



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

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



<b>BEDS Code</b>	320800011376
<b>School Name</b>	Antonia Pantoja Preparatory Academy
<b>School Address</b>	1980 Lafayette Ave., Bronx, NY 10473
<b>District Name</b>	NYC DOE
<b>School Leader</b>	Nalini Singh
<b>Dates of Review</b>	October 27-28, 2015
<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 Antonia Pantoja Preparatory Academy

School Configuration (2015-16)			
Grade Configuration	06,07,08,09,10,11,12	Total Enrollment	409
		SIG Recipient	N/A
Types and Number of English Language Learner Classes (2015-16)			
# Transitional Bilingual	N/A	# Dual Language	N/A
		# Self-Contained English as a Second Language	12
Types and Number of Special Education Classes (2015-16)			
# Special Classes	N/A	# SETSS	N/A
		# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2015-16)			
# Visual Arts	19	# Music	10
# Foreign Language	851	# Dance	15
		# Drama	13
		# CTE	N/A
School Composition (2014-15)			
% Title I Population	81.3%	% Attendance Rate	85.3%
% Free Lunch	66.7%	% Reduced Lunch	N/A
% Limited English Proficient	12.9%	% Students with Disabilities	26.4%
Racial/Ethnic Origin (2014-15)			
% American Indian or Alaska Native	0.7%	% Black or African American	24.2%
% Hispanic or Latino	68.2%	% Asian or Native Hawaiian/Pacific Islander	6.0%
% White	0.9%	% Multi-Racial	N/A
Personnel (2015-16)			
Years Principal Assigned to School (2014-15)	2	# of Assistant Principals (2014-15)	N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	N/A
Personnel (2014-15)			
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	12.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	25.0%	Average Teacher Absences (2013-14)	N/A
Student Performance for Elementary and Middle Schools (2014-15)			
ELA Performance at levels 3 & 4	16.4%	Mathematics Performance at levels 3 & 4	8.5%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	34.0%
Student Performance for High Schools (2014-15)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2014-15)			
% of 1st year students who earned 10+ credits	62.5%	% of 2nd year students who earned 10+ credits	57.4%
% of 3rd year students who earned 10+ credits	56.1%	4 Year Graduation Rate	60.9%
6 Year Graduation Rate	N/A		
Overall NYSED Accountability Status (2015-16)			
Reward	NO	Recognition	NO
In Good Standing	NO	Local Assistance Plan	NO
Focus District	NO	Focus School Identified by a Focus District	YES
Priority School	NO		
Accountability Status – Elementary and Middle Schools			
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		
Met Adequate Yearly Progress (AYP) in Mathematics (2014-15)			
American Indian or Alaska Native	N/A	Black or African American	No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	N/A
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Science (2014-15)			
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	YES		
Accountability Status – High Schools			
Met Adequate Yearly Progress (AYP) in ELA (2014-15)			
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

