



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

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



<b>BEDS Code</b>	332300010327
<b>School Name</b>	Dr. Rose B. English P.S./ I.S. 327
<b>School Address</b>	111 Bristol Street, Brooklyn, NY 11212
<b>District Name</b>	NYCDOE CSD 24
<b>School Leader</b>	Ms. Kimberly Chance-Peart
<b>Dates of Review</b>	February 2-3, 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 Dr. Rose B. English PS/IS 327

School Configuration (2015-16)					
Grade Configuration	PK,OK,01,02,03,04,05,06,07,08	Total Enrollment	453	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	9	# Music	N/A	# Drama	N/A
# Foreign Language	8	# Dance	N/A	# CTE	N/A
School Composition (2014-15)					
% Title I Population	86%	% Attendance Rate		88.97%	
% Free Lunch	80.4%	% Reduced Lunch		N/A	
% Limited English Proficient	7%	% Students with Disabilities		23.1%	
Racial/Ethnic Origin (2015-16)					
% American Indian or Alaska Native	1%	% Black or African American		73.9%	
% Hispanic or Latino	22.6%	% Asian or Native Hawaiian/Pacific Islander		1.2%	
% White	1.2%	% Multi-Racial		0%	
Personnel (2015-16)					
Years Principal Assigned to School	1	# of Assistant Principals		2	
% of Teachers with No Valid Teaching Certificate	2.2%	% Teaching Out of Certification		6.2%	
% Teaching with Fewer Than 3 Years of Experience	7.1%	Average Teacher Absences		11.6	
Student Performance for Elementary and Middle Schools (2014-15)					
ELA Performance at levels 3 & 4	9.5	Mathematics Performance at levels 3 & 4		3.5	
Science Performance at levels 3 & 4 (4th Grade)	48%	Science Performance at levels 3 & 4 (8th Grade)		30%	
Student Performance for High Schools (2014-15)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Global History Performance at levels 3 & 4	N/A	US History Performance at Levels 3 & 4		N/A	
4 Year Graduation Rate	N/A	6 Year Graduation Rate		N/A	
Regents Diploma w/ Advanced Designation	N/A	% ELA/Math Aspirational Performance Measures		N/A	
Overall NYSED Accountability Status (2015-16)					
Reward	No	Recognition		N/A	
In Good Standing	No	Local Assistance Plan		No	
Focus District	Yes	Focus School Identified by a Focus District		Yes	
Priority School	No				

### Adequate Yearly Progress (AYP)

#### Elementary/Middle School

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

#### 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	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 Graduation (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
<p><b>SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:</b></p> <ol style="list-style-type: none"> <li>1. All teachers will attend grade team data meetings in order to use data to address deficiencies and provide academic intervention for individuals and subgroups as measured by their increased movement on periodic assessments.</li> <li>2. The entire school community will implement the seven habits (From The Leader In Me Program) to address the social and emotional needs of our students. As a result, there will be a 10% reduction in OORS.</li> <li>3. Teachers will foster student participation in their own learning process by conferencing with students as they track their own goals, resulting in increased student achievement in literacy.</li> <li>4. Teachers will receive regular and differentiated feedback from the school leader that reflects frequent observations, feedback, progress monitoring, and informed professional learning opportunities to move their practice to Effective/Highly Effective or from Developing to Effective in the Danielson Framework.</li> <li>5. The school community will increase overall parent participation in workshops and meetings by 10% as measured by a comparison of attendance reports from September 2015-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 29 classrooms during the two-day review.
- Reviewers conducted focus groups with students, staff, and parents.
- Reviewers examined documents provided by the school, including curriculum maps, lesson plans, schoolwide data, teacher feedback, and student work.
- The school provided results of a student survey that (99 percent) completed.
- The school provided results of a staff survey that (75 percent) completed.
- The school provided results of a parent survey that (67 percent) completed.
- The school leader had to adjust the schedule as the review team arrived because several teachers have recently taken medical leave.

