



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	320700011473
School Name	Mott Haven Village Preparatory High School
School Address	701 St. Anns Avenue, Bronx, NY 10455
District Name	NYCDOE
School Leader	Ms. Melanie Williams
Dates of Review	December 1-2, 2015
School Accountability Status	<input checked="" type="checkbox"/> Focus School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet for Mott Haven Village Preparatory School

School Configuration (2015-16)			
Grade Configuration	09,10,11,12	Total Enrollment	347
		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	47
Types and Number of Special Classes (2014-15)			
# Visual Arts	7	# Music	N/A
		# Drama	N/A
# Foreign Language	5	# Dance	N/A
		# CTE	N/A
School Composition (2014-15)			
% Title I Population	96%	% Attendance Rate	79.34%
% Free Lunch	88%	% Reduced Lunch	N/A
% Limited English Proficient	10%	% Students with Disabilities	21.4%
Racial/Ethnic Origin (2015-16)			
% American Indian or Alaska Native	0%	% Black or African American	25.5%
% Hispanic or Latino	73.9%	% Asian or Native Hawaiian/Pacific Islander	0.0%
% White	0.3%	% Multi-Racial	0%
Personnel (2015-16)			
Years Principal Assigned to School	2.3	# of Assistant Principals	1
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification	0.5%
% Teaching with Fewer Than 3 Years of Experience	34.6%	Average Teacher Absences	5.9
Student Performance for Elementary and Middle Schools (2014-15)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2014-15)			
ELA Performance at levels 3 & 4	46%	Mathematics Performance at levels 3 & 4	8%
Global History Performance at levels 3 & 4	61%	US History Performance at Levels 3 & 4	62%
4 Year Graduation Rate	48.4%	6 Year Graduation Rate	76.9%
Regents Diploma w/ Advanced Designation	0%	% ELA/Math Aspirational Performance Measures	4%
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)

High School

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

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

Our mission is grounded in **A.C.R.G. (Attendance, Credit Accumulation, Regents Passing Rates and Graduation Rates)**. Specifically, our mission is to: Collaborate with teachers, coaches, administration, CBO and Montefiore Clinic to improve overall student achievement in Attendance, Credit Accumulation, Regents Passing Rates and Graduation Rates.

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 (SESIS) representative and a representative from the Regional Bilingual Education Resource Network (RBERN).
- The review team visited a total of 46 classrooms during the two-day review.
- Reviewers conducted focus groups with students, staff and parents.
- Reviewers examined documents provided by the school, including curriculum maps, lesson plans, school-wide data, teacher feedback, and student work.
- The school provided results of a student survey that 257 students (75 percent) completed.
- The school provided results of a staff survey that 27 teachers (100 percent) completed.
- The school provided results of a parent survey that 56 parents (17 percent) completed.
- The current school leader was assigned to the school in April 2013 and was the fourth school leader in four years. In September 2015, an interim school leader was assigned while the school leader took a leave of absence. The current school leader returned a month before the DTSDE review.
- The school leader stated that she has been focusing on initiatives that she had begun but had not been implemented during her absence.

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
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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 checked="" type="checkbox"/>	<input type="checkbox"/>
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

TENET 3 OVERALL STAGE :

1

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

#	Statement of Practice	Stage 4	Stage 3	Stage 2	Stage 1
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
TENET 4 OVERALL STAGE :					1

Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.

#	Statement of Practice	Stage 4	Stage 3	Stage 2	Stage 1
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

	the school's vision.				
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
TENET 5 OVERALL STAGE :					1
Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.					
#	Statement of Practice	Stage 4	Stage 3	Stage 2	Stage 1
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>
TENET 6 OVERALL STAGE :				2	

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
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The school is at **Stage One** for Tenet 2 – School Leader Practices and Decisions.