<b>Economically Disadvantaged</b>	<b>YES</b>		
Met Adequate Yearly Progress (AYP) in Mathematics (2014-15)			
<b>American Indian or Alaska Native</b>	<b>N/A</b>	<b>Black or African American</b>	<b>N/A</b>
<b>Hispanic or Latino</b>	<b>YES</b>	<b>Asian or Native Hawaiian/Other Pacific Islander</b>	<b>N/A</b>
<b>White</b>	<b>N/A</b>	<b>Multi-Racial</b>	<b>N/A</b>
<b>Students with Disabilities</b>	<b>N/A</b>	<b>Limited English Proficient</b>	<b>N/A</b>
<b>Economically Disadvantaged</b>	<b>YES</b>		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2014-15)			
<b>American Indian or Alaska Native</b>	<b>N/A</b>	<b>Black or African American</b>	<b>N/A</b>
<b>Hispanic or Latino</b>	<b>YES</b>	<b>Asian or Native Hawaiian/Other Pacific Islander</b>	<b>N/A</b>
<b>White</b>	<b>N/A</b>	<b>Multi-Racial</b>	<b>N/A</b>
<b>Students with Disabilities</b>	<b>N/A</b>	<b>Limited English Proficient</b>	<b>N/A</b>
<b>Economically Disadvantaged</b>	<b>N/A</b>		
<b>SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:</b>			
<ol style="list-style-type: none"> <li>1. During the 2015-2016 year, our content teams will continue to work together to increase the rigor and coherence of our curriculum so that it strongly aligns to the CCLS and the instructional shifts, which will result in a 5% increase of middle school students moving one level on the state assessment by June 2016.</li> <li>2. During the 2015-2016 school year, there will be an overall increase from the 60% to 70% on the school learning environment around the school culture indicator that uplifted, to what extent do you feel supported by the principal, assistant principal and/or teachers.</li> <li>3. During the 2015-2016 school year, teachers will be provided with ongoing feedback around their units and lesson plans to improve their instructional practices and promote high levels of engagement that will result in a 5% increase in MOSL performance from Fall 2015 to June 2016.</li> <li>4. To increase 75% of teachers demonstrating growth in student engagement as measured by HEDI rating scale during advance observations from the initial round of observations starting from September 2015 to June 2016.</li> <li>5. During the 2015-2016 school year, increase in communication with parents that will yield a 5% increase in students meeting the college and career benchmark in either ELA or math regents by June 2016.</li> </ol>			

### 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 a total of 35 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 308 students (73 percent) completed.
- The school provided results of a staff survey that 11 staff members (29 percent) completed.
- The school provided results of a parent survey that 124 parents (32 percent) completed.
- The principal began at the school in January 2015 and was officially appointed in March 2015.

**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
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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 checked="" type="checkbox"/>	<input type="checkbox"/>
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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>2</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 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

	student success.				
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"/>
	<b>TENET 6 OVERALL STAGE:</b>			<b>2</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>• The school leaders have set school-wide goals and have developed three core values with the staff that were shared with the school leadership team (SLT) and with students at a town hall meeting; however, the staff, parents, and students interviewed by the Integrated Intervention Team (IIT) were unable to clearly identify these goals or core values. Additionally, the school leader has not developed sufficient benchmarks for monitoring progress toward the goals. For example, although one goal indicates a five percent increase of middle school students moving one level on both the state English language arts (ELA) and mathematics assessments, there are no standardized or teacher-made assessments identified to assess progress on this goal throughout the year. Further, although school leaders have established core values, they have not identified specific instructional practices or protocols that focus school-wide efforts to support these values and raise achievement levels.</li> <li>• The school leaders have made decisions this year in response to the school’s declining ELA and mathematics scores, such as increasing middle school ELA instruction from six to 12 periods per week and mathematics instruction from six to eight periods per week, introducing a balanced literacy program, and hiring ELA and math coaches. However, few systems exist for monitoring the effectiveness of these decisions. Common planning and co-planning time have been scheduled for teachers to improve unit and lesson plans and address the needs of English language learners (ELLs) and students with disabilities, especially in Integrated Co-Teaching (ICT) classes. However, school leaders do not regularly monitor this planning or consistently collect and analyze data to ensure that teachers are planning effectively and that instructional practices based on Professional Development (PD) address student needs. Additionally, interviews with special education teachers and school leaders demonstrated that the school leader does not have structures or systems in place to monitor services provided to students with disabilities.</li> <li>• At the time of the review, seven weeks into the school year, school leaders had completed the Individual Planning Conferences with all teachers, but the school leaders had conducted very few informal observations, missing an opportunity to emphasize their priorities for the year and to monitor practices of new and returning staff. Observations from last school year reviewed by the IIT did not consistently contain actionable feedback. Additionally, there was limited evidence that school leaders followed up with teachers to ensure implementation of targeted instructional practices identified in feedback. School leaders have not developed a PD plan that addresses specific instructional practices that the school leader has identified as priorities based on teacher observations. Although staff attend external PD, there is no written plan for utilizing coaches or common planning time to improve instructional practices based on this PD, nor is there evidence of monitoring its effect on instruction.</li> <li>• School leaders collect data including attendance, tardiness, course grades, and credit accumulation; however, they do not ensure that these data are organized and analyzed to identify student needs. Further, school leaders have not consistently specified how staff should disaggregate and analyze data so staff can monitor the progress of individual or groups of students. Additionally, school leaders have not identified expected instructional planning practices and protocols or set clear goals, hindering the</li> </ul>		

