



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

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



<b>BEDS Code</b>	310600011346
<b>School Name</b>	Community Health Academy of the Heights
<b>School Address</b>	504 West 158 <sup>th</sup> Street
<b>District Name</b>	NYCDOE CSD 6
<b>School Leader</b>	Mark House
<b>Dates of Review</b>	February 24-25, 2015
<b>School Accountability Status</b>	<input checked="" type="checkbox"/> Priority School
<b>Type of Review</b>	<input checked="" type="checkbox"/> SED Integrated Intervention Team (IIT)

### 06M346 School Information

School Configuration (2014-15)					
Grade Configuration	06,07,08,09,10,11,12	Total Enrollment	633	SIG Recipient	No
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	4	# SETSS	N/A	# Integrated Collaborative Teaching	28
Types and Number of Special Classes (2014-15)					
# Visual Arts	4	# Music	5	# Drama	N/A
# Foreign Language	12	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	88.4%	% Attendance Rate		88.7%	
% Free Lunch	90.3%	% Reduced Lunch		1.8%	
% Limited English Proficient	29.2%	% Students with Disabilities		19.5%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American		6.7%	
% Hispanic or Latino	91.5%	% Asian or Native Hawaiian/Pacific Islander		0.2%	
% White	1.3%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.46	# of Assistant Principals (2014-15)		1	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		4	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		3.3%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.7%	Average Teacher Absences (2013-14)		4.34	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	11.5%	Mathematics Performance at levels 3 & 4		7.7%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		61.9%	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	71.4%	Mathematics Performance at levels 3 & 4		42.0%	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	75.0%	% of 2nd year students who earned 10+ credits		53.6%	
% of 3rd year students who earned 10+ credits	50.5%	4 Year Graduation Rate		61.8%	
6 Year Graduation Rate	80.0%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

#### Accountability Status – Elementary and Middle Schools

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

#### Accountability Status – High Schools

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		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	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		N/A
Hispanic or Latino	NO	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	NO			
Met Adequate Yearly Progress (AYP) in Graduation Rate (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		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:**

1. Each grade team, consisting of a science, math, ELA, social studies and special education teacher, in grades 6 through 10 will work to develop one cross-curricular project.
2. By April 24, 93% of all 6th, 7th, 8th and 9th grade students will be screened and categorized into three categories – high risk, moderate risk and low risk. High-risk students will be rapidly treated and if necessary referred to outside agencies or the hospital. Moderate and high-risk students will meet in counseling sessions to address their need.
3. The core content and special education teachers in grades 6 – 12 will meet twice a week for 32 weeks, starting in September 15 and ending June 19, to monitor student academic needs using a protocol that examines at minimum three data sources.
4. Teacher practice will be tracked using student data such as school required pre-assessments and post-assessments for each unit. The results of all pre and post assessments are recorded in a publicly shared grade book. We will match teachers' self-assessments, student data and observation driven areas for improvement to individual PD plans.
5. To increase the PTA attendance by 20% and parent attendance during evening programming by 40% in addition to having over 200 center visits in the first year.

**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 (SESIS) representative, and a representative from the Regional Bilingual Education Resource Network (RBERN).
- The review team visited a total of 44 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 484 (83 percent) completed.
- The school provided results of a staff survey that 35 (71 percent) completed.
- The school provided results of a parent survey that 284 (53 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 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 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"/>
<b>OVERALL RATING FOR TENET 2:</b>				<b>D</b>	

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

#	Statement of Practice	H	E	D	I
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL RATING FOR TENET 3:</b>				<b>D</b>	

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

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

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

#	Statement of Practice	H	E	D	I
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL RATING FOR TENET 5:</b>			<b>E</b>		

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

#	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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL RATING FOR TENET 6:</b>			<b>E</b>		

<b>Tenet 2 - School Leader Practices and Decisions:</b> Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement.	<b>Tenet Rating</b>	<b>D</b>
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The school has received a rating of ***Developing*** for Tenet 2 – School Leader Practices and Decisions.