- The school leader reported she has developed written goals and a mission statement with the input of staff and parent representatives. She stated that the school’s mission can be summarized by the acronym, “ACRG,” which stands for improved student Attendance, Credit accumulation, Regents passing rates, and Graduation rates, and is supported by goals for improvements. However, the review team found little evidence that the school community has embraced the mission or goals. The lack of a shared vision and specific, measurable, ambitious, results-oriented, and timely (SMART) goals was reflected in the Integrated Intervention Team’s (IIT) observation of teacher-centric classrooms that were generally not engaging, rigorous, or intellectually stimulating. Although teachers, parents and students reported that they liked the school’s feeling of family, which the school leader has attempted to create, this feeling has not translated into higher levels of achievement. The four-year graduation rate was 45 percent in June 2015, and the average score on each Regents examination decreased from June 2014 to June 2015. The review team did not find evidence in documentation that the school leader has developed a plan for communicating the school’s goals, implementing plans to attain these goals, or communicating a sense of urgency to support higher levels of student achievement and school improvement efforts.
- The school leader reported she has made decisions regarding the allocation of resources to address student needs; however, they have not yielded school-wide improvement and student success. She noted that she allocated funds for an after-school program and a Saturday academy for Regents examination preparation and credit recovery. However, attendance on Saturdays has been very low. While the school also collaborated with the community-based organization (CBO) East Side House to establish a college and career readiness program, students reported they were not aware of their credit status toward graduation. The school leader shared that she bought an annual site license for Study Island, which is an online program that provides Common Core Learning Standards (CCLS) benchmark exams in all subjects. However, the review team found that few teachers were using the program and improvements to individual student achievement and for subgroups, including students with disabilities and English language learners (ELLs), is not measured or known. The review team did not find evidence of a strategic plan for resource allocation or that the school leader has monitored the impact of initiatives to ensure that these efforts increase student achievement.
- School leaders reported they have provided teacher supervision through a program of formal and informal observations since the beginning of the 2015-16 academic year. Most follow-up observation reports examined by the review team contained some actionable suggestions; however, the quality of feedback was inconsistent because the school leaders have not established systems to ensure that recommended improvements provided in feedback are implemented. Teachers stated that they need more direction and feedback from the school leader and that issues raised in feedback are not followed up through support to teachers with similar professional development (PD) needs. Teachers shared that the school leader’s support is not sufficient to improve instructional practice, and at least one-fifth

of the school's staff have left in each of the past two years.

- The school leader acknowledged that she has not implemented systems to monitor individual and school-wide practices. Although the school has tools, such as Jupiter Grades, to disseminate and analyze data, the school leader has not ensured that available data are shared. For example, the Annual Measurable Achievement Objectives (AMAO) report that brings all English as a second language (ESL) data together has not been provided to teachers who work with ELLs. The lack of communication and analysis of data hinders efforts of the school leader to make informed decisions about what needs to be done to drive school improvement.

Recommendation:

- By January 4, 2016, the school leader should ensure that a color-coded data wall that contains every student's credit accumulation, Regents examination data, up-to-date subject grades, and attendance data is created and displayed outside the general office. Further, the school leader should provide teachers with data walls for classroom display that contain student grades, completed assignments, and attendance.
- Effective immediately, the school leaders should monitor instruction through daily walk-throughs and formal and informal observations to ensure that classroom activities implement written plans with a focus on differentiation for subgroups, particularly students with disabilities and ELLs, and integrate basic skills instruction, whenever possible.

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 they have stated expectations and provided some guidance to teachers for planning, developing and implementing a curriculum that is aligned to the CCLS, adapted to the needs of all students, and leads to college and career readiness. The lead teacher provided staff with a lesson plan template that requires inclusion of material that aligns with the CCLS and the instructional shifts. Although school leaders noted they provided whole-school PD on curriculum planning, the review team found limited evidence of monitoring for implementation or adaptation to the needs of subgroups or of the school leaders' active involvement in providing teachers with curriculum support.
- Most teachers' lesson plans examined by the review team included some evidence that teachers used data to plan differentiated lessons for general education students performing at different levels. However, few plans referenced instructional shifts or provided extensions and supports for students with disabilities and ELLs. Most plans required all students to complete the same activities in the same manner.
- The school's self-reflection document noted collaboration between English and social studies teachers in a research paper assignment; however, the curriculum documents reviewed by the IIT contained few

interdisciplinary activities. While the school leader reported that she encourages teachers to plan connections between subjects, the review team found no evidence of a formal plan for teachers to develop interdisciplinary curriculum. During a horizontal-team meeting observed by the review team, teachers did not discuss activities that would connect different subjects.

- The IIT found little evidence that teachers used a range of assessments to inform curriculum planning and to design feedback to students. The stated purpose of the horizontal-team meeting observed by the review team was to analyze data to plan curriculum. However, discussion during the meeting was limited to categorizing students by the number of subjects failed without analyzing the data’s implications for planning. Data from the Education Performance Series, which is used to evaluate students with disabilities in ELA and mathematics, did not appear on students’ individualized education programs (IEPs) and were not used to adapt curriculum for students with disabilities. Although the IIT found plans that provided for the pairing of some ELLs with general education students as a support, teachers reported they did not have students’ New York State English as a Second Language Achievement Test (NYSESLAT) levels in order to differentiate curriculum planning for them.

Recommendation:

- School leaders should ensure that by January 2016, teachers should:
- use the Study Island test items data bank to create and administer baseline, interim, and summative assessments; and
- provide students with a rubric for every grade assignment. Ideally, this should follow the development of at least one rubric collaboratively created with students.
- School leaders should monitor and record implementation to evaluate impact and school and teacher leaders should provide support and make adjustments as needed.