**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.

Mark an "X" in the box below the appropriate designation for each Statement of Practice. Provide the overall stage at the end of each Tenet.

#	Statement of Practice	Stage 4	Stage 3	Stage 2	Stage 1
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission, and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>TENET 2 OVERALL STAGE :</b>					<b>1</b>

**Tenet 3 - Curriculum Development and Support:** The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.

#	Statement of Practice	Stage 4	Stage 3	Stage 2	Stage 1
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>TENET 3 OVERALL STAGE :</b>					<b>1</b>

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

#	Statement of Practice	Stage 4	Stage 3	Stage 2	Stage 1
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>
<b>TENET 4 OVERALL STAGE :</b>					<b>2</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
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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 checked="" type="checkbox"/>	<input type="checkbox"/>
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>TENET 5 OVERALL STAGE :</b>				<b>2</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>	<b>Statement of Practice</b>	<b>Stage 4</b>	<b>Stage 3</b>	<b>Stage 2</b>	<b>Stage 1</b>
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 type="checkbox"/>	<input checked="" 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>
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The school is at **Stage One** for Tenet 2 – School Leader Practices and Decisions.

- The school leader reported that she collaborated with teachers, staff, and parents to develop the School Comprehensive Educational Plan (SCEP). However, the review team found that the SCEP goals were not formulated as specific, measurable, ambitious, results-oriented, and timely (SMART) goals and lack specificity and measurable outcomes. For example, the SCEP goal to improve the achievement of all subgroups through data analysis does not specify the strategies teachers should use to interpret the implications of the data for instructional planning decisions or indicate the improvement targets for each subgroup. During interviews, teachers and parents were able to cite some of the SCEP goals, but were not aware if the school had made progress toward accomplishing the goals.
- The school leader stated that she has instituted programs, engaged community partners, and increased student services staff to improve student outcomes. However, the review team did not find evidence of a strategic plan for resource allocation or that the school leader developed a system for monitoring and measuring the impact of these decisions. For example, in fulfillment of an SCEP goal to improve the school’s relationships with families, the school leader stated she implemented the Leader in Me Program. Since the SCEP goal was not stated in measurable terms, and the majority of families have not participated in the activities associated with this program, the impact of this initiative cannot be determined. The school leader and members of the student support team stated that they had formed partnerships with community-based organizations (CBOs) that promote students’ social and emotional growth. However, the school leader was not able to provide evidence that these partnerships have been instrumental to student success, because the partnerships are informal and not outcome-based. While the school leader made additions to the student support staff to increase services for students, this decision was not explicitly related to an SCEP goal nor did the school leader provide evidence that it had a positive impact.
- The school leader reported she has implemented a continuous process to improve the quality of instruction. She noted that she collects, reviews, and comments on teachers’ lesson plans, observes lessons, and provides teachers with actionable recommendations for improvement after informal walk-throughs. Although the Integrated Intervention Team (IIT) found that some of the school leader’s feedback to teachers was formative and targeted, monitoring of implementation was not consistent, and there was little evidence of a targeted, formal professional development (PD) plan to improve teachers’ instructional practice. Teachers’ instructional planning was often not data-based and lesson objectives were not explicitly related to the Common Core Learning Standards (CCLS). While the school leader stated that she has placed several teachers on teacher improvement plans (TIPS), many lessons observed by the review team lacked rigor, higher-level questioning, and differentiation to meet the needs of all learners.
- The school leader has not established systems to measure the impact of school-wide initiatives. For example, although the school leader has made the development of learning objectives a school-wide improvement goal, she has not formally monitored the implementation of this goal to determine whether the quality of teachers’ learning objectives has improved as a result of PD and her feedback.

The school leader stated that evidence of the school’s improvement has been primarily anecdotal rather than established through metrics. The school leader reported she used Danielson’s framework for teaching to monitor school-wide teacher practices. She noted to the IIT that classroom management, climate, and culture are strengths, while lesson design and other elements of CCLS - aligned lessons are areas in need of improvement. The lack of data analysis and systems limits the ability of the school leader to determine next steps for school improvement.