- In Integrated Intervention Team (IIT) interviews, the school leader, school leadership team (SLT), and Community League of the Heights (CLOTH), a community organization, reported working together to develop and promote a school mission and specific, measurable, ambitious, results-oriented, and timely (SMART) goals. Interviews with staff and parents indicated these goals are well known. However, the school population includes a large number of English language learners (ELLs) that the school’s priorities do not directly address and the school did not achieve Annual Measureable Achievement Objectives (AMAO). Consequently, although some yearly gains have been made in English language arts (ELA) and math scores and in the graduation rate, the school has not shown sustained academic improvement.
- The school leader has strategically used resources to bring about school improvement and increased opportunities for student success. Grade-level meetings have been implemented, as have daily advisory meetings in which staff members work with small groups of students to review academic progress and their social and emotional developmental health needs. Additionally, a full-time bilingual school psychologist and a social worker were hired, and six social work interns were enlisted to implement a screening system for all students in grades six through nine. As a result, staff can identify student social and emotional developmental health needs and are starting to address individual academic needs. The school leader has hired an English as a second language (ESL) coach to support instructional planning and to mentor ESL teachers, an ELA coach to develop and implement coordinated unit and lesson plans, and a United Federation of Teachers (UFT) coach who has helped implement learning targets for students. A decision to redesign the program for special education teachers in grades seven through 11 in integrated co-teaching (ICT) classes allows the special education teacher to follow the same students across all core content classes. This built on the grade six pilot initiated during 2013-14, which resulted in students with disabilities in that cohort showing significant improvement in math and ELA scores.
- A review of teacher observation reports and staff interviews indicate the school leaders have provided teachers with frequent and targeted observations, and that school leaders review observation data. The review team found that feedback in observation reports is general in nature, does not specify individual instructional practices, and does not regularly address data needed for teachers to address specific needs of individual and groups of students. Professional development (PD) is provided to staff based on observations, teacher conferencing, and instructional cabinet meetings. However, the lack of memorialized feedback and follow up from school leaders and coaches hinders continuous improvement in instructional practices.
- A review of documents indicates that the school leaders have established systems, such as JumpRope, an electronic platform that tracks student data, to monitor individual and school-wide practices to know what is happening in the school. However, school leaders do not use this data to address decisions for all student populations. The school goals do not include measurable goals to track the

progress of ELLs. Therefore, the measurement of their progress is not a school-wide focus. The school leader has recently instituted many systems, such as learning targets aligned to the New York State (NYS) P-12 Common Core Learning Standards (CCLS), and the school-wide grading policy, but teachers are not consistently using these structures to improve instructional practices and address the needs of individual and groups of students.

**Recommendation:**

The school leader should use extended cabinet meetings, including assistant principals, coaches, and the master teacher, to develop a common understanding of what to look for at department meetings regarding the use of accessible and grade-level appropriate language for all students, especially ELLs. During the spring term, the team should share what staff should look for and guide them in adapting existing learning targets and rubrics into language that enables students to understand their specific learning needs and next steps in order to take ownership of their learning.

**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 has instituted common planning time four days a week for teachers to meet by grade or department to review student data and plan units and lessons aligned to the CCLS. Teachers use an electronic platform, Google Docs, to share planning documents. A review of lesson plans indicates that most teachers have adopted a lesson plan template introduced by school leaders and coaches that includes learning targets and other elements, such as essential questions tied to the CCLS. However, the language of the learning targets and rubrics is not accessible to all students, and documents reviewed inconsistently included specific scaffolds and differentiation to address the needs of all students. Additionally, a grade meeting observed by the IIT and a review of meeting documents revealed that protocols used in department meetings do not regularly result in unified decisions to implement instructional practices or strategies to address identified learning issues.
- A review of lesson plans and teacher interviews indicate that teachers plan lessons and units based on data, including learning targets, pre- and post-unit assessments, and exam results; however, adaptations are inconsistently included to incorporate student needs. For example, although team meetings consistently look at student work and include ESL teachers, core subject unit and lesson plans do not consistently include ESL strategies, such as language objectives, to support language acquisition for ELLs. The school leader reported that beginning and intermediate ELLs have been given more ESL instructional time, but much of this is instituted through a pullout program from their ELA and social studies classes, and there is no curriculum to ensure that these students receive the same content instruction as other students. Additionally, although most lesson plans target critical thinking, higher-order questions are not regularly included. As a result, students are not regularly asked to think analytically, and meaningful discussion was rarely observed in class visits.
- Interviews with the school leader and teachers indicate that some units are being developed and implemented to integrate content area subjects across the curriculum, but not on a consistent basis.

Most of these efforts are to integrate ELA skills in all content class lessons. Some lesson plans reviewed included the use of technology as an integral part of learning, such as when students created problem-solving videos, but most lessons did not integrate technology or other content areas. Although all classrooms are equipped with SMARTBoards, teachers observed did not use them as an interactive instructional tool to engage students in learning.

