



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	342700010042
School Name	P.S./M.S. 042 Robert Vernam
School Address	488 Beach 66 th Street, Arverne, NY 11692
District Name	NYCDOE CSD 27
School Leader	Patricia Finn
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

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	703	SIG Recipient	N/A
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	8	# SETSS	F/T	# Integrated Collaborative Teaching	6
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	11	# Dance	11	# CTE	N/A
School Composition (2013-14)					
% Title I Population	90.0%	% Attendance Rate		87.3%	
% Free Lunch	91.8%	% Reduced Lunch		4.0%	
% Limited English Proficient	2.9%	% Students with Disabilities		25.6%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.2%	% Black or African American		74.0%	
% Hispanic or Latino	19.7%	% Asian or Native Hawaiian/Pacific Islander		1.5%	
% White	2.6%	% Multi-Racial		0.8%	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.18	# of Assistant Principals (2014-15)		3	
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		2	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		4.1%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		4.28	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	7.1%	Mathematics Performance at levels 3 & 4		5.4%	
Science Performance at levels 3 & 4 (4th Grade)	62.3%	Science Performance at levels 3 & 4 (8th Grade)		32.1%	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		34.5%	
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		X	
Priority School					
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		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	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				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:					
<ol style="list-style-type: none"> By June 2015, English language arts (ELA) and math achievement, as captured in New York City (NYC) performance assessments, will increase by five percent. By June 2015, 75 percent of teachers will demonstrate growth in elements of Danielson Competency 1e, designing coherent instruction, as evidenced by observation reports and Measures of Teacher Practice (MOTP) ratings in June 2015. By May 2015, 75 percent of pedagogical staff will demonstrate movement in at least one of the following Danielson Competencies: 2d, managing student behavior; 3b, improving instructional questioning techniques; 3c, engaging students in learning; or 3d, using assessment in instruction. By June 2015, the school leadership team will develop, uniformly implement, and systematically monitor a code of conduct for behavioral expectations, resulting in a ten percent reduction in suspensions and/or safety incidents in the Online Occurrence Reporting System (OORS). By June 2015, school administrators at PS/MS 42 will develop mechanisms for more consistent communication with students and parents to promote an increased awareness of: <ol style="list-style-type: none"> academic expectations, and promotional requirements, as evidenced by a 20 percent increase in parent attendance at school sponsored workshops. 					

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 (NYSED). The team also included a district representative and a Special Education School Improvement Specialist (SEIS) representative.
- The review team visited a total of 30 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, schoolwide data, teacher feedback, and student work.
- The school provided results of a student survey that 149 students (80 percent) completed.
- The school provided results of a staff survey that 48 staff members (100 percent) completed.
- The school provided results of a parent survey that 223 parents (47 percent) completed.

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.

#	Statement of Practice	H	E	D	I
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission, and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
OVERALL RATING FOR TENET 2:				D	

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

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

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

The school has received a rating of **Developing** for Tenet 2 – School Leader Practices and Decisions.

- Interviews with the school leader and parents revealed that, following a review of data, the school leader, school leadership team, and support network developed new school goals for the 2014-15 school year based on goals created the previous year. The school leader reported that reviewed data included Measures of Teacher Practice (MOTP) ratings, Online Occurrence Reporting System (OORS) reports, and student achievement in English language arts (ELA) and math. However, through Integrated Intervention Team (IIT) interviews, reviewers found that these goals were not well known by students, staff, or parents. Additionally, the school leaders and leadership team have not directed efforts toward building and monitoring systems to bring about sustained improvement in student academic achievement. Consequently, ELA and math scores have remained low and the number of suspensions constant throughout the 2013-14 and 2014-15 school years.
- The school leader reported making decisions about the use of resources based on data such as ELA and math proficiency levels, teacher instructional evaluations, and suspension data. The school leader purchased New York State (NYS) P-12 Common Core Learning Standards (CCLS)-aligned curricula from vendors for ELA and math to create consistency of instruction across and between grades. A full-time literacy coach and a part-time math coach work with teachers during common planning time and present model lessons. Teachers receive additional support from a literacy coach and data specialist provided by the vendor, Writing Matters. A technology teacher was hired to teach students research skills and collaborate with classroom teachers to infuse technology into instruction. An additional interim assistant principal (AP) was hired, in part, to assist teachers in classroom management. However, reviewers found limited evidence that these efforts are closely coordinated, monitored, and evaluated for effectiveness; thus, many decisions regarding the use of resources do not lead to comprehensive improvements in student academic outcomes.
- The school leaders conduct one formal and five informal observations annually that target eight components of the Danielson Framework and are tracked by school leaders using TeachBoost, an electronic spreadsheet, to assess teacher improvement. However, reviewers found that classroom data is not regularly analyzed, and document reviews and teacher interviews revealed that recommendations are not consistently followed up on in subsequent school leader visits, nor do they always include specific actionable practices. Additionally, reviewed documentation showed no timelines for teacher implementation of instructional practices, and school leader follow-up visits and walkthroughs were not scheduled in a timely manner. Consequently, the IIT found little evidence of systems supporting continuous improvement in instructional practices.
- The IIT found that the school leader has instituted some structures to improve schoolwide practices; however, most are not monitored, evaluated, or connected in ways that allow the school leader to make informed decisions. For example, although students are tested for independent reading levels and classrooms have leveled libraries, there is no system in place to ensure that students read independently at home, even though this is a key component in achieving the school’s goal to increase student proficiency at levels three and four in ELA by five percent. The school leader created weekly