ability of the school leaders to monitor the effectiveness of these practices and decisions. For example, school leaders have implemented some practices to support teaching and learning such as common planning time, advisory three times a week, and co-planning time, but there is little evidence that the school leader has established clear structures or protocols for these practices or monitors these practices to measure effectiveness. Other practices, such as administering standardized interim assessments, conferencing with individual students, or using portfolios, have not been identified as school-wide priorities, and there is no consistent understanding among staff of what these practices should look like. As a result, teachers implement each of these practices with varying degrees of consistency and effectiveness across the school, which hinders the ability of school leaders to make informed decisions in order to modify plans and improve student outcomes.

**Recommendation:**

- The school leaders should create an instructional cabinet that includes lead teachers and coaches to identify three instructional priorities to improve student achievement. These priorities should be shared with staff, students, and parents. Coaches and teacher leaders should use common planning time to model these instructional priorities. The school leaders should monitor common planning time to ensure that it is used to develop lesson and unit plans that include these instructional priorities. The observation process should be used to provide actionable feedback to staff on the implementation of these practices, and the school leaders should monitor the implementation of this feedback in a timely manner through subsequent visits.

**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.

- The school leader introduced new curricula based on EngageNY and Teachers College literacy units and a new teaching model for ELA. Additionally, the school leader provided teachers with common planning time and hired ELA and math coaches to work with staff in an attempt to support curriculum development. However, the school leader has not established structures to monitor the implementation of these practices. For example, while the school leader created department, grade-level, and co-teacher planning time, school leaders do not consistently monitor this time to ensure that planning is taking place. While school leaders identified expectations for planning time in the staff handbook to support the implementation of the Common Core Learning Standards (CCLS), the review team found that the use of the planning time is not uniform, and the curricular needs of individual and groups of students are not regularly addressed.
- Most teacher lesson plans do not consistently include strategies for differentiated instruction and grouping based on student needs. Some plans use general terms such as “graphic organizer” or “scaffolding” without further elaboration. Most lesson plans reviewed by the IIT used the same materials, text, and tasks for all students, lacked higher-order thinking questions, and had few

accommodations for subgroups. Students with disabilities and ELLs were rarely mentioned in lesson plans. There is little evidence that data are collected, analyzed, and used in a standardized manner to develop unit and lesson plans that incorporate student needs.

- There is little evidence of interdisciplinary curricula used in the school. A few teachers collaborate so that texts from social studies and ELA are coherent. However, there is no structure or initiative in place for teachers to develop interdisciplinary curricula. The school leader reported that the school was recently awarded a grant from the New York Historical Society for the development of an interdisciplinary science and social studies curriculum, but at the time of the review, this curriculum was not yet developed. Additionally, the technology teacher is beginning to work with content teachers to integrate technology. Interdisciplinary curricula are not regularly used to increase student engagement or student learning.
- School leaders and teachers stated that baseline assessments have been administered; however, there was little evidence of how teachers are using assessment data to measure student progress or adapt curriculum. Some teachers stated they recently returned to students the baseline assessments administered early in the school year, which confirmed students’ statements that class assessments are not always returned in a timely manner. Additionally, few practices are in place to ensure that students understand their specific learning needs in order to improve their learning. While teachers use rubrics, students stated that they did not always understand how to use these rubrics.

**Recommendation:**

- At the next round of common planning time meetings, the school leaders should communicate the expectation that all teachers include in their lesson plans at least two higher-order thinking prompts utilizing Depth of Knowledge for the next month. At this meeting, the coach or teacher leaders should also model and provide examples of prompts. The school leaders should use existing walkthroughs and departmental and grade-level meetings to provide specific feedback to the teachers about this practice.

