



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

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



<b>BEDS Code</b>	320900010058
<b>School Name</b>	P.S. 058
<b>School Address</b>	459 East 176 Street, Bronx, NY 10457
<b>District Name</b>	NYCDOE CSD 09
<b>School Leader</b>	Ms. Velma Gunn
<b>Dates of Review</b>	January 20-21, 2016
<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 for P.S. 058**

<b>School Configuration (2015-16)</b>					
<b>Grade Configuration</b>	OK,01,02,03,04,05,06	<b>Total Enrollment</b>	433	<b>SIG Recipient</b>	No
<b>Types and Number of English Language Learner Classes (2014-15)</b>					
<b># Transitional Bilingual</b>	N/A	<b># Dual Language</b>	N/A	<b># Self-Contained English as a Second Language</b>	N/A
<b>Types and Number of Special Education Classes (2014-15)</b>					
<b># Special Classes</b>	N/A	<b># SETSS</b>	N/A	<b># Integrated Collaborative Teaching</b>	N/A
<b>Types and Number of Special Classes (2014-15)</b>					
<b># Visual Arts</b>	N/A	<b># Music</b>	N/A	<b># Drama</b>	N/A
<b># Foreign Language</b>	N/A	<b># Dance</b>	N/A	<b># CTE</b>	N/A
<b>School Composition (2014-15)</b>					
<b>% Title I Population</b>	93%	<b>% Attendance Rate</b>	91.08%		
<b>% Free Lunch</b>	87.4%	<b>% Reduced Lunch</b>			N/A
<b>% Limited English Proficient</b>	21%	<b>% Students with Disabilities</b>	20.3%		
<b>Racial/Ethnic Origin (2015-16)</b>					
<b>% American Indian or Alaska Native</b>	0%	<b>% Black or African American</b>	24.8%		
<b>% Hispanic or Latino</b>	72.3%	<b>% Asian or Native Hawaiian/Pacific Islander</b>	0.2%		
<b>% White</b>	1.2%	<b>% Multi-Racial</b>	2%		
<b>Personnel (2015-16)</b>					
<b>Years Principal Assigned to School</b>	10	<b># of Assistant Principals</b>	1		
<b>% of Teachers with No Valid Teaching Certificate</b>	2.7%	<b>% Teaching Out of Certification</b>	18.9%		
<b>% Teaching with Fewer Than 3 Years of Experience</b>	18.4%	<b>Average Teacher Absences</b>	6.2		
<b>Student Performance for Elementary and Middle Schools (2014-15)</b>					
<b>ELA Performance at levels 3 &amp; 4</b>	10.7	<b>Mathematics Performance at levels 3 &amp; 4</b>	19.8		
<b>Science Performance at levels 3 &amp; 4 (4th Grade)</b>	59%	<b>Science Performance at levels 3 &amp; 4 (8th Grade)</b>	N/A		
<b>Student Performance for High Schools (2014-15)</b>					
<b>ELA Performance at levels 3 &amp; 4</b>	N/A	<b>Mathematics Performance at levels 3 &amp; 4</b>	N/A		
<b>Global History Performance at levels 3 &amp; 4</b>	N/A	<b>US History Performance at Levels 3 &amp; 4</b>	N/A		
<b>4 Year Graduation Rate</b>	N/A	<b>6 Year Graduation Rate</b>	N/A		
<b>Regents Diploma w/ Advanced Designation</b>	N/A	<b>% ELA/Math Aspirational Performance Measures</b>	N/A		
<b>Overall NYSED Accountability Status (2015-16)</b>					
<b>Reward</b>	No	<b>Recognition</b>	N/A		
<b>In Good Standing</b>	No	<b>Local Assistance Plan</b>	No		
<b>Focus District</b>	Yes	<b>Focus School Identified by a Focus District</b>	Yes		
<b>Priority School</b>	No				

