



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	320800010140
School Name	P.S. 140 The Eagle School
School Address	916 Eagle Avenue, Bronx, NY 10456
District Name	NYC CSD 08
School Leader	Mr. Paul Cannon
Dates of Review	December 1-2, 2015
School Accountability Status	<input checked="" type="checkbox"/> Focus School
Type of Review	<input checked="" type="checkbox"/> SED Integrated Intervention Team (IIT)

School Information Sheet for The Eagle School

School Configuration (2015-16)			
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	578
		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	N/A	# SETSS	N/A
		# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)			
# Visual Arts	N/A	# Music	N/A
		# Drama	N/A
# Foreign Language	N/A	# Dance	N/A
		# CTE	N/A
School Composition (2014-15)			
% Title I Population	89%	% Attendance Rate	91.78%
% Free Lunch	85.6%	% Reduced Lunch	N/A
% Limited English Proficient	12%	% Students with Disabilities	17.4%
Racial/Ethnic Origin (2015-16)			
% American Indian or Alaska Native	1%	% Black or African American	34.4%
% Hispanic or Latino	62.7%	% Asian or Native Hawaiian/Pacific Islander	0.6%
% White	1.2%	% Multi-Racial	1%
Personnel (2015-16)			
Years Principal Assigned to School	11.8	# of Assistant Principals	2
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification	10.6%
% Teaching with Fewer Than 3 Years of Experience	4.3%	Average Teacher Absences	9.0
Student Performance for Elementary and Middle Schools (2014-15)			
ELA Performance at levels 3 & 4	10.0	Mathematics Performance at levels 3 & 4	18.0
Science Performance at levels 3 & 4 (4th Grade)	60%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2014-15)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A
Global History Performance at levels 3 & 4	N/A	US History Performance at Levels 3 & 4	N/A
4 Year Graduation Rate	N/A	6 Year Graduation Rate	N/A
Regents Diploma w/ Advanced Designation	N/A	% ELA/Math Aspirational Performance Measures	N/A
Overall NYSED Accountability Status (2015-16)			
Reward	No	Recognition	N/A
In Good Standing	No	Local Assistance Plan	No
Focus District	Yes	Focus School Identified by a Focus District	Yes
Priority School	No		

Adequate Yearly Progress (AYP)

Elementary/Middle School

Met Adequate Yearly Progress (AYP) in ELA (2014-15)			
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	YES
Economically Disadvantaged	NO	ALL STUDENTS	NO
Met Adequate Yearly Progress (AYP) in Mathematics (2014-15)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	NO	Limited English Proficient	N/A
Economically Disadvantaged	YES	ALL STUDENTS	N/A
Met Adequate Yearly Progress (AYP) in Science (2013-14)			
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	ALL STUDENTS	YES

High School

Met Adequate Yearly Progress (AYP) in ELA (2013-14)			
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	ALL STUDENTS	N/A
Met Adequate Yearly Progress (AYP) in Mathematics (2013-14)			
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	ALL STUDENTS	N/A
Met Adequate Yearly Progress (AYP) in Graduation (2013-14)			
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	ALL STUDENTS	N/A
SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:			
<ol style="list-style-type: none"> Teachers will incorporate Universal Design for Learning (UDL) strategies within classroom instruction to target and address all learning styles. Teachers will provide actionable and meaningful feedback to students, driven by CCLS and aligned to student friendly rubrics. Students will engage in high quality discussions, which will focus on supporting arguments by providing text-based evidence. By June 2016, parental participation will increase by 15 percent. By June 2016, the percentage of level 3 and level 4's in ELA and Math will increase by 5 percent. 			

