



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

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



<b>BEDS Code</b>	321000010085
<b>School Name</b>	P.S. 85 Great Expectations
<b>School Address</b>	2400 Marion Ave. Bronx, NY 10458
<b>District Name</b>	NYCDOE CSD 10
<b>School Leader</b>	Ted Husted
<b>Dates of Review</b>	December 2-3, 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)

## 10X085 School Information Sheet

School Configuration (2014-15)			
Grade Configuration	0K,01,02,03,04,05	Total Enrollment	998
		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	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	95.9%	% Attendance Rate	89.5%
% Free Lunch	96.3%	% Reduced Lunch	1.5%
% Limited English Proficient	27.6%	% Students with Disabilities	29.3%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	0.3%	% Black or African American	26.1%
% Hispanic or Latino	71.7%	% Asian or Native Hawaiian/Pacific Islander	1.2%
% White	0.3%	% Multi-Racial	0.1%
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	8.18	# of Assistant Principals (2014-15)	4
# 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)	N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)	9.12
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	4.4%	Mathematics Performance at levels 3 & 4	6.4%
Science Performance at levels 3 & 4 (4th Grade)	54.3%	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	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	NO	Limited English Proficient	YES
Economically Disadvantaged	YES		
<b>SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:</b>			
<p>Tenet 2: By June of 2015, as a result of cycles of professional development and supports and frequent observations and targeted feedback; all teachers school wide will show an average growth of .2 in competencies 3b, 3c, 3d as measured in formal and formal observations and evidenced in ADVANCE.</p> <p>Tenet 3: By June 2015, all teachers will implement the P.S. 85 Common Core aligned curriculum and participate in professional development activities which support the instructional shifts and pedagogical practices. This will result in 70% of all students in grades one through five demonstrating growth of at least one performance level in ELA performance as measured by a comparison of Fall and Spring Performance Based Assessments using a school developed common core aligned holistic rubric.</p> <p>Tenet 4: By June 2015, 90% of all teachers of students in all grades K-5, including English Language learners and Students with Disabilities will be rated Effective in competencies 1a, Demonstrating Knowledge of Content and Pedagogy and 1e, Designing Coherent Instruction based on formal and informal observation using the Danielson Framework.</p>			

Tenet 5: During the 2014-15 school year, the school will implement a positive behavior program (Turnaround for Children) with socio-emotional practices which will result in a 10% reduction in principal and superintendent suspensions as evidenced through OORS reports. Classroom implementation will be measured using the Classroom Assessment Scoring System (CLASS) in the fall of 2014 and again in the Spring of 2015 which will demonstrate a 5% increase in the number of teachers scoring in the high range.

Tenet 6: By June of 2015, by engaging families and the school community in the activities to increase academic achievement including home and out of school reading practice; the percentage of students on target or above for reading practice steps will double in comparison to the June 2014 as demonstrated in a review of Reading Logs and documented in the School Pace Data system for the 100 book challenge.

### 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 made 70 visits to 47 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 54 staff members (61 percent) completed.
- The school provided results of a parent survey that 319 parents (39 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 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 type="checkbox"/>	<input checked="" 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>I</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 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 checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" 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 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"/>
<b>OVERALL RATING FOR TENET 4:</b>					<b>I</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	<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 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>I</b>
<p>The school has received a rating of <b><i>Ineffective</i></b> for Tenet 2 – School Leader Practices and Decisions.</p> <ul style="list-style-type: none"> <li>• The school leader worked with the school leadership team (SLT), teachers, and parents to develop the school vision and goals included in the School Comprehensive Educational Plan (SCEP). Although the school leader’s vision is articulated and shared, the Integrated Intervention Team (IIT or “review team”) found that the goals aligned with this vision lacks specific implementation strategies and have not yet resulted in improved outcomes in student achievement. One goal was to increase the number of students achieving proficiency in English language arts (ELA) by 20 percent as measured by the New York State English Language Arts test. However, in 2014, performance in Levels 3 and 4 fell from six to four percent, while the percentage of students scoring in Level 1 rose from 69 to 74 percent. Although the school vision speaks to student social and emotional developmental health there is no specific goal in the SCEP that addresses attendance or a specific plan to target chronically absent students. The Progress Report indicates that between the academic years of 2012-2013 and 2013-2014, absenteeism increased from 38.8 to 42.2 percent as compared with the citywide average of 21.6 percent for 2013-2014.</li> <li>• The school leader provides formal and informal observations with written feedback to teachers but does not consistently use feedback to target continuous improvement of instruction. The 2014-2015 professional development (PD) plan targets competencies in the teacher evaluation system, including questioning and discussion techniques, engaging students, and using assessment to guide instruction. A review of observation reports showed that feedback did not address improvement in instructional strategies aligned to the competencies. In addition, class visits reflected limited evidence of the PD strategies as most teachers employed whole-class instruction, used low-level questioning, and did not include on-going assessment in lessons. During the vertical team meeting, teachers reported that PD was offered to general education teachers who have English language learners (ELL) in their classrooms. However, this PD is self-selected and only two of these teachers elected to attend the workshop even though there is a school-wide focus on the need to improve instruction for ELLs.</li> <li>• The school leader has made some strategic decisions regarding programmatic and human resources to address areas of need. An early morning intervention period is dedicated to literacy, and teachers use the Independent Reading Level Assessment (IRLA) framework to record data on students in grades one through five. The school leader scheduled time for teachers to meet daily during a grade-level common planning period. Instructional coaches in mathematics and ELA and an assessment coordinator are in place. A review of documents shows that teachers give performance-based assessments at the end of each unit. Teachers use results from the IRLA, the Developmental Reading Assessment (DRA), and the New York State English as a Second Language Achievement Test (NYSESLAT) to monitor student progress. However, classroom visits show that this data has not led to informed decisions about instructional practices. The IIT found that most teachers do not consistently use data to group students or adjust instruction to meet students’ needs.</li> </ul>		

