



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

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



<b>BEDS Code</b>	310200011419
<b>School Name</b>	Landmark High School
<b>School Address</b>	315 West 18 <sup>th</sup> Street, New York, New York
<b>District Name</b>	NYCDOE CSD 2
<b>School Leader</b>	Ms. Caron Pinkus
<b>Dates of Review</b>	March 17-18, 2015
<b>School Accountability Status</b>	<input checked="" type="checkbox"/> Focus School
<b>Type of Review</b>	<input checked="" type="checkbox"/> SED Integrated Intervention Team (IIT)

## School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	365	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	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	26
Types and Number of Special Classes (2014-15)					
# Visual Arts	4	# Music	5	# Drama	N/A
# Foreign Language	6	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	83.2%	% Attendance Rate	79.3%		
% Free Lunch	83.6%	% Reduced Lunch	5.3%		
% Limited English Proficient	16.9%	% Students with Disabilities	23.5%		
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American	20.7%		
% Hispanic or Latino	70.7%	% Asian or Native Hawaiian/Pacific Islander	5.3%		
% White	2.3%	% Multi-Racial	N/A		
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.34	# of Assistant Principals (2014-15)	2		
# of Deans (2014-15)	N/A	# 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)	30.6%		
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)	5.84		
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A		
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A		
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	73.7%	Mathematics Performance at levels 3 & 4	s		
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	79.8%	% of 2nd year students who earned 10+ credits	64.9%		
% of 3rd year students who earned 10+ credits	55.2%	4 Year Graduation Rate	65.7%		
6 Year Graduation Rate	58.9%				
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 – 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	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	N/A				
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	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	N/A				
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	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				
<b>SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:</b>					
1. Grow teacher practice in component 3D: Using Assessment in Instruction.					
2. To observe teacher practice and provide targeted feedback in a timely manner.					
3. To engage all teachers in the inquiry process in order to grow teacher pedagogy, increase rigor and student achievement.					
4. To strengthen school culture in order to increase student voice and participation in the school community.					
5. To increase average daily attendance from 79.5% to 81%.					

**Information about the review**

- The review was co-led by an Outside Educational Expert (OEE) and a representative from the New York State Education Department. The team also included a district representative, a Special Education School Improvement Specialist (SEIS) representative, and a representative from the Regional Bilingual Education Resource Network (RBERN).
- The review team visited a total of 46 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, and student work.
- The school provided results of a student survey that 77 percent of the students completed.
- The school provided results of a staff survey that 100 percent of teachers completed.
- The school provided results of a parent survey that 53 percent of parents 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.

Mark an "X" in the box below the appropriate designation for each Statement of Practice. Provide the letter rating in the OVERALL RATING row as the final overall tenet rating.

#	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"/>
<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 type="checkbox"/>	<input checked="" type="checkbox"/>
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>OVERALL RATING FOR TENET 3:</b>					<b>I</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 type="checkbox"/>	<input checked="" type="checkbox"/>
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	supports tied to the school's vision.				
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL RATING FOR TENET 5:</b>				<b>D</b>	
<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.</b>					
<b>#</b>	Statement of Practice	<b>H</b>	<b>E</b>	<b>D</b>	<b>I</b>
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"/>
<b>OVERALL RATING FOR TENET 6:</b>				<b>D</b>	

**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 leader has shared a vision for the school with staff, parents, and students who are able to articulate some, but not all, aspects. The school leader stated that her vision for the school was to prepare students to be college- and career-ready, to provide for rigorous student learning, and to ensure student and staff accountability. The school leader stated she shared three priorities with staff at the beginning of the year that included assessment, inquiry, and strengthening the school culture. However, staff, students, and parents stated in focus groups that the school’s priorities include college-readiness, student voice as a component of positive school culture, and attendance improvement, but made no mention of assessment or inquiry.
- The school leader has developed goals, but few are Specific, Measureable, Ambitious, Results-oriented, and Timely (SMART) goals that include specific student achievement measures. As a result, there is no shared understanding of clear methods for achieving the school’s vision. Several staff members stated that the school’s focus was to support each student reaching his or her potential, but no one articulated specific student achievement goals. The review team found that the one SMART goal included in the self-assessment, which is to increase attendance by less than two percent, does not focus on improving student achievement.
- The school leader stated that the school does not have a uniform system to track student achievement. While the school leader tracks student course pass rates throughout the school year to determine students who are on-and off-track, the school leader stated she has not yet shared this data or process with staff. A student support staff member stated that there is no consistent technology platform to collect and review student performance-based assessments and so the school is not looking at student data across grade levels and content areas.
- The school leader has recruited staff to meet the needs of the student population. For example, the school leader shared she hired two guidance counselors to provide more personalized support for student social and emotional developmental health and a part-time youth development coach to support student development with a particular emphasis on boys of color. Further, at the beginning of this academic year the school leader hired an assistant principal (AP) to monitor and support teaching and learning, as well as two instructional coaches and an instructional consultant part time to support teacher planning of curriculum and instruction. Despite these staffing additions, there is limited evidence of increased student achievement due to the absence of clear student achievement goals. The school leader shared that while the school offers periodic test preparation and credit recovery, there is no consistent programming within or outside of the school day to support students who are struggling academically. The school leader stated that while the graduation rate had improved, the graduation rate is still too low to ensure college- and career-readiness for all students.

