



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	321000010046
School Name	P. S. 046 Edgar Allan Poe
School Address	279 East 196 th Street, Bronx, NY 10458
District Name	NYC CSD 10
School Leader	Jennifer Alexander Ade
Dates of Review	November 17-18, 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 P. S. 046 Edgar Allan Poe

School Configuration (2015-16)					
Grade Configuration	0K,01,02,03,04,05	Total Enrollment	919	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	87%	% Attendance Rate	93.65%		
% Free Lunch	87.5%	% Reduced Lunch	N/A		
% Limited English Proficient	39%	% Students with Disabilities	23.2%		
Racial/Ethnic Origin (2015-16)					
% American Indian or Alaska Native	0%	% Black or African American	17.2%		
% Hispanic or Latino	77.8%	% Asian or Native Hawaiian/Pacific Islander	3.0%		
% White	1.8%	% Multi-Racial	0%		
Personnel (2015-16)					
Years Principal Assigned to School	6.6	# of Assistant Principals	5		
% of Teachers with No Valid Teaching Certificate	1.0%	% Teaching Out of Certification	4.4%		
% Teaching with Fewer Than 3 Years of Experience	13.7%	Average Teacher Absences	9.5		
Student Performance for Elementary and Middle Schools (2014-15)					
ELA Performance at levels 3 & 4	10.0	Mathematics Performance at levels 3 & 4	16.2		
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	NO
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	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	ALL STUDENTS	N/A
Met Adequate Yearly Progress (AYP) in Science (2013-14)			
American Indian or Alaska Native	N/A	Black or African American	YES
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	ALL STUDENTS	NO

SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:

1. By June 2016, students in grades three to five will meet or exceed performance levels in English language arts (ELA) by an increase of five percent by deepening student experiences in rigorous classroom instruction aligned with the New York State (NYS) Common Core Learning Standards (CCLS) and engaging closely with the schoolwide instructional focus of student-to-student discussions.
2. By June 2016, students in grades three to five will meet or exceed performance levels in math by an increase of five percent by engaging in rigorous math instruction with an emphasis on the NYS Common Core math shifts.
3. By June 2016, students with disabilities and English language learners (ELL) will have improved their ELA scores to reduce the number of level ones by five percent by close monitoring of student progress and addressing learning gaps by the School Implementation Team, and improved planning for ELL instruction with the Sheltered Instruction Observation Protocol (SIOP) model.

4. By June 2016, to improve student social and emotional developmental health, all teachers will engage in Positive Behavioral Interventions and Supports (PBIS) and classroom behavior monitoring with ClassDojo. As a result, there will be a ten percent decrease in student occurrences as measured by the New York City Department of Education (NYCDOE) Online Occurrence Reporting System (OORS).
5. By June 2016, PS 46 will increase the outreach of community resources to enrich the civic life of the school by 50 percent by increasing the amount of scheduled schoolwide and grade events to the calendar and encouraging families to participate.

Information about the review

- The review was co-led by an Outside Educational Expert (OEE) and a representative from the New York State Education Department (NYSED). The team also included a district representative and a representative from the Regional Bilingual Education Resource Network (RBERN).
- The review team visited a total of 40 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 87 staff members (90 percent) completed.
- The school provided results of a parent survey that 504 parents (52 percent) completed.
- The school has three locations with the kindergarten housed in a parochial school across the street from the main school building and grade five in a middle school nine tenths of a mile from the main building.

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 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 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 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"/>
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 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 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 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"/>

TENET 5 OVERALL STAGE :