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 54 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 staff survey that 44 staff members (81 percent) completed.
- The school provided results of a parent survey that 173 parents (33 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	Stage 4	Stage 3	Stage 2	Stage 1
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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>

	TENET 2 OVERALL STAGE :				1
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	Stage 4	Stage 3	Stage 2	Stage 1
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 type="checkbox"/>	<input checked="" 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"/>
	TENET 3 OVERALL STAGE :				1
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	Stage 4	Stage 3	Stage 2	Stage 1
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 type="checkbox"/>	<input checked="" 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"/>
	TENET 4 OVERALL STAGE :				1
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	Stage 4	Stage 3	Stage 2	Stage 1

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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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"/>
TENET 5 OVERALL STAGE :					1

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	Stage 4	Stage 3	Stage 2	Stage 1
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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>
TENET 6 OVERALL STAGE :					1

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 Stage	1
<p>The school is at Stage One for Tenet 2 – School Leader Practices and Decisions.</p> <ul style="list-style-type: none"> • School leaders stated they created goals that are aligned with the school’s vision that every student will achieve at her/his maximum potential; however, the School Comprehensive Educational Plan (SCEP) does not identify how school-wide activities and practices will be monitored to determine progress toward attaining these goals. School leaders reported that although they shared the goals with the school leadership team (SLT), they have not yet communicated them to all staff, families, and students. The parent group interviewed by the review team, which was comprised primarily of parent members of the SLT or officers in the Parent Teacher Association (PTA), was not able to articulate the school’s vision or goals. Although goals have mid-year benchmarks, school leaders stated they are still putting structures in place to monitor progress toward the goals, and they have not yet analyzed data to determine if the benchmarks will be reached. • School leaders have not used resources strategically to promote school improvement and increased student achievement. Although school leaders reported they have made decisions to implement programs and practices such as common planning time, grade leader meetings, pull-out programs for English language learners (ELLs), gender specific classes, and the hiring of a parent coordinator, they have not determined goals or benchmarks to evaluate the effectiveness of these decisions on student achievement. For example, although the school has gender specific classes, school leaders have not compared assessment results of those classes with those of coeducational classes to determine the effectiveness of this practice. Additionally, school leaders stated that they purchased software programs to improve students’ reading and mathematics achievement; however, they noted that the programs were not used with the recommended frequency to support effective use. • The review team found that school leaders’ support of teachers does not promote improved instructional practice nor does it ensure that high quality instruction exists throughout the school. Although school leaders track the eight identified components of the Danielson framework in their teacher observations, most observation reports examined by the review team did not contain actionable feedback, and the feedback provided did not focus on the instructional practices school leaders have identified as priorities. In addition, teachers reported that school leaders do not monitor the feedback they receive for implementation, nor does the feedback provided help them implement specific instructional practices. During classroom visitations, the review team observed that instructional practices varied from classroom to classroom, even for practices identified as priorities. The review team found no evidence that school leaders used feedback from observations as a focus for the next observation or walk-through. • School leaders reported that they do not analyze data to track the needs and progress of individual or subgroups of students, such as ELLs and students with disabilities, in order to address their needs. School leaders also reported that they have not established systems to monitor the effectiveness of school-wide practices to inform their decision-making. For example, school leaders stated they do not have systems in place to monitor the use of common planning time to ensure that planning and instruction are consistent across grades or to determine if the use of a pull-out model for English as a 		

second language (ESL) instruction promotes improved student learning. In addition, according to the 2015-16 register report, 47 percent of students with disabilities are still in self-contained classes, and school leaders reported they have not developed a system to analyze the effectiveness of this programming decision.

Recommendation:

- School leaders should use the next formal or informal observations, to be completed by mid-January, to provide actionable feedback focused on the planning and instructional practices they have identified as priorities. Feedback should be tracked for each teacher to monitor the recommendations provided and the implementation of these instructional practices. School leaders should meet weekly to discuss the feedback provided to teachers in the past week to monitor progress and to plan next steps. Each observation should be followed up by a walk-through within two weeks to give verbal or written feedback. If the practices have not been implemented, the school leaders should provide additional support through targeted Monday professional development (PD), grade meetings, intervisitation of teachers with exemplary practices, and/or individual meetings with school leaders or coaches. An informal observation should be conducted within two weeks for these teachers, with written actionable feedback and component ratings.

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 Stage

1

The school is at **Stage One** for Tenet 3 – Curriculum Development and Support.

