



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	331400011322
School Name	Foundations Academy
School Address	70 Tompkins Avenue, Brooklyn, NY
District Name	14K322
School Leader	Neil Monheit
Dates of Review	June 4 - 5, 2014
School Accountability Status	Priority School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet for 14K322

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	110	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	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	5
Types and Number of Special Classes (2013-14)					
# Visual Arts	10	# Music	N/A	# Drama	N/A
# Foreign Language	2	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population		72.0%	% Attendance Rate		78.5%
% Free Lunch		85.3%	% Reduced Lunch		4.7%
% Limited English Proficient		6.0%	% Students with Disabilities		22.0%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native		2.0%	% Black or African American		59.3%
% Hispanic or Latino		34.7%	% Asian or Native Hawaiian/Pacific Islander		1.3%
% White		2.0%	% Multi-Racial		N/A
Personnel (2012-13)					
Years Principal Assigned to School		1.17	# of Assistant Principals		1
# of Deans		N/A	# of Counselors/Social Workers		1
% of Teachers with No Valid Teaching Certificate		N/A	% Teaching Out of Certification		26.5%
% Teaching with Fewer Than 3 Years of Experience		33.3%	Average Teacher Absences		4.4
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)		N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4		57.1%	Mathematics Performance at levels 3 & 4		35.8%
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		20.0%
6 Year Graduation Rate		60.3%			
Overall NYSED Accountability Status (2012-13)					
Reward			Recognition		
In Good Standing			Local Assistance Plan		
Focus District		X	Focus School Identified by a Focus District		
Priority School		X			

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

- Beginning in September 2014, teachers will be engaged in a short cycle observation process using the Danielson Framework for Teaching. Teachers will receive training in deconstructing the rubric to enhance their understanding of the relevant indicators to improve their craft
- Beginning in October 2014, teachers will be engaged in differentiated professional development to meet their needs as identified through the observation process. Professional development will be provided by school leaders and teacher leaders.
- Beginning September 2014, teachers will engage in professional development in the deconstruction of the common core learning standards.
- Beginning September 2014, teachers will engage in common planning time exploration of student achievement to inform data driven instruction using protocols led by teacher leaders and will engage in classroom walk-throughs to learn best practices and identify areas for improvement.
- Beginning summer 2014, teachers will work to develop common core and college-bound assessments to measure student progress during the 2014-2015 academic school year. Teacher leaders and school leadership will develop an assessment calendar for formative assessment enabling opportunities for reteaching, and student acquisition of knowledge & skills.

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	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:				D	

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:				D	

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:				D	

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	D
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Debriefing Statement: The recently appointed school leader articulates a school vision focused on high expectations and student well-being and has begun to make strategic decisions to achieve this vision. Communication protocols to engage all stakeholders and structures to monitor staff pedagogical practice are evolving. The lack of established systems limits the school community’s ability work together to implement the vision of long-term student success.

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 analyzes resource allocations and is proactive in seeking funding to support his vision and to address student needs. He has identified programming and human capital needs and is using the resources provided to meet the immediate needs of the school community.

Evidence/Information that Lead to this Finding:

- The school leader is new to the building, but he worked in close collaboration with staff to select a school-based option (SBO) to maximize professional development (PD) efforts. The program modification will provide PD for 80 minutes on Mondays and community outreach for 75 minutes on Tuesdays, as well as additional staff PD focused on school and student-specific needs. In addition, the school leader will allocate period five as common planning time and enhance extended learning time for students Wednesday through Saturday.
- The school leader has identified critical school personnel with the goal of expanding their current roles and identified teacher leaders to increase student college- and career-readiness.
- The school leader requested additional funding and met with local politicians to fund the upcoming graduation ceremony. In response to the school leader’s request, the Superintendent is providing discretionary funds for paper and other materials so that teachers are not limited to access to copies. Per session funds are being used for outreach efforts to recruit students for the incoming ninth grade class and for school personnel to help complete college applications before the end of the school year.

Impact Statement:

The school leader is using available resources to address the immediate needs of the school community in order to improve 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 a functional system in place aligned to the district's APPR to conduct observations and track teacher progress based on student data and feedback.