2

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"> Reviewers learned that school leaders developed goals with the teachers and shared them with the school leadership team, and the acronym STAR represents the school vision: <i>Show Respect; Treat Others as You Would Be Treated; Achieve Excellence; and Be Responsible</i>. However, in interviews with the Integrated Intervention Team (IIT), staff, students, and parents demonstrated little knowledge of the school goals and vision. School leaders have not yet developed a comprehensive plan for achieving the goals that includes benchmarks to evaluate incremental progress throughout the year. For example, although school staff identified use of the Sheltered Instruction Observation Protocols (SIOP) for teaching English language learners (ELLs) as a goal, school leaders have not adopted measures to monitor the implementation and effectiveness of these practices. School leaders have acquired computer programs and curriculum packages, hired coaches and consultants, and allocated planning time; however, leaders have not yet developed a means of determining the value of these initiatives through formal monitoring and adjustment. Leaders have provided teachers with time for common planning and inquiry team meetings where they inform their planning by looking at student work. In addition, school leaders have hired math and literacy coaches and engaged consultants from Generation Ready, a professional development (PD) organization, to model instructional practices and consult with staff on adapting curricula. However, reviewers found little evidence that school leaders have developed a plan to evaluate the effectiveness of these resources. Although school leaders have acquired the online guided reading program, Raz-Kids, to provide individualized computer-assisted reading instruction for students in both English and Spanish, reviewers found there are few independent reading books available in the library to address the needs of the school’s large ELL population. As a result of these decisions, reviewers found that school leaders have not used resources to ensure that planning and instruction address the needs of all students, and achievement results, including results for the ELL and students with disabilities subgroups, have not improved. School leaders maintain a schedule of observations and observation reports reviewed by the IIT contained actionable feedback; however, the feedback was unrelated to specific school initiatives. Additionally, reviewers found no evidence that school leaders perform timely, routine walkthroughs to monitor whether teachers are implementing recommendations for improving instructional practices. Furthermore, there was little evidence that leaders use data from observations to target support for teachers by school leaders, coaches, or consultants or to identify the PD needs of individual teachers or groups of teachers with common needs. As a result, the effectiveness of teacher instructional practices varied widely. School leaders have not identified benchmarks to track student and subgroup progress for use in evaluating schoolwide practices. In particular, although the school has a large ELL population, school leaders have not used disaggregated data to target the individual needs of students and subgroups. For example, data such as current, former, and targeted raw scores on ELL proficiencies in reading, writing, speaking, and listening were not used to plan for ELL student instructional needs. Reviewers 		

found no system for ensuring that summaries of learning goals and strategies from Individualized Education Programs (IEPs) for students with disabilities were available for teachers to use in planning and instruction. Additionally, school leaders have not collected data on school initiatives, such as student-to-student discussion and increased writing opportunities, to assess program success and guide modifications in practice.

Recommendation:

- During the next meeting of the instructional cabinet, the school leaders should create a checklist of strategies focusing on group work routines, designated discussion techniques, and differentiated instruction for ELL students and students with disabilities. School leaders should use this checklist during all walkthroughs to gather data on the use of these instructional strategies and ensure their increased implementation. School leaders should review this data weekly. School leaders should share these data with the staff through the weekly principal’s newsletter, and use the data to inform PD and coaching for individual and groups of teachers, and hold teachers accountable through the observation process.

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 and teacher leaders have provided time and resources for staff to adapt units in the ReadyGEN curriculum and coaches and consultants are working with teachers to plan units and lessons. However, leaders have not identified specific planning priorities to be included in all lesson plans and do not have a system for monitoring the content and quality of curriculum work. Unit and lesson plans reviewed by the IIT did not consistently include supports and modifications for subgroups such as ELL students and students with disabilities. Additionally, although school leaders have provided common planning time for each grade level, which includes special education teachers and teachers of ELLs, and time for inquiry team meetings, teachers said that they do not regularly plan lessons together across the grades.
- Reviewed lesson plans showed little evidence of differentiation of instruction and scaffolding. Most plans lacked specificity and often described only generic strategies, such as “small group instruction.” Additionally, the content and format of plans were inconsistent. For example, while some plans contained specific strategies targeting diverse learners, others did not address differentiation at all, even for classes with ELLs and students with disabilities. Reviewers also found that teachers rarely planned for higher-order thinking questions or multiple levels of text complexity to meet the needs of individual students and subgroups. For example, strategies addressing IEP goals for students with disabilities and learning style differences for ELL students were rarely evident in teacher plans, and analyzed data mostly related to reading levels, with limited evidence showing that teachers use subgroup data to plan lessons.
- Some teachers plan interdisciplinary lessons connecting curricula such as social studies and science

readings to literacy skills; artists in residence connect dance to culture and social studies; and teachers infuse technology into the curriculum through iPad applications offering differentiated practice in math and English language arts (ELA). However, reviewers found little evidence showing that teachers formally link and monitor activities to influence student learning or adapt curricula to make it accessible to all students. Because subject matter is not routinely connected to students’ real life experiences, students have little opportunity to gain insight about the relevance of content area subjects to their everyday lives.

- Teachers use a variety of data sources to track student progress, including the Developmental Reading Assessment (DRA), New York State math and ELA exam item analyses reports, and computer programs that have assessment components, such as Spatial-Temporal Math and Raz-Kids for ELA. However, reviewers learned that teachers do not consistently review or analyze data to inform curriculum planning. Checks for understanding intended to gauge student needs were inconsistently included in plans, with little evidence showing that teachers recorded the results of any checks performed to guide future planning. Portfolio writing pieces included rubrics; however, teachers and students said that teachers often provided the rubrics after students had already written their first drafts, which did not enable students to use the rubric as a guide. Classroom observations and a review of student work showed that the quality of feedback to students ranged from specific to general comments, such as “good work.” Teachers did not consistently provide next steps in their comments and individual student and class goals were inconsistently included in student portfolios. Consequently, students did not always know the next steps for improving their skills and understanding.