common planning time for grade- and subject-level teachers; however, reviewers found common planning time lacks protocols to ensure student work is reviewed. In addition, although some data is collected, it is not deeply analyzed nor regularly used to identify specific instructional skills or strategies. Some school leader and teacher initiatives, including accountable talk and evidence-citing practices, have been implemented; however, these practices are not monitored by school leaders on a regular basis. As a result, planning and instruction do not consistently address the needs of individuals or groups of students.

Recommendation:

The school leader will immediately increase active and supportive supervision by:

- meeting with the instructional cabinet, including assistant principals and coaches, to develop a protocol with a specific timeline to conduct targeted instructional walk-throughs with explicit feedback focused on the incorporation of engaging activities at the start of all classes, classroom management, and discussions requiring student use of accountable talk stems;
- ensuring that formal and informal observations focus on the three identified elements listed above and provide explicit actionable and timely feedback; and
- meeting with the instructional cabinet weekly to review data pertinent to targeted instructional practices to identify trends and evaluate effectiveness in order to plan next steps.

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 reported involving the school in the Learning Partners Program, which provides opportunities for intervisitations between host schools, also called mentor schools, and partner schools four times a year, so that school leaders and teachers can share practices with a focus on planning and instruction. Additionally, the school leader purchased GO Math!, ReadyGEN, Code X, and CMP3 to align math and ELA curricula to the CCLS; however, an IIT review of unit and lesson plans showed that teachers are just beginning to adapt units and plan lessons to meet the needs of students. The school leader and teachers have worked together to create and adopt a planning template that requires three to five higher order thinking questions using Webb’s Depth of Knowledge (DOK) levels; however, most reviewed lesson plans did not include these elements. A grade-level meeting observed by the IIT and a review of documents revealed that teachers do not plan together, horizontally or vertically, to address student needs and ensure consistency of instruction, nor do they regularly institute practices to address college and career readiness. For example, despite an emphasis on improving reading proficiency, there is no plan to increase independent at-home reading time through the borrowing of books from the leveled libraries.

- Observation of a teacher-planning meeting and teacher interviews showed that data from learning-style surveys, baseline and unit assessments, and formative and summative assessments are being collected to guide instructional planning; however, the IIT noted that most of the data reviewed and discussed was general in nature. For example, ELA data was broken down by comprehension, writing, and vocabulary results, rather than by specific skill mastery. Reviewers noted that some teachers used lessons from vendor-produced materials with no adaptations to incorporate student needs, and little scaffolding or inclusion of texts with varying complexity was found in planning documents. In addition, reviewers found that teachers often inconsistently use data when planning to incorporate student needs. For example, in the observed planning meeting, as a response to data analysis, teachers considered using highlighting and underlining as strategies to help students provide complete answers to comprehension questions, but could not agree on a consistent practice to use throughout the grade.
- IIT interviews with the school leader and teachers demonstrated that some units are being developed and implemented to integrate content area subjects across the curriculum, but not on a consistent basis. Some teachers are implementing interdisciplinary units, such as a third grade unit on Nigeria that integrates social studies, ELA, math, technology, art, and dance. The school leader also reported that teachers of eighth grade technology, ELA, math, and science have planned an interdisciplinary unit; however, the school leader stated that this practice is emerging and will be a school focus next year.
- Some teachers and the school leader reported that a range of assessments is being used to plan units and lessons; however, reviewers learned that item analyses and skills breakdowns are not regularly completed. Although some teacher plans include ongoing assessments using strategies such as exit slips, thumbs up and down, and individual white boards, interviews with teachers showed that this practice is inconsistent across content subjects and grades. Additionally, although students keep portfolios in classrooms, reviewers found that few portfolios track student skills and strategies to enable students to clearly comprehend their own progress.