Evidence/Information that Lead to this Finding:

- The school leader has a schedule for observations aligned to the district's APPR and has asked teachers to reflect on their progress and to set goals for next year. The school leader met with teachers individually to assess their strengths and weaknesses.
- Teachers report that the school leader has provided verbal and written feedback during informal observations and walk-throughs and has observed all staff multiple times in the ten days he has been in the school. As a result of the observation data collected, the school leader has reinstated fifth period common planning time to focus staff efforts to address immediate student needs and to implement protocols for looking at student work to develop high expectations for student performance tasks. While common planning time was reinstated on a volunteer basis, the school leader and teachers report that all staff is present during the common planning time and all attend a daily fifteen-minute session at the beginning of each day with the school leader. This allows the school leader to monitor on-going PD efforts with coaches and to assign per diem substitutes to cover classes when teachers express a desire for peer inter-visitations or extended time with the math and English language arts (ELA) coaches assigned to the building. Coaches provide online feedback to teachers and the school leader provides teachers with feedback on individual teacher goals and progress.
- The Assistant Principal (AP) meets weekly with the guidance counselor, and the school leader and counselor report that the AP refocused the guidance counselor's work by encouraging her to attend academic policy workshops to help align school goals to CCLS expectations.

Impact Statement:

The school leader's systems aligned to the district's APPR ensures that staff are held accountable for continuous school improvement.

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 that the school community shares the SMART goals and school

vision to address priorities outlined in the SCEP.

Evidence/Information that Lead to this Finding:

- The school leader plans to increase the involvement of stakeholders by creating a long-term, data-driven mission of college- and career-readiness with a focus on helping students take ownership of their learning. The school leader stated that few stakeholders could articulate the current mission and vision. Therefore, he met with teachers to elicit the characteristics of a successful learner to get staff input asking them, “What should a graduate look like?” In order to achieve the attributes articulated by stakeholders and posted in the school leader’s office, the school leader is developing a vision to drive the school forward.
- The school leader indicates that in examining the current SSCEP, the goals in the plan are incomplete and do not address the needs of the school. Therefore, he is refocusing school efforts based on current data and instructional practice, and encouraging staff, parent, and student buy-in to achieve newly established school priorities.
- The school leader is in the process of aligning and adapting the school’s vision and goals and collecting both qualitative and quantitative data as a baseline for moving the school forward, but recognizes that work still needs to be done.

Impact Statement:

The new school leader is working to ensure that all stakeholders know and support the school’s vision for 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:

- Establish student-centered SCEP goals that are consistently evaluated, monitored for progress, and adapted as needed. Ensure that school documents reflect the high expectations identified.

2.5 **The school has received a rating of *Developing* 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 is beginning to implement systems to examine and improve critical school-wide practices.

Evidence/Information that Lead to this Finding:

- The school leader has begun to monitor both in-house PD based on observation data collected, as well as network coaching efforts by requesting that coaches input their recommendations for teacher growth using google.docs to ensure alignment of school and district supports. Teachers are held accountable for improvement in their pedagogical practice to address students’ needs.

- The school leader has posted college and transcript data and asks students, “Are you green?” to reinforce student and staff awareness of current student progress toward graduation, credit accumulation, and college- and career-readiness skill development. This progress is posted in green on bulletin boards in public areas. The school leader also shared the 2012 School Quality Review (SQR) report for transparency so that teachers were aware of how the school was perceived and to enable teachers to implement the recommendations made by the reviewers.
- A review of formal and informal teacher observation reports revealed that teachers received feedback that identified areas for teacher Individual improvement, such as classroom management, which appeared in their individual improvement plans. However, the only next steps for individual implementation that were suggested were to look at behavior intervention plan data. The new school leader has revised school observation protocols to be more timely and responsive to critical teacher and student needs.
- The school leader has identified the need to ensure that practices for monitoring instruction and curriculum be more rigorous so that instruction is data driven and the curriculum meets the needs of all students. In addition, the school leader has identified the need to ensure that strategies for monitoring school and individual practices have direct alignment with improvements to student achievement.

Impact Statement:

The school leader’s development of evidence-based systems and structures to examine and improve critical individual and school-wide practices are beginning to help the school increase awareness and understanding of data-driven protocols in order to improve 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 stakeholders can communicate individual student data with next steps provided to students to allow them to reach achievable goals that are aligned to school-wide SCEP. Ensure that strategies for monitoring the work of the school directly lead to improvements in student achievement.

