



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 | 32900010117 |
| School Name | I.S. 117 Joseph H. Wade School |
| School Address | 1865 Morris Avenue, Bronx, New York 10453 |
| District Name | NYCDOE CSD 9 |
| School Leader | Ms. Delise Jones |
| Dates of Review | November 12-13, 2014 |
| School Accountability Status | <input checked="" type="checkbox"/> Priority School |
| Type of Review | <input checked="" type="checkbox"/> SED Integrated Intervention Team (IIT) |

09X117 School Information Sheet Key

| School Configuration (2014-15) | | | |
|--|----------|---|-------|
| Grade Configuration | 06,07,08 | Total Enrollment | 621 |
| | | 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 | 30 | # SETSS | 14 |
| | | # Integrated Collaborative Teaching | 12 |
| Types and Number of Special Classes (2014-15) | | | |
| # Visual Arts | N/A | # Music | 5 |
| # Foreign Language | 7 | # Dance | 6 |
| | | # CTE | N/A |
| School Composition (2013-14) | | | |
| % Title I Population | 90.3% | % Attendance Rate | 88.5% |
| % Free Lunch | 92.8% | % Reduced Lunch | 2.2% |
| % Limited English Proficient | 36.0% | % Students with Disabilities | 26.0% |
| Racial/Ethnic Origin (2013-14) | | | |
| % American Indian or Alaska Native | 1.1% | % Black or African American | 16.5% |
| % Hispanic or Latino | 80.2% | % Asian or Native Hawaiian/Pacific Islander | 1.4% |
| % White | 0.6% | % Multi-Racial | 0.2% |
| Personnel (2014-15) | | | |
| Years Principal Assigned to School (2014-15) | 11.18 | # of Assistant Principals (2014-15) | 2 |
| # of Deans (2014-15) | 2 | # of Counselors/Social Workers (2014-15) | 3 |
| Personnel (2013-14) | | | |
| % of Teachers with No Valid Teaching Certificate (2013-14) | N/A | % Teaching Out of Certification (2013-14) | 2.0% |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | 0.2% | Average Teacher Absences (2013-14) | 8.48 |
| Student Performance for Elementary and Middle Schools (2013-14) | | | |
| ELA Performance at levels 3 & 4 | 4.5% | Mathematics Performance at levels 3 & 4 | 5.4% |
| Science Performance at levels 3 & 4 (4th Grade) | N/A | Science Performance at levels 3 & 4 (8th Grade) | 13.3% |
| Student Performance for High Schools (2012-13) | | | |
| ELA Performance at levels 3 & 4 | N/A | Mathematics Performance at levels 3 & 4 | 74.5% |
| 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 | |
| Priority School | X | | |
| Accountability Status – Elementary and Middle Schools | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | |
| American Indian or Alaska Native | N/A | Black or African American | NO |
| Hispanic or Latino | NO | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | NO | Limited English Proficient | NO |
| Economically Disadvantaged | NO | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | |
| American Indian or Alaska Native | N/A | Black or African American | NO |
| Hispanic or Latino | NO | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | NO | Limited English Proficient | NO |
| Economically Disadvantaged | NO | | |
| Met Adequate Yearly Progress (AYP) in Science (2012-13) | | | |
| American Indian or Alaska Native | N/A | Black or African American | NO |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | YES | Limited English Proficient | YES |
| Economically Disadvantaged | YES | | |
| SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL: | | | |
| <ul style="list-style-type: none"> • Increased achievement in mathematics and literacy • Systems and structures will be established to support sustainable behaviors that support instructional rigor • A safe, nurturing, educational community that develops the whole child through the implementation of rigorous, CCLS aligned instruction as well as systems and structures that support the social and emotional needs of adolescents • Increase in attendance to 92% • Decrease the number of students referred and suspensions | | | |

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 representative from the Regional Bilingual Education Resource Network (RBERN) and a Special Education School Improvement Specialist.
- The review team visited a total of 52 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 student survey that 554 (88 percent) completed.
- The school provided results of a staff survey that 46 (96 percent) completed.
- The school provided results of a parent survey that 184 (31 percent) completed.