**Adequate Yearly Progress (AYP)**

**Elementary/Middle School**

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

**High School**

<b>Met Adequate Yearly Progress (AYP) in ELA (2013-14)</b>			
<b>American Indian or Alaska Native</b>	N/A	<b>Black or African American</b>	N/A
<b>Hispanic or Latino</b>	N/A	<b>Asian or Native Hawaiian/Other Pacific Islander</b>	N/A
<b>White</b>	N/A	<b>Multi-Racial</b>	N/A
<b>Students with Disabilities</b>	N/A	<b>Limited English Proficient</b>	N/A
<b>Economically Disadvantaged</b>	N/A	<b>ALL STUDENTS</b>	N/A
<b>Met Adequate Yearly Progress (AYP) in Mathematics (2013-14)</b>			
<b>American Indian or Alaska Native</b>	N/A	<b>Black or African American</b>	N/A
<b>Hispanic or Latino</b>	N/A	<b>Asian or Native Hawaiian/Other Pacific Islander</b>	N/A
<b>White</b>	N/A	<b>Multi-Racial</b>	N/A
<b>Students with Disabilities</b>	N/A	<b>Limited English Proficient</b>	N/A
<b>Economically Disadvantaged</b>	N/A	<b>ALL STUDENTS</b>	N/A
<b>Met Adequate Yearly Progress (AYP) in Graduation (2013-14)</b>			
<b>American Indian or Alaska Native</b>	N/A	<b>Black or African American</b>	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 DESCRIBED BY THE SCHOOL:**

**Goal #1:** To increase the number of students performing at or above grade level in English Language Arts and Mathematics. By June 2016, all students, including ELLs and SWDs, will demonstrate progress toward achieving State standards as measured by a 5% increase in students scoring at Levels 3 & 4 on the NYS ELA assessment.

**Goal #2 –** To increase the level of proficiency of English Language Learners. By June 2016, English Language Learners will improve at least one language acquisition level on the NYSESLAT.

**Goal #3:** To increase the level of teacher practice and student performance. By June 2016, the principal and assistant principals will conduct a minimum of 4 informal or 1 formal/3 informal classroom observations and provide teachers with formative feedback and professional development to support improved practice in competencies across the Danielson framework.

### 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 27 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 39 (98 percent) completed.
- The school provided results of a parent survey that 249 (66 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"/>
<b>TENET 2 OVERALL STAGE :</b>					<b>1</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	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"/>
<b>TENET 3 OVERALL STAGE :</b>					<b>1</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	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"/>
<b>TENET 4 OVERALL STAGE :</b>					<b>1</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	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"/>
<b>TENET 5 OVERALL STAGE :</b>					<b>1</b>

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

#	Statement of Practice	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"/>
<b>TENET 6 OVERALL STAGE :</b>					<b>1</b>

<b>Tenet 2 - School Leader Practices and Decisions:</b> Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement.	<b>Tenet Stage</b>	<b>1</b>
<p>The school is at <b>Stage One</b> for Tenet 2 – School Leader Practices and Decisions.</p> <ul style="list-style-type: none"> <li>• Although the school leader indicated there was a mission statement among the school’s documents, she did not provide evidence of a mission statement to the Integrated Intervention Team (IIT). During interviews with the IIT, parents, students, and teachers were not able to articulate a central mission or vision. School leaders reported they have developed and promoted instructional priorities that are known by parents and students. These priorities include guided and independent reading, collaborative mathematics, and writing strategies. School leaders described targeted percentage increases in the level of performance of students on State assessments as school goals; however, the review team did not find evidence of specific, measurable, results-oriented and timely (SMART) goals. School leaders did not indicate timelines, individuals responsible for implementing goals, or strategies for attainment of performance targets. Although the school leader expressed a sense of urgency for school improvement during interviews, the IIT did not find evidence that the broad desire to improve reading, writing, and mathematics skills had been translated into specific activities to drive that improvement.</li> <li>• During interviews with the review team, school leaders were not able to demonstrate a clear relationship between school goals and their decisions to secure and use resources. The IIT found that school leaders lacked a governing plan to guide the acquisition and determine the effectiveness of resources. For example, when disciplinary referrals increased, school leaders reported that they hired an additional counselor, and incidents decreased; however, this decision was not aligned with a school improvement goal. School leaders also indicated they decided to expand the Junior Great Books program. However, the planned expansion is based on anecdotal evidence of its effectiveness without the collection of data to determine if the current pilot program has generated improvements. The review team did not find evidence that the school leaders developed a plan to measure the comparative effectiveness of initiatives to improve student academic performance or to gauge the impact of their allocation of resources on school improvement.</li> <li>• School leaders reported that they increased the instructional capacity of teachers by modifying the schedule to provide grade level teachers an opportunity to plan instructional units collaboratively; however, collaborative planning is voluntary and at the initiative of teachers. While lead teachers at each grade level chair and prepare an agenda for these voluntary meetings, school leaders do not routinely collect and review these agendas and provide feedback. School leaders have provided professional development (PD) on guided reading, the Teachers College Writing Program, and the use of mathematics materials. However, teachers stated that school leaders have provided little feedback on how well these initiatives are developing within the school based on classroom observations and walk-throughs. A review of documents by the IIT showed that at the mid-point of the school year school leaders had observed only 30 percent of the teachers formally or informally. The observation reports examined by the review team did not specifically focus on the established instructional methodologies of guided and independent reading, collaborative mathematics, and writing strategies.</li> </ul>		