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 is beginning to revise assessments and redesign curricula, including units of study and lesson plan templates, to reflect alignment to the instructional shifts of the Common Core Learning Standards (CCLS) and college and career skill development. However, there is an absence of clear modifications or adaptations of units to address the needs of English language learners (ELLs), students with disabilities, and other subgroups, thus limiting opportunities and access to learning that meets the needs of all students.

Strengths:

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

Areas for Improvement:

3.2 **The school has received a rating of *Developing* 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 is beginning to ensure that teachers implement rigorous and coherent curricula aligned to the CCLS and adapted to meet the needs of students.

Evidence/Information that Lead to this Finding:

- The current school leader has articulated to teachers his expectations for rigorous and coherent curricula. The ELA network coach has helped to adapt ATLAS materials to the CCLS expectations and the AUSSIE coach has helped develop a school-wide literacy initiative. The school leader also provided teachers with a suggested lesson plan template, and asked teachers to design daily lesson plans aligned to the CCLS. Most lesson plans reviewed included essential questions, assessments, and closures. However, the review team noted inconsistent use of scaffolded materials or purposeful groupings to meet the needs of students.
- A document review indicates initial plans to implement the CCLS in ELA and global studies, as well as a pacing calendar, but teachers do not currently consistently provide students with skill development strategies to address specific needs.
- Although standards for writing and literacy are posted in classes, lesson plans reviewed do not reference the CCLS and the school leader stated that he plans to hire an instructional support person to help develop comprehensive units and instructional plans that include accommodations. Further, the school leader stated that teachers are beginning to motivate students to take ownership of their learning.

Impact Statement:

The curricula used do not consistently meet the needs of students, which hinders student college- and career-readiness.

Recommendation:

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

- Provide common planning time for teachers to collaborate on aligning the curriculum to the CCLS. Monitor lesson plans to ensure rigorous and coherent CCLS units that include the instructional shifts

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:

Lesson and unit plans do not consistently include DDI protocols or align to the CCLS to address student needs.

Evidence/Information that Lead to this Finding:

- Documents reviewed demonstrated that lesson and unit plans do not include a variety of complex materials aligned to the CCLS. Teachers are not consistently using data to revise teaching strategies or to create multiple points of access for students. Core subject departments are beginning to revise curricula and instructional practices to ensure CCLS alignment and access for a diverse range of learners.
- A document review demonstrated that assessments are not consistently included in unit plans to help identify skills or benchmarks for student progress. Similarly, while the instructional shifts were evident in some lesson plans, student work did not reflect rigorous CCLS expectations. Further, the majority of lesson plans reviewed did not include higher-order questioning.

Impact Statement:

The inconsistent alignment of lesson and unit plans to DDI protocols and the CCLS limit 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 units and lesson plans include DDI protocols, higher-order questioning, and are adapted to meet student needs.

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 plan interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.

Evidence/Information that Lead to this Finding:

- The school is beginning to use technology to support learning in ELA, by using peer and teacher editing on google.docs. Students in the small student meeting presented online ELA portfolios with real-time feedback provided by teachers and peers that allowed them to improve their writing products. The team observed SMARTBoards in all classrooms that were used by teachers, but were

not used interactively with students.

- In extended learning time and Regents prep classes, teachers report the use of technology programs, such as Brain Pop and Castle Learning to differentiate and scaffold questions.
- Due to student enrollment, enrichment classes are limited and a music position was cut this year. However, the school leader is encouraging cross-curricular connections through the visual arts teacher. However, there are few formal opportunities for all students to learn through an interdisciplinary curriculum.

Impact Statement:

Students do not consistently have opportunities to engage in thoughtful cross-curricula activities and this 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:

- Formalize the collaboration between ELA and social studies teachers and extend these efforts to include art and technology. Provide PD for staff to expand the interactive use of available SMARTBoards.

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 assessment data to revise curricula or modify plans to meet the needs of subgroups. Feedback to students is inconsistent, and lacks the specificity necessary for actionable next steps that lead to improved student achievement.