**Recommendation:**

The school leader and assistant principals should track the quality of the planning and implementation of the school’s main instructional initiative-- classroom lesson objectives. The school leader and the assistant principals should review lesson plans and visit classrooms regularly to ensure that the quality of classroom lesson objectives is at an acceptable standard. This should include alignment with the standard being taught, the skills or knowledge being acquired, and the assessment process used to determine student success in relation to the objective. The school leader and assistant principals should review this data monthly to determine:

- trends related to this practice;
- which teachers need additional support in this area; and
- what additional PD is necessary to make this practice exemplary school-wide.

**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 noted that after she assumed her position in the 2014-15 school year, she provided teachers with time and some resources to develop CCLS units in the content areas. However, this work is still at an early stage. According to the school leader, she has not created a lesson-planning template that would concretely make known the expectations that she has for staff concerning lesson planning. According to the school leader and teachers interviewed, she reviews and provides both written and verbal feedback to teachers to share what CCLS -aligned lesson plans should look like. However, the review team found little evidence that this practice was having a positive impact on teacher planning or curriculum development.
- The majority of lesson plans reviewed by the IIT were not CCLS aligned and did not include higher-order questions or complex materials. In addition, lesson plans were not customized to meet the needs of all learners, and the needs of the school’s subgroups were not taken into account. The school leader indicated that adapting lessons to meet the needs of all learners was a new expectation for many teachers, and they were learning how to do it. The school has begun to implement guided reading, which provides a model for grouping students for instruction based on their reading levels. However, the IIT found little evidence that teachers use data other than the Fountas and Pinnell Benchmark Assessment System (BAS) results to compose student groups and differentiate lesson planning or the curriculum.
- Although there are some informal initiatives by individual teachers for interdisciplinary planning, there

is no school-wide expectation or formal plan for teachers to develop interdisciplinary curriculum. The IIT observed an art class during which the teacher incorporated science concepts, and a student shared with the IIT that her mathematics teacher requires students to write regularly in class. However, the review team found no evidence of PD for staff on interdisciplinary lesson planning or any efforts by the school leader to monitor that teachers worked across content areas or developed interdisciplinary curriculum.

- The review team found little evidence of the systematic use of assessment data to inform curricular planning. Only the Fountas and Pinnell assessments drive monitoring of achievement. Staff reported that the school administers assessments in English language arts (ELA) and mathematics to predict how well students are likely to perform on the New York State (NYS) assessments; however, the review team found that these data are not used to inform curricular or lesson planning. When the results of the Writing on Demand assessment identified the need for additional instruction in composition, the school leader reported she developed a writing template. The review team found that achievement data is not often shared with students, and there was little specific teacher feedback to students in a sample of student work provided to the review team.

**Recommendation:**

The school leader should ensure that all teachers write a minimum of two higher-level questions (Webb’s Depth of Knowledge Levels 3 and 4) for each lesson that they plan.

- These questions should be directly linked to the lesson’s objective.
- The school leader and assistant principals should check for evidence of these higher-level questions when they review each teacher’s lesson plans.
- The school leader and assistant principals should also provide feedback on the quality of these higher-level questions, and ensure that they are in alignment with the school curriculum.

**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**

**2**

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

- The school leader reported she has communicated her vision of high-quality instruction to teachers at staff meetings, during professional development (PD) sessions, and in writing. She stated to the IIT that data-driven planning, CCLS- aligned learning objectives, and differentiation of instruction were the key components. During interviews with the review team, the school leader noted and teachers confirmed that teachers are required to respond to the school leader’s classroom observation assessments within one day by describing how they will implement the recommendations. The IIT found that although the school leader has specified her expectations, her vision for instructional practice has not been realized in practice. The IIT found that most instruction was not data- based, CCLS -aligned, or adapted to meet the needs of all learners and that follow-up monitoring for implementation by the school leader has been inconsistent.
- Teachers do not regularly incorporate the CCLS shifts necessary to adapt instruction for all students and engage all students at a high level throughout lessons. In observed classes, the most common

instructional strategy was teacher-led instruction. The majority of teachers' questions were at the literal, factual level and usually elicited short, unelaborated student responses. Additionally, teachers did not ask follow-up questions to determine students' reasoning. There was little evidence of text complexity in most observed classes. While the IIT observed some mathematics lessons where students were working on different tasks, leading to a variety of products, this was not typical of most classes.