**Recommendation:**

In order to sustain and raise student achievement, the school leader should:

- Provide formal and informal observations with written feedback that encompasses strategies addressed during PD, including questioning and discussion techniques, engaging students, and using assessments to guide instruction. Develop clear targets for improvement that are rigorous, actionable and measurable and follow-up with more frequent instructional walk-throughs to check progress and hold teachers accountable for improving instruction.
- Reinforce the roles of assistant principals, instructional coaches and the data/assessment coordinator to support teaching practices that use collected and analyzed data to inform instructional decisions aligned with the Common Core Learning Standards (CCLS) and identify student needs, especially for ELLs and students with disabilities.
- Revise the SCEP for 2014-2015 to include goals, actions, and responsibilities for the school leader and student support staff in the area of improved attendance for the chronically absent. Ensure that the attendance committee develops an action plan that targets chronically absent students and weekly assesses the effectiveness of these strategies on improved attendance.
- Include in the 2014-15 PD plan areas that target Diagnostic Tool for School and District Effectiveness (DTSDE) recommendations and continue to provide training around the Danielson Framework, expanding the competencies in Domains 2 and 3.

**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.

- There was evidence of CCLS in lessons reviewed, but insufficient support for the large percentage of ELLs and students with disabilities through differentiation of instruction or modifications. Although some unit and lesson plans align to CCLS, there are inconsistencies in how well teachers understand those plans and use data to inform instruction. During class visits, the IIT did not see examples of data-driven instruction (DDI) that targeted the needs of subgroups, nor higher-order questions to promote extended student discussion. Nor did reviewers find evidence of accountable talk, or progression of sequence and scaffolded skills for subgroups. Consequently, not all students experience the academic rigor necessary to achieve at high levels.
- Although teachers use CCLS-aligned curricula across grade levels, there is limited evidence of instructional shifts. Classroom visits did not show evidence of adaptations of lessons or higher-order questioning based on the content of the material. The IIT saw few examples of teachers’ providing multiple access points or differentiated lessons.
- Although the school leader has provided common planning time for teachers to align the CCLS to their unit and lesson plans, reviewers found minimal evidence of strategies taught during PD in enacted lessons. Few teachers provided lessons that promoted cooperative learning, active listening skills, student discussion, or critical thinking. Self-contained and integrated co-teaching (ICT) classes

observed showed teachers using whole-class instruction with limited evidence of differentiated instruction designed to meet the needs of lower- achieving groups and/or individual students.

- The IIT saw some examples of interdisciplinary curricula introducing technology and the arts, such as Imagine Learning, a program designed for ELL students and RAZ-KIDS, an auditory program of interactive E books for children. Although four technology teachers were assigned to integrate media across the curricula to motivate students, the student work displayed in classrooms and throughout the building showed limited evidence of infusion of technology.
- During a review of documents, the IIT looked at a range of data that teachers have access to and/or have collected. Although the IIT noted informal assessment, such as exit slips in lesson plans, during class visits the IIT saw minimal evidence of teachers using this data to inform instruction. Most student portfolios examined contained work with limited rubric-based feedback, and with no next steps that would encourage self-reflection, revision, self-assessment, or ownership of learning.

