



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	321100011514
School Name	Bronxwood Preparatory Academy
School Address	921 E 228th St., Bronx, NY 10466
District Name	New York City
School Leader	Janet Gallardo
Dates of Review	February 4-5, 2014
School Accountability Status	Priority School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet for 11X514

School Configuration (2013-14)			
Grade Configuration	PK,OK,01,02,03,04,05	Total Enrollment	451
		SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)			
# Transitional Bilingual	N/A	# Dual Language	N/A
		# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)			
# Special Classes	23	# SETSS	N/A
		# Integrated Collaborative Teaching	66
Types and Number of Special Classes (2013-14)			
# Visual Arts	7	# Music	N/A
# Foreign Language	N/A	# Dance	N/A
		# CTE	N/A
School Composition (2012-13)			
% Title I Population	92.8%	% Attendance Rate	89.6%
% Free Lunch	95.5%	% Reduced Lunch	2.9%
% Limited English Proficient	5.1%	% Students with Disabilities	16.5%
Racial/Ethnic Origin (2012-13)			
% American Indian or Alaska Native	0.2%	% Black or African American	51.6%
% Hispanic or Latino	47.8%	% Asian or Native Hawaiian/Pacific Islander	N/A
% White	0.4%	% Multi-Racial	N/A
Personnel (2012-13)			
Years Principal Assigned to School	9.34	# of Assistant Principals	1
# of Deans	N/A	# of Counselors/Social Workers	1
% of Teachers with No Valid Teaching Certificate	4.9%	% Teaching Out of Certification	14.6%
% Teaching with Fewer Than 3 Years of Experience	7.3%	Average Teacher Absences	6
Student Performance for Elementary and Middle Schools (2012-13)			
ELA Performance at levels 3 & 4	5.2%	Mathematics Performance at levels 3 & 4	2.2%
Science Performance at levels 3 & 4 (4th Grade)	90.0%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2011-12)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2012-13)			
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate	N/A		
Overall NYSED Accountability Status (2012-13)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)			
American Indian or Alaska Native		Black or African American	Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	
White		Multi-Racial	
Students with Disabilities	No	Limited English Proficient	
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)			
American Indian or Alaska Native		Black or African American	Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	
White		Multi-Racial	
Students with Disabilities	Yes	Limited English Proficient	
Economically Disadvantaged	Yes		
Met Adequate Yearly Progress (AYP) in Science (2011-12)			
American Indian or Alaska Native		Black or African American	Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	
White		Multi-Racial	
Students with Disabilities		Limited English Proficient	
Economically Disadvantaged	Yes		

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

- 95 percent of teaching staff will participate in interdisciplinary classroom inter-visitations to improve pedagogical growth based on the Danielson framework to increase overall student credit accumulation by five

percent for the 2013-14 school year.

2. Teacher teams will continue to meet weekly to conduct itemized analysis of all standardized tests and common assessments, identify academic obstacles, reflect on implications for all students, and implement pedagogical strategies accordingly to minimize achievement gaps for lowest third, special education, and ELLs to improve Regents test scores by five percent for the 2013-14 school year.
3. All ELA teachers will deliver rigorous units of study aligned to the CCLS and shifts to increase the ELA Regents passing rate for all students from 54.4 percent to 60 percent for the 2013-2014 school year.
4. To increase the percentage of students earning 10+ credits in their 11th year of school from 66.8 percent to 72 percent by developing a shared understanding of instructional excellence informed by the Danielson Framework for Teaching during the 2013-14 school year.
5. To improve the overall engagement category on the NYC Learning Environment Survey and create a positive learning environment and school culture that is conducive to academic achievement while supporting students' social and emotional needs that will increase the school's overall attendance rate by five percent for the 2013-2014 school year.

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 letter rating in the **OVERALL RATING** row as the final overall tenet rating.