Some teachers reported that school leaders have not established clear expectations for the implementation of the methods and strategies they had learned in PD sessions.

- School leaders stated that they track attendance and disciplinary data to make decisions about policies and practices in these areas. For example, school leaders cited their analysis of student disciplinary referrals as the justification for hiring an additional school counselor who they credited with contributing to a reduction of suspension and disruptive incident rates in the school. However, school leaders have not established a data dashboard to help monitor the impact of the recently established instructional methodologies, modify their implementation, and identify staff training needs. The review team did not find evidence that school leaders collect and analyze data concerning the status of student learning on an on-going basis. The minimal monitoring and analysis of data hinders the ability of school leaders to move the school forward.

**Recommendation:**

As part of their daily walk-throughs, school leaders should immediately expand their program of weekly monitoring to target the effectiveness of teacher practices in implementing the school’s identified instructional priorities in order to re-direct teachers who are experiencing difficulty in faithfully executing those priorities.

**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 reported that they were in the process of developing a coherent curriculum aligned to the Common Core Learning Standards (CCLS). The review team found that the school’s curriculum consists of off-the-shelf publications produced by commercial textbook publishers and the Teachers College Writing Program. School leaders have provided teachers with the English language arts (ELA) and mathematics lesson plans that accompany the textbooks. Some teachers shared that the curricula the school leaders provided were not vertically aligned and well-coordinated across grade levels and not modified to address the needs of students with disabilities and English language learners (ELLs). The review team found little evidence of any systematic modifications of the curriculum to address the needs of individuals and groups of students or that the school leader is actively involved in assisting teachers with curriculum support.
- Teachers have begun to collect information about student proficiency through administration and interpretation of the results of the Fountas-Pinnell reading assessment, the Santa Cruz model writing assessment, Teachers College baseline tests, and mathematics unit tests. There was little evidence of teachers’ use of student performance data to inform lesson planning in the IIT’s review of sample lesson plans. The IIT found that most teachers did not regularly modify commercially produced ELA and mathematics lesson plans in order to meet a wider range of student needs. Teachers’ lesson plans also did not contain challenging questions intended to promote higher-order thinking, such as synthesis, evaluation, analysis, and creative problem solving.

- There is no formal plan for broad curricular integration. Although school leaders stated that they encouraged teachers to integrate reading and writing skills in science and social studies content areas, the IIT did not consistently find expectations for reading and writing in the science and social studies lessons it examined. Teachers reported that they seldom planned jointly with art or technology teachers and that any interdisciplinary planning was based on individual teacher initiative rather than a school-wide plan.
- In interviews, teachers stated that they maintained data binders to track student performance; however, there was almost no reference to the data in those binders in the lesson and unit plan documents the IIT examined. Although teachers reported that they used formative assessment strategies, such as exit tickets, there was no evidence of this in observed classes. In addition, the IIT did not find references to formative assessments to determine student mastery and needs in the sample of lesson plans it reviewed or the use of data to adapt the curriculum to address student needs.

**Recommendation:**

The school leaders in conjunction with the Individualized Education Program (IEP) teacher on site and the assigned SESIS should immediately clarify and expand the expectations for lesson planning to focus on defined strategies, interventions, and modifications of instruction for students with disabilities to provide greater opportunities for including these students in general education classes.