Evidence/Information that Lead to this Finding:

- The school leader encourages the use of data and actionable teacher feedback to students. However, the review team found limited evidence of teachers using data to revise curriculum or plans to meet the needs of students.
- While the school leader stresses the importance of student ownership of learning, peer evaluation and self-reflection, most instruction during classroom visits was teacher directed. While there was some evidence of students reflecting on their work using rubrics, this was not consistent across the school.
- While the school has a part-time Individual Education Plan (IEP) coordinator, there was little evidence that accommodations are made for students with IEPs in unit or lesson plans. While conversations around data are beginning, students are not grouped consistently based on data.

Impact Statement:

The inconsistent alignment between 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:

- Examine units and lesson plans to determine if assessments are included and incorporate clear delineations in rubric language and performance task data that reflect the instructional shifts, and reinforce the need for teachers to provide accurate, actionable, high quality feedback.

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
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Debriefing Statement: School leaders and staff are beginning to engage in conversations about student progress and instruction. However, there is inconsistent use of data to inform teacher practice. As a result, the academic needs of all students are not addressed.

Strengths:

All ratings for this Tenet are **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:

Teachers do not ensure that instruction is organized around plans that address all student needs.

Evidence/Information that Lead to this Finding:

- The school leader is currently refocusing the work of the instructional coaches so that they can model and mentor teachers. The school leader stated that he is working to ensure that student intervention strategies appear in unit and daily lesson plans and that teachers design student accommodations aligned to IEP goals.
- Discussions with teachers and analyses of planning documents indicate that teachers are at an early stage of using data to inform instruction. Lessons reviewed by the review team demonstrate that teachers are not consistently using data to modify instruction to support student needs.
- While teachers were aware of the ELL students in their classes, teachers stated that they were

unfamiliar with the data that would inform appropriate interventions for this subgroup. Further, while a bi-lingual paraprofessional helped translate text so students could complete assigned tasks; there were no evidence goals or purposeful interventions for ELLs.

Impact Statement:

The school's instructional practices do not consistently promote high levels of student engagement and inquiry, 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:

- Utilize coaches to provide modeling and mentorship in order to ensure instruction is adapted to meet the needs of 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 CCLS-aligned instruction that leads to multiple points of access for all students.

Evidence/Information that Lead to this Finding:

- While one teacher used the Socratic Method to promote student higher-order thinking, in most classrooms, the review team found that students were engaged in the same task with little differentiation. Additionally, while some teachers used turn and talk or think-pair-share strategies, there was little evidence of purposeful grouping, and teachers did not consistently assess if students understood the content taught.

Impact Statement:

Teacher instructional practices do not consistently lead to high levels of student engagement and achievement.

Recommendation:

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

- Promote CCLS rigor in instruction and higher-order thinking skills to engage students. Challenge students by including questions based on content complexity and monitor student learning in order to adapt instruction to meet student needs.

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:

- Teachers report that they establish class rules and expectations, which the review team found posted in some of the classrooms visited. However, while students were respectful during discussions, they were often disengaged and off-task during lessons that were teacher-directed and were not reflective of a student-centered environment.
- Limited opportunities are provided for students to discuss or offer their views and opinions on a wide range of topics. Further, instruction is not consistently matched to student needs, results in a learning environment that does not provide an opportunity for students to increase their active participation in learning.

Impact Statement:

The learning environment does not consistently meet the needs of all students, 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:

- Engage in CCLS aligned instructional practice that promotes challenging and relevant inquiry-based intellectual growth and includes opportunities for students to share their ideas in an inclusive classroom where differing views, perspectives and values are invited, recognized and celebrated.

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 assessment to inform in instruction or to foster student participation in their own learning process.

Evidence/Information that Lead to this Finding:

- Discussions with teachers, classroom visits, and a review of documents indicate that teachers are at an early stage of using data to inform instruction. Teachers are beginning to collaborate on aligning plans and data, but presently there is not a consistent approach for using data to adapt lesson plans or instruction. Teachers and students state that students are often placed in groups based on friendship or proximity in the classroom, rather than by ability or need.
- Discussions with students and a review of documents indicate that the quality of teacher feedback is inconsistent. While some teachers conference with students about next steps based on rubrics, and discuss how students can improve their work, the review team found most teachers do not

consistently provide students with specific feedback that includes actionable next steps to improve their learning.

Impact Statement:

The inconsistent use of data-based instruction 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:

- Provide PD for teachers on how to analyze and use data to meet student needs. Ensure that instruction promotes student self-assessment and 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

D

Debriefing Statement: The school leader and staff have begun to address the social and emotional needs of students. However, the analysis of data in regard to student behavior interventions and other social and emotional developmental health needs of students is not consistent across the school. As a result, opportunities for students to become socially and academically successful are not optimized.