#	Statement of Practice	H	E	D	I
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).			X	
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.		X		
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.		X		
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).		X		
OVERALL RATING FOR TENET 2:			E		

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	H	E	D	I
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.		X		
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.			X	
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.			X	
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.			X	
OVERALL RATING FOR TENET 3:				D	

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	H	E	D	I
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.			X	
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.			X	
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.			X	
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).			X	
OVERALL RATING FOR TENET 4:				D	

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	H	E	D	I
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.		X		
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.			X	
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.		X		
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.		X		
OVERALL RATING FOR TENET 5:			E		

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	H	E	D	I
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6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.		X		
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.		X		
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.			X	
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.		X		
OVERALL RATING FOR TENET 6:			E		

School Review – Findings, Evidence, Impact and Recommendations:

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 Rating	E
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Debriefing Statement: The school leader has implemented a series of systems and structures to improve academic achievement, which are supported by the strategic allocation of human and fiscal resources. School priorities include improving instructional practice to address the Common Core Learning Standards (CCLS), the instructional shifts, and the social-emotional well-being of all students. The school leader has successfully created a framework of coaching, professional collaboration, professional development (PD), data collection, and systematic monitoring to improve student academic performance, but greater collaboration regarding the school’s vision and mission is needed.

Strengths:

2.3 **The school has received a rating of *Effective* for this Statement of Practice:** Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.

Overall Finding:

The school leader makes strategic decisions to organize programmatic, human, and fiscal capital resources.

Evidence/Information that Lead to this Finding:

- Based on classroom observations and weaknesses in curriculum planning, the school leader reported that she appointed instructional coaches in each of the core subject areas to work with teachers on developing lesson plans and using instructional strategies to increase rigor in classrooms. A review of documents and classroom visits demonstrated that this has impacted lesson planning, as over 75 percent of lessons reviewed aligned to the CCLS.
- The school leader created a new assistant principal (AP) position specifically to address reorganization and expansion of activities within the student support staff. This AP has established an intervention calendar and detailed policies and protocols for interventions. In addition, a new student support position allowed one counselor to be assigned specifically as the senior/college counselor with the aim of increasing student graduation and enrollment in college and career programs. The intervention calendar and protocols have resulted in every student meeting periodically with a counselor to explore academic progress and social-emotional needs. The new AP has also created plans to engage the New York Junior Tennis League and Learning (NYJTLL) to provide training to parents on the college selection and application process.
- In the drive to raise academic standards, the school leader has made data analysis a prominent feature of lesson design by creating a data team and by developing mechanisms for teachers to obtain data, such as Lexile scores. In addition, teachers reported that they are required to be familiar with student data and to use that data to modify instructional plans.
- The school leader has allocated school resources for the acquisition of Skedula, a digital program for

reporting student data to parents and school staff, in order to build a collaborative response to student performance.

- The school leader has established new partnerships with Community Based Organizations (CBOs) to provide counseling services as well as after-school support programs for students. These programs engage large numbers of students in after-school activities that include academics, test preparation, and a variety of enrichment opportunities.

Impact Statement:

The school leader uses the available resources to meet the needs of the school community, which improves student success.

2.4 **The school has received a rating of *Effective* for this Statement of Practice:** 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.

Overall Finding:

The school leader has established a system aligned to the district's APPR to conduct targeted and frequent observations and track progress of teacher practices based on student data and feedback.

Evidence/Information that Lead to this Finding:

- A review of documents and interviews with teachers demonstrated that staff receives targeted and focused feedback within several days of observations. In addition, teachers stated that school leaders conduct follow-up classroom walkthroughs to monitor the implementation of suggestions from prior observations.
- The staff reported that the school leader aligns PD to the needs of teachers based on observation data.
- Content-area coaches from Fordham University reported that they work with teachers and provide lesson-specific feedback to guide future unit and lesson planning and instruction. Reviewers found evidence that follow-up observations and coaching centered on the implementation of suggested strategies.
- The school leader has created a system for targeted inter-visitations among staff in order to promote collaborative reflection on instructional practices and to encourage the consistent implementation of strategies learned from PD and instructional coaches.

Impact Statement:

The school leader ensures that all administrators and staff are held accountable for continuous improvement, which increases student success.

2.5 **The school has received a rating of *Effective* for this Statement of Practice:** 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).

Overall Finding:

The school leader has established evidence-based systems to examine school-wide practices.

Evidence/Information that Lead to this Finding:

- The school leader has established a school data team whose role is to analyze assessment data to inform PD and instruction.
- The school leader works with the parent coordinator to monitor and evaluate school attendance and parent engagement data to meet the needs of the school community.
- The school leader hired a new AP who monitors data and with a focus on raising the graduation and college enrollment rates
- The school leader has worked collaboratively with support staff to review data and practices related to student referral rates and the social-emotional needs of student in order to select CBOs to address those needs. For example, the school works with NYJTL, a community based organization whose mission is to teach life-skills to children.

Impact Statement:

The school leader uses evidence-based systems to measure progress toward school-wide goals, which improves student success.

