



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

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



<b>BEDS Code</b>	321200010044
<b>School Name</b>	PS 044 David C. Farragut School
<b>School Address</b>	1825 Prospect Ave, Bronx, New York, 10457
<b>District Name</b>	NYCDOE-CSD 12
<b>School Leader</b>	Melissa Harrow
<b>Dates of Review</b>	February 9-11, 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 PS 044 David C. Farragut School

School Configuration (2015-16)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	237	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	97%	% Attendance Rate		92.44%	
% Free Lunch	91.2%	% Reduced Lunch		N/A	
% Limited English Proficient	12%	% Students with Disabilities		20.0%	
Racial/Ethnic Origin (2015-16)					
% American Indian or Alaska Native	0%	% Black or African American		34.2%	
% Hispanic or Latino	63.1%	% Asian or Native Hawaiian/Pacific Islander		0.6%	
% White	1.2%	% Multi-Racial		1%	
Personnel (2015-16)					
Years Principal Assigned to School	3.8	# of Assistant Principals		1	
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification		N/A	
% Teaching with Fewer Than 3 Years of Experience	31.0%	Average Teacher Absences		9.3	
Student Performance for Elementary and Middle Schools (2014-15)					
ELA Performance at levels 3 & 4	14.5	Mathematics Performance at levels 3 & 4		18.4	
Science Performance at levels 3 & 4 (4th Grade)	52%	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	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	N/A
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	N/A	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	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	YES	ALL STUDENTS	YES

#### SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

- By June 2016, 100% of teachers will use the Tier 1 instructional program (Teachers College Reading and Writing/Go Math) to fidelity resulting in a 3% increase in student progress in ELA and Math scores on the State Test.
- By June 2016, the school will incorporate a School Wide Information System that will support our existing PBIS program in monitoring and assessing behavior that impact learning, as represented by at least a 10% decrease in OORS incidents from 2014-15.
- By June 2016, teachers will engage in professional learning opportunities to analyze student work, inform instruction and ensure alignment of CCLS and unit expectations to meet the individual needs of students and groups of scholars as measured by a 3% increase in student

progress for our lowest third on ELA and Math on NYS Exams.

4. By June 2016, administration will host four retreats with our Instructional Cabinet to analyze real-time data to measure the effectiveness of our SCEP implementation and determine next steps. This will result in a .10 increase in overall teacher performance ratings in Advance.
5. By June 2016, the school will offer parent workshops based on surveys during Tuesday afternoon sessions, which will result in a 5% increase in parents strongly agreeing with the question “the school communicates to them and their child what they need to do to prepare for college, career, and success in life after high school” on the NYC School Environment Survey.

### 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 Regional Bilingual Education Resource Network (RBERN) representative.
- The review team visited a total of 14 classrooms during the three-day review.
- Reviewers conducted focus groups with students, staff, and parents.
- Reviewers examined documents provided by the school, including curriculum maps, lesson plans, school-wide data, teacher feedback, and student work.
- The school provided results of a staff survey that 25 (89 percent) completed.
- The school provided results of a parent survey that 94 (50 percent) completed.
- The school did not provide results of a student survey.

### 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 checked="" type="checkbox"/>	<input type="checkbox"/>
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	<input type="checkbox"/>	<input type="checkbox"/>	<input 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>
<b>Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.</b>					
<b>#</b>	Statement of Practice	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>
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The school is at **Stage One** for Tenet 2 – School Leader Practices and Decisions.

- School leaders have not developed and articulated a vision that defines school improvement initiatives and guides their implementation, and they have not established systems to evaluate the connections between all elements of the school’s work and their impact on student progress. Although leaders reported that for the last five years they have been focused on improving pedagogy, student achievement has continued to decline. The Integrated Intervention Team (IIT) found little evidence that school leaders have worked with stakeholders to develop data-driven goals that specifically address students’ academic progress or social-emotional needs or that engage the community to support student achievement. Additionally, teachers and parents interviewed by the review team could not articulate the school’s vision.
- The review team found that school leaders do not strategically use resources to promote school improvement efforts and do not make staffing decisions that align to student needs. Leaders have continued to use the same curriculum for the last five years but provide no supplemental programs or materials for students who cannot access the curriculum. Most students perform below grade level in English language arts (ELA) and math; however, school leaders have not provided extended day programs or at-risk intervention services for most students. Although 86 percent of students struggle with reading, remedial services are not provided. The school has one teacher who serves approximately 40 English language learners (ELL) across six grades. The IIT saw no materials to support language acquisition. Teachers reported that special education teachers are frequently required to cover for absent teachers, which may leave some students without appropriate services.
- Although school leaders regularly conduct teacher observation, the IIT 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. Teachers reported that school leaders provide inconsistent feedback, which hinders teachers from gaining a clear understanding of leaders’ pedagogical expectations. Teachers also shared that leaders do not identify targeted goals for individual teachers or provide differentiated professional development (PD) to support their personal growth. The school has ten new teachers this year, and leaders reported that consistently high teacher turnover impacts the effectiveness of PD efforts.
- School leaders have not developed systems to collect and analyze data to effectively monitor the impact of school improvement initiatives. Although leaders have access to data about student academic progress and behavior, teacher effectiveness, Individualized Education Program (IEP) goals, behavior modification plans, and English language acquisition, leaders have not established a data team or data analysis protocols to support the analysis of data. The IIT found no evidence of a system in place that the school leaders use to identify trends that could inform decision-making.