Recommendation:

The school leaders should ensure an increase of independent reading time to improve student literacy by:

- having school leaders, coaches, and other qualified staff work with teachers during planning time to level and uniformly color code all class libraries, and to prominently post color-coded levels in all classrooms;
- having teachers use common planning time to create standardized, grade-appropriate reading logs, that include time requirements for students to read at home each night; and
- having teachers model and then supervise groups of students over several days in the practice of choosing independent reading books on the appropriate level to be signed out and taken home.

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.

- School and teacher leaders have begun to collect and track formative and summative data; however, reviewers found this data is not consistently analyzed to identify the needs of individuals or groups of students. All students were given learning-style and interest surveys, and most teachers reported that they have used the results to provide students with multiple opportunities to learn; however, during classroom visits, reviewers found that this practice was used inconsistently. Most teachers did not use tiered activities to provide multiple access points or differentiation for students. Most observed special education instruction did not include specific strategies to support instruction for students with disabilities and targeted to Individualized Education Program (IEP) goals. The IIT noted that student-learning goals were evident in most classrooms, with most identifying a learning skill and related to student achievement; however, reviewers found that instructional plans and observed practices did not consistently address these goals in a manner that reflected student needs.
- Classroom visits showed that only some teachers provide engaging, CCLS-aligned lessons. The IIT found that most teachers do not regularly incorporate higher order questioning into instruction, text complexity is rarely varied, and few lessons present multiple opportunities for students to respond and learn. During classroom visits, reviewers noted some engaging student activities, such as turn and talk, but this and similar practices were not evident in most classrooms. Additionally, reviewers saw few opportunities for student discussion in most classes visited. Although all elementary and ELA classes had sentence starter posters for accountable talk, they were not easily visible in many classrooms and often not referenced by teachers or students during student discussions. Additionally, students were not regularly asked to provide textual evidence to support their conclusions. Consequently, most instruction observed by the IIT reached only the levels of knowledge, comprehension, and application.
- Interviewed students shared that they enjoy classes and feel free to ask or answer questions. Most classrooms visited by the IIT exhibited a respectful classroom environment conducive to learning. However, in most classrooms, students were not actively engaged in learning and reviewers saw little differentiation of instruction to meet the needs of all students. For example, in several math classes, manipulatives or other types of scaffolding were not used to engage and support the learning of struggling students. Students reported that they are rarely challenged in class, and if they have mastered the skill being taught, they are not usually provided with extensions, but asked to assist struggling students.
- Most teachers do not use data and assessments to inform and adjust instructional strategies. Classroom visits, document reviews, and interviews with students and staff revealed that most teachers do not adjust student groupings based on assessments and specific data. Checks for understanding were not consistently practiced in visited classes, limiting teachers’ ability to perform ongoing assessments of student learning. During individual and group work, reviewers found little evidence of teachers making notes to memorialize student needs. In a few classes, reviewers noted that teachers were providing actionable feedback and self-evaluation sheets for students to reflect upon their own learning. Students have portfolios, but reviewers found that data and feedback were

not consistently organized or connected; and although teachers post “grow and glows” for written work to give students next steps, comments were often not specific enough to allow students to understand how to improve their work.

Recommendation:

Teachers should increase accountable talk, across all content areas, tied to contextual evidence by:

- placing accountable talk sentence starter charts in highly visible and easily accessible places;
- modeling the use of accountable talk sentence starters tied to textual evidence and guiding student practice; and
- ensuring that all students use accountable talk sentence starters while using text-based evidence in all content areas.

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.

- According to the school leader and student support team, the school has established systems that identify students’ social and emotional developmental health needs. However, reviewers found that these systems are not consistently implemented to ensure appropriate support for all students. The student support team, which includes the guidance counselor, school psychologist, social worker, speech therapist, Special Education Teacher Support Services (SETSS) teacher, and community resource coordinator, meets twice monthly to review and address referrals. Counseling in Schools, a community organization, provides teachers with opportunities to meet with social workers to discuss the handling of student problems. Reviewers also learned that student removal forms require teachers to meet with the school leader to discuss how a removal will benefit both the class and the student. However, according to student support team members, the school has a high number of mandated students receiving services, with few benchmarks for identifying at-risk students. Additionally, although scheduled parent engagement time on Tuesday afternoons is specifically used to address students’ social and emotional health needs, the school leader, staff, students, and parents stated that this intervention focuses primarily on students with acute issues in attendance, academics, and behavior. Consequently, the IIT found that the needs of at-risk students are not consistently met.
- The school sponsors a variety of programs that address students’ social and emotional developmental health needs; however, the IIT found they are not consistently implemented and monitored, with little PD offered to develop the adult capacity needed to meet student needs. For example, to encourage valued behaviors, the positive behavioral interventions and supports (PBIS) framework has been in place for several years. However, the school leader and staff reported it is not consistently practiced throughout all grades and classrooms, and noted a lack of student recognition events and few grade-

appropriate awards. Interviewed students stated that only some teachers use the system. Additionally, according to students and staff, specific student principles related to social and emotional developmental health and academic achievement are not clearly defined. As a result, students are often unable to identify school rules or important behaviors for success.