Areas for Improvement:

2.2 **The school has received a rating of *Developing* for this Statement of Practice:** 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).

Overall Finding: The school leader does not consistently ensure the school community shares a long-term vision and goals aligned to the SCEP.

Evidence/Information that Lead to this Finding:

- While the mission statement is posted throughout the building, and teachers and students were able to reiterate the school's goals for increased achievement, not all constituents could articulate the school's vision in their own words.
- While the school leader shared that she created goals and posted school values throughout the building, parents, students, and staff reported that these goals and values were not created collaboratively.

Impact Statement:

The lack of collaboration in creating the school's vision, mission, and goals limits the ability of stakeholders to articulate the vision and limits student success.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Collaboratively review the school’s mission, vision, and goals with all stakeholders in order to ensure that all constituents can articulate and take ownership of this vision.

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 Rating

D

Debriefing Statement: The school leader provides staff with direction and opportunities for collaboration and PD in order to develop curricula that reflects the CCLS. However, the school is at the beginning stages of developing rigorous and coherent curricula and assessments aligned to the CCLS for all students. As a result, inconsistent implementation limits the ability of students, and sub-groups of students, to benefit from rigorous and coherent curricula and assessments.

Strengths:

3.2 **The school has received a rating of *Effective* for this Statement of Practice:** 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.

Overall Finding:

The school leader supports the implementation of a plan for rigorous curricula that aligns to the CCLS.

Evidence/Information that Lead to this Finding:

- The school leader shared that she has a plan for teachers to create lesson plans that align to the demands of the CCLS and the instructional shifts. This includes instructional coaches that work weekly with each subject area teacher to support the development and implementation of CCLS aligned plans. Further, the school leader ensures that teachers have time to plan together during daily and Saturday planning sessions in order to improve the process of curriculum mapping. Additionally, school leaders monitor teacher performance through observations and provide feedback regarding lesson planning and instruction.
- A review of the PD plan demonstrated the training provided to teachers on the strategies and expectations of the CCLS and the instructional shifts. Additionally, the school leader shared that teachers have received PD on close reading strategies in order to help raise the reading levels and scores of students.

Impact Statement:

A curriculum is used to meet the needs of students, which helps improve college- and career-readiness.

Areas for Improvement:

3.3 **The school has received a rating of *Developing* for this Statement of Practice:** 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.

Overall Finding:

Teachers do not consistently ensure that unit and lesson plans use DDI protocols and are aligned to the CCLS to meet student needs.

Evidence/Information that Lead to this Finding:

- While a review of unit and lesson plans demonstrated that teachers are using a common planning template, the review team found that these plans were not consistently differentiated to meet the diverse needs of learners.
- While some lesson plans demonstrated alignment to the CCLS, more than half of the 25 lesson plans reviewed lacked rigor and opportunities for critical thinking, evaluation, synthesis, creative response, analysis, or problem solving. Further, during most classroom visits, teachers did not follow their lesson plans, which resulted in instruction that was less rigorous than the plan.
- Although some teachers asked higher-order questioning during classroom visits, often the teacher answered their own question or reduced the question to require a single word response.

Impact Statement:

Teachers do not consistently use lesson plans that are aligned to the CCLS to meet the needs of students and this hinders student academic achievement.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Ensure that teachers use lesson plans that align to the CCLS in order to meet the diverse needs of all students.

3.4 **The school has received a rating of *Developing* for this Statement of Practice:** 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.

Overall Finding:

Teachers do not consistently partner across the school to create interdisciplinary curricula.

Evidence/Information that Lead to this Finding:

- Teachers demonstrated interdisciplinary connections between subject specific curricula and technology, the arts, and other enrichment opportunities during six of 25 classroom visits. However,

the review team found that these connections were informal and not part of a comprehensive plan for interdisciplinary learning across the school.

- While the school leader reported that teachers have opportunities to meet in content teams to develop curriculum that meets CCLS expectations for integrating the arts, multi-media resources, and technology into classroom instruction, the review team found limited evidence of this integration during classroom visits.
- The school leader shared that both teachers and students have access to an on-line tutorial program for each core subject; however, the review team found during classroom visits that the use of this program, and other technology, is inconsistent across the school.

Impact Statement:

Students do not consistently have opportunities to engage in thoughtful cross-curricula activities across the school, which hinders student achievement.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Increase opportunities for teachers to collaborate to design activities that incorporate the arts, technology, and other enrichment opportunities.