Strengths:

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

Areas for Improvement:

5.2 **The school has received a rating of *Developing* 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 is working with staff to develop systems to support student social and emotional developmental health.

Evidence/Information that Lead to this Finding:

- The AP for guidance reports that the guidance counselor conducts a school-wide advisory for the four grade levels weekly and follows-up with students regarding academic progress or behavior issues from the past month. In addition, the counselor meets with individual or small groups informally to support students. The AP monitors the log weekly and provides feedback regarding the counselor's work with students. However, the counselor shared daily incidents can impact the

consistency of the advisory meetings.

- While the guidance counselor reports that social and emotional developmental health is a school priority and that teachers support her efforts, the referral process is inconsistent. Some teachers report using Skedula and Pupil Path, online student data systems, or they e-mail parents directly to address student's immediate needs. Students report that teachers are always checking in with them and most state that they have an adult that knows them and that they can reach out to for support.

Impact Statement:

The inconsistent use of systems to support student social and emotional developmental health 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:

- Implement a formal system whereby each student is known and mentored by a designated school adult and ensure that staff identify the needs of all students and monitor internal resources to promote and support student social and emotional developmental health.

5.3 **The school has received a rating of *Ineffective* 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 articulate a curriculum or program aligned to a vision to support student social and emotional developmental health.

Evidence/Information that Lead to this Finding:

- While the guidance counselor meets with all students as part of advisory, she stated that there is no formal agenda or curricula for advisory or for the teaching social and emotional developmental health.
- Discussions with teachers, support staff, and school leaders indicate that there has been no PD and there is none planned to build adult capacity to address the social and emotional needs of all students.

Impact Statement:

The lack of a curriculum or plan to support 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:

- Establish and implement a formal advisory curriculum that supports the school's goals and vision.
- Develop a curriculum that incorporates research-based practices aligned to the school's vision for student social and emotional developmental health. Ensure procedures are in place to monitor and revise the PD so that it meets student needs.

5.4 **The school has received a rating of *Ineffective* 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:

Stakeholders are beginning to work together to develop a common understanding of their roles in support student social and emotional developmental health.

Evidence/Information that Lead to this Finding:

- The school leaders stated that there is work to be done to ensure that stakeholders share a common vision of their roles in supporting student social and emotional developmental health. However, discussions with students, staff, and parents demonstrate that they are currently not clear on their roles. For example, teachers stated that they are not sure of referral procedures and students stated that they would like a greater voice in the life of the school.

Impact Statement:

Stakeholders are not clear on their roles in supporting the social and emotional developmental health of students, 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 the school community uses a plan that incorporates PD, protocols, and processes to define and strengthen stakeholder roles and responsibilities in supporting student social and emotional developmental health.

5.5 **The school has received a rating of *Developing* 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 collects data on the social and academic needs and progress of students, but does not analyze or monitor it rigorously to support students.

Evidence/Information that Lead to this Finding:

- The school leader articulated the need to organize, analyze, and disseminate data to identify and support student needs as one of the school’s priorities. Further, the school leader shared the need to disaggregate data and monitor systems that support individual student social and emotional health. As a result, the school leader asked the AP to monitor the guidance log to ensure the effective use of the school counselor to address absence and lateness. However, the attendance of at-risk based students with long-term attendance issues has not improved and remains below 50 percent.
- While the AP monitors the guidance advisory log and the mandated services counseling log, no formal plan to hold staff accountable for student social-emotional success was evident. The school leader has shifted the focus of the attendance team to determine appropriate supports that best meet student needs.
- The school leader has begun to analyze student achievement data, but there is no current plan for using data to support student social and emotional developmental health. However, the AP and guidance counselor both stated that the school leader has raised awareness across the school about the connection between student social-emotional data and academic achievement.

Impact Statement:

The inconsistent use of data to support 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:

- Develop, in collaboration with stakeholders, a plan with systems and structures for the collection, analysis, and use of data to address student social and emotional developmental health needs and to increase opportunities for academic success.