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

**Tenet Stage**

**1**

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

- Although school leaders have identified areas of instructional focus, they have not identified specific instructional practices teachers should use to address these focus areas. While the Teachers College workshop model has been adopted for ELA instruction, the modeling of strategies with guided and then independent student practice was not observed consistently throughout middle school ELA classrooms. Additionally, there was no clear plan for the coaches to model specified practices, and although teachers said they visit each other’s classrooms, no plan or structure exists to ensure that teachers observe exemplary practices. The school leaders have not promoted strategies for teachers to analyze student data to ensure that teachers’ instructional practices include adaptations to address student needs.

- Reviewers found that most lessons were teacher dominated with teachers often providing students with answers to their own questions rather than eliciting responses from students. Most students interviewed stated that class work was not challenging. Reviewers saw few higher-order questions and found that texts were not complex and teachers did not provide students with multiple points of entry. For example, in one classroom, the teacher read a passage with a low level of difficulty from a lower grade book for most of a class period to all students. In most classrooms visited, students who finished their work early were not provided with activities to extend their learning. As a result, students across classrooms were not actively engaged in learning.
- Most students interviewed said they freely ask and answer questions in class; however, the review team found that some teachers often answer their own questions or only call on those students who raise their hands. While some students stated that teachers offer additional help to students during lunch if they do not understand a topic or concept presented in class, not all teachers modify instruction or provide additional explanation during class if students do not understand. During classroom visits, reviewers saw that many teachers did not consistently ask students to explain their reasoning and observed little evidence of focused classroom or small group discussion.
- Most teachers stated that they have only collected and analyzed limited student data, and reviewers found little evidence of teachers adapting instructional practices based on these data or evidence of student understanding during classroom instruction. Teachers in a department meeting noted that students struggled with addressing the elements of a writing rubric for a task, but the teachers did not identify any specific ways they could adjust their instructional strategies so that students would be better able to understand and address these elements in the rubric. As a result, although some students receive specific feedback from teachers based on a rubric, most students met with were unable to identify their own their strengths, weaknesses, or next steps to improve their learning.

**Recommendation:**

- At the next staff PD, the school leaders should provide all teachers with accountable talk sentence starters to be posted in all rooms. The coaches or teacher leaders should model these sentence starters. Teachers should refer to the charts and implement the sentence starters during discussions for the next month. Teachers should use random participation strategies, rather than calling on volunteers, so that all students participate and remain on task. The school leaders should use existing walkthroughs and lesson plan reviews to monitor these practices.

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

**Tenet Stage**

**2**

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

- The school leaders implemented practices to address student social and emotional developmental health, such as a referral process focusing on positive outcomes and responsibility through restorative circles. Additional support is offered through programs with community-based organizations (CBOs) such as the Young Men’s Christian Association (YMCA). Students, staff, and parents stated that since the change in leadership in the middle of the 2014-15 school year, the learning environment has

improved as students are in the classrooms more and the halls less, and classrooms have fewer disruptions. However, school leaders and student support staff stated that academic and social-emotional data are not regularly reviewed to identify students who may need social-emotional support. Additionally, school leaders do not regularly monitor student support staff and programs to ensure that planned supports are being implemented with fidelity. While the school has established supports for students with overt social and emotional needs, there are limited systems in place to ensure that all students' social and emotional needs are being met and that student social-emotional skills are being developed.