- The school leader and members of the student support team reported that data and information about services managed by external providers are not shared with teachers on a consistent basis. For example, the New York Junior Tennis and Learning (NYJTL) program provides students with after-school, holiday, and summer programs, and the Sports and Arts in Schools Foundation (SASF) provides after-school programming for students in grades six through eight. However, there was little evidence of communication between these community-based organization (CBOs) and school staff regarding support of student social and emotional developmental needs.
- The school leader and student support staff reported that academic data, attendance information, and behavioral referrals are tracked during student support team meetings to determine appropriate student interventions. The school leader reportedly reviews academic data collected on Google Docs for trends and identification of struggling students; however, reviewers found no similar benchmarks to identify students’ social and emotional developmental health needs. The school leader reported that OORS data is reviewed to isolate when, where, and with whom student incidents occur; and that the information is used to identify and provide training for relevant staff. Student support staff reported collecting data that includes teacher anecdotal accounts, student work, data on potential holdovers, and teacher notes on interventions on a case-by-case basis; however, reviewers learned that collected data is not used consistently by all staff to ensure that the social and emotional developmental needs of all students are correctly identified and addressed.

Recommendation:

The school leaders and staff should improve the classroom and school learning environment by immediately planning to implement and monitor a uniform positive behavioral interventions and supports (PBIS) program by:

- using common meeting time to have school leaders, teachers, support staff, and other appropriate adults identify behaviors and skills important to students’ social and emotional developmental health and academic success;
- sharing the identified behaviors and skills with parents through school leadership team and Parent Association (PA) meetings;
- using common planning time to develop grade-appropriate lessons and activities focusing on one behavior identified monthly for the entire school; and
- using “bucket filler” benchmarks to trigger grade-appropriate rewards and recognition.

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

- Parents stated that the school leader communicates high expectations and conducts various activities focused on student performance, such as monthly assemblies and awards for attendance and academics; the school leader also speaks at all Title I Parent and Parent Association (PA) meetings to promote school expectations. However, through interviews and classroom visits, reviewers found that not all teachers share these expectations. Parents and the school leader reported that a schedule is in place for parent workshops, beginning in April, to run concurrently with Saturday classes for students; parent workshops will focus on providing families with training on Reading Plus, a computerized reading program for students, and other tools to help them support their children’s learning. However, interviewed parents stated they are not yet equipped to understand and support their children’s academic needs.
- The school provides multiple and equitable opportunities for reciprocal communication. The school leader schedules additional parental engagement time for purposes other than discussing student social-emotional health issues, and has reported an increase in weekly attendance from approximately 15 to 50 parents. The school leader, staff, and parents also reported that teachers communicate with families by phone, email, text, FaceTime, phone blasts, Google Docs, and ClassDojo. Reviewers learned that written documents are translated into the dominant second languages of families and that oral communications are translated as necessary. However, parents reported that not all staff members clearly or consistently communicate information to support student achievement or help parents understand school and district systems, such as the grading policy. For example, only some grades publish a monthly newsletter to address curricula and class activities. Additionally, there is no parent handbook to increase family understanding of student needs and school expectations and policies.
- The school provides limited training to parents and staff on creating and sustaining home-school partnerships that support student achievement. The school offers some programs for parents, such as a parent weekend and monthly parent breakfasts with the school leader, and multiple opportunities for parents to volunteer for events, celebrations, and chaperoning. Although some parents and teachers reported that teachers sometimes develop action plans to partner with parents in supporting student achievement, reviewers found that parent-teacher partnerships are inconsistently used throughout the school to help parents support their children academically and socially.
- Although student data is posted on Google Docs, it is not analyzed to allow parents to understand specific areas of student need. The IIT discovered that student progress reports are not issued mid-marking period to inform parents of student progress between report cards. Interviews with parents revealed that not all staff consistently post data or are responsive to parent inquiries. Interviews with parents, teachers, and support staff showed that specific academic data is not consistently shared and, consequently, not all families are able to advocate for appropriate services for their children.

Recommendation:

The school leaders, with the school leadership team, should strengthen understanding and support for high expectations with all parents and staff by:

- ensuring that monthly newsletters, also posted on the school website, address school grading policy, specific academic expectations, and school academic initiatives, including independent reading at home and how to monitor children’s progress;
- having teachers use common planning time to generate mid-marking period progress reports for all classes and subjects; and
- hosting workshops for parents that address the school’s grading policy and ways to support children’s independent reading.