3.5 **The school has received a rating of *Developing* for this Statement of Practice:** 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.

Overall Finding:

Teachers do not consistently use assessments to plan curricula or involve students in the ownership of their learning.

Evidence/Information that Lead to this Finding:

- A review of documents and classroom visits demonstrated that students are not provided with opportunities across the school to reflect on, or take ownership of, their learning. While teachers provide students with feedback, the review team found that this feedback does not consistently outline for students their next steps in order to improve their learning.
- While school leaders and staff reported that teachers have access to a wide range of formative and summative assessment data, a review of documents and classroom visits demonstrated that teachers do not consistently use this data to plan or adjust instruction to meet student needs.

Impact Statement:

The inconsistent alignment between the curriculum and assessment limits student achievement.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school

should:

- Ensure that all teachers use data to implement curriculum and instruction to meet student needs and to provide students with specific feedback to involve them in the ownership of their learning.

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 Rating

D

Debriefing Statement: The school leader outlines expectations regarding the use of strategic practices informed by data to promote high levels of engagement, thinking, and achievement for all students. However, the inconsistent implementation of those expectations limits student engagement in rigorous learning opportunities and hinders academic achievement.

Strengths: All ratings for this Tenet are either **Developing** or **Ineffective** and therefore, comments are listed under **Areas for Improvement**.

Areas for Improvement:

4.2 **The school has received a rating of *Developing* for this Statement of Practice:** 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.

Overall Finding:

The school leader is working to develop teacher instructional strategies to ensure that plans and practices meet student needs.

Evidence/Information that Lead to this Finding:

- A review of documents, and discussions with school leaders and staff, demonstrated that the school leader communicates high expectations for rigorous planning and instruction and provides teachers with opportunities to collaborate on plans through scheduled common planning and per session activities. However, the review team found during classroom visits that instruction does not align to lesson plans in most classrooms.
- The school leader provided teachers with a common planning template and training on how to use this template, which the school leaders review and give teachers feedback on regularly. Further, teachers reported that instructional coaches support them in setting goals for students and planning instruction to meet student needs. However, the review team found that teachers do not consistently implement these expectations or plan lessons designed to meet the needs of all students.

Impact Statement:

Teacher instructional practices do not consistently promote high levels of student engagement, which hinders student success.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Ensure that teacher instruction aligns to lesson plans and meets the needs of all students.

4.3 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.

Overall Finding:

Teachers do not consistently provide coherent instruction aligned to the CCLS that leads to multiple points of access for all students.

Evidence/Information that Lead to this Finding:

- Although the school leader provides teachers with PD opportunities and support to implement coherent instruction aligned to the CCLS, only 20 percent of instruction during classroom visits reflected the CCLS instructional shifts. In the majority of classrooms visited, instruction lacked rigor and teachers did not ask higher-order questions designed to engage students.
- Teachers differentiated instruction in only 16 percent of classrooms visited. Further, teachers reported that when they plan differentiated activities with ESL or special education specialists, they use these activities for whole-group instruction, rather than to meet individual student needs.
- While some teachers use higher-order questions, the review team found that teachers often answer the questions themselves or rephrase questions to require a single word response.
- During interviews, teachers shared that they were not clear about what the instructional shifts are, which the review team found limited the rigor of instruction during classroom visits.

Impact Statement:

Instructional practices do not consistently lead to high levels of student engagement, which hinders student success.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Ensure that instructional practices are consistently rigorous and align to the CCLS.

4.4 **The school has received a rating of *Developing* for this Statement of Practice:** 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.

Overall Finding:

Teachers do not consistently implement a plan to create a learning environment that is responsive to student

needs.

Evidence/Information that Lead to this Finding:

- Most classrooms were safe and orderly. However, during most classroom visits, instruction was whole-group and teacher-centered, with few opportunities for students to interact, engage in inquiry, voice their opinions, or share their diverse values and perspectives. Further, instructional materials did not display high levels of text and content complexity to stimulate thought-provoking discussion and interaction.
- The review team did not find evidence of a comprehensive plan for creating a learning environment across classrooms to meet the needs of students.

Impact Statement:

While students are physically safe, the learning environment does not consistently meet their diverse needs, which hinders student success.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Ensure teachers develop rigorous instruction that meets student needs and provides students with opportunities to engage in learning.

4.5 **The school has received a rating of *Developing* for this Statement of Practice:** 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).