- Teachers are using data from pre- and post-unit assessments, projects, analysis of student work, performance series, and Achieve 3000 to inform their curriculum planning. However, classroom visits showed the feedback that students receive does not consistently help them understand what they need to improve. Teachers stated progress reports on learning targets are generated every two weeks and discussed with students during advisory and tutoring sessions. However, a review of documents showed that the learning targets are not in student-friendly language and students interviewed exhibited limited understanding of what their next steps should be.

**Recommendation:**

The school leader should establish common planning time for the coaches and ESL teachers to adapt existing ELA and social studies curricula, adding appropriate second language supports for use in the ESL, ELA, and humanities classes.

<p><b>Tenet 4 - Teacher Practices and Decisions:</b> 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.</p>	<p><b>Tenet Rating</b></p>	<p><b>D</b></p>
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The school has received a rating of **Developing** for Tenet 4 – Teacher Practices and Decisions.

- Although the school leaders discuss with teachers the use of data for planning instructional strategies that meet the needs of all students, the practice was inconsistent in classes visited. According to IIT interviews, the school leaders and coaches attend the teacher meetings and model instructional practices. However, classroom visits demonstrated that instructional strategies, such as devising multiple access points, and varying tasks and products reflective of student needs were inconsistently planned or implemented. While some teachers utilize tiered activities for students to provide multiple access points, many teachers did not implement differentiated instruction, activities, or language supports, especially for ELLs. In most IIT classroom visits, teachers did not utilize instructional strategies indicated in Individualized Education Programs (IEP) through direct instruction, differentiation, and multiple points of access to make the content accessible to students. Additionally, goals for all students are based upon completion of learning targets; however, the strategies and skills needed to accomplish learning targets are not consistently delineated so that students can achieve them. As a result, learning activities do not consistently provide supports for all students.
- Some teachers provide engaging, CCLS-aligned lessons, but teachers do not regularly incorporate higher-order questions into instruction, text complexity is not consistently varied, and only some lessons present multiple opportunities for students to respond. In classroom visits, the review team found that teachers often dominated instruction, most questions were low level, and many classroom activities did not challenge students to think critically. Although many classes visited had students interacting in pairs or small groups, these conversations were not consistently structured with

protocols and routines to focus these discussions and challenge student to think.

- Classroom visits demonstrated for the review team that most students were actively engaged and classrooms were intellectually safe learning environments. Students interviewed related that they enjoyed being in class and that they felt free to ask or answer questions, and that other students were supportive of their learning. During one ICT classroom visit, when a student answered in a full sentence, other students applauded. Student interviews and the school survey indicate that students are clear about rules and behavior expectations and feel that these are implemented in a fair manner. As a result, students learn in an intellectually safe environment.
- Most teachers use data and assessments to inform and adjust instructional strategies; however, adjustments are often made for the whole class and not for individuals or groups of students. Classroom visits found that some teachers adjust grouping based on assessments; however, checks for understanding were not consistently evident in classes observed, thus hindering on-going assessment. Although most teachers circulated and spoke with students during individual and group work, there was little evidence of teacher notes to memorialize student needs, and feedback often did not allow students to reflect on their work. For example, rubrics were often general with the same writing rubric for all grades and not differentiated for specific assignments. Teachers explained that student-reading levels were based on assessment. However, in student interviews only about half the students interviewed knew their independent reading levels and the majority were not aware of the meaning of the level designations. As a result, student ownership of learning is limited and does not always provide the students with the specific knowledge that they need to improve their academic achievement.

**Recommendation:**

The school leaders should improve student learning by:

- having all teachers circulate around the room with the aim of providing immediate, specific, and actionable feedback;
- asking open-ended questions that make students think and providing appropriate wait time;
- utilizing exit slips on a regular basis to have students reflect on what they learned and next steps; and
- having teachers 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**

**E**

The school has received a rating of *Effective* for Tenet 5 – Student Social and Emotional Developmental Health.

- The school leader has implemented comprehensive and interrelated systems that effectively identify student social and emotional developmental health needs and ensures that appropriate supports are in place for all students. Students indicated that an advisor meets with ten to 15 students and speaks

with them individually and as a group on a daily basis about both academics and social-emotional issues. The school leader shared that individual student needs are addressed through counseling either within the school or provided through CLOTH or one of its partners. Grade team meetings have been structured to include support team members to address student social and emotional developmental health needs and plan interventions. All data, including academics, is captured on JumpRope and are available to appropriate constituencies and agencies, such as the extended learning day partners. Students are well known to staff and all students interviewed indicated that there was at least one adult whom they could go to if they had any issues.

