate and have a role as actors, writers, producers, musicians, artists, marketing managers, costume designers, stage hands, fund raisers, and translators; and
- use the development of these productions to provide opportunities for teachers to work across subject areas, as well as serve as an incentive for parents to come to the school.