**Recommendation:**

In order to provide curricula that meets the needs of all students the school leader and designated assistant principals should:

- Utilize instructional coaches and the assessment coordinator to guide teachers during common planning time and PD sessions in analyzing and interpreting data to make informed instructional decisions and adjustments based on the identified needs of individuals and groups of students. The implementation of CCLS-aligned curricula should include differentiation of instruction for targeted students, the use of complex texts, higher-order thinking questioning, and assessments with feedback.
- Include arts, technology, and other enrichment specialists in common planning meetings so teachers can collaborate and create lessons that provide a broader culture of learning for students and connects with real-life experience.
- Review lesson plans to confirm that teachers use CCLS-aligned, scaffolded, and modified instructional plans, which present content and tasks that promote critical thinking through higher-order questioning, discussion, and student-voice.

**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.

- During classroom visits, the IIT saw few examples of instructional practices that addressed students’ diverse learning styles and needs. Except for an English as a second language (ESL) teacher who provided push-in instructional support, the review team did not see consistent evidence of accommodations and/or modifications to meet student needs. The IIT noted that in the majority of classes teachers assigned students the same task and gave students the same instructional materials. Most lessons did not include multiple points of entry to ensure student engagement and progress toward individual goals.

- Physical classroom organization does not reflect planned grouping to promote high levels of student engagement. In the majority of classrooms visited, teachers were using a direct-instruction approach. The review team found limited evidence of CCLS aligned strategies. Although the school leader cited cooperative learning as a priority, the IIT saw few examples of teachers implementing instructional strategies that fostered student interaction. In some classrooms, the IIT noticed students accessing learning, using math manipulatives or working on hands-on projects. However, in most classrooms visited, the lesson was text dependent, teacher-directed, and lacking of higher-order thinking questions. Reviewers noted that teachers inconsistently modified instruction for students with disabilities based on their identified needs.
- School leaders and staff provide a physically safe environment. However, teachers’ instructional strategies do not provide sufficient opportunities for all students to participate in or to be challenged by the lessons. Students shared in the large student group meeting that they feel both physically and intellectually safe in school. Some teachers use specific strategies to maintain an environment conducive to learning. For example, a teacher might start clapping her hands three times, followed by students clapping as well, to get everyone's attention. During class visits, the review team found that most students were compliant, followed instructions, and transitioned quietly through the school. However, the IIT found few examples of students engaging in their lessons. Teachers generally asked questions such as “any questions?” or “does anyone not understand?”, and rarely asked students thought-provoking questions that require students to explain or justify responses. In addition, teachers did not consistently provide sufficient wait-time to allow students to process thoughtful responses.
- Teachers inconsistently use data and assessments to inform and adjust their instructional strategies and groupings, and there is little encouragement for self-evaluation. Teachers report and a review of documents confirmed that some teachers administer performance-based assessments at the end of each unit. Students interviewed by the IIT reported that they know their reading and math levels; however, classroom visits reflected limited use of flexible grouping aligned with different levels. Although teachers have access to NYSESLAT data, there was no indication that teachers use scores on the NYSESLAT to group ELLs according to language ability. During discussions with the IIT, some teachers reported that they were unable to identify specific scores indicating gaps in NYSESLAT modalities for the ELLs to reach proficiency.

**Recommendation:**

In order to engage and challenge students in their learning, school and teacher leaders should:

- Provide daily systemic support for all teachers to develop rigorous and effective instructional strategies aligned to the CCLS that lead to multiple points of entry for all students, differentiation strategies, and use of higher-order questions that challenge all students to explain their thinking and engage in discourse with their classmates.
- Provide PD activities on or off-site, which include relevant data analysis, such as NYSESLAT, and specially designed instruction for students with disabilities and ELLs that informs the planning and delivery of classroom instruction.

<b>Tenet 5 - Student Social and Emotional Developmental Health:</b> 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.	<b>Tenet Rating</b>	<b>D</b>
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The school has received a rating of **Developing** for Tenet 5 – Student Social and Emotional Developmental Health.