- Teachers stated that the school leaders visit classes frequently and provide verbal and written feedback. The review team found that teacher feedback was detailed. While teachers valued the feedback, reviewers found that it did not include actionable and focused plans for instructional improvement to raise student achievement.

**Recommendation:**

The school leader should:

- articulate definitive, clear, and high expectations for the current student population at Landmark High School;
- develop, in collaboration with staff, SMART goals for attendance, student academic proficiency, social and emotional developmental health, and college- and career-readiness; and
- track and share progress towards these goals throughout the school year with all members of the Landmark High School community including parents, students, school support staff, teachers, and school leaders.

**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**

I

The school has received a rating of **ineffective for** Tenet 3 – Curriculum Development and Support.

- The school leader and teachers shared that teachers create their own curriculum and choose learning activities connected to the interests of their students. Students described a variety of learning activities they enjoyed, such as turning pennies into silver and gold, learning about modern day slavery, creating a film, and free-writes based on their own interests. However, unit and lesson plans reviewed by the team did not incorporate data-driven instruction (DDI) protocols, or specific scaffolds and extensions based on individual student needs. In addition, in classes observed by the review team, learning activities were not tied to clear learning objectives or targets.
- While there is some evidence of CCLS-aligned curriculum, unit plans reviewed did not include multiple entry points for different student achievement levels or sufficient rigor to enable all students to be challenged and access grade-appropriate work. In one class, students were asked to work in groups at stations in the room, but they all worked on the same learning task. In another class, students had the option to draw as a pre-write, but there was no expectation that this would lead to actual CCLS-aligned writing to enable students to access standard-based content.
- While the review team observed a variety of text and materials in many of the classrooms, some were low-level and identical for all students. For example, “The Three Little Pigs” story was read round-robin style in a grade eleven classroom, which demonstrated limited student access in this class to grade-level text. In another class, students were reading different articles, but these were assigned randomly and not

differentiated based on student interest, choice, or reading level. In classes where students were observed reading challenging text, when asked to answer simple questions about the text, most either reread the words in the text or said they did not know. In these instances, few teachers provided scaffolding or extra support to build understanding. All students, including students with disabilities and English language learners (ELLs), are instructed in integrated co-teaching (ICT) classrooms. However, in only three classes visited did teachers give ELLs targeted support as they walked around the room.

- Teachers have separate content-area and grade-level common planning time weekly; however, both teachers and the school leaders note that interdisciplinary planning has not been prioritized. Grade meetings have a current focus on advisory classes and general discussions about the high needs students. While some teachers do plan lessons that incorporate different subject areas, there is no formal interdisciplinary planning or consistent integration of technology.
- Very few classroom assessments were evident to support curriculum planning or to guide student ownership of their own learning trajectory. Exit slips were observed in only five classes, goals were only evident in a handful of classrooms, conferencing with students was observed in three classrooms, and peer assessment was not observed in any classroom. Although students had notebooks, written teacher feedback was sparse. On one homework sample, the only feedback was “write more.” Both teachers and students noted that most feedback for students was verbal. The school utilizes a performance-based task (PBAT) assessment system and requires students to take the English Regents assessment. The school leader shared that a mid-year PBAT was administered for the first time this year to determine student progress. However, no one was able to articulate how the results were used to guide or redirect curriculum revision.

**Recommendation:**

The school leader and teachers should organize all students’ learning around mini- and end-of- year PBATs that incorporate the CCLS.