**Recommendation:**

- Beginning the week of February 29, 2016, school leaders should create a visual snapshot of the school to monitor how school-wide decisions impact school improvement and culture. School leaders should

include goals, resources, timeframes, evidence of effectiveness, and adjustments. School leaders should use a template with the school teams to guide discussions and to inform goal-setting and decision-making. School leaders should create a calendar for periodically revisiting the template to monitor progress and make appropriate modifications to lead to sustainable school improvement.

**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.

- Although school leaders provided teachers with a Common Core Learning Standards (CCLS) aligned curriculum, teachers reported that they have few resources and little latitude to adapt the curriculum to accelerate the learning of all students. Teachers stated that many students are not able to access the curriculum in its present form and need explicit instruction to master decoding and fluency, skills development, and writing conventions. The curriculum comes with prescribed units of study, lesson plan overviews, and a pacing calendar. While teachers are expected to use a variety of data sources to inform their planning, they reported that school leaders and consultants require them to adhere to instructional pacing outlined in the curriculum. Although the teachers have used the current curriculum for five years, there is little evidence to show that the curriculum is advancing student learning. Data show that only 14 percent of students meet grade level ELA standards and 18 percent meet standards in math. Overall student performance remains low.
- The review team found that although teachers’ lesson plans align to the CCLS, teachers’ lesson plans do not support the learning needs of all students. Lesson plans reviewed by the IIT contained few strategies to support ELLs or students with disabilities. Although teachers provide each student with individualized “tool boxes” of strategies such as math models or sight word charts which are designed to target specific skill deficiencies, many students could not use the tools when working independently. While teachers’ plans included small group instruction and differentiated activities for some students, during classroom visits the IIT frequently observed students who were off task because they lacked understanding of how to achieve the learning objectives.
- Although school leaders reported that teachers meet in vertical teams to create interdisciplinary curriculum, teachers stated they have met only five times this year and have not developed interdisciplinary units. Leaders reported that teachers incorporate both literacy and math in science and social studies units. However, a review of lesson plans showed little evidence of interdisciplinary connections in content area lessons. Teachers stated that although the social studies curriculum has an occasional unit that parallels a literacy theme, teachers do not regularly collaborate to create interdisciplinary projects that enhance student engagement and deepen students’ understanding of content.
- The review team found that while staff administer many assessments to evaluate student performance, school leaders have not established systems or protocols that ensure teachers can access and analyze data to target their planning and feedback to meet student needs. While the school has identified data-driven instruction as a focus for the year, teachers have had little training and implemented no protocols to collect and analyze data from multiple sources. During discussions with

the review team, teachers could not articulate how they use data to identify trends or patterns that inform their planning. The IIT observed some teachers working with guided reading groups and skills groups that were informed by reading levels. However, teachers do not use STAR assessment data or test item analysis data from state ELA and math assessments to inform planning or to give feedback to students.

**Recommendation:**

- Beginning the week of February 29, 2016, school leaders should focus teacher planning time around the school-wide goal of using assessment data to inform instruction. School leaders should:
  - identify staff to train teachers on how to access, analyze, and interpret data;
  - provide staff with protocols to support teachers in identifying trends and patterns;
  - use Monday planning time for teachers to work collaboratively to identify strategies to modify curriculum;
  - empower teachers to incorporate new instructional strategies in their lessons that address identified student needs; and
  - consistently monitor the impact of adjustments on student achievement.