- School leaders do not ensure that teachers plan rigorous, coherent curricula aligned to the Common Core Learning Standards (CCLS). School leaders noted they expect teachers to modify the curriculum to address student needs through the use of the Universal Design for Learning (UDL) framework. However, school leaders have not set a clear vision for the main components of lesson plans, and teachers stated they do not know which components to incorporate. Additionally, the review team found no evidence that school leaders work directly with teachers to establish benchmarks for implementation of these planning practices or that there is a method to monitor these practices for effectiveness. School leaders stated they do not analyze and share data with teachers to ensure that lesson plans are adapted to address the needs of individual and subgroups of students, especially ELLs and students with disabilities.
- The review team found that teachers inconsistently plan lessons that align with the CCLS, incorporate student needs, and include higher-order questions. Most lesson plans examined by the review team identified students by tiers but did not include scaffolds to address the needs of all students. Lesson plans typically did not incorporate complex or varied materials, and they required all students to do the same task in the same manner. Although lesson plans examined by the review team included questions teachers identified as higher order, many of these questions were at a level of recall or understanding and did not require or encourage students to think critically. For example, in one lesson

plan, a question identified as higher order involved a simple addition task. Consequently, lesson plans did not consistently include supports to prepare students to be on track for college and career readiness.

- Both school leaders and teachers stated that teachers do not usually develop interdisciplinary curricula to increase students’ understanding of the subject matter. Although the school has a form for collaborative planning, the review team was not provided with evidence of interdisciplinary curricula. Most teachers interviewed by the review team reported they plan lessons that incorporate literacy skills into other subjects, and most lesson plans examined by reviewers included a connection to prior lessons. However, teachers shared that they typically do not plan lessons that connect content across subjects.
- Teachers shared that their use of assessment data to guide curricular planning is usually limited to the identification of grade-level and class-wide areas of weakness. Although school leaders and teachers reported that they have administered baseline assessments in the past, such as Measures of Student Learning (MOSL), running records, the Rally computer reading program that indicates students’ reading levels, and writing assessments, they have not administered assessments to measure student progress thus far this year. Staff reported they collect other data intended to inform curricular planning such as ELL’s strengths in reading, writing, speaking, and listening as measured by the New York State English as a Second Language Achievement Test (NYSESLAT). However, most teachers were not able to explain how they use this information to modify the curriculum to meet student needs. The review team found that although most teachers provide feedback to students based on rubrics, which are reworded so that students can easily understand them, feedback often does not explain what students need to do to progress.

Recommendation:

- At the next faculty PD meeting, the school leaders should communicate the expectation that all teachers include in their lesson plans at least three higher-order thinking prompts and three checks for understanding. At this meeting, the school leaders or grade leaders should also model and provide examples of the prompts and checks for understanding. For the next month, grade-level meetings led by grade leaders should be used to share lesson plans to provide peer support and feedback to the teachers about this practice. School leaders should review lesson plans during walk-throughs, observations, and lesson plan collections to monitor the implementation of this practice.

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 Stage	1
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The school is at **Stage One** for Tenet 4 – Teacher Practices and Decisions.

- Although school leaders noted they have communicated their expectations that teachers’ instructional planning and practices focus on the use of UDL methods, text-based discussion, higher-order

questions, and actionable feedback to students, the review team found that school leaders do not regularly provide PD or instructional support to teachers to ensure that these practices are effectively implemented in most classrooms. Teachers expressed a lack of proficiency in using and analyzing data to address student needs and reported that school leaders do not provide PD in a timely manner, even for instructional practices they have identified as priorities. For example, teachers stated that PD related to actionable feedback and discussion techniques was not scheduled until November and training for the use of UDL is not scheduled until March. In addition, school leaders reported that they do not focus on these practices when conducting observations or walk-throughs. Many instructional practices identified as priorities to address student needs and to promote student engagement, especially text-based discussion and UDL practices, were not evident in most classrooms visited by the review team.