- During classroom visitations, the review team found that teachers' instructional strategies were the same for all students and did not take into account the specific needs of the school's subgroups. There were few accommodations for English language learners (ELLs) and students with disabilities. The school leader stated that teachers needed more PD to help them to accommodate the needs of subgroups. In the majority of observed classes, students were willing to answer questions and participate, although the intellectual demands and rigor of the lessons were generally low. Students shared with the IIT that they felt free to state an opinion, and that they felt physically safe, although their classes were sometimes interrupted by student misconduct, which negatively impacted learning.
- The school leader and teachers reported that the use of data to inform instruction was limited to the school's guided reading program, where Fountas and Pinnell assessment results are used to form fluid instructional groups based on common student needs. Teachers reported they use the Glow and Grow feedback model to provide students with both positive and constructive feedback on their work; however, much of the teacher feedback to students in observed classes was not specific and actionable. When asked by the review team, some students were not able to state what the feedback meant and the next steps they needed to take. Teacher feedback was not always aligned to the lesson objective, and there was no written feedback on some of the student work reviewed by the IIT.

**Recommendation:**

The school leader should ensure that each teacher develop exit tickets for each of their lessons, which should inform the teacher if each student has met the lesson objective.

- The exit tickets should be administered towards the end of each lesson and should be directly linked to the lesson's objective.
- The teachers should use the data from the exit tickets to determine which students have met the lesson objective and which students need to be re-taught the content.

**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.

- While the school leader articulated a vision for students' social and emotional developmental health, the review team found little evidence that she has developed a systematic procedure for identifying and addressing all students' needs and ensuring that practices are consistent school-wide. In an interview with the IIT, the school leader stated that she relied upon her own judgment and an informal analysis of behavioral incident reports and the mandated counseling and health support provisions in students' Individualized Education Programs (IEPs) to identify students' needs. The school leader

noted that she added several positions to support students' social and emotional health needs, including a full-time guidance counselor, two part-time school psychologists, a part-time social worker, and a part-time special education supervisor. However, she has not created a formal school-wide protocol for referring students and accessing support services.

- The IIT learned in interviews with the school leader and teachers that the school has not developed a comprehensive social-emotional developmental health curriculum. The school leader noted that she adopted the Leader in Me Program to support the school's efforts to have students make positive decisions in order to promote a more positive culture and climate. The school leader has provided training for staff and parents on the intent and activities of this program. Teachers and staff stated that the school has also provided PD on the stages of child development and how to anticipate, identify, and address a range of student needs. However, teachers reported that there are no formal curricula and limited materials to support students' social-emotional development health needs.
- The review team found that the school leader has not organized the work of the student support team to enhance school-wide communication and cooperation among constituents. For example, student support staff stated that they were uncertain about their roles and responsibilities in the Response to Intervention (RTI) process, which has made the process less effective for teachers and students. Student support staff reported that they meet informally, but there are no formal agendas and minutes for these meetings. This has limited the efficiency of student support staff meetings and attempts at monitoring to ensure follow-through on interventions for individual students.
- Members of the student support team stated that they track data on indicators such as attendance and behavior by individual student rather than in the aggregate in order to detect patterns and trends. Although the school has formed partnerships with CBOs, the school leader and members of the student support team stated that the school is not able to determine the effectiveness of these partnerships because they are not goal-based, which limits the school's ability to identify the partnerships providing the most value. Although the school has provided PD to help teachers and staff identify students' social-emotional developmental health needs, it has not collected data to determine the impact of this training or developed a process to gauge the results on student success of the school leaders' decision to hire additional support staff.