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

| # | Statement of Practice | H | E | D | I |
|------------------------------------|--|--------------------------|--------------------------|-------------------------------------|-------------------------------------|
| 2.2 | The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission, and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2.3 | Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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 | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

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|------------------------------------|--|--------------------------|--------------------------|-------------------------------------|--------------------------|
| | Learning Standards (CCLS) that is monitored and adapted to meet the needs of students. | | | | |
| 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 type="checkbox"/> | <input checked="" type="checkbox"/> |
| 4.3 | Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4.4 | Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students. | <input type="checkbox"/> | <input type="checkbox"/> | <input 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 type="checkbox"/> | <input checked="" 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 | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

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|--|--|--------------------------|--------------------------|-------------------------------------|-------------------------------------|
| | provides learning experiences and a safe and healthy school environment for families, teachers, and students. | | | | |
| 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 type="checkbox"/> | <input checked="" 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 type="checkbox"/> | <input checked="" type="checkbox"/> |
| 6.3 | The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 6.4 | The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 6.5 | The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| OVERALL RATING FOR TENET 6: | | | | D | |

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

Tenet Rating

D

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

- The school goals as articulated in the School Comprehensive Educational Plan (SCEP) are not targeted to improve student proficiency or incorporated into a common language to frame school improvement efforts. Students, parents, and staff interviewed by the Integrated Intervention Team (IIT or “review team”) were able to share the school’s motto, “Be Responsible, Be Safe, and Be Respectful;” however, they were not able to articulate the current vision for the school. Although a survey was administered in spring 2014 to gather student and staff input on the vision of the school, teachers shared that regular school-wide communication is necessary to improve the school. During discussions with the IIT, the school leader and the student support team agreed that the school’s use of data needs improvement. However, the IIT found limited evidence of data-driven systems that align to a commonly understood vision and that promote the rapid acceleration of student learning and performance.
- The school leader conducts observations of teacher practices and reported that she meets with the instructional team weekly to review needed areas of teacher development, to assign coaches to support teachers for a six-week cycle, and to inform the implementation of in-school professional development (PD). A review of observation data showed that at least one school leader provided detailed feedback; however, this practice was inconsistent across school leaders. In addition, the IIT found minimal evidence of consistent links between observation data and planned PD. While the school leader described a workshop on questioning that she recently facilitated as a result of her observations, there was no evidence that such PD was consistently offered by the instructional team. Only one teacher in the teacher focus group was able to describe PD that was offered and it was this same workshop highlighted by the school leader. The IIT reviewed the outline of follow-up coaching and planned PD based on the observations and found the outline lacked specific plans for implementation. Although the IIT observed the posting of learning targets in most classrooms, other classroom practices varied widely.
- The school leader has not mobilized resources to effectively support all students’ academic development and social and emotional developmental health. While she has prioritized a few targeted hires, she has not invested in building the capacity of the instructional team to assist her in adequately supporting and monitoring teaching and learning. She has scheduled English language learner (ELL) students into a transitional bilingual program providing these students with the opportunity to master English language proficiency and at the same time engage in the CCLS-aligned curriculum. However, she has not allocated resources to ensure that all students engage in a broad range of course offerings and learning experiences. For example, not all students have access to programs like art and music.

Recommendation:

In order to ensure effective communication and school-wide ownership for accelerating student achievement, the school leader should:

- Re-engage all staff in a goal-setting process to inform a concise, powerful vision that communicates urgency for the acceleration of student success.
- Schedule meetings with individual or small groups of staff members to discuss:
 - The school leader’s ideas on goals and vision
 - The staff members’ ideas on the school’s goals and vision
 - The staff members’ individual goals to accomplish the vision
 - Agreements between the school leader and the staff members
- Incorporate the following questions into the discussions:
 - What specific goals need to be set for student learning?
 - What do I/we need to do to support student progress?
 - How will the school leaders and staff measure and monitor progress towards the goals?
 - What strategies do I/we need to employ?
 - How as leaders will we hold each other accountable for student progress through the collection, analysis, and use of data as a means of improving learning and instruction and boosting achievement?

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 scheduled common planning meetings for teachers to meet for content and cross-curricular discussion, and uses walkthroughs to promote the use of CCLS-aligned curriculum materials, instruction, and assessment practices. Although teachers use CCLS materials, during class visits, the IIT saw few examples of CCLS-aligned teaching and student work tasks. The IIT reviewed unit plans from two subject areas that referenced CCLS, but which did not explicitly include information about student groupings, based on data analysis or other student needs. Although, during interviews, teachers were able to discuss the instructional shifts associated with the CCLS, the IIT did not observe these shifts in the classrooms. While the review team noted that most teachers displayed learning targets in the classroom, the review team found minimal evidence of high expectations, challenging activities, and student goal-setting in teachers’ lessons. The IIT reviewed lesson plans from the classrooms visited, and found that classroom instruction did not consistently match the respective plans. For example, a lesson plan on how to understand a rational number as a point on a number line was provided for a lesson that actually involved scientific notation.
- In English language arts (ELA) and math, teachers use formative and common teacher-based assessments to acquire baseline data and to provide feedback to students. Teachers and the school leader shared that this work is in its beginning stages in terms of quality feedback and data analysis. Teachers stated that on-going assessments are given through questioning, observation, pre-tests, and unit assessments. Teachers also stated that they use data to look at which skills their students have mastered and then group the class according to ability levels. These practices were not consistently observed by the IIT and the school leader acknowledged that the ability to set the right level of challenge for individuals and groups is in the developmental stage.