Overall Finding:

Teachers do not consistently use data to inform their planning or to involve students in the ownership of their learning.

Evidence/Information that Lead to this Finding:

- While teachers reported that they use data to adjust student groupings and instructional strategies, a review of documents and classroom visits demonstrated that teachers do not consistently use data to adjust strategies or groupings across the school. Further, teachers stated that when they plan differentiated activities, they use these activities for the entire class.
- The review team found evidence of teachers monitoring student learning through on-going assessment strategies in only one fifth of classrooms visited.
- While some students shared that teachers create learning goals for students, the review team found limited evidence that teachers monitor or revise learning goals throughout the school year. Further, although some teacher shared that they use rubrics, the review team found that the rubrics that are used are part of summative evaluation and not as a tool for student self-reflection and improvement.

Impact Statement:

Data-based instruction is not consistently timely and purposeful, which hinders student academic achievement.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Ensure that teachers use data to inform their planning and instruction and to involve students in the ownership of their learning.

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 Rating

E

Debriefing Statement: School leaders are expanding the range of resources and programs to support student social and emotional development. All stakeholders contribute to a culture of safety and mutual respect that is conducive to learning and results in students having increased opportunities to become socially successful.

Strengths:

5.2 **The school has received a rating of *Effective* for this Statement of Practice:** The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.

Overall Finding:

The school leader has established overarching systems to support student social and emotional developmental health.

Evidence/Information that Lead to this Finding:

- Students reported that they are known by staff members and that the school leader is visible and accessible to all students. Additionally, parents reported that the parent coordinator knew all students and was frequently in contact with parents concerning student behavior and attendance.
- The school has established new partnerships with organizations, such as the NYJTL, to support student social and emotional developmental health. Additionally, the federally funded partnership with the CBO, Changing the Odds (CTO), resulted in the presence of health counselor who focuses on lowering the risk of teen pregnancy, suspension, failure, and dropping out of school. This program provides community outreach and a review of documents demonstrated that it is having a positive effect on student social emotional health.
- The school leader increased the size of the counseling department by adding an AP for counseling who created a ladder of referrals and coordinated a calendar of interventions to support student needs. Further, the school leader assigned a counselor to work specifically with seniors in order to improve graduation and college attendance rates.

Impact Statement:

The implemented systems effectively address barriers to social and emotional developmental health and help to increase student academic success.

5.4 **The school has received a rating of *Effective* for this Statement of Practice:** 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.

Overall Finding:

All stakeholders work together to develop a common understanding of the importance of their roles in fostering an environment that supports student social and emotional developmental health.

Evidence/Information that Lead to this Finding:

- The school leader reported that she allocated resources to address the social and emotional needs of students, including hiring additional support staff, reorganizing support services, and introducing community partnerships.
- Teachers, school leaders, and parents shared that they use Skedula to share attendance, behavior, and academic data and to communicate regarding student performance.
- Students reported that they were aware of the school's behavior expectations and that they are clear on the roles they play in creating a safe school environment. Further, parents and students reported that teachers and school leaders are available to respond to student concerns.

Impact Statement:

All school constituents are able to articulate their role in creating a school community that is conducive to learning and supports student social and emotional developmental health.

5.5 **The school has received a rating of *Effective* for this Statement of Practice:** 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.

Overall Finding:

The school has structures in place to support the use of data to respond to student social and emotional developmental health needs.

Evidence/Information that Lead to this Finding:

- The school leader established common planning and meeting times for support staff to plan strategies for student social and emotional needs based on the analysis of data. School leaders meet weekly with counselors to review student attendance and social emotional data in order to evaluate and revise interventions, and counselors communicate with families regarding the success of strategies. Additionally, counselors collaboratively develop SMART goals with each student in their cohort.

- The school leaders created a ladder of referral and a calendar of interventions for support staff. Support staff reported that they give students a transcript evaluation tool in order for them to self-evaluate their progress toward graduation at the beginning of each semester.

Impact Statement:

The school leader and staff work together to use student data to respond to student social and emotional developmental health needs, which increases student success.

Areas for Improvement:

5.3 **The school has received a rating of *Developing* for this Statement of Practice:** 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.

Overall Finding:

The school does not consistently articulate a vision for student social and emotional developmental health aligned to a curriculum.

Evidence/Information that Lead to this Finding:

- The school is developing programs and partnerships, such as CTO, NYJTL, and Positive Behavior Intervention System (PBIS), in order to support student social and emotional developmental health. However, the review team found that these programs are not part of a comprehensive plan to use curriculum to support student social emotional needs.