- The IIT observed five overarching values that are posted in all classrooms: punctuality, preparedness, accountability, grit, and self-control. Students, parents, and staff all demonstrated during interviews that they know these over-arching values and stated that the values are addressed in advisory and are part of learning targets in progress reports and report cards. Further, parents and staff reported that student ratings in these areas are also posted on JumpRope, which allows parents, teachers, and students to access the results and address any related issues. Support staff shared that they provided PD to staff members, to enable them to identify students with social and emotional developmental health needs. As a result, students, parents, and staff stated in interviews that student social and emotional developmental health needs are individually addressed.
- Systems are interrelated strategically to create a healthy learning environment and ensure that student needs are consistently met. The school leader stated that the process is that teachers identify possible problems, the support staff evaluates, staff jointly plans interventions and solicits parental input, and the school and CLOTH provide resources to meet identified needs. The CLOTH resource coordinator works with the school support staff to address student and family needs. For example, after a teacher identified a student as having possible visual problems, all students were screened and those students who needed glasses received two pairs of free glasses. In IIT interviews with students, staff, and parents all related that the school takes care of both students and families.
- Student, staff, and parent interviews and a review of documents indicate that support staff, advisors, and teachers track and analyze student achievement, attendance, disciplinary, and anecdotal data utilizing JumpRope and use it to respond proactively to social-emotional student needs. The school has implemented a process in which the school psychologist and the social worker, along with six social work interns from Columbia University and Hunter College, screen all students through individual interviews, classroom observations, and Duckworth’s grit scale in grades six through nine to identify and address any social and emotional developmental health needs. This program was piloted with grade six students during the 2013-14 school year to remove barriers to learning. Students in grade six demonstrated significant gains in both ELA and math, and there has been a 20 percent decrease in student hospitalizations for emotional health issues. As a result, appropriate supports are in place to identify and respond to the social and emotional developmental health needs of all students, and to support their academic and personal growth.

<p><b>Tenet 6 - Family and Community Engagement:</b> The school creates a culture of partnership where families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.</p>	<p><b>Tenet Rating</b></p>	<p><b>E</b></p>
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The school has received a rating of *Effective* for Tenet 6 – Family and Community Engagement.

- The school leader reported that leaders and staff have developed communications and relationships to ensure that students and families are aware of high expectations and are equipped to help their children reach those expectations. In interviews, staff, parents, and students all stated they knew what is expected of students and the school survey indicated that 96 percent of the parents believe that the school has high expectations for their children. Four parent-student orientations were held during the summer and the school leader has implemented a strategic plan through targeted programs and partnerships to prepare students for college throughout high school. Beginning in the middle school, college trips are instituted culminating with overnight trips so that students and parents are aware of college expectations and environments. All juniors and seniors receive college counseling with at least two family counseling sessions. Advisors help students track their academic progress on a daily basis and direct them to tutoring sessions that are held during the zero and ninth periods.
- The school leaders and staff provide multiple opportunities for reciprocal communication to increase staff and family understanding about student needs and to further support achievement. Parents interact with school personnel through phone calls, emails, text messages, newsletters, school messenger, and written communications that are translated into Spanish, which is the dominant second language. A parent resource room is strategically located near the school leader’s office where parents can utilize computers, interact with the parent coordinator, and do volunteer work. Parents related that the school has an open door policy and the school leader and staff members are readily available. Additionally, the parent coordinator, the school leaders, and CLOTH offer on-going workshops planned with parent feedback that address student social and emotional developmental health and academic achievement. The school’s goal to have 200 parent visits to the parent resource room has already been surpassed and over 70 percent of parents attended orientation sessions during the summer according to documents reviewed by the IIT. Staff reported that school staff and community partners offer a range of parent education courses in the evening including ESL, Zumba, and yoga with over 175 parents per week attending. As a result, parent participation in the school has grown and is an integral part of school culture.
- The school leaders and staff provide training to parents and staff on creating and sustaining home-school partnerships. Teachers state that they invite parents to come to school, meet with them, and sit in classrooms to work together to support student achievement. Support staff meets with teacher teams to provide training for the home-school partnership and to discuss interventions. Additionally, parents related that teachers are active in the Parent-Teacher Association (PTA) and address school-home links. As a result, both staff and families are able to work together to support student achievement.
- Data is shared in a way that allows staff, students, and parents to understand both student and family needs. Interviews with parents, support staff, and the school leader, and a review of documents indicate that teachers and the school leader provide PD to parents to help them understand what JumpRope offers and how to use it, as well as how progress reports and learning targets are there to support student achievement. Parents are invited to team meetings and are active participants in addressing student needs and achievement. PD is provided for parents with children who have IEPs, which allows parents to advocate for services that address the needs of their children.