- Teachers should develop student-learning tasks that allow multiple points of entry and engage students with grade-level complex and current literacy level material.
- Teachers should work with students to develop specific learning goals that connect to students attaining grade-level proficiency within the context of the PBATS.
- Teachers should develop rubrics and exemplars that students can use to guide their engagement, with rigorous work tasks that lead to performance-task proficiency.
- Teachers should provide written feedback and continue to provide verbal feedback to students aligned to these rubrics and exemplars.

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

**Tenet  
Rating**

**D**

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

- In the majority of classrooms observed by the review team, students were attentive, but not consistently engaged in rigorous and meaningful learning activities. In classes visited, students were often engaged in identical content and method. Differentiated grouping with differentiated assignments for students was observed in only 11 classes. Some students shared that they were challenged in some classes and bored in others and that when they finished work, they had to wait for other students to catch up. The review team observed students completing work assignments in only 12 classes, and did not observe the use of rubrics or exemplars by students in any class. In addition, limited student work was posted in classrooms and hallways.
- The review team observed few opportunities for students to talk about what they were learning and to engage in meaningful discussion. Students in the focus group confirmed this and noted that discussion is limited in many classes. While the review team observed some teachers asking meaningful prompts and essential questions during some classroom visits, not all students were participating in answering questions. For example, students provided extended responses to questions in only eight classes and were not able to answer teacher questions in one classroom. Further, the review team found in only a third of the classrooms visited that teachers were asking higher-order questions that required more than a single word response and analysis.
- The review team observed inconsistent student engagement across classrooms, which included some students checking cell phones during instruction and others engaged in off-topic conversations. As a result, a lot of learning time was wasted. A few students shared that they were shy and did not always feel comfortable speaking up in class. There was no evidence of technology in classrooms to support the acquisition of English by ELLs and other struggling students or to support individual student learning. While SMARTBoards were in the majority of classrooms, the review team primarily observed their use as an electronic blackboard and not as an interactive learning tool.
- The school leader and one of her APs attend each common-planning meeting and provide guidance and direction, but they acknowledged there are no clear expectations for standard-based curriculum and instructional planning. During the common-planning time observed by the review team, teachers looked at two pieces of student poetry against a Poetry Analysis Rubric. Teachers brainstormed specific teaching implications based on the two pieces of student work, but there was no discussion of data analysis for all students, no reference to specific student learning goals, and no use of the rubric to identify ways to adapt instructional practices. The absence of clear expectations or standard-based curriculum and instructional planning resulted in this collaborative time not being used effectively to maximize the learning of students.

**Recommendations**

The school leader should prioritize three teaching and learning strategies for the year and support teacher and student implementation of these strategies through walkthroughs and instructional coaching. Teachers should support each other in the effective student-centered implementation of these strategies through common planning and inter-visitations. Teachers should:

- use “think-write-pair-share” and “turn and talk” to support student practice and development in collaboration, writing, articulation of extended responses, and accountable talk to promote student intellectual safety;
- plan differentiated grouping based upon student achievement and proficiency; and
- check for understanding through the explicit posing of a minimum of five higher-order questions in each class period by students and teachers.

**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 programs aligned to the school’s vision to support student social and emotional developmental health. In interviews, students, parents, teachers, and members of the school support team all described a school environment that had improved significantly over the past two and a half years. They described a culture that recognized and supported each student’s individuality and made sure that every student was known well by at least one adult. Students said that the school staff cared about them and supported their individual interests and needs.
- The school has adopted several programs to promote student social and emotional developmental health. The school’s advisory program ensures each advisor meets with their 12 to 15 advisees four times per week for an hour each. The school support team shared that the advisory program and the small school size enabled close communication between teachers and support staff around individual students and often prevented the occurrence or escalation of crises. In addition, the Young Men’s Initiative focuses on supporting boys of color, grade 11 students mentor grade nine students through a peer mentoring program, intramural sports starting early in the morning incentivize student attendance, and students in each grade are able to take part in college trips. One of the overall goals of these programs is to develop student voice and confidence. Parents in the focus group noted that their children had become learners that are more confident. However, although another goal of these programs is to improve attendance, the school support team members in the focus group were not able to speak to specific attendance goals or increases due to these programs.
- Last year, a teacher talked with the school leader about the Restorative Justice program to support positive student discipline. Subsequently, the school leader arranged for six staff members to attend Restorative Justice Summer PD in order to turnkey their learning to all staff. Restorative Justice programming is now becoming part of the collective vision for the school. The school leader attributed a drop in suspensions from 35 last year to 15 so far this year to this program. One school support staff

described a recent PD session for teachers where students produced a documentary about their lives to help teachers learn more about their experiences and perspectives and noted that this was just a beginning effort to support teacher capacity around high expectations for their students. School support staff also attends the weekly grade-level meetings to enable regular and formal communication between teachers and support staff.