Recommendation:

- The school leaders should designate time for the ELL coordinator and assistant principal who supervises special education to modify the existing database to include raw and scale scores from the New York State English as a Second Language Achievement Test (NYSESLAT) and the target scores needed to attain the next level of English language proficiency. A document should be created that includes IEP goals, strategies, and modifications for each student with disabilities and the document should be given to their teachers. They should use the next department meeting to conduct training with all staff on the analysis and evaluation of these data. Coaches should use the next common grade preparation periods to model strategies and guide teachers in planning units and lessons that include interventions based upon this data to meet the needs of all students in these programs. School leaders should communicate the expectation that all teachers include these interventions at least three times weekly and should use existing walkthroughs and departmental and grade-level meetings to provide feedback to teachers about these interventions.

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

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

- School and teacher leaders have prioritized elements of instruction such as discussion techniques and

ongoing checks for understanding, and teachers are aware of these instructional focuses. School leaders and teachers have also identified SIOP strategies for teachers to implement to address the needs of the large ELL population. However, leaders have not developed benchmarks defining expectations for teacher use of these practices and supervisory feedback does not regularly address the quality of implementation. Some teachers stated that although they had access to literacy and math coaches and Generation Ready consultants, they did not feel well equipped to implement appropriate scaffolds or differentiate instruction and expressed the need for more PD on language skills and teaching strategies to help ELL students. In classes for students with disabilities and integrated co-teaching classes, reviewers observed an inconsistent use of scaffolds and differentiated instruction, producing instruction not always designed to meet students' diverse needs.

- During classroom visits, most students were on task and engaged. However, student-to-student discussion was often lacking or occurring at a basic level because teachers did not provide students with effective guidelines and protocols to ensure productive discussion. For example, in one observed class, teachers formed groups of students to work together to answer questions about an editorial. However, the teachers provided limited protocols to guide the group discussion and no recording sheet to organize group responses. As a result, most students wrote their answers independently and groups did not come to consensus through discussion. In observed classes, teachers rarely asked higher-order questions and most questioning occurred at the recall and literal comprehension levels. Additionally, in most observed classes, texts, expectations, activities, and products were the same for all students including ELLs and students with disabilities.
- Students said they felt safe in school and free to ask questions in class without ridicule. In observed classes, students were well behaved and classroom rules clear. However, reviewers found that instruction did not regularly address students' diverse learning needs. In most observed classes, instruction was the same and did not effectively support learning for all students, especially ELLs and students with disabilities. For example, in a special education math class with ten students instructed by a teacher and a paraprofessional, all students were assigned the same problem and students having difficulty with the multiplication task were not given alternate entry points, such as the use of manipulatives.
- School leaders expect that teachers keep conferencing notes, provide students with feedback based on rubrics, and conduct pre- and post-assessments to determine students' strengths and needs. However, in most observed classes, reviewers found little evidence suggesting that these expectations guide instructional practices. Few teachers performed checks for understanding during instruction, and in instances where reviewers observed the practice, teachers did not adjust their instruction based on the results. More often, teachers simply corrected an answer and moved on. Teachers often called only on volunteers to answer questions and gave little specific feedback on student responses. Additionally, reviewers found that conferencing was an inconsistent practice with no specific routine to provide students with next steps.

Recommendation:

- At the next instructional cabinet meeting, school leaders should identify routines for student group work that include student roles and responsibilities and discussion protocols. During the next teacher team meetings, instructional coaches and consultants should model how to use these routines to

ensure that student groups work to finish one common task. The school leaders should use existing walkthroughs and lesson plan reviews to monitor these practices.