- Cross-curricular weekly team meetings have been established. Although two examples of cross-curricular work were observed by the IIT, lesson plans do not reflect interdisciplinary curriculum planning consistently. The IIT observed teachers using SMARTBoards as electronic blackboards, but did not observe student learning tasks that required the integration of technology.
- Some students shared samples of their work with the IIT and discussed the feedback given by teachers. Some student work simply had checkmarks while other student work had personal notes to students about the work. The IIT observed the use of rubrics, but some grades noted on the work did not align to the rubric scores. For example, the scale on one rubric was one to four, but the scores on student work ranged from one to five. Reviewers also noted that all the work samples on one bulletin board had the same photocopied comment from the teacher even though the actual student work varied.
- The teachers stated that the school leaders conduct frequent walkthroughs with follow-up recommendations, suggestions, and scheduled inter-visitations for observing model instruction, all framed by the Danielson Framework.

Recommendation:

In order to support consistent and effective collaborative planning across all content areas and consistent classroom implementation to meet the needs of individuals and subgroups, the school leader and instructional team should:

- Develop or select one common planning protocol for the three common planning meetings with a focus on the development of student learning goals, adherence to articulated rubrics understood by all, and data driven instruction to address all subgroups;
- Assign a school leader or instructional coach to facilitate each common planning meeting who is also responsible for assuring fidelity of instruction to the prepared lesson plan; and
- Develop a schedule for the instructional team to visit classrooms to partner with teachers in the implementation of differentiated instructional strategies and in the provision of targeted student feedback.

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.

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

- Teachers are beginning to implement CCLS Instructional shifts and to collaborate weekly to develop or modify the curriculum to meet student needs, but this work has not resulted in school-wide instructional practices that allow for consistent student engagement in high-interest or challenging work tasks. Teachers are not differentiating instruction consistently to provide opportunities for all subgroups of students to receive targeted learning opportunities to enable their steady progress and improved academic performance.
- The IIT visited 52 classes. Learning tasks requiring students to cite from a text were observed in many classrooms. The school leader shared that academic language and higher-order questioning aligned to the Depth of Knowledge (DOK) framework were instructional priorities. During class visits, the IIT

noted higher-level questioning in only eight classes and the purposeful use of academic language in only six classes. The review team found that most lessons were teacher-dominated and lacked innovative practice around technology integration. In addition, the IIT saw many examples of students engaging in undemanding learning tasks, such as working on Do Now assignments that took more than a few minutes of class time, reading aloud, copying notes from the board, and completing low-level worksheets.

- The IIT noted that students infrequently worked in groups and, when they did, there was no rationale for how the students were matched. In addition, students completed class work easily with a lot of time to spare and were not given extension work after the lesson activity. Some students were completely disengaged, chatting, being disruptive, or seen with heads on their desks. During the teacher focus group, teachers discussed making content interesting for students and balancing the use of graphics and text as a method of providing different entry points. However, the Learning Environment Survey indicates that only 19 percent of students strongly agree with the statement “most teaching staff make me excited about learning.” In the large student focus group, several students explained that bullying was an issue at the school and that they were concerned about the school environment. Although some students stated that they felt comfortable asking questions, they explained that there were students that prevent the teacher from moving on with the lesson. While some students noted that the Positive Behavior Interventions and Supports (PBIS) program was incentivizing some positive student behavior, other students noted that students often misbehave in class and were not likely to be candidates for any rewards associated with PBIS.
- Teachers do not use common sets of data and assessment to inform instructional strategies uniformly across grades or content areas. Although during class visits, the IIT found some evidence of exit tickets and Do Now as formative assessments, reviewers noted few examples of teachers checking for students’ understanding. Teacher feedback was not targeted to provide students with next steps for improving their learning. The IIT noted that students were not involved in goal-setting.

Recommendations:

- Teachers should agree upon and implement a common class flow/agenda that prioritizes student learning strategies in order to provide the opportunity for students to engage in common structures and routines across classrooms. A class flow/agenda could include activation of prior knowledge, a differentiated task oriented work period, and purposeful teacher conferencing with feedback.
- The instructional leadership team should support lesson planning during scheduled common planning time, and monitor student engagement in demanding, interesting, and relevant work tasks during daily walkthroughs to ensure that annual, unit and daily lesson plans address all student goals and needs.

