



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



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| BEDS Code | 332000010179 |
| School Name | P.S. 179 Kensington |
| School Address | 202 Avenue C Brooklyn, NY 11218 |
| District Name | NYCDOE CSD 20 |
| School Leader | Bernadette Amato |
| Dates of Review | March 24-25, 2015 |
| School Accountability Status | <input checked="" type="checkbox"/> Focus School |
| Type of Review | <input checked="" type="checkbox"/> SED Integrated Intervention Team (IIT) |

School Information Sheet

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|---|----------------------|---|-------|
| School Configuration (2014-15 data) | | | |
| Grade Configuration | PK, K, 1, 2, 3, 4, 5 | Total Enrollment | 975 |
| | | SIG Recipient | |
| Types and Number of English Language Learner Classes (2014-15) | | | |
| # Transitional Bilingual | | # Dual Language | 1 |
| | | # Self-Contained English as a Second Language | 11 |
| Types and Number of Special Education Classes (2014-15) | | | |
| # Special Classes | 6 | # SETSS | 1 |
| | | # Integrated Collaborative Teaching | 6 |
| Types and Number of Special Classes (2014-15) | | | |
| # Visual Arts | 2 | # Music | |
| | | # Drama | |
| # Foreign Language | | # Dance | |
| | | # CTE | |
| School Composition (most recent data) | | | |
| % Title I Population | 84.3 | % Attendance Rate | 93.0 |
| % Free Lunch | 78.3 | % Reduced Lunch | 0.6 |
| % Limited English Proficient | 49.0 | % Students with Disabilities | 15.3 |
| Racial/Ethnic Origin (most recent data) | | | |
| % American Indian or Alaska Native | 0.6 | % Black or African American | 2.8 |
| % Hispanic or Latino | 26.5 | % Asian or Native Hawaiian/Pacific Islander | 55.3 |
| % White | 14.5 | % Multi-Racial | 0.2 |
| Personnel (most recent data) | | | |
| Years Principal Assigned to School | 4 | # of Assistant Principals | 2 |
| # of Deans | | # of Counselors/Social Workers | 3 |
| % of Teachers with No Valid Teaching Certificate | | % Teaching Out of Certification | |
| % Teaching with Fewer Than 3 Years of Experience | 0.4 | Average Teacher Absences | 9.36 |
| Student Performance for Elementary and Middle Schools (2013-14) | | | |
| ELA Performance at levels 3 & 4 | 17.9% | Mathematics Performance at levels 3 & 4 | 25.4% |
| Science Performance at levels 3 & 4 (4th Grade) | 80% | Science Performance at levels 3 & 4 (8th Grade) | |
| Student Performance for High Schools (2013-14) | | | |
| ELA Performance at levels 3 & 4 | | Mathematics Performance at levels 3 & 4 | |
| Credit Accumulation High Schools Only (2013-14) | | | |
| % of 1st year students who earned 10+ credits | | % of 2nd year students who earned 10+ credits | |
| % of 3rd year students who earned 10+ credits | | 4 Year Graduation Rate | |
| 6 Year Graduation Rate | | | |
| Overall NYSED Accountability Status (2013-14) | | | |
| Reward | | Recognition | |
| In Good Standing | | Local Assistance Plan | |
| Focus District | X | Focus School Identified by a Focus District | X |
| Priority School | | | |

Accountability Status – Elementary and Middle Schools

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|---|-----|---|-----|
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | |
| American Indian or Alaska Native | N/A | Black or African American | N/A |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | NO |
| White | NO | Multi-Racial | N/A |
| Students with Disabilities | YES | Limited English Proficient | YES |
| Economically Disadvantaged | YES | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | |
| American Indian or Alaska Native | N/A | Black or African American | N/A |
| Hispanic or Latino | NO | Asian or Native Hawaiian/Other Pacific Islander | NO |
| White | YES | Multi-Racial | N/A |
| Students with Disabilities | YES | Limited English Proficient | YES |
| Economically Disadvantaged | YES | | |
| Met Adequate Yearly Progress (AYP) in Science (2012-13) | | | |
| American Indian or Alaska Native | N/A | Black or African American | N/A |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | YES |
| White | N/A | Multi-Racial | YES |
| Students with Disabilities | N/A | Limited English Proficient | YES |
| Economically Disadvantaged | YES | | |

SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:

1. All students will experience common core aligned curricula that include multiple entry points for all students including English language learners and students with disabilities.
2. Systems for rewarding positive behavior will be developed.
3. An increase of the teachers rated "highly effective."
4. An increase in communication with parents.
5. To increase the results of data to inform instruction.

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 (SESIS) representative, and a representative from the Regional Bilingual Education Resource Network (RBERN).
- The review team visited a total of 34 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 63 teachers (93 percent) completed.
- The school provided results of a parent survey that 484 parents (65 percent) completed.
- Although 49 percent of students are officially designated as limited English proficient (LEP), another 40 percent are former English language learners (ELL).

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 checked="" type="checkbox"/> | <input 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.5 | Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health). | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| OVERALL RATING FOR TENET 2: | | | | D | |

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

| # | Statement of Practice | H | E | D | I |
|-----|---|--------------------------|-------------------------------------|-------------------------------------|--------------------------|
| 3.2 | The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input 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 | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

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|------------------------------------|--|--------------------------|--------------------------|-------------------------------------|--------------------------|
| | student achievement needs. | | | | |
| 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"/> |
| 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 checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4.5 | Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring). | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 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 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 checked="" type="checkbox"/> | <input type="checkbox"/> |

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|--|--|--------------------------|--------------------------|-------------------------------------|--------------------------|
| | 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 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"/> |
| | OVERALL RATING FOR TENET 6: | | | D | |

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| Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement. | Tenet Rating | D |
| <p>The school has received a rating of <i>Developing</i> for Tenet 2 – School Leader Practices and Decisions.</p> <ul style="list-style-type: none"> • The school leader has developed a vision, goals, and a mission that are generally shared, understood, and articulated by teachers and students, and drive elements of school improvement. The vision and mission are displayed in every classroom and hallway and are recited by students at morning assembly. Students also explained the vision and mission at their focus group meeting. Specific, measurable, ambitious, results-oriented, and timely (SMART) goals were collaboratively developed by the school leadership team and are displayed in hallways and classrooms. The school leader stated that she has established a culture of collaboration and this was reiterated by teachers and students and confirmed by interactions the review team observed. Based on student, parent, and teacher statements, the review team concluded that the vision and mission have had a positive impact on the school’s tone, culture, and instruction, but have not brought about sustained school improvement. • In order to address the needs of the many English language learners (ELLs), the school leader has hired 15 certified English as a second language (ESL) staff. Procedures for student arrival in the morning were changed, which increased instructional time by 15 minutes and created a daily morning meeting for students that improved school tone, according to staff members. The school leader established a teacher center with an instructional specialist who also serves as the literacy coach. To promote community outreach efforts, the school leader established a productive partnership with the New York City Food Pantry that benefits many families. Consequently, students have increased enrichment activities, additional instructional time, and the school has strengthened its connection to families and the community. • The school leader has prioritized teacher supervision through the observation cycle and provides targeted feedback based on classroom visits. A review of documents indicates that feedback is actionable, teacher-specific, and includes next steps. The school leaders analyze the annual professional performance review (APPR) Advance reports to pinpoint instructional deficiencies, which are used to determine grade-team professional development (PD). The grade teams’ Measures of Student Learning (MOSL) analysis led to a concerted effort to integrate writing across the curriculum. Additionally, the school leader and instructional team identify a “skill of the week,” which, during the review team’s visit was “compare and contrast.” Consequently, the review team found during classroom visits that teachers are beginning to use best practices to support the instruction of the weekly skill. • School leaders and staff reported that they base their instructional decisions on an analysis of data; however, they stated to the review team that they do not use available data reports, such as the Annual Measurable Achievement Objectives (AMAO), to gain a deep understanding of achievement trends that are relevant for the school population. For example, although the school leader cited the high student mobility rate as an obstacle to student achievement, the review team did not receive data | | |