**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 leaders’ actions, practices, and decisions do not ensure that teachers’ instructional practices address students’ varied needs and lead to high-levels of engagement and achievement for all students. Although school leaders have identified data driven instruction as a priority, they have not regularly engaged teachers in data conversations and have not provided a clear instructional vision that is reflective of students’ learning needs. Teachers reported that although the majority of students require explicit instruction to master reading and writing skills, leaders do not permit them to adjust their curriculum, pacing, or instructional strategies to address the gaps. During class visits, the IIT observed that many students struggled to complete tasks independently while teachers engaged in small group instruction with other students. Teachers reported that they are required to use strategies that are not reaching or benefiting all students. In addition, although the school purchased the STAR assessment program, school leaders have not provided teachers with materials to support remedial instruction.
- During classroom visits, the IIT found that instructional practices did not consistently reflect the CCLS shifts. Many teachers did not incorporate higher-order questioning or provide multiple entry points to engage all students. The IIT observed limited use of scaffolded questions leading to higher-order thinking. Teachers seldom required students to synthesize information or use evidence to support their responses. Students in most classrooms worked independently for a large portion of the lesson, receiving limited feedback and having few opportunities to engage in discussion. The IIT observed some teachers using turn and talk strategies during instruction; however, this was not a common

practice in most classrooms visited by the review team.

- Teachers’ instructional practices do not ensure that all students feel physically and intellectually safe. During classroom visits, the IIT observed instructional practices that did not provide entry points for diverse groups of learners. Teachers did not use multi-modal strategies such as visual aids to support ELLs or students with disabilities to ensure students could successfully participate in the lesson. Teachers and students reported that poor behavior disrupts lessons. Students told the review team that they have been bullied by other students and that they had been involved in physical altercations in classrooms. Although school leaders reported that the school uses a Positive Behavioral Interventions and Supports (PBIS) program, the IIT saw no evidence of its use during classroom visits.
- Although teachers use data to inform guided reading groups and some skills groups, during classroom visits the IIT noted that few teachers paused to check for students’ understanding. Teachers reported that they use rubrics to assess student work products and provide feedback to students. In addition, teachers have students identify individual performance goals and then provide students with tool kits to help them self-assess their work. However, the IIT found that rubrics and feedback were not always age or academically appropriate. For example, comments on a grade two student’s paper included “use more adjectives;” however, during discussions with the IIT the student could not explain what an adjective was. Some students could not articulate how or why they selected their learning goals or what they need to do to achieve them. Comments made by students demonstrated that few students understand the academic language used in recommendations or goals.

**Recommendation:**

- During the week of February 29, 2016, school leaders should identify teachers who demonstrate highly effective or effective practices in a specific portion of a Danielson domain to share best practices with colleagues. Leaders should conduct weekly learning walks to include a school leader, coach, and a minimum of two teachers who have been rated developing in that component. The goals of the team should be to:
  - focus on techniques observed to be aligned to the instructional focus;
  - look for evidence of effective practices;
  - debrief findings immediately after a visit; and
  - identify strategies that can be replicated.

The school’s leaders should conduct follow-up visits to see if new strategies have been implemented. Leaders should reward and support implementation efforts.

**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.

- School leaders have not established a vision for students’ social emotional developmental health or a plan for identifying the impact of the school’s support services on the social and emotional health of

students and families. All stakeholders interviewed by the IIT reported that bullying and aggressive behavior is a school-wide problem. School leaders implemented a PBIS program and appointed a PBIS coordinator who also serves as the Response to Intervention (RTI) coordinator. The school support team, comprised of the IEP teacher, PBIS coordinator, and guidance counselor, meets every other week after school to create behavior modification plans for some students exhibiting disruptive behaviors. However, fights continue to occur in classrooms and the lunchroom. Staff reported that guidance services are provided for mandated students, but guidance support for other students is limited because the counselor also serves as the dean. During discussions with the review team, the school support team did not articulate a vision that informs their work and reported that leaders do not participate in their team meetings.

- The school has a PBIS curriculum designed to facilitate the teaching of lessons that support students' social and emotional development; however, the program is not implemented with fidelity. In September, the PBIS coordinator provided PD to all staff members but school leaders and teachers reported that the school schedule does not include time to teach the lessons. During class visits, the IIT saw no evidence of the program's implementation. Staff stated that teachers have requested more training in behavior management techniques. Members of the school support team reported that they provided some presentations to staff in the fall, but indicated that there are currently no plans in place to continue these presentations.
- School leaders have not established a culture of collaboration that enables all stakeholders to work together to meet the social-emotional needs of all students. The IIT found that small groups of individuals work in isolation and do not share information across teams to support students. The RTI team created a ladder of interventions to be used by classroom teachers to address poor classroom behavior. Teachers reported that although they try to implement the interventions, in many cases they have not been successful. Teachers also reported that they did not participate in creation of the ladder of intervention document and they do not have opportunities to meet with the RTI team to discuss adjustments or alternatives to the referral process. The school leaders reported that a high number of students at the school live in temporary housing and that the parent coordinator and guidance counselor support these families. However, leaders did not articulate any details about the supports provided to families. School leaders have not established partnerships with community-based organizations to support the social-emotional needs of students and families.
- The school has no system for collecting and analyzing data to identify and address the social-emotional needs of students. The school schedule does not include time for teachers, support staff, and school leaders to collaboratively use data to assess school-wide needs or evaluate existing supports. Although the school maintains data on attendance, suspensions, occurrences, IEPs, and referrals, staff do not analyze these data to identify school needs. The school support team reported that the school does not collect and analyze PBIS data. In addition, although incidents of students repeating disruptive behaviors are high, the school does not have systems in place to strategically study that population or create purposeful tier 2 and tier 3 interventions.

