



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	331600011455
School Name	Boys and Girls High School
School Address	1700 Fulton Street, Brooklyn NY 11213
District Name	NYCDOE
School Leader	Dr. Michael Wiltshire
Dates of Review	April 28-29, 2015
School Accountability Status	<input checked="" type="checkbox"/> Priority School
Type of Review	<input checked="" type="checkbox"/> SED Integrated Intervention Team (IIT)

16K455 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	09,10,11,12	Total Enrollment	661	SIG Recipient
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
Types and Number of Special Education Classes (2014-15)				
# Special Classes	50	# SETSS	4	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	13	# Music	8	# Drama
# Foreign Language	20	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	72.7%	% Attendance Rate		72.4%
% Free Lunch	72.6%	% Reduced Lunch		3.2%
% Limited English Proficient	3.2%	% Students with Disabilities		23.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.9%	% Black or African American		87.9%
% Hispanic or Latino	8.5%	% Asian or Native Hawaiian/Pacific Islander		0.9%
% White	1.2%	% Multi-Racial		0.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	N/A	# of Assistant Principals (2014-15)		4
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		9
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		15.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		8.11
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	52.1%	Mathematics Performance at levels 3 & 4		45.1%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	67.6%	% of 2nd year students who earned 10+ credits		42.3%
% of 3rd year students who earned 10+ credits	44.3%	4 Year Graduation Rate		41.9%
6 Year Graduation Rate	49.4%			
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 – High 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	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Graduation Rate (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		N/A
Economically Disadvantaged	NO			
Describe the school's top priorities (no more than 5) based on the school's comprehensive plans (SCEP, SIG, DIP, etc.).				
<p>School Priorities As Written By The School:</p> <ol style="list-style-type: none"> 1. To improve the graduation rate by 10% from 41% to 51% by June 2015 and August 2015. 2. To improve the daily attendance by 7% from 68% to 75% by June 2015. 3. To improve the passing rate in each core Regents subject (Algebra, Living Environment, English, Global History and U.S. History) to above 40% in each discipline. 4. To ensure that a minimum of 75% of the students in grades 9-11 earn at least 11 credits by June 2015. 				

Information about the review

- The review was co-led by an Outside Educational Expert (OEE) and a representative from the New York State Education Department. The team also included a district representative, a Special Education School Improvement Specialist (SEIS) representative and a representative from the Regional Bilingual Education Resource Network (RBERN).
- The review team visited 61 classrooms during the two-day review.
- Reviewers conducted focus groups with students, staff and parents.
- Reviewers examined documents provided by the school, lesson plans, school-wide data, teacher feedback, and student work.
- The school provided results of a student survey that 432 (51 percent) completed.
- The school provided results of a staff survey that 42 (84 percent) completed.
- The school provided results of a parent survey that 63 (eight percent) completed.
- The school leader assumed the position of principal at the beginning of November 2014 following the reported resignation of the previous principal.
- The school is undergoing a re-staffing process in which all current teachers must reapply for their positions in advance of the 2015-16 school year.

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 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
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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 type="checkbox"/>	<input checked="" type="checkbox"/>
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
OVERALL RATING FOR TENET 3:				D	

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

#	Statement of Practice	H	E	D	I
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	<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 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 checked="" type="checkbox"/>	<input type="checkbox"/>
OVERALL RATING FOR TENET 4:				D	

Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.

#	Statement of Practice	H	E	D	I
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	supports tied to the school's vision.				
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
OVERALL RATING FOR TENET 5:				D	
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 Developing for Tenet 2 – School Leader Practices and Decisions.</p> <ul style="list-style-type: none"> • During interviews with the Integrated Intervention Team (IIT), the school leader reported that he and the school leadership team (SLT) set the goal of students graduating in four years as the single goal for the school. He indicated that the wider school community was not involved in the goal-setting process and that the SLT has not established a specific mission statement yet. The school leader, students, and parents stated that the graduation goal was shared during a one-day retreat with community members, parents, and staff, and at grade assemblies with students. While IIT interviews with staff, students, and parents indicated that the school’s goal is well known by members of the school community, the review team did not find evidence of strategies indicating how the goal will be implemented and monitored to bring about sustained school improvement. In addition, the goal does not make specific reference to the importance of meeting the social and emotional developmental health needs of all students. • The school leader indicated that he allocated resources to raise student academic achievement and improve instructional practice. He reported that when he was appointed in November 2014, he reprogrammed the schedules of students and staff to meet the needs of students to earn course credits and improve performance on Regents examinations, which according to students and the school leader were not being appropriately addressed previously. The school leader extended the school day to include an extra period and implemented double periods in all core subjects to address the issue of students’ low passing rates on Regents examinations. The school leader also implemented after school tutoring and a Saturday program, which is available to all students, purchased Regents review materials, and hired Regents examination specialists to work with staff and students. However, all these initiatives are recent and there is insufficient evidence to demonstrate sustained student achievement over time. While the school leader stated that the number of seniors on track to graduate has doubled from 40 to over 80 from the beginning of the school year to the time of the on-site visit, the review team’s examination of lesson plans and observation of teachers’ instructional practice indicate that the school leader’s allocation of resources has not consistently improved instructional practice, which limits student learning, the graduation rate, and college and career readiness. • The school leader and teachers indicated that frequent classroom observations are conducted, and teachers are provided with timely verbal and written targeted feedback. Teachers reported that recommendations provided by school leaders are helpful in improving instructional practices. However, in a review of observation documents, the IIT found that while many recommendations were listed, subsequent observations did not consistently focus on the key areas in need of improvement and most likely to advance student learning. Ten teachers have Teacher Improvement Plans; however, the plans do not include reference to specific or targeted professional development (PD) or coaching to address the identified weaknesses. As a result, the improvement plans and classroom observation processes have not yet led to continuous improvement in instructional practices. 		