- The review team found that instruction in most classrooms was teacher dominated, with students usually doing the same work in the same manner. For example, in classes in grades three, four, and five, although teachers provided manipulatives on tables to give students alternate points of access, students used them in only one classroom. Teachers seldom provided extensions for learning to students who already understood the work, and some students stated that most classwork was not challenging. The CCLS shifts were rarely addressed through practices such as text-based accountable talk. The review team observed that teachers typically did not adapt instruction for students with disabilities, ELLs, and students in Integrated Co-Teaching (ICT) classes. The review team found that the pull-out method was used for ESL instruction, based on ESL levels. ESL student groups were pulled from various grades and classes including mathematics and ELA, and students missed content that was provided for the rest of their classmates.
- Students reported and classroom visits showed that students sometimes make fun of other students who ask or answer questions and that some students are reluctant to answer questions. Most teachers called on a limited number of students, usually those who volunteered. During classroom visits, the review team observed little evidence of activities or discussion that allowed students to share different ideas and opinions or talk about their unique experiences. Teachers seldom used strategies to increase student participation or promote student voice, and typically did not differentiate instruction to address students' diverse needs.
- The review team found that teachers use limited assessment data to adjust instructional practice and student groupings or to provide feedback to students to promote their self-evaluation. Although teachers and school leaders stated that students are usually grouped according to baseline assessment data, in the majority of classrooms, the review team found that groupings were not clearly purposeful. For example, in an ICT class, students were divided between the two teachers, but both groups were heterogeneous and did the same work. Although teachers use student portfolios in all classrooms, only some portfolios included a place for students to comment on their work, and most did not include a way for students to track their progress. The review team found that feedback to students did not ordinarily include specific feedback on next steps to promote improved student learning, and checks for understanding were rarely seen during classroom visitations.

Recommendation:

- At the faculty PD meeting in two weeks, the school leaders should provide all teachers with grade-

appropriate conversation starters to be posted in all rooms. The school leaders or grade leaders should model the use of these conversation starters for teachers. Teachers should model these practices for students using a strategy, such as the fishbowl protocol. Teachers should use open-ended questions to provide small groups with opportunities for accountable talk at least three times weekly. Teachers should refer to the conversation starters and help students use them during discussions for the next month. The school leaders should use observations and walk-throughs to monitor the use of these practices and provide teachers with actionable feedback.

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 Stage

1

The school is at **Stage One** for Tenet 5 – Social and Emotional Developmental Health.

- Although school leaders reported they have developed a referral system to identify student social and emotional developmental health needs, the review team found that the referral system does not identify the needs of all students. The school implementation team (SIT), meets weekly to review compliance and evaluation issues for students with disabilities. School leaders noted that they use the SIT as a pupil personnel team (PPT) to review teacher referral forms. The team includes the school psychologist, the speech teacher, the guidance counselor, an ESL teacher, a school health coordinator, and a counselor provided by the Children’s Health Fund, a community-based organization (CBO). However, staff reported that school leaders do not invite teachers to this meeting, and school leaders stated they have not established a timeline or systems to monitor the effectiveness of interventions. Although school leaders stated that student social and emotional health is a school focus, the review team found no evidence that they have developed a comprehensive system to address student needs.
- School leaders, teachers, students, and parents reported that the school has not identified skills or behaviors that support student social and emotional developmental health, and therefore the school does not have a program to teach such skills and behaviors. During interviews, students were not able to identify adults in the building they could go to if they needed help. Additionally, school leaders, teachers, and the SIT reported that the school has not provided PD to staff to develop their capacity to meet student social and emotional needs. Teachers have not been provided with the tools and knowledge to identify at risk behaviors and appropriate responses to better enable them to address student needs in a proactive manner.
- The school does not have an official PPT to ensure that staff, CBOs, and families work together to support students. Although the SIT attempts to do some of this work, the team only meets once a week and does not include teachers for input into referrals or interventions. The Children’s Health Fund provides a full-time health coordinator to work with at-risk students along with a counselor. The coordinator and counselor also provide health services and crisis services to families. However, the SIT stated that there is no formal structure to provide information and to coordinate work with staff, parents, and community organizations that provide services for students before or after school. In addition, school leaders and staff stated that the school lacks a plan to ensure that parent engagement time facilitates opportunities for parents to meet with service providers who provide social and emotional developmental health support for referred students.