from the school leader to support this assertion. The school leaders and staff stated they use guided reading, Fountas and Pinnell, and the American Reading Program to generate data to track reading progress of students. However, the review team found the school did not disaggregate data to determine the effectiveness of these programs or to measure progress over time for students who had been in the school for multiple years. Consequently, there is insufficient analysis of the school’s efforts to determine the effectiveness of various practices and guide the strategic decisions and adjustments.

Recommendations:

- School leaders should disaggregate and analyze data, such as the AMAO report, on a continual basis to better understand the significance and to evaluate the instructional program’s impact on student achievement in order to inform strategic decisions and to continue to make corrective adjustments.
- The school leader should develop a schedule so that current Great Leaps teachers continue training selected paraprofessionals in Response to Intervention (RtI) Great Leaps protocols so they can provide individualized literacy instruction to additional students in grades one through five. The school leader should monitor these activities to make certain they are taking place with fidelity.

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.

- Teachers stated that school leaders support teachers in implementing instruction that reflects the Common Core Learning Standards (CCLS), through observations and walk-throughs. The school has adopted ReadyGEN and GoMath for the English language arts (ELA) and mathematics curricula respectively and staff reported that the curriculum materials and assessments are easily implemented. Staff-created curriculum documents, such as maps, unit and lesson plans reflect the CCLS and address student needs through additional supports for subgroups, such as differentiated activities. The review team found that in more than half the classrooms visited, instruction included adaptations to reflect student needs. The school addresses college- and career-readiness by encouraging students to take responsibility for their learning. An example of student accountability is that students and teachers jointly formulate goals for each core subject area that students then monitor as the school year progresses. Further, the American Reading Program contains a literacy skills checklist that the students use to track their progress. As a result, 76.8 percent of ELLs made gains on the spring 2014 New York State English as a Second Language Achievement Test (NYSESLAT), surpassing the State benchmark.
- There is some disconnect between written curricula, which is CCLS-aligned, and the delivery of instruction. The review team observed higher-order questions in only 15 of 34 classroom visits and complex content utilized in 19 of 34 classroom visits. Although lesson plans contained adaptations and supports for ELLs, push-in ESL teachers did not consistently provide appropriately aligned instruction to students. Students with disabilities also received inconsistent support across classrooms. Both ESL and

special education collaborative teacher teams did not sufficiently use parallel teaching, station teaching, alternative teaching, or co-teaching models to meet student needs.

- Although horizontal grade teams meet for 170 minutes weekly, the school leader and teachers stated that teachers have not planned interdisciplinary lessons and units beyond the school focus of developing student writing to infuse literacy into all content areas. The school leader explained that skills development has been the instructional priority and that interdisciplinary instruction has not received school-wide attention. There is some integration of technology and the arts in classroom instruction, as teachers use SMARTBoards in all classrooms and the review team observed students working on computer notebooks in some classrooms. Students take part in theatrical productions with resident artists. However, the lack of consistent interdisciplinary instruction limits student engagement and success.
- Teachers are beginning to use a range of assessments to inform curriculum planning, such as MOSL fall and spring scores and Fountas and Pinnell assessment scores. Teachers in 13 of 34 classroom visits incorporated checks for understanding during the lesson; however, this is not consistent across classrooms. Displayed student work contained actionable feedback in the form of “grow” and “glow” teacher comments, and most work reviewed by the review team in the small student focus group contained detailed and useful teacher feedback. Students reported that they set academic goals with their teachers in September and that some teachers conduct individual conferences later in the year. Students also reported that they monitor their literacy progress by keeping reading logs as part of American Reading Program, which helps increase student ownership of their learning.