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	D
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Debriefing Statement: The school is developing structures and supports for families to improve the home-school partnership. There are limited opportunities for parents to advocate for their children. Therefore, the ability of families to support the achievement of school goals and student academic progress is hindered.

Strengths:

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

Areas for Improvement:

6.2 **The school has received a rating of *Developing* 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 is beginning to ensure that communication with students and families fosters high expectations for student academic achievement.

Evidence/Information that Lead to this Finding:

- While stakeholders stated that the school leader speaks to high student expectations, the orientation packet for incoming ninth graders provides little information regarding the CCLS and academic expectations. The school leader shared that he is in process of making revisions to address these deficiencies prior to beginning recruitment efforts for the next academic year.
- The school leader stated that the parent coordinator and student support staff have been directed to articulate student expectations for academic success and student well-being, as they frequently interact with parents. The school is beginning to communicate with families via phone, e-mail, and the newsletter that is translated, all of which focus on student achievement.
- The school leader designated an area to house an Adult Learning Center to increase stakeholders' involvement in the developing professional learning community. Parents and the parent coordinator describe the center as a much-needed community resource that provides an opportunity to increase family engagement. Further, the school leader has begun to create a professional library for all stakeholders to encourage personal and professional growth and high academic expectations for students. In addition, the school leader is beginning to consult with parents about the home-school partnership in order to improve communication with families.

Impact Statement:

As a result, efforts to gain family support for school-wide initiatives to improve student achievement are in progress but have not yet begun to contribute to students achieving the academic success required to be college and career ready.

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 communication with families fosters high expectations for student academic achievement.

6.3 **The school has received a rating of *Developing* 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 leader is developing reciprocal communication with family and community stakeholders to support student success.

Evidence/Information that Lead to this Finding:

- Both school leaders and the parent coordinator indicate that they have an open door policy for parents and report that they vary meeting times to increase opportunities for family engagement. Parents state that they feel welcome at the school and believe that the new school leader is responsive to family concerns.
- Report cards are distributed on open school night where parents have an opportunity to speak with teachers and support personnel. The school also provides computer training for parents to access information and passwords for Pupil Path. However, low parent attendance at meetings, trainings, and conferences has led the school leader to reevaluate the school's communication strategies. As a result, the school leader is planning to implement changes in the coming year.

Impact Statement:

Inconsistent reciprocal communication between the home and school 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:

- Evaluate the effectiveness of strategies for communicating with parents and make improvements where needed so that the school and parents can work together for the benefit of all students.

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 community is developing a plan to partner with families and community agencies to support student success.

Evidence/Information that Lead to this Finding:

- The PTA president serves as a liaison and shares information between the school and local community based organizations, such as the Coalition for Educational Justice and NY for Community Change, two that provide PD to parents to access community resources. However, staff and school leaders shared that parent involvement is an area that the school needs to develop.
- The parent coordinator spearheads community outreach efforts with the Beacon program, the school-based community center that operates afterschool, on weekends, during school holidays and vacations, including the summer. However, there is limited training provided to parents to support their children's learning. As a result, the school leader shared that he is reaching out to parents to evaluate parent needs in order to plan for the next school year.

Impact Statement:

The school is developing plans to train parents in order to support 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:

- Develop a comprehensive plan, in collaboration with pertinent school staff and community agencies, to ensure that classroom teachers and guidance staff understand how to create and sustain family relationships.

6.5 **The school has received a rating of *Developing* 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 does not consistently share data with families in a way that promotes dialogue and empowers parents to advocate for their children.

Evidence/Information that Lead to this Finding:

- The Parent Coordinator trained parents on Pupil Path and contacted parents who did not attend the workshop to come to school to obtain their password and to receive personalized computer and data analysis training.
- After reviewing academic progress data, the school leader developed a chart for students and families to assess individual student achievement and progress. The data chart is color-coded to reflect credit accumulation, attendance, and Regents pass rates to empower students to take ownership of their learning. However, both staff and parents confirm that more support and training is needed so that parents fully understand the data so that they can advocate for their children's success.

Impact Statement:

The school is developing a plan to help parents use data to support their children's success.

Recommendation:

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

- Develop a plan whereby school leaders, data specialists, student support staff, program coordinators, and community organizations share data and integrate data systems in order to identify family needs and target appropriate support strategies. Ensure that student data is shared in a way that families can understand so that parents can advocate for student supports to augment achievement.