- According to the SLT and the school leader, the school has begun to implement a restorative justice program that is used both to address conflicts between students and to address students who are acting out, disrupting classes, or creating dangerous situations. The Step-Up program provides counseling, mentoring, and life skills training for some referred students, and the YMCA provides teacher assistants and conducts small group guidance meetings to some students identified for counseling. However, teachers shared that no PD has been offered to the staff to help them identify student social and emotional needs. While support is provided to some students with identified needs, there is no curriculum in place to teach social and emotional development health skills to all students.
- Although some practices have been implemented to support student social and emotional developmental health such as a referral process, support services are not consistently organized to support student social-emotional development. For example, guidance counselors, the dean, and other support staff keep logs, but data are not routinely connected between all support staff and programs. An advisory program that occurs three periods per week has been implemented, but no curriculum or defined activities have been identified and implemented to support this program. As a result, this time is not effectively used to address student academic or social and emotional needs.
- Staff collects, analyzes, and uses limited data to support student social and emotional health needs. While guidance counselors notify parents regarding student incidents, attendance, and tardiness concerns, there is no system in place to review student data to identify those students who are passing classes, do not act out, or do not have attendance problems but might have social and emotional issues. As a result, some students' social and emotional needs may not be identified and supports may not be initiated consistently

**Recommendation:**

- The school leaders should provide time for the data specialist to create an electronic database including attendance, tardiness, incidents, and appropriate grade-level data for all students. High school students' credit accumulation, Regents results, and report card grades should be included. The assistant principal and the restorative justice coordinator should review these data after each marking period. The school leaders, along with the student support staff, should set benchmarks to identify students with social and emotional or academic needs and monitor that the advisory teachers prioritize working with these students to help them address their issues.

**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

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

- Parents interviewed reported that the school leaders are responsive to parents, and that the school leader has designated a room for the Parent Association to increase parental presence in the school. However, the review team found that while school leaders communicate information to parents, they do not consistently communicate high expectations and indicate how parents may support improved student success. For example, students and parents stated in interviews that they do not all feel prepared for the college application process. Parents stated that although their children visited colleges and parents had received packets of information from colleges, they have not had any workshops on the college preparation or admission process. Additionally, school leaders have not identified specific data to be collected, analyzed, and communicated to parents. This hinders parents' ability to understand their children's needs. Furthermore, school leaders have not identified clear expectations or structures for teachers to use weekly parent engagement time, which results in inconsistent communication practices.
- The school leader, staff, and parents reported that communication takes place through school messenger, phone calls, texts, monthly calendars, written notices, and progress reports, and that documents are translated into the prevalent second language. Additionally, parents noted that the new school leader has fostered a welcoming atmosphere in the school and that staff are responsive to parents. However, the school leader, parent coordinator, and parents indicated that there have not yet been any parent workshops, such as workshops for parents to understand the college application process. Teachers are expected to keep logs of parent engagement, but the logs are not monitored nor is there a protocol for prioritizing parental contacts. As a result, parents are not consistently made aware of their children's needs or how they can support student achievement.
- The school has provided a room for the Parent Association so that parents have access to information and event planning when visiting the school and a parent coordinator plans to offer workshops to train parents to support their children. However, although there is a written schedule of workshops for parents with dates and topics to be addressed, no workshops have taken place this school year. Additionally, the school leaders and staff shared that PD on how to build partnerships with parents has not been provided to staff.
- Parents stated that they receive student grades, credits accumulated, and information on attendance and tardiness that allows them to keep their children on track for graduation. However, parents stated they do not receive data that identifies their children's specific needs or next steps for improvement from most teachers. Although school leaders, staff, and parents reported that the school uses an electronic platform called Engrade to communicate student information, staff and parent usage is not monitored. The parent coordinator shared a schedule for parent workshops with some addressing strategies for parents to use at home with their children, but no workshops have been held. Additionally, although meetings are conducted with parents of students with disabilities and ELL students, there is little evidence that they receive data in a manner that they can understand so that they may advocate for services for their children. As a result, parents are not always equipped to understand their children's academic needs in order to support their children's academic progress.

**Recommendation:**

- The school leaders should have teachers use Tuesday parent engagement time to post timely data on an electronic platform such as Engrade Pro that was recently purchased by the school. Database information should be added when completed, and the parent coordinator and data specialist should provide parents with training and passwords to access their children's data. The school leaders should monitor both staff input and parental usage. Parent information should also be posted regularly on the website to inform parents about events and to provide important information about subjects such as school expectations, college- and career-readiness, and curriculum.