**Recommendation:**

The school leader should select one CBO that provides social and emotional supports to students, and write a SMART goal to determine if this relationship has had a positive impact. The goal should specify the subgroup of students the CBO supports, the specific service(s) that the CBO provides, the desired impact of working with the CBO, the metrics to determine success, and the progress monitoring process to be used. The progress monitoring process should take place in March, May, and June and be based on the goal. The school leader should determine whether this relationship has been successful in June.

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

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

- The school leader expressed a vision for the development of family relationships, but this vision is not supported by goals and a plan for communicating her high expectations to students and families. The school leader stated her belief that all students can succeed and that all families can support student learning. However, the SCEP does not clearly define the school leader’s high expectations, and there are no strategies in the SCEP for engaging families. The school leader reported that she has explained her expectations and the role parents can play in supporting student success at monthly parent meetings held at the school and at Parent Teacher Association (PTA) meetings. However, parents surveyed and parents interviewed by the IIT were vague about the school leader’s expectations for student success and how they could help their children to fulfill them. Without a formal plan for family engagement, the school is limited in its ability to determine how it can communicate high expectations to families and how they can support the school in this endeavor.
- Although the school has taken some steps to create reciprocal communication opportunities with families such as regular monthly meetings with the school leader and through the PTA, family participation in many school-wide events remains low. The school leader stated that only five to ten percent of parents attend her monthly meetings. Parents stated to the IIT that irregular work schedules and a lack of transportation were some of the reasons for the low attendance rate. When asked about this issue, the school leader did not articulate any strategies for addressing these constraints on parent attendance at meetings. The review team learned through parent interviews and a review of documents that most school correspondence is translated into Spanish. However, it is often not translated into the two other primary family languages of French and Bengali.
- The school leader, teachers, staff and parents reported that the school has not provided formal PD sessions on promoting and sustaining home-school partnerships. Teachers contact parents on Tuesday afternoons to discuss students’ progress and needs. Every parent is contacted at least once each month. Teachers also provide information to parents on school matters, but each grade level team determines what information to provide. The school has not offered training on the RTI process and parents interviewed by the IIT were uninformed about RTI. Although the school has taken some steps to train parents in areas related to the CCLS, the review team found no evidence that indicates this training has increased parental understanding and engagement and student success.
- The school provides limited data on student performance and needs to families. The school informs parents about the progress of their children through reports issued every five weeks. The school does not provide the parents of students with disabilities an additional progress report in conjunction with the five-week report indicating the progress of their children toward accomplishment of the goals in their IEPs. The school has implemented Class Dojo in many of its classrooms to increase communication with families and has provided training to families on this communication tool, although not all parents have technical access to it. Class Dojo, while not used by every teacher, notes student grades, conduct, and attendance data. The school does not routinely provide parents with information about aggregate and individual student performance on achievement tests.

**Recommendation:**

The school leader should ensure that all families of students with disabilities receive a report, to be sent home at the midway point of each marking period, which details each student’s specific progress on IEP goals. This

report should detail progress, needs, and any barriers to academic, social, and emotional success, and suggestions on how the family may help the child at home.

- In kindergarten through grade five, the special education teacher of students in self-contained classes should be responsible for this report. The service providers should complete the progress reports for students receiving only related services.
- In grades six through eight, the special education teacher of students in self-contained classes or the homeroom teacher for students who only receive related services should be responsible for this report.
- The school should ensure that each family has received this report and should contact each of these families at mid-point of every quarter to determine if the family has any questions or concerns.
- The link to the New York State Education Department (NYSED) website, which contains the template to use, is cited below.

[www.p12.nysed.gov/specialed/publications/iepguidance/progress.htm](http://www.p12.nysed.gov/specialed/publications/iepguidance/progress.htm)