- The support staff reported that they determine interventions for referred students as part of the protocols for addressing student social and emotional developmental health. The school assessment team and the school intervention team meet weekly to review referrals, Online Occurrence Reporting System (OORS) reports, and IRLA data to assess student foundational skills and identify next steps for behavioral interaction, instructional support, and educational services.
- The family engagement coach and Positive Behavior and Intervention Support (PBIS) facilitator created lessons plans that targeted positive behavior outcomes, and then disseminated these plans to all teachers. Students who exhibit low-level academic performance and/or persistent behavioral concerns are targeted for Response To Intervention (RTI) supports and school club participation. While the school vision is to nurture the intellectual, physical, social, and emotional development of all children, the school lacks consistent enrichment opportunities for students who make excellent academic progress and do not exhibit disruptive behavior. During class visits, the IIT found few examples of teachers using specific instructional strategies geared toward students who were capable of working at a higher level.
- Staff reported that the PBIS program was launched in November with information shared school-wide. All classrooms and hallways have the PBIS matrix posted to guide behavior. PBIS staff distributes "Behavior, Effort, Scholarship, and Teamwork" (B.E.S.T.) cards which are used as incentives for positive behavior and improved academic work. Students use the cards to buy items in the school credit store. During discussions with the IIT, teachers reported that the school is a lot calmer this year than last year and the incentives program has students excited. The IIT observed students following stairwell and hallway protocols. A review of documents shows a decline in Tier 3 students on the OORS report, from 2013-14 to 2014-15, thus far. Student interviews confirmed that there were clearly defined responses to any behavior. Students reported that they feel safe in the classroom and were able to tell the IIT to whom they would go if a problem occurred.
- The school houses a community health clinic in partnership with Montefiore Medical Center that provides on-site medical and dental access for all students. A Montefiore clinical nurse attends five days a week. The school has planned some workshops to increase family involvement. However, the PD plan reviewed by the IIT did not include targeted topics to build adult capacity to address the social and emotional developmental health of all students.
- The school staff reviews some student attendance data; however, the IIT did not find evidence that school staff has used the available data to address chronic absenteeism. In addition, staff inconsistently uses data to monitor the social and emotional developmental health of students. During discussions with the IIT, staff from the student assessment team and the school intervention team reported that they are in the initial stages of transcribing data. The school leader shared that staff enters data into Google Docs to enable teachers and support staff to easily access all pertinent student data from multiple systems within a single database. However, the IIT found minimal evidence of a

plan that ensures all staff members consistently use data to respond to the needs and concerns of all students.

**Recommendation:**

In order to support the social and emotional developmental health needs of all students the school leader and support staff should:

- Continue to plan and implement PD for all staff and parents to help them build skills and capacity in supporting the social and emotional developmental health of all students in school and at home. The training should include:
  - Recognizing, understanding, and managing challenging behaviors;
  - Modeling of intervention skills;
  - Identifying behavioral triggers; and
  - Monitoring progress and planning next-steps.
- Develop and implement a written strategic plan using a variety of data to address student social and emotional developmental health needs that align to academic and social success for all students. Weekly assess and adjust the plan for continuous improvement.

**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.

- Staff and parent interviews as well as a review of documents show that parents and school leaders work together to plan workshops, events, and informational sessions on the CCLS and other school initiatives. The school leader hosts evening family activities, such as Dads and iPads Family Night and Family Curriculum Night, and teachers have presented workshops such as “Help Your Child Do Better in Reading.” The school leader attends the People’s Circle meeting, which the Parent Teacher Association (PTA) hosts once a month to bring parents together to discuss issues/concerns or ask questions. The school has created a website to highlight student activities and interests that is accessible to the entire school community. The family engagement coach and parent coordinator has also sponsored workshops to support home-school partnerships and student achievement. However, the PTA representative shared and a review of sign-in sheets confirmed that no more than five percent of parents attend these events.
- During discussions with the IIT, parents indicated that they do not receive school communications regularly. Although the ARIS online parent portal is available to parents, and training was scheduled, parents reported they do not use technology to access information and data about their child. The parent survey indicated that only five percent of those parents who responded use the portal, and staff confirmed that most parents relied on mailings and information brought home by their children. The IIT reviewed copies of notices sent to families in both English and Spanish. The school leader stated

that teachers provide weekly academic information to parents, but some parents reported that they do not consistently receive updates on their child's academic performance through progress reports, and that most communication they receive relates to behavioral issues. The school leader's PD plan did not show evidence of training for staff on improving home-community partnerships to support and sustain student achievement.

- The school leader reported that teachers offer weekly opportunities for families to meet and develop plans to address the needs of individual students. However, parents stated that they do not receive any information about their children unless they meet the teacher at dismissal. Some parents interviewed by the IIT shared that they were not always satisfied with the way school leaders and staff dealt with their concerns, and some parents indicated that office staff was not welcoming to families. Results of the parents' survey indicated that 44 percent of parents surveyed reported they were satisfied with the response they received when they contacted the school. Although the family engagement coach is working to increase parent engagement through a series of workshops that focus on students' educational achievement and behavioral outcomes, attendance records show that the majority of families do not attend these events.

**Recommendation:**

In order for parents to play a full part in their children's education, the school leader should:

- Work collaboratively with the SLT and the PTA to develop a plan to increase family engagement and foster high expectations for their children.
- Keep families regularly informed and engaged by delivering progress reports detailing their children's academic, social, and behavioral successes and challenges. Provide parents with strategies to support their child at home. Continue to use a range of ways to communicate with parents, with ongoing monitoring in order to evaluate what works best, to strengthen home-school partnerships and to improve student achievement.