Impact Statement:

The lack of a comprehensive plan and curriculum to promote the school’s vision for student social and emotional developmental health limits student success.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Select and implement a comprehensive program and curriculum to address the social and emotional needs of all students and provide PD for staff to equip them with the skills to deliver the program with fidelity.

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 Rating

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Debriefing Statement: The school leaders have developed a range of strategies for engaging community agencies and parents in partnerships to construct a foundation of shared responsibility for the academic progress and social-emotional well-being of students. As a result, families are encouraged and empowered to become active participants in the school community in facilitating college- and career-readiness.

Strengths:

6.2 **The school has received a rating of *Effective* for this Statement of Practice:** The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement

Overall Finding:

The school leader ensures that communication with students and families fosters high expectations for student academic achievement.

Evidence/Information that Lead to this Finding:

- The school leader shared that she expanded the resources available for communicating with parents to include a new phone messaging system that provides families with recorded messages about school activities and expectations for student performance. Parents shared with the review team that they find this system helpful. Additionally, the review team found that through its regular written communication with families the school reinforces its commitment to student academic success.
- The school leader shared that she communicates expectations for student attendance to families through an attendance notification system and the active interventions of the parent coordinator and the school's social worker, which have resulted in an attendance rate of close to 90 percent.
- The school leader introduced Skedula, and teachers and parents reported that they use this program to review student performance data.
- Parents reported that the school provides them with information concerning the college selection process and opportunities to obtain assistance in completing applications.

Impact Statement:

The relationship between the school and families helps meet student needs and increases student success.

6.3 **The school has received a rating of *Effective* for this Statement of Practice:** 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.

Overall Finding:

The school engages in reciprocal communication with family and community stakeholders in order to meet student needs.

Evidence/Information that Lead to this Finding:

- The school leader and parents shared that the school's successful attendance rate is based on regular communication between the school and families through telephone, text, and e-mail.
- Teachers and parents reported that Skedula provides a portal for reciprocal communication with families concerning behavior, attendance, and academic performance data. In addition, support

staff reported that they provide teachers and school leaders with information on family issues that may affect student performance.

- Discussions with students, parents, and staff, and a review of documents, demonstrated that the school communicates with families in prevalent languages, and has put in place strategies to monitor and modify its communication with parents.
- Representatives from the parent association (PA) reported that the school provides parents with information during meetings. Additionally, the school leader reported that after conducting a parent survey regarding the best time for PA meetings, the school moved the meetings to Saturday mornings, which doubled parent turnout.

Impact Statement:

Reciprocal communication between the home and school enables families to support their children’s academic and social emotional growth.

6.5 **The school has received a rating of *Effective* for this Statement of Practice:** 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.

Overall Finding:

The school shares data in a way that promotes dialogue with families and empowers parents to use data to advocate for their children.

Evidence/Information that Lead to this Finding:

- The review team found that school staff meet regularly and share student data to identify and address student needs. Further, in order to ensure that all appropriate staff can participate, the school leader provides funding to allow these meetings to take place on Saturdays.
- The school leader shared that she has developed a plan for support staff and NYJTL to host monthly workshops for parents on financial planning and college preparation and to explain how parents can use support services to complete college application requirements.
- Parents and teachers reported that Skedula provides student data directly to parents and that the school has an open door policy to address any concerns. Additionally, the school leader stated that the school’s data specialist has held workshops to assist students and parents in understanding how to use the Skedula program.

Impact Statement:

The school community empowers families to support student learning through data.

Areas for Improvement:

6.4 **The school has received a rating of *Developing* for this Statement of Practice:** 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.

Overall Finding:

The school is developing a plan to teach parents ways to support student learning and to instruct staff on ways to connect with parents to create partnerships to support student achievement.

Evidence/Information that Lead to this Finding:

- The school leader shared that she is developing a formal plan to outline the role that staff and different stakeholders and community partners can play in enabling parents to support their child's academic development. This plan includes workshops and training courses specifically designed to equip parents with the skills and knowledge to support student academic success.
- The school leader shared she recognizes that more work needs to be done in equipping staff with the skills necessary to establish and sustain relationships with parents and is working on a plan to meet this need.

Impact Statement:

The absence of a robust home-school connection hinders student success.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Provide teachers with PD on developing the home-school partnership and work with community agencies to develop the capacity of parents to support their children's academic success.