- School staff reported that they collect student incident data to identify students in need of social and emotional developmental health support. However, they do not use other measures such as attendance, lateness, or progress reports to identify such students. The SIT stated that the school does not collect data to monitor whether interventions are successful or to determine if students are in need of further support. They also noted that the school does not have procedures to collect data as students move from grade to grade to monitor the social and emotional developmental health progress of students who received services or interventions.

Recommendation:

- School leaders should meet within two weeks with designated support staff to identify skills and behaviors that support students’ social and emotional developmental health needs. School leaders should then use grade-level meetings to plan a program that highlights one of these skills or behaviors on a monthly basis. Beginning in February, teachers should use grade-level meetings to plan a grade-appropriate lesson highlighting the skill or behavior identified each month to be taught in all classes. School leaders should share these lists of identified behaviors with the SLT and highlight them in all written correspondence with parents for that month. These behaviors should also be highlighted visually throughout the school.

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 Stage

1

The school is at **Stage One** for Tenet 6 – Family and Community Engagement.

- Although some parents reported that school leaders attempt to involve families, the review team found that school leaders do not have a comprehensive plan for family engagement. The school leader noted that Tuesday afternoons are designated for parent engagement; however, there are no structures to ensure that parent outreach is effective. Staff maintain logs of parent contact, but school leaders shared that they do not review them to monitor how many parents attend or how this time is used to address student and parent needs. Parents interviewed by the review team reported that they understand the school has high expectations for their children to become career and college ready; however, school leaders have not communicated how this will be achieved. The review team found that the expectation for high academic achievement was not regularly included in communication vehicles, such as the weekly newsletter.
- Although school staff use several tools to communicate with parents, including phone messenger, parent engagement Tuesdays, text messages, progress reports, and a weekly newsletter, the review team found that staff do not effectively use the tools for reciprocal communication. For example, school leaders, staff, and parents stated that very few teachers use ClassDojo, or another interactive online communication tool, to provide academic and social and emotional developmental health information to parents. Although the school translates most documents into Spanish, the dominant second language, school leaders and parents reported that the weekly newsletter is not translated and is only distributed to parents who drop off or pick up their children. In addition, the review team found

no evidence from their document review that the school holds targeted workshops to engage parents of ELLs or students with disabilities, which was also acknowledged by school leaders and staff.

- Although students and parents stated that most staff members are caring and responsive, both school leaders and staff reported that the school has provided limited training for parents and no PD for staff to support the home-school connection. Although teachers stated that some teachers hold parent workshops on Tuesdays, the review team found little evidence that they are coordinated or well attended, and teachers indicated that they do not specifically target parents of students with disabilities or ELLs. The school held an Environmental Walk-through to acclimate parents to classroom environments; however, school leaders stated that its focus was on the physical classroom environment, and school staff did not follow up with parents who attended to engage them in supporting their children's learning.
- Parents reported they receive report cards, results of State assessments, and monthly progress reports for their children that include tier levels for reading and mathematics and homework and behavior information. However, they also shared they were not aware that more specific information about their children's academic progress and needs could be communicated through ClassDojo. Parents reported that, other than the written reports that are sent home periodically, they would not be aware of their child's individual, ongoing needs or next steps unless they attended parent engagement time on Tuesdays. Although there have been some workshops for parents that focused on the use of computers to access information, parents and school leaders stated that they were not well attended and did not directly address how to decipher student data. The lack of training for parents that focuses on understanding student data hinders the ability of families to advocate for appropriate services or programs for their children.

Recommendation:

- During the last thirty minutes of next Tuesday's parent engagement time, school leaders should share the expectation that teachers will use Tuesday parent engagement time to contact six to eight parents by phone, email, or text message in order to share information about student progress and next steps in all subjects. If parents cannot be reached, school leaders should give teachers a form letter in which they provide data about student progress and next steps, to be mailed to parents with a tear off form for the parents to sign and return to teachers. The teachers should provide the parent coordinator and the family worker with names of parents who do not respond within a week for follow up by phone, email, text message, or home visits, as necessary. School leaders should review teacher, parent coordinator, and family worker logs on a bi-weekly basis to monitor the implementation of this practice.