



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

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



<b>BEDS Code</b>	331300011605
<b>School Name</b>	George Westinghouse Career and Technical High School /13K605
<b>School Address</b>	105 Tech Place, Brooklyn, NY 11201
<b>District Name</b>	NYC CSD 13
<b>School Leader</b>	Janine L. Kieran
<b>Dates of Review</b>	February 11-12, 2014
<b>School Accountability Status</b>	Focus School
<b>Type of Review</b>	SED Integrated Intervention Team (IIT)

### School Information Sheet for 13K605

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	702	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	22	# SETSS	5	# Integrated Collaborative Teaching	15
Types and Number of Special Classes (2013-14)					
# Visual Arts	12	# Music	10	# Drama	N/A
# Foreign Language	22	# Dance	N/A	# CTE	55
School Composition (2012-13)					
% Title I Population	68.6%	% Attendance Rate		81.9%	
% Free Lunch	73.1%	% Reduced Lunch		6.4%	
% Limited English Proficient	2.1%	% Students with Disabilities		17.1%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.6%	% Black or African American		78.5%	
% Hispanic or Latino	16.2%	% Asian or Native Hawaiian/Pacific Islander		3.3%	
% White	1.0%	% Multi-Racial		0.1%	
Personnel (2012-13)					
Years Principal Assigned to School	4.21	# of Assistant Principals		5	
# of Deans	1	# of Counselors/Social Workers		5	
% of Teachers with No Valid Teaching Certificate	1.7%	% Teaching Out of Certification		18.6%	
% Teaching with Fewer Than 3 Years of Experience	20.7%	Average Teacher Absences		7.1	
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	62.5%	Mathematics Performance at levels 3 & 4		40.8%	
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		66.5%	
6 Year Graduation Rate	72.8%				
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 – High Schools

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

Describe the school's top priorities (no more than 5) based on the school's comprehensive plans (SCEP, SIG, DIP, etc.):

1. Overall academic improvement for students.
2. Improved pedagogy and instructional planning.
3. Expansion of programs that support students' social and emotional developmental health.
4. Increased teacher voice and leadership.

**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 tenet, and mark in the 'OVERALL RATING' row the final designation for the overall tenet.

#	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	
<b>OVERALL RATING FOR TENET 2:</b>				<b>D</b>	

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

#	Statement of Practice	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	
<b>OVERALL RATING FOR TENET 3:</b>				<b>D</b>	

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

#	Statement of Practice	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	
<b>OVERALL RATING FOR TENET 4:</b>				<b>D</b>	

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

#	Statement of Practice	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			X	

	social and emotional developmental health needs.				
	<b>OVERALL RATING FOR TENET 5:</b>			<b>D</b>	
<b>Tenet 6 - Family and Community Engagement:</b> The school creates a culture of partnership where families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.					
<b>#</b>	<b>Statement of Practice</b>	<b>H</b>	<b>E</b>	<b>D</b>	<b>I</b>
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	
	<b>OVERALL RATING FOR TENET 6:</b>			<b>D</b>	

**School Review Narrative:**

<b>Tenet 2 - School Leader Practices and Decisions:</b> Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement.	<b>Tenet Rating</b>	<b>D</b>
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**Debriefing Statement:** Although effective structures are in place for evaluating instruction, school leaders have not placed a consistent focus on goal setting, school improvement, or the best use of available resources to improve academic achievement at an accelerated rate.

**Strengths:**

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.

**Finding:**

The school leaders have implemented a formal school-wide plan to monitor the quality of instruction and provide timely, actionable feedback to staff.

**Evidence:**

- The school leader and teachers reported to the Integrated Intervention Team (IIT) that the leadership cabinet has developed and implemented a plan and calendar for observations, evaluation activities, and reporting protocols. This was also noted in the School Comprehensive Education Plan (SCEP) and other documents, which the IIT reviewed.
- Review of informal and formal observation reports by the IIT indicated that feedback provided to staff is evidence-based, directly aligned with the teaching rubric, and actionable. Teachers and school leaders indicated that feedback is clearly described and provided within 48 hours of the observation. In addition, 85 percent of responding teachers indicated that school leaders “give me regular and helpful feedback about my teaching” in the school’s 2013 Learning Environment Survey. Teachers and school leaders also stated that there is an expectation that feedback will be acknowledged and acted upon, and that areas for improvement identified in the observation cycle will become a focus for future observations. Additional guidance and counseling is also provided to those teachers that may be struggling with their instructional practices.
- *Advance*, the technology tool used to manage the teacher Annual Professional Performance Review (APPR) process, allows school leaders to analyze trends to identify staff needs for additional support and formal professional development (PD). With support of the district, the school leaders offer growth opportunities to staff in several content areas, including direct instruction at after school PD sessions and faculty meetings, instructional coaching by network consultants and the school leader, coach modeling, interschool peer visitation, city-wide conferences, and structured team meetings.

**Impact Statement:**

Through the school leader’s implementation of the APPR process, staff are held accountable for, and supported

in, continuous improvement in their practices, which promotes student achievement.