**Recommendation:**

- School leaders should convene a team comprised of the PBIS coordinator, dean/guidance counselor, parent coordinator, and lunchroom aides to create a plan to address behavior issues occurring in

unstructured areas that create an unsafe environment. The team should develop a plan that:

- includes expectations for lunchroom behaviors;
- establishes rules and routines;
- connects to the school’s existing PBIS initiative and creates high-stakes incentives; and
- elicits staff support so that teachers provide students immediate positive reinforcement for good lunchroom behavior.

School leaders should provide explicit training for school aides and identify additional staff to supervise the lunch periods. A leader should be visible in the cafeteria and monitor the implementation. Leaders should contact the New York City Department of Education to set up dates for staff to attend Therapeutic Crisis Intervention training.

**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 established strong relationships or communication with families that ensure families understand the school’s academic expectations and can support their children in reaching these expectations. Parents interviewed by the IIT indicated that they were not aware of the school’s expectations for learning. In addition, parents reported having little direct communication with school leaders and stated that they do not feel welcomed when they visit the school. Although most parents interviewed reported that they serve on the school leadership team, they stated that they do not feel their input is valued. Parents were aware that the students at the school are struggling academically, and they expressed concern that students are not motivated. Parents reported that the school does not provide enough enrichment activities like art and music to keep students interested in learning.
- The school does not have a strong reciprocal communication system that allows staff and families to mutually support students’ achievement and social emotional growth. Although the school has multiple ways to communicate with families, these efforts have not resulted in strong parent engagement or improved academic performance. The school communicates with families through phone calls, a weekly school newsletter, monthly teacher newsletters, parent-teacher conferences, report cards, Blackboard Connect, and Facebook. Two classroom teachers use Class Dojo to maintain real-time contact with parents via text messaging and some parents with students in those classes reported that they find this type of outreach helpful. However, this initiative is not a schoolwide program. Although some of the school’s communications are translated into Spanish, several are not. School leaders reported that it is too expensive to have all communications translated.
- The school does not provide professional development for staff concerning the development of partnerships with families. Teachers reported that most PD is focused on instructional topics and not family engagement. Teachers stated they prepare newsletters each month to keep parents abreast of the curriculum and units of study; newsletters provide parents with vocabulary and spelling words, homework tips, and sample math problems. Staff reported that the parent coordinator plans weekly events such as citizenship classes and behavior management workshops, but turnout to all events is consistently very low. Leaders reported in the School Self-Evaluation Form that less than five percent

of families participate in school events.

- Although the school collects multiple forms of assessment data, leaders have few systems for sharing the data with families. School leaders stated that report cards are distributed three times each year and parent-teacher conferences occur four times per year. Many parents in the focus group knew their child's Fountas & Pinnell reading level; however, few could speak about any specific learning needs of their child. Parents had no knowledge of the STARS data and could not articulate any specific data about their child's math performance. Some parents spoke about their children's behavioral challenges and talked about working with the PBIS coordinator on behavior modification strategies, but they expressed limited understanding of how to support their children's academic growth. Some parents acknowledged receiving newsletters from teachers that contain homework for their children, but some parents stated that because the newsletters are backpacked, they often do not receive the communications. The IIT also noted that teacher's newsletters are not translated.

**Recommendation:**

- To support reciprocal communication with families, leaders should implement the use of Class Dojo school-wide. During the week of February 29, 2016, leaders should meet with grade four teachers who are currently using the program to establish effective protocols for implementing the system. Leaders should identify a faculty conference date in February at which teachers can demonstrate the program for colleagues. Teachers should use conference time to download the application and input their student data. Leaders should create a letter, to be translated into Spanish, informing parents of the new system, and they should provide information through the Parent Teacher Association (PTA), parent coordinator, School Messenger, and Monday newsletters. During the March parent-teacher conferences, school leaders should include an event to demonstrate how parents can use the application and leaders should highlight the benefits of home-school communication.