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.

- The school leader is developing strategies to address student social and emotional developmental

health needs; however, there is no school-wide strategic plan to coordinate all efforts and provide for the needs of each student.

- The school has established partnerships with Yeshiva University, Fordham University, and Columbia University to secure social work interns who provide small group counseling sessions, student mediation sessions, and counseling for individual students. The intern program allows a greater number of students to be served and provides counseling opportunities for the bilingual students. The school has partnered with Planned Parenthood, Girls Inc., and Concept Inc. to provide counseling support to address some students' needs. While current partnerships serve students and families who have come to the attention of staff, the staff has not established supports that meet the social and emotional developmental health needs of all students.
- The school has started a PBIS program focused on the identification of positive behaviors. Individual students and whole classes are able to earn behavior bucks to receive privileges, such as becoming the class ambassador or trips such as ice-skating. Teachers shared that this program was leading to a positive change in school culture. During class visits, the IIT noticed instances of unnecessary talking and movement by students which disrupted the lesson for other students. The review team also found that teachers inconsistently enforced behavioral expectations.
- The school leadership has begun to collect, analyze and use some student data to support student social and emotional developmental health, but it does not have a strategic plan to tackle improvements. The student support staff team meets weekly to review the behavior, attendance, and academic needs of students who have been referred. The team visits classes and provides lessons related to monthly school themes and support teachers with the de-escalation of student behavior. Behavior plans support students' targeted behavior and academic improvement. Members of the team make phone calls to parents to address student attendance. In addition, a new perfect attendance wall has been created to acknowledge and affirm student attendance.
- The school leader reported that she has started an "adopt-a-child" program for a small number of students who need additional support or who have repeated behavior offenses. Each school leader adopts a small group of students and checks in with this group of students daily. The school support team shared that their vision is to be proactive in supporting all students but they did not articulate how this will be achieved. During discussion with the IIT, the staff highlighted such initiatives as the student ambassador program class and the honors program. However, staff members acknowledged that they are not yet collecting or analyzing data to plan for serving the needs of all students.

Recommendation

The school leader, in collaboration with the school support team, teacher leaders, and identified stakeholders, should:

- Develop short- and long-term plans to meet the social and emotional developmental health needs of all students to begin in January 2015. Social and emotional developmental health plans should include:
 - Setting short- and long-term goals for individual students;
 - Collecting, analyzing, and sharing data with all internal and external stakeholders;
 - Programming students in the spring term for academic, enrichment and/or academic intervention, linked to performance data, and short- and long-term college and career exploration;

- Monitoring the impact of programs on attendance, behavior and academic success; and
- Specifying roles and responsibilities and accountability for the above actions.

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 does not have a comprehensive vision for developing the home-school partnership or for leveraging the existing partnership in a way that leads to high expectations for student achievement. The school leader has strategies in place to communicate with parents in English and in Spanish and to ensure that parents are informed about their child’s academic and social and emotional developmental health and well-being, but she stated that she has not fully developed the partnership with parents to support mutually understood high expectations for student success.
- The school leader communicates with parents through phone blasts, the Jupiter on-line grading system, through flyers sent home with students, and through student progress reports and report cards. A review of documents shows that one-third of students or parents have logged on to the Jupiter system at least once between September 4 and November 12, 2014. However, the current level of parent usage does not reflect ongoing communication between the school and all families represented at the school. While there is some school communication with parents on such topics as the CCLS, much of the communication, such as newsletters, parent letters, and emails relates to school rules, behavior compliance, uniforms, and attendance.
- Workshops are scheduled for parents on addressing difficult issues with teens, raising responsible digital citizens, and fostering positive parent communication, but attendance is low. Teachers shared that they do not receive training on how to foster the parent-teacher partnership, but that they do use the newly allotted weekly time for parent contact.
- The IIT met with ten parents. Parents communicated the school’s focus on safety, respect, and responsibility. Some parents explained how the school has helped their child grow academically and socially. Some parents interviewed reported that they received information about school policies, and student progress, but said they did not recall receiving information about students’ academic goals.

Recommendation:

The school leader should:

- Work with school leaders and lead teachers to develop a parent engagement strategy to support the home-school connection;
- Schedule conferences with teachers, parents, and individual students to discuss the student’s academic record; and
- Assure that staff set specific student learning goals and devise and implement best strategies to keep parents informed about their child’s academic progress so that they can support their child’s growth.