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 have not communicated a vision for improving instructional practices or identified specific practice guidelines teachers should use. Although supervisory feedback in observation reports examined by the review team was often actionable, the school leader has not monitored the implementation of feedback to ensure that instructional practices reflect student needs and promote high levels of student engagement and achievement. The school leader reported that she is working with her new team of assistant school leaders to establish standards for lesson observations. The review team did not find evidence that the school leaders’ stated practice of “dropping-in” on teacher team meetings enabled teachers to develop a shared understanding of expectations for high student achievement and best instructional practices. The lead teacher has two periods per day to provide support to teachers but noted that the time is not sufficient to address all the staff needs. The school leaders’ lack of developing and implementing a shared vision of instructional practice with plans to

model specified practices limits high levels of student engagement and achievement.

- Most of the 46 lessons observed by the review team were teacher-directed and typically did not include higher-order questions, text complexity, or multiple opportunities to learn. Most instruction observed by the review team was neither engaging nor rigorous and did not require higher-level thinking. For example, a coloring activity in a life science class involved considerable class time and was not connected to promote students' deeper understanding of the different components and roles of the circulatory system, which was the concept being taught. Although students with disabilities receive instruction in collaborative team teacher settings, the IIT observed minimal adaptations for these students despite the presence of two teachers and at least one paraprofessional in the classroom. While the school leader stated that teachers paired ELLs with general education students as a support, teachers interviewed by the review team were not able to identify ELLs in classes observed and did not have or refer to NYSESLAT levels in their planning.
- Although students reported that they feel physically safe in the school and are confident to answer questions in class when asked, most instructional practices did not meet the diverse needs of students and did not encourage intellectual discovery. During classroom visitations, most teachers did not provide opportunities for students to build on each other's responses and participate in rich discussions. For example, in one class a student asked a tangential question regarding the topic being discussed but the teacher dismissed the question as irrelevant and did not engage the class to broaden the discussion. While there were engaging discussions in a handful of classes, there was no evidence of plans to develop intervisitation to improve instructional practice. The IIT found no evidence of collaborative planning to provide opportunities for the needs of different groups, including ELLs and students with disabilities.
- Less than one-fourth of all teachers observed during classroom visits used checks for understanding to inform their instructional planning and to provide feedback that included next steps to improve learning. While the IIT observed that a small number of teachers use data and assessments to make instructional decisions and provide students with feedback to foster self-evaluation, lessons observed and plans reviewed showed most teachers do not use data to group students and inform instruction. The review team did not find evidence of a clear plan for the use of assessments to change instructional practices. Most teachers are not using the available Study Island application to produce baseline, interim, and summative assessments. Most classrooms did not display student work, and most work that was displayed in the hallways contained generic comments without actionable feedback.

Recommendation:

- The school leaders should ensure that by January 4, 2016 teachers:
- provide students with explicit directions and modeling prior to assigning instructional tasks;
- incorporate a minimum of one to three checks for understanding in every lesson;
- incorporate three to five higher-order thinking questions in every lesson, of which at least two are written by students; and

- include a minimum of one collaborative student activity in every lesson.
- The school leaders should monitor and record implementation to evaluate the impact, and school and teacher leaders should provide support and make adjustments as needed.

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 noted she has not created or communicated a vision for students’ social-emotional growth, and the review team did not find evidence of a school-wide system to identify and support the needs of all students. The student support team reported the school has a referral process, and teachers submit a referral form for students in need of support. However, the team is small, and only one new student is referred and discussed at the weekly meeting. The social worker provides mandated counseling services to about 15 percent of the school’s students; the majority of these students are students with disabilities. The school leader reported she is planning to reinstate advisory periods in the spring semester to ensure a formal route for students to seek support although in the past these sessions provided remedial academic assistance but lacked a social-emotional component. Students in the focus group identified at least one adult in the school they could approach if they needed help during a time of crisis. However, the school leader has not scheduled formal meetings and advisory to support students’ social-emotional health needs.
- The review team found no evidence of the implementation of a school-wide social and emotional developmental health curriculum. Although aspects of Positive Behavioral Intervention and Supports (PBIS) were recently introduced, with a behavioral incentive for students entitled “SOAR bucks,” other aspects of PBIS have not been implemented. Staff noted that the social worker uses Response to Intervention (RtI) strategies, but these strategies have not been communicated to staff to benefit larger numbers of students. The student support staff reported that they have provided mandated PD to teachers on suicide prevention and recognition of child abuse. However, the school has not provided training on other areas that would build adult capacity to support students’ social and emotional health.
- The school leader and support staff stated their efforts with stakeholders that focus on student social and emotional health have not been well-organized or proactive. Staff noted that East Side House, a CBO, provides character education, but the school has no system in place to plan, monitor, and evaluate this program. Parents reported that they have not received training to help their children develop social-emotional skills. The school leader and parents stated that students would be better prepared for college and career readiness if they had internship opportunities with local corporations and organizations. The school’s limited collaboration with families and community partners hinders efforts to develop students’ social-emotional skills and remove barriers to learning.
- Although staff reported that the school collects some data, the school has not developed a comprehensive plan for collecting, analyzing, and using data to identify and address student social and