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

2

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

- School leaders have established a referral system to identify social-emotional developmental health needs and provide interventions through the social and emotional intervention team. However, reviewers found that the system does not include relevant data about the performance and needs of subgroups. Additionally, reviewers learned that the intervention team analyzes reported incident, attendance, and lateness data, but does not consider academic achievement data as an additional indicator to trigger intervention. School leaders have implemented a positive behavioral interventions and supports (PBIS) system, which was evident in all classrooms through posted signage. Staff received PD to implement this program and students stated that they knew how it worked. Incident reports decreased from 188 in 2013-14 to 157 in 2014-15 and suspensions decreased from 52 to 34 during the same time period. However, a lack of academic benchmarks to guide intervention efforts has resulted in an inconsistent removal of barriers to learning.
- School leaders address the four behaviors characterized by the STAR vision in monthly assemblies and during daily Principal’s Principles announcements. However, school leaders and staff stated that there is no specific program to prioritize these proficiencies, such as monthly focus behaviors, and noted the need for class lessons to reinforce these skills. In interviews, few staff members were aware of the STAR program and none of the interviewed students or parents were familiar with it. Additionally, although paraprofessionals received PD from the dean on conflict resolution, with the exception of PBIS training, there has been no PD for teachers to help them support students’ social and emotional developmental health needs.
- The school’s social-emotional intervention team and dean receive referrals from teachers; the dean also receives referrals from the attendance and lateness coordinator. Individual student interventions are then planned at intervention team meetings that include the dean, teachers, and parents who are invited to attend. However, the intervention plans developed by the intervention team are monitored through subsequent grade-level meetings occurring on a five-week cycle and the intervention team does not specifically address the needs of students with disabilities or ELL students. Additionally, although staff contact and meet with parents during Tuesday afternoon parent engagement time, there are no specific protocols to ensure that teachers integrate their work with the social-emotional intervention team. Furthermore, the school does not have partnerships with community-based organizations to help meet the needs of all students and families.
- School leaders have implemented a plan to collect student social-emotional health data, but the data is limited to anecdotal staff reports, PBIS program data compiled by teachers, and incident, attendance, and lateness reports. Guidance counselors stated that families in temporary housing are targeted for additional supports through guidance services and referrals to local agencies. However, there was little evidence that school staff monitor subgroup data to identify further student needs. Additionally, there

are no protocols for identifying the social and emotional needs of students making satisfactory academic progress with no attendance or lateness problems.

Recommendation:

- The school leaders should provide time for the social worker, staff developer, and literacy coach to create a referral form for teachers to complete that includes pertinent subgroup information, such as ELL or students with disabilities designations and specific academic information that includes subject grades and a checklist of academic behaviors. School leaders should implement this form for teacher referrals.

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.

- School leaders have not developed an effective plan for the school to communicate high expectations to parents. School leaders told the IIT that ClassDojo, an interactive classroom management and parent engagement internet tool used by teachers, should be used by all teachers; however, leaders have not specified what information teachers should document or how often teachers should update information. As a result, not all parents receive the same types of information and communication is not regular. School leaders have planned parent events and the school leader’s parent newsletter provides information about these events and other topics; however, reviewers found that school leaders do not regularly convey their high expectations for student learning to parents. Additionally, school leaders and parents stated that although various workshops and multiple meetings are offered for parents, turnout is typically low.
- The school has provided some opportunities for reciprocal communication to increase staff and family understanding of student achievement needs. ClassDojo, newsletters, SchoolMessenger, student home-to-school notebooks, phone calls, and structured parent engagement meeting times are used to foster communication. However, leaders have not established standards governing when and how these tools and systems are to be used. For example, there is a lack of protocols and specific routines guiding parent engagement time. For example, although teachers keep parental contact logs, school leaders do not check them. Parents stated that school leaders have an open-door policy, but noted that, in their experience, most interactions were reactive to parental inquiries. The school provides written communications in Spanish, but not in other languages, which limits the ability of some families to communicate reciprocally and support student achievement.
- The school has implemented limited training opportunities to help parents understand student work and achievement expectations. Reviewers learned that school staff have offered no parent workshops yet this school year, and school leaders, parents, and staff said that no specific plan has been developed or implemented to address this need. Some teachers have conducted parent workshops during parent engagement time; however, teachers do this on an individual basis and there is no plan for schoolwide implementation. Additionally, school leaders and staff told the IIT that the school has

not provided specific PD to staff on building partnerships with parents and community agencies.

- Parents stated that they received progress reports and report cards, but fewer than half the interviewed parents reported that their children’s teachers use ClassDojo to communicate data to them. School leaders, staff, students, and parents stated that teachers do not use ClassDojo uniformly, that there is no explicit timeframe for updating data, and no explicit expectations for what data teachers should post. Most parents stated that they receive grades, homework information, and attendance data, but needed to initiate contact with teachers to obtain specific data about their children’s needs. As a result, most parents stated they did not have the information they needed to fully support their children’s learning needs and advocate for appropriate student support services.

Recommendation:

- School leaders should designate the second half of Tuesday parent engagement time for all teachers to enter data weekly on ClassDojo, an interactive electronic platform, that includes classwork and homework completion information, test and project grades, anecdotal records, and next steps for all students. School leaders should use administrative access to monitor teacher input and parent access to evaluate the effectiveness of this tool in communicating pertinent data.