- A review of documents by the IIT indicates that data is not analyzed rigorously to identify specific student needs, and there is a lack of systems to ensure that the needs of students with disabilities and English language learners (ELLs) are met within the classroom or addressed consistently in the individualized education programs (IEP) for students with disabilities. The school leader and teachers related that common planning time for grade and subject teachers was instituted four times weekly; however, there is no system in place to check for the implementation of adaptations to instruction identified at these meetings. The classroom observation system is not yet bringing accelerated improvements to instruction. Although teachers state that there has been PD to improve teachers' instructional and planning practices, such as ensuring alignment with Common Core Learning Standards (CCLS) and inclusion of instructional shifts, clear learning objectives, use of exit slips, and summary questions, observations by reviewers indicate that these practices are not consistently practiced throughout the school.

Recommendation:

School leaders should improve academic outcomes for all students by immediately:

- monitoring and evaluating lesson plans to ensure that they include aims, learning objectives, and summary questions appropriately aligned to the CCLS and instructional shifts;
- monitoring the use of exit slips in lessons and their use to adapt instruction; and
- developing a plan to deeply analyze data from standardized tests, and mid-term and final exams to identify specific strengths and needs of all students, including ELLs and students with disabilities.

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.

- The school leader stated that he is developing a plan to address the alignment of the curriculum with the CCLS. He indicated that he has instructed teachers that lessons must include learning objectives, aims, and summary questions or activities. According to the school leader, staff, and the IIT review of documents, PD has been provided in these areas, but lesson plans are not regularly monitored by school leaders to ensure that these key aspects are included in all planning, which hinders student learning. Teachers are accessing materials aligned to the CCLS, including Engage NY and CCLS-aligned vendor materials to plan lessons. However, lesson plans reviewed by the IIT do not consistently address CCLS standards or instructional shifts nor do they consistently include engaging activities that connect to prior learning or summary activities to ensure lesson closure. There is also limited evidence of differentiation to address student needs or abilities. As a result, college and career readiness skills are not consistently addressed in instructional plans.
- A small number of lesson plans reviewed by the IIT involved the development of higher-order thinking skills, where for example, students were expected to use inference skills. However, there was limited

evidence that plans included the use of varied and complex materials, or presented information in varying formats. Most plans indicated the use of the same text, materials, tasks, and products for all students. There is a lack of scaffolds, multiple points of entry, and extensions of learning to support student needs or challenge those students who have already mastered the skills or strategies. Evidence from observations of meetings and documentation indicate that common planning time is not consistently used at different grade levels to meet the needs of all students, to plan CCLS aligned lessons, to make best use of prior learning and to use strategies to assess student learning during and at the end of lessons.

- Some teachers indicated that they make an effort to create interdisciplinary units, such as working with the Brooklyn Academy of Music to integrate English as a second language (ESL) instruction with the arts. However, teachers and school leaders reported that teachers do not regularly plan interdisciplinary units, and the review team observed no evidence of interdisciplinary curricula during the on-site review. The school leader stated that the implementation of interdisciplinary curricula is not a priority at this time, and there are no formal plans for its introduction in the near future. The use of technology in classrooms was seldom observed during the review.
- Teachers use some standardized tests, Regents practice examinations, and uniform departmental midterms and finals to assess student progress. However, during interviews, teachers indicated that the data is used to analyze class trends rather than specific student needs. Additionally, there was little evidence of on-going class assessments or the recording of student data to guide and inform curriculum planning. Most students interviewed stated that only a minority of teachers give them specific feedback to help them understand their next learning steps. A review of student work indicated that most feedback was corrective in nature and did not consistently include clear and constructive guidance to help students improve their performance. Class visits and teacher and student interviews indicate that some teachers have students maintain work folders, but not all teachers use these folders as a tool to track student progress, identify student needs, and provide self-reflective protocols to help students understand their learning needs.

Recommendation:

School leaders should ensure that teachers use common planning time to review and revise lesson plans to include:

- a specific timeline to ensure appropriate pacing of lessons;
- a measureable learning objective that is CCLS aligned;
- a think-write-pair-share activity to activate prior knowledge from the previous lesson;
- at least 3 open-ended questions aligned to State assessments; and
- an exit slip tied to the learning objective as a formative assessment.

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

- The IIT found that school and teacher leaders have begun to collect and track data from formative and summative assessments in order to engage in more formal discussions about the importance of using data to drive instruction. However, interviews indicate that this data is not consistently analyzed to set goals for different groups of students. The school leader reported, and examination of documents by the IIT confirmed, that the school leader reviews data regarding credit accumulation and Regents examinations. All students are offered tutoring and Regents preparation classes. However, school data is generally reviewed for trends in class, not individual student learning. The review team found few adaptations and little differentiation in classes with students with disabilities. These students were given the same work as their classmates and struggled to complete the assigned tasks. In most classes visited, learning objectives and aims were posted, but few summary activities were evident. Additionally, there was little evidence of interventions or scaffolds to address student needs.
- Classroom visits indicated that some teachers in different grades and content areas provide engaging, CCLS-aligned lessons, which challenge students and capture their interests and imagination. However, most lessons inconsistently refer to prior knowledge or connect to everyday life. Classroom observations by the review team indicate that most teachers do not incorporate higher-order questions into instruction, text complexity is not often varied, and few lessons present multiple entry points or multiple opportunities to respond and learn. The use of higher-order questions and text complexity were primarily observed in English language arts (ELA) and social studies. Little student discussion was observed by the IIT and where discussion was present, it was primarily teacher directed and dominated. Where students worked in groups to complete tasks, discussion was sporadic and inconsistently tied to text-based evidence. Additionally, in the majority of classes, lessons were not completed before the end of the class period.
- Although all students interviewed indicated that the school and classrooms were physically safe, most students also reported that other students often laugh at those students who answer questions incorrectly. Despite class and school rules, which are known by students, the IIT found that student talking disrupted over one-third of the classes visited. During interviews, 16 out of 18 students shared that student disruptions were a significant issue in minimizing learning. In most classes visited, students were on task but did not have an opportunity to share their views and opinions in open-ended discussions.
- Interviews of staff and documents examined by the IIT indicate that teachers use several assessments, including standardized examinations, class tests, and uniform midterm and final examinations. Most assessments are based on prior Regents examinations to track trends of achievement in classes, but few adaptations of instruction based on this data analysis were evident. During classroom visits, the IIT found few checks for student understanding, and student grouping was often not purposeful or based on data. Additionally, some teachers interviewed were not aware of data for English language learners (ELLs) or the English language proficiency of their English as a second language (ESL) students. Classroom observations indicated that there was little student work or writing posted, and most

samples did not include specific comments regarding skills or strategies students could use to improve their work. Students indicated that teachers inconsistently provide feedback on the precise steps they need to take to achieve at a higher level.

Recommendation:

Improve student learning by expecting all teachers to:

- begin lessons with activities to activate prior knowledge and engage students in their learning such as think-write-pair-share;
- ask open- ended questions and provide appropriate wait time;
- utilize exit slips on a regular basis and ask students to reflect on what they learned and what their next step for learning should be; and
- use these exit slips to modify instruction or grouping for the next lesson.

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.

- Although the school has five guidance counselors, two school psychologists, and two social workers, interviews with support staff indicate that the school leaders have not established formalized systems that identify and address the social and emotional developmental health needs of students. The school has established limited procedures for evaluating how students’ social and emotional needs may impact academic achievement. Other than a course or Regents examination failure or teacher referral, there are no benchmarks to identify students who may have more deep rooted social and emotional developmental health needs but are still passing courses and Regents examinations. Guidance counselors usually follow the same cohort of students throughout their time at the school. Students indicated that some of them have met individually with their counselors up to five times this year, while other students have not met with counselors at all. However, 17 out of 18 students interviewed indicated that they feel comfortable in going to a teacher or guidance counselor if they need help.
- The school leader, staff, and parents indicated that there is no curriculum or program that identifies or teaches behaviors that support student social and emotional developmental health. They shared that staff training workshops included anti-bullying and child abuse. The school leader and parents reported, and an examination of the school PD calendar indicated, that there are no workshops scheduled for the spring term. Consequently, adults are not equipped with the range of skills needed to meet the social and emotional needs of all students.
- Discussions with the school leader and staff indicate that the school leader is in the process of

developing systems for monitoring and responding to students’ social and emotional needs. Support team members relate that guidance counselors meet with their community partners, Good Shepherd and Lutheran hospital, weekly to discuss student social and emotional needs. However, the coordination of services is inconsistent, with no scheduled pupil personnel team meetings to track the progress of cohorts of students. The school leader reported he is planning to include strong reference in the school’s vision statement, when it is developed, to the importance of addressing students’ social and emotional needs in the pursuit of academic excellence and to clarify the roles all members of the school community need to play to make the vision a reality

- According to the school support team (SST), the school collects and analyzes behavioral referrals, attendance, credit accumulation, and Regents results to identify and meet the needs of students. Support staff reported that counselors complete a “failure plan” to address the needs of students who are not meeting identified benchmarks because of both academic and social and emotional issues. However, plans reviewed by the IIT did not include specific strategies to address the needs of individual or groups of students. For example, during interviews, the SST was not aware of the needs of students with interrupted formal education (SIFE). Additionally, interviews and document reviews indicate that special education staff who are personally familiar with the students do not consistently use their knowledge of a student’s needs, alongside available data, to help write IEPs. As a result, the school does not consistently meet the social and emotional developmental health needs of all students.

Recommendation:

Improve student social and emotional developmental health and academic achievement by:

- school leaders monitoring that guidance counselors meet with each student who is part of their case load after each report card to review academic progress;
- school leaders programming Pupil Personnel Team meetings according to cohort and including appropriate guidance counselors, teachers, and other support personnel to address student needs and progress, including the needs of SIFE students; and
- school leaders monitoring the writing of student IEPs to ensure that they are done by personnel familiar with student needs and monitoring that they are developed with written teacher input.

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.

- Students, staff, and parents indicated that they are aware of the school’s high expectations for student success. The school leader has communicated his expectation of all students graduating high school in four years and being college and career ready. During interviews, students and parents indicated that they are aware of the requirements for college and what is expected in order to avoid being subject to remediation requirements. The three parents interviewed by the IIT reported that staff is accessible

and supportive and gives them strategies for addressing their children's needs. However, the school leader, parents, and staff indicate that parent involvement is limited, and the school has not analyzed the reasons for this lack of engagement or implemented strategies to better help parents work with the school to reach the school's expectations for academic achievement for their children.

- The school provides some opportunities for reciprocal communication to increase families' understanding about student needs and to support student achievement; however, they have not brought about strong partnerships between home and school. The school leader, parents, and staff related that phone calls, phone alerts, emails and written communications are used by the school to communicate with parents. But a review of documents indicates that these communications are not always translated into dominant languages of families. Although teachers are available on Tuesday afternoons for parent contact and meetings, staff reported that parent participation is low, and the school has not yet evaluated its strategies for establishing strong communication channels with parents. For example, the school leader moved a Parent Teacher Association (PTA) meeting to a Saturday and planned it around a student award ceremony. Documentation indicates that over 70 parents attended that meeting, but the IIT did not find evidence to indicate there are plans to continue this practice or use other strategies to improve parent engagement.
- The school leader stated that the school provides very limited training to parents and to staff on creating and sustaining home-school partnerships. Parents related that the only guidance and training that they received on supporting their child's learning at home was on how to log on and use Pupil Path, an online tool for monitoring student progress. The school leader and staff indicate that training was not provided to staff to address how teachers can work with parents to support student achievement, and the school PD plan does not include any workshops to address this need.
- Data, including attendance, credit accumulation, Regents examination results, homework, behavior issues, class work, project grades, and class tests are communicated to parents via written communication and electronic portals. However, the review team found that the data is not consistently analyzed and explained to parents to enable them to better understand the specific learning and social and emotional developmental health needs of their children. Parents interviewed indicated that some teachers share this information during phone discussions, but the lack of parental involvement limits the effectiveness of this process. Parents also stated that data and information available through Pupil Path is not easily accessed and understood by all parents because only a small number attended the training on how to use the tool. The school leader confirmed that the portal is not monitored for usage or effectiveness.

Recommendation:

The school leaders with the school leadership team should begin to strengthen the home-school connection by:

- generating a quarterly school newsletter that is also posted on the school website and translated into second languages that addresses specific academic expectations, benchmarks, progress towards graduation, and college and career readiness, and includes information about relevant subjects such as events, curriculum information, and social and emotional developmental health.