**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).

**Finding:**

While the SCEP contains SMART goals developed annually by the School Leadership Team (SLT), these goals do not reflect a long-term vision for continuous and sustained school improvement and are not uniformly known or understood by all stakeholders.

**Evidence:**

- The IIT document review indicated that the 2013-14 SCEP prioritized three out of five unmet goals from the 2012-13 SCEP goals and targeted some recommendations from previous school reviews. However, these goals only loosely contribute to the theory of action statement, which reads, “improve teacher leadership and professionalism to improve student outcomes,” do not reflect a data- driven mission to increase student achievement and well-being.
- Although there are posters in hallways and classrooms that list school goals, stakeholders in interviews described a generic vision of the school that was inconsistent with the SCEP. Stakeholders do not have a precise understanding of specific school goals geared towards achieving academic success, and this limits their ability to play an active role in driving the school forward.
- Although SMART goals are articulated in the SCEP, efforts to formally monitor and evaluate the goals are limited to the annual SCEP development process. The review team found that efforts to monitor progress towards the achievement of school goals lack rigor, success criteria, or timely benchmarks that would allow school leaders and stakeholders to have a greater insight into how the school is performing and to put in place intervention strategies to speed up improvements.

**Impact Statement:**

Due to the lack of a comprehensive and long-term vision for school improvement based on the current performance data of the school, stakeholders have an inconsistent perception of the activities necessary to increase student achievement, which limits progress toward the SCEP goals and student performance.

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

**Finding:**

Although the school leader makes some decisions to deploy resources aligned with student and staff needs, the school lacks a comprehensive approach and system for allocation of resources to meet the needs of the school community.

**Evidence:**

- The school leader reported to the IIT that she has used the resources of the master schedule and school building to offer additional support to some students. These include English language arts (ELA) and mathematics Academic Intervention Service (AIS) during the school day, after school tutoring for grade nine students, test preparation courses for upperclassmen, and Saturday academy and extended library hours. However, these efforts are limited to small numbers of students, and there is a lack of monitoring of these efforts regarding their effectiveness in improving student outcomes. As a result, school leaders are not able to express with a degree of certainty or with statistical evidence that strategic resource decisions are improving the school's performance.
- The school leader reported that she has made changes in the recruitment and hiring of staff recently by prioritizing candidates with dual certification and Career and Technical Education (CTE)/industry certification and for the retaining arts/music programs. However, the IIT found in some cases, vacancies have persisted for extended periods of time and in that interim student needs have not been fully met.
- The SCEP lists the local resources that are used to support the activities of each goal, including funding sources. PD resources and assorted targeted activities, such as a pilot advisory program, class size reduction efforts, and after school tutoring, are also supported locally. However, the IIT did not find evidence of a comprehensive approach to resource allocation decisions to meet the needs of the school community.

**Impact Statement:**

The lack of a comprehensive approach to analyzing the needs of students and staff results in the allocation of resources that do not consistently meet the immediate needs of the school community, which negatively impacts student achievement.

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).

**Finding:**

The school leader has implemented some structures and encourages staff to use evidence to inform some of their practices. However, a formal and adaptive system that connects individual and school-wide evidence-based practices is not yet in place.

**Evidence:**

- The school leaders reported they implemented the process of keeping data binders by teaching, modeling, and encouraging teachers to collect specific data and information about their practice, in an effort to more closely align summative examination achievement results with classroom performance. However, the IIT found that teachers inconsistently record anecdotal and empirical data about student work, progress, and needs. In addition, the IIT noted that protocols for adjusting curriculum, instruction, and assessment based on that data are not uniformly understood by staff and hinder efforts at school improvement

- Horizontal team meetings are structured so that teachers can meet daily to use a colleague’s protocol to analyze student work and growth trends over time. These meetings are planned and documented through agendas, meeting minutes, and follow up tasks archived in a team binder. Although this process opens dialogue about student work, performance tasks, and instructional practice, the recommendations derived for a small sample of students in the lowest third of a teacher's caseload inconsistently reflect appropriate best practice interventions and do not ensure implementation with fidelity.
- The general lack of rigorous procedures to monitor and evaluate the work and performance of the school results in school leaders not having a clear perspective on how well the school and its different component part are performing or achieving.

**Impact Statement:**

Although the school has implemented some practices concerning the use of evidence, the lack of connected evidenced-based systems and structures across the school limits measureable progress toward school-wide goals.

**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:** A systematic plan for the implementation of curricula that are aligned to the Common Core Learning Standards (CCLS) in all content areas has not been fully developed. Inconsistent alignment between curricula and assessments in many content areas limits improvement in student achievement.

**Strengths:** All ratings for this Tenet are **Developing** 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.

**Finding:**

The school has not fully developed a systematic plan for implementing curricula that support the CCLS in all content and subject areas.

**Evidence:**

- The IIT reviewed a schedule of vertical department meetings and a monthly PD calendar that support CCLS aligned curricular developments in some content areas, but there was no evidence of a written