Recommendation:

- Push-in ESL teachers and classroom teachers should continue meeting to plan instruction together and make certain that ELLs, general education, and special education students equitably access reading and other instructional materials. School leaders should continually monitor this activity and make adjustments as necessary.

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 have made some instructional adaptations for ELLs and a few for students with disabilities. The review team saw some evidence of graphic organizers, growth charts, Orton-Gillingham multi-sensory approaches, and behavioral supports for struggling students. Teachers and students collaboratively developed academic goals, but not all teachers monitor these to determine student progress.

- The review team found students engaged in two-thirds of classroom visits. Out of 34 classroom visits, teachers asked higher-order questions in only 15 classrooms, utilized appropriate text and content complexity in 19 classrooms, and provided students with multiple opportunities to learn in 13 classrooms. Where two or more teachers worked together in classrooms, they relied heavily on “teach and assist” and “teach and observe” models for team teaching. While classrooms contained word walls, these were not cumulative, developmental, or interactive in allowing students to remove words to use at their seats. All classrooms and many hallways contained vocabulary displays with words identified as Tiers One, Two, or Three to represent increasing complexity and help students learn word meanings.
- Parents, students, teachers, and school leaders all stated that the school is an emotionally safe environment. However, the review team found evidence of strong student voice in only nine of 34 classrooms where students had opportunities to express ideas by participating in rich discussions and build on other student responses. The school has implemented the three-tier academic RtI program in which intensive academic support is provided to students who do not benefit from interventions at the lower level. The review team found that the needs of ELLs and students with disabilities were more consistently addressed in self-contained classes where class size was small and students received more individualized instruction. However, the review team found that in most team-teaching classrooms, teacher expectations were too low for subgroups, such as ELLs and students with disabilities, as these students were not given the same learning opportunities as the remainder of the class.
- The review team observed teachers purposefully grouping students based on data in only 12 of 34 classroom visits. Student work on display and shared during the small student focus group contained detailed teacher feedback with next steps. To improve feedback to students and increase their ownership of their own learning, the school leader has purchased Skedula that includes Pupil Path, an online student and parent portal. The kindergarten horizontal grade team was observed using data and assessments to inform instructional decisions, improve assignments, determine appropriate student outcomes, and make adjustments for individual students. Although students in grades three to five set goals in September in ELA, math, and science, teachers and students do not consistently collaboratively revisit these goals.

Recommendation:

- Teachers should integrate rich discussion and encourage students to build on other’s responses through the use of accountable talk stems at least once per lesson, and ensure equal participation by ELLs through methods, such as assigning roles to group members so a “facilitator” can monitor participation, and by giving equal numbers of “talk chips” to students that they must spend during the discussion.
- Push-in and classroom teachers should expand utilization of parallel teaching, station teaching, alternative teaching, and co-teaching to ensure greater student engagement and improve learning.
- School leaders should continually monitor these activities and make adjustments as necessary.