**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.

- Although school leaders reported they have provided PD on individualizing instruction to meet student needs, the IIT rarely found evidence of these practices in observed classes. School leaders indicated they expect teachers to maintain data binders. However, a review of these binders by the IIT showed that the data were not disaggregated to identify students’ needs and learning styles. Classroom observations by the IIT showed that lessons were generally characterized by whole-class instruction that was not clearly linked to information about individual student needs. Although school leaders stated they expected teachers to use data in order to base instruction on students’ strengths and needs, a review of teacher observation reports showed that the infrequency of the observations and the lack of systematic follow-up and monitoring by the school leaders minimized fulfillment of these expectations.
- Teachers seldom incorporated challenging and open-ended questions, complex reading materials, and multiple approaches to learning in their lessons. In classes the IIT observed, teachers typically relied on the same worksheets for all students and delivered whole-group instruction consisting of one undifferentiated activity. In a first grade classroom, students were asked to identify the main idea of a movie they saw and to turn and talk to a partner to share their thoughts on the main idea. Very few students said anything to their partners. The teacher asked one of the more vocal students to identify the movie and the title. The student identified the title as the main idea. The teacher did not engage

the class in discussion of what is meant by the main idea of a movie or indicate why the answer provided by the student did not address the question. Some students reported that when they completed an assignment before other students, their options were limited to helping other students or doing more of the same work. During classroom visitations, the review team found that most teachers posed literal questions and accepted one-word and short, unelaborated responses.

- During interviews with the review team, teachers, students, and parents reported that students were physically and emotionally safe in the school. Students stated that they felt intellectually safe and did not fear criticism from teachers or peers when they ventured an answer or made a mistake. However, teachers’ instructional practices seldom promoted intellectual discovery and rigorous thinking. Students shared that while they were encouraged to choose writing topics, they were limited in designing original projects or activities. During classroom visitations, the IIT found that teachers seldom made modifications to meet the needs of students with disabilities and ELLs. School leaders have created only one classroom that is an Integrated Co-Teaching (ICT) classroom where students with disabilities and general education students are taught in the same classroom, supported by a general education teacher and a special education teacher. Most students with disabilities are enrolled in self-contained classrooms. School leaders’ stated that modifying instruction to meet the range of needs of students with disabilities has been a problem that has limited integration into ICT classes.
- Teachers collect and maintain data, but the IIT did not find that this information was productively and routinely used to plan instruction, especially for students with disabilities and ELLs. School leaders stated that they expected teachers to design rubrics and checklists to help students assess their own written work and to use formative assessments to ensure that students were meeting task-specific expectations. However, the IIT seldom found teachers using these strategies in classes they observed. In addition, when students were using checklists to assess their work, the checklists were not written in a way that all students could understand, and the checklists were not student specific. A review of student work demonstrated that teachers seldom provided students with next-step directions.

**Recommendation:**

The school leaders should immediately adjust their program of walk-throughs to devote no less than five each day to determine the targeted level of needed interventions or redirection for each teacher in order to support and improve their instructional practices related to ongoing assessments and next-step feedback to students.

**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.

- The school leader reported she has provided resources to address the needs of students with behavioral issues. These resources encompass response mechanisms and personnel, including two school counselors, a social worker, a parent coordinator, an IEP specialist, and a part-time bilingual

school psychologist to deal with the social and emotional needs of students who act out. In addition, the school leader noted that crisis paraprofessionals are assigned individually to students who chronically misbehave. However, the IIT found the school provides limited resources to meet the needs of students who do not misbehave or who have not been identified as needing support services. Although members of the support team meet monthly, the review team found no evidence of a system to collate information on the scope and nature of social and emotional problems typical of students in the school in order to guide the development of school-wide programs. While the school has a number of support staff, school leaders have not coordinated and focused the services of these professionals on school-wide social and emotional developmental health issues to address the needs of all students.