- School support staff was able to describe initiatives, but were not consistently able to articulate the success of each program based on data, or describe the connection between social and emotional developmental health programs and academic achievement. Further, there was no evidence of school-wide or individual student social and emotional developmental health goals. Additionally, while counselors, the parent coordinator, the dean, the youth development coordinator, and advisors were able to discuss their individual work, they shared there was no consistent approach to collect and analyze student social-emotional data to determine the effectiveness of their work against school-wide goals.

**Recommendation:**

The student support staff should develop a strategic plan to address the school-wide social and emotional developmental health goals and individual student social and emotional developmental health goals. Include:

- a uniform academic and social and emotional developmental health goal-setting process that will be used by teachers, advisors, counselors, and students and shared and updated consistently with parents and partners who support the student; and
- the development or adoption of a school-wide system to collect and track data on student social and emotional developmental health and academic development.

**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.

<b>Tenet Rating</b>	<b>D</b>
---------------------	----------

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

- The school leader and parents shared that the school communicates with families through multiple methods including Jupiter grades, school messenger, phone calls, letters, a Facebook page, a web page, emails, weekly announcements, and Twitter. The school leader and support staff stated in meetings that the school has an open-door policy and that some of the communication to parents was translated into their first language. The self-assessment noted that translators are available at all school events in Spanish and Chinese; however, the review team did not observe signs, student work, or posters that welcome parents who do not speak English. Parents who met with the review team noted that although the school tries to communicate with all parents, many parents were not involved with the school.
- The parent coordinator and the school self-assessment indicated that Parent Teacher Association (PTA) meetings have offered workshops for parents on college preparation, cyber bullying, and domestic violence. However, the parent coordinator and the parents in the parent focus group stated that parent participation in these workshops was low. One parent shared that meetings were mostly offered during the day and recommended that in the future meetings and workshops be held at different times to enable

more flexible opportunities for parent learning. Another parent suggested that the school survey parents about interests and then offer workshops based on that survey. The school leader shared that the school held a community dinner in the neighborhood where many students and families lived, but that attendance was not high.

- During the parent focus group, parents shared many positive examples of how the school supports, encourages, and teaches their children. Several parents shared that they had decided to enroll more than one child at Landmark because of their older children's success at the school. Two parents of students with special needs shared how their children had their particular learning needs addressed. According to the 2013-14 Learning Environment Survey, which more than half of parents completed, 93 percent of parents agreed that the school holds high expectations for the students. Further, 93 percent of parents agreed that the school keeps them informed of what their children need in order to be successful in college and career. However, the majority of the thirteen parents in the parent focus group stated that they were unaware of the school's low academic performance.
- School staff noted that each advisor along with a parent and a community coordinator are expected to keep parents informed about each student's successes and challenges and to get to know each family. The school support team shared that they made at least 60 home visits last year and noted that this enabled them to develop a positive relationship and a partnership with parents. However, despite this success, the school support team noted that they had only visited approximately 12 homes this year and did not have specific plans for additional visits. The school support team also indicated that at times they schedule parent meetings for students who struggle, and that sometimes teams of teachers are a part of those meetings, but noted that this was not a consistent practice. The school leader shared that she planned to invite parents to the end of year PBAT exhibitions, but the review team did not learn of concrete plans to increase parent engagement or to support parent's ability to improve their children's success.

**Recommendation:**

The school leader and the school support staff should set a goal to involve all parents in two parent engagement activities before the end of the academic year. The two parent engagement activities that are informed by prior effort and existing good ideas are:

- Community Dinners—hold a series of community dinners with parents. Develop a calendar of possibilities and ask parents to choose the date that works best for them. Given that many of the students and families live in the Washington Heights neighborhood, hold at least one in Washington Heights; and
- PBAT Exhibitions—hold a school wide PBAT Exhibition Fair. Invite all parents and share with parents that they will be asked to provide feedback on their students' performance task.