emotional health needs. The support team reported that it had not met in the 2015-16 school year prior to its meeting with the review team. The school's attendance committee reported meeting monthly, but the school's attendance rate has fallen from 84 percent in 2014-15 to 78 percent in this academic year. Although teachers, students, and school leaders shared that student punctuality in the morning is a significant issue, the school has not established a plan for collecting and using data to address this issue.

Recommendation:

- By February 4, 2016, the school leader should program two weekly advisory periods for every student, one designated for academic support and the other for social and emotional skills development. Instruction in basic skills should be integrated into the weekly academic session with an alternate activity for students who do not need basic skills development. The student support team should provide staff with training and activities for the weekly social-emotional skills session, and school and teacher leaders should provide staff with training and activities for basic skills development.
- By March 1, 2016, the guidance counselor in conjunction with the East Side House should develop a list of internship opportunities with corporations, public agencies, and other institutions that will be available to students in grades 11 and 12 in summer 2016.
- The school leaders should monitor and record implementation of the advisory periods to evaluate impact, and school and teacher leaders should provide support and make adjustments as needed.

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	2
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The school is at **Stage Two** for Tenet 6 – Family and Community Engagement.

- During interviews, parents reported that the school leader has developed positive relationships with students and parents; however, they also stated that she has not effectively communicated high expectations for students and has not provided families with supports to help students reach those expectations. Although parents and some students noted that the school's educational program is challenging, parents stated they were not equipped to help students achieve at high levels. Only 17 percent of parents responded to the school survey in spring 2015, and attendance at school events remains low. The lack of a school-wide plan for family engagement limits partnerships with families that promote high student achievement.
- The school has provided parents with some opportunities to engage in reciprocal communication to support student achievement. Staff and the school leader noted that the school communicates with parents in English and Spanish through the Jupiter Grades parent portal, robo-calls, a monthly newsletter, and an accessible parent coordinator and school staff. However, the review team found little evidence that the school's communication efforts have had an impact on addressing students' needs. During interviews, parents in the focus group stated that they had recently accessed the

school's parent portal, that they had written staff members via the portal's email links, and that teachers had responded quickly. However, the IIT found no evidence that portal use or teacher-parent communications were monitored to assess their effectiveness in communicating with parents who may not be actively involved with the school or with parents without access to a computer. Some parents reported that they appreciated the school leader's accessibility. Parents of students with disabilities reported greater participation than other parents in their children's educational lives due to the mandated conferences they attend.

- The school has made minimal attempts to increase collaboration between families and staff to strengthen home-school partnerships in order to support student achievement. While the school leader stated that she plans to reinstate the mandated weekly 35-minute parent outreach period that had been eliminated during her leave of absence, the review team found that the school does not provide PD to staff on building partnerships with parents or community agencies. School leaders shared that the school has not provided parents with any workshops except those conducted as part of the general parent- teacher association (PTA) meetings. Parent attendance at school events remains low, which some parents and students stated was due to conflicting schedules and pressing personal needs.
- While the school has shared some data with families to inform them of their child's progress, not all available data are communicated in a way that enables parents to advocate for services that address their child's needs. School leaders reported that students receive eight report cards and six progress reports per year. Parents interviewed by the IIT shared that they understood these reports but did not feel empowered to promote student learning because the reports did not identify their children's specific needs. The school leader stated that parents also have access to assessments, assignments, and anecdotal information on the online Jupiter portal. However, school leaders do not regularly monitor use of the portal by students, parents, and staff to ensure that required information about student progress is communicated. The review team found no evidence that the school provided workshops to better enable parents to understand the data. The lack of training for parents to understand student data limits parents' ability to use data to advocate for appropriate support services for their children.

Recommendation:

- To expand the parent coordinator's role, by January 4, 2016, the school leader and parent coordinator should collaboratively develop the parent coordinator's professional duties, identify goals, and create an action plan to achieve those goals. Going forward, the school leader should provide the parent coordinator with opportunities for professional development and provide support as needed.