- School counselors stated that there is no formal character education program or curriculum within the school that focuses on student social-emotional health needs although school leaders identified the range and prevalence of student social and emotional difficulties as a major barrier to academic achievement. While school leaders indicated that they recognize that students have significant social and emotional developmental health needs, they have not conducted a needs assessment to identify and address these needs systematically. Support staff reported that there is no defined system in place to monitor the levels of success resulting from meetings of parents with school support staff and administrators aimed at addressing student needs.
- Teachers reported that they rely on their informal assessments of the social and emotional needs of their students in the absence of a school-wide analysis of the collective and individual needs of their students or the monitoring of the outcomes of the school’s interventions. For example, support staff estimated that up to 70 percent of the students in the school were either homeless or living in the homes of friends or relatives. However, there is no program or initiative specifically designed to address the needs of young people faced with these issues. In addition, school leaders have not provided appropriate, targeted PD to help staff identify and address students’ social and emotional developmental health needs.
- The school collects and analyzes disciplinary and attendance data and maintains a data wall devoted exclusively to these two aspects of student behavior. However, there is no central system for the collection of information on the social and emotional status of all students to identify levels of need and to guide the implementation of programs to address those needs through a coordinated effort. The support staff reported that there is no system to collate information from external providers of social and emotional developmental health services in order to identify the levels of need and to measure success.

**Recommendation:**

At the next Student Intervention Team meeting, the school leader and the participants should identify a set of priorities to address the social and emotional developmental health needs of all students to guide a review and eventual selection of a school-wide, research-based program.

**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 Stage</b>	<b>1</b>
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The school is at **Stage One** for Tenet 6 – Family and Community Engagement.

- The school leader has not effectively communicated her high expectations for student success to parents or provided information on the ways that families can assist students in improving academic achievement. For example, the school leader set an expectation that parents attend five workshops; however, the parent workshops did not focus on academics. Instead, the workshops involved activities such as a father and daughter dance and a cooking class to promote healthy eating. Staff reported that parent attendance at these workshops and other school events was small. Some parents indicated that they were aware of the instructional priorities of the school, but expressed the desire for a more rigorous and challenging curriculum. Support staff were not able to identify a comprehensive family engagement plan, and the review team did not evidence that the school leaders had developed a strategic plan focused on parental involvement.
- Teachers and school leaders reported that they use traditional vehicles to communicate with families, such as sending report cards and backpack letters, passing out flyers as parents bring their children to school, and making telephone calls. Parents reported that they were aware of these efforts. However, some parents and teachers indicated that many parents do not respond, do not attend school functions, and seldom provide support when teachers ask them to reinforce learning activities at home. School leaders acknowledged that the workshops provided for parents were not focused on how to support the learning of their children at home. Parents also reported that teachers provide them with their email addresses and welcome their questions and suggestions. School staff stated the school provides Spanish translations of written school messages but that an influx of new students whose families speak a wider variety of languages, including French, Arabic, and several African dialects, pose new challenges for school and home communication. Currently, there is no system or plan on how to address the growing range of languages among the families served by the school although the school uses the telephone translation services provided by the New York City Department of Education for these languages when parents are engaged in conferences with teachers or staff.
- The support staff reported that there was no formal PD to help staff develop and sustain home-school partnerships. The review team found the staff handbook provides teachers with little or no direction or expectations concerning timely topics to address with parents. Although there is an expectation in the parent handbook that parents attend five parent workshops each year, the school leader reported that there is a gap between this expectation and the number of parents who actually attend school-sponsored workshops. Support staff members reported that few parents attend the workshops, and very often, the same parents are at each event. There was no evidence that the school leader attempted to find out why parents did not attend events and how the school could remedy this problem.
- Teachers and school leaders provide information to parents through periodic report cards, notes that are sent home, and telephone calls. However, there are no interim progress reports for all students between report card terms. The assistant school leader stated that the school was exploring the possibility of improving academic progress information through an on-line electronic grade book program. However, this program is not currently in place. Parents reported that they were aware of the State assessment results in ELA and mathematics as well as the Fountas-Pinnell reading levels of their children, but were unsure of how to help them improve. The review team found no evidence of training for parents to enable them to better understand data, which limits their ability to advocate for

services for their children.

**Recommendation:**

Within the next week, the school leaders in conjunction with the parent coordinator and the parent association should meet together to explore the use of social and visual media as an additional means to provide engaging and multiple language communications to parents to inform them about how they can support their children academically and socially.