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|---|----------------------------|-----------------|
| <p>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.</p> | <p>Tenet Rating</p> | <p>D</p> |
| <p>The school has received a rating of Developing for Tenet 5 – Student Social and Emotional Developmental Health.</p> <ul style="list-style-type: none"> • The school leader reported implementing some programs to address student social and emotional developmental health needs, such as Positive Behavioral Interventions and Supports (PBIS). As part of this initiative, the school implemented “bucket fillers,” a whole class and individual incentive program that uses tokens to promote positive behavior. An outside consultant provided PD to the staff and later evaluated the effectiveness of the program. Teachers reported this led to adjustments to the program based on the consultant’s recommendations. Most classrooms and hallways displayed behavior expectations or class rules charts. However, students reported in their focus group that numerous incidents take place in the cafeteria during lunch, where school aides supervise students. Further, the student support team could not articulate a common vision or benchmarks for student social and emotional developmental health. The absence of a unified vision for student social and emotional developmental health and consistent structures hinder student success. • The school leaders and staff primarily address social and emotional needs developmental health through its PBIS initiative. However, the review team found that staff across the school is not consistently implementing the PBIS curriculum with fidelity. While some students watched a 20-minute PBIS video on proper behavior, staff reported that pre- and post-viewing activities were not consistent across the school and the video’s benefits were not determined. • The school leader introduced a referral form for support services that includes a listing of prior interventions. Additionally, the student support team articulated the process for making referrals for individualized educational plan (IEP) and non-IEP services to the review team. However, the review team found that there is no system in place to monitor the effectiveness of services once they are provided. Further, there has been minimal PD for staff in addressing student needs. Parents in their focus group stated that while they had requested training on parenting skills the school has not provided PD for families on student social and emotional developmental health. While the review team observed no disruptive incidents in classrooms or hallways during their visit, not all school constituents were able to articulate their roles in supporting student social and emotional developmental health. • Although the school collects and analyzes some student social-emotional data, such as attendance, behavior, suspensions, and counseling referrals, the school leader has not developed a comprehensive strategic plan to use data to address student needs. Further, although the school leader and teachers stated that many students with interrupted formal learning (SIFE) do not attend school for months at a time, there is no system to analyze trends, identify students at risk, and address student social and emotional developmental health needs. While there are currently 13 students, referred by teachers or parents, who receive short-term counseling from guidance counselors, there is no system in place to determine the effectiveness of this support. | | |

Recommendations:

- At Monday PD sessions or grade conferences, members of the student support team, spearheaded by the guidance counselors, should provide teachers with an overview of appropriate social and emotional development for students in pre-kindergarten through grade five and identify significant benchmarks, including expectations for students completing grade five.
- The school leader should review supervision of the student cafeteria and make appropriate adjustments to ensure a safe and orderly environment during lunch.

Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.

Tenet Rating

D

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

- The school leader communicates high expectations for student achievement at school events, in individual interactions with families, and during morning announcements. As a result of a survey seeking to determine parent needs, the school introduced ESL classes and a diploma course, which both have good attendance. However, parents stated there has been insufficient parent training on the CCLS or the academic program. Thus, parents stated in their focus group that they are unsure of how to help their children achieve at high levels, and parental involvement has not been harnessed to improve student achievement.
- While grade teams provide Tuesday afternoon parent workshops in math and literacy during which parents can communicate directly with their children’s teachers, the school does not monitor these outreach efforts and provided the review team with no evidence of parent attendance at these workshops. Parents reported an open door policy and stated that staff members were extremely responsive to their calls. All important written school communication is sent home in the families’ most prevalent languages, including Spanish, Arabic, Creole, and Uzbek. However, school leaders and teachers both stated that there are insufficient translators available to ensure all parents can participate in school events. Students carry a folder in their backpacks for communication between home and school. However, parents stated they did not receive the mid-year progress report that the school sent home in these folders in January 2015. Some teachers use DoJo, a smart phone application that allows teachers to send alerts to parents regarding classroom behavior. However, this practice is not consistent across the school and the application does not allow parents to respond.
- The school conducted literacy and math curriculum nights to share with parents information on classroom instruction. The school and parent association scheduled numerous well-attended events, such as an international night that featured cultural performances, costumes, and cuisine reflecting the school’s diversity, student theatrical and musical performances, and parent-teacher conferences. However, parents in their focus group stated that they would welcome additional workshops on parenting skills, understanding assessment data, and the CCLS.

- Parents stated they have received no training on data regarding their children’s learning. While some parents of students with disabilities stated to the review team that they receive timely data indicating their children’s academic progress, other parents stated they do not receive timely student achievement data, which hinders the ability of parents to advocate for services for their children.

Recommendations:

- The school leader should develop a plan for the 2015-16 school year to utilize well-attended parent events, such as parent-teacher conferences, Open School Week, student performances and parent association meetings so that students and parents can share learning experiences, such as solving mathematics problems, conducting science experiments, and having students’ showcase their work.
- The parent coordinator should conduct an inventory check, needs assessment, and research the cost of translation headsets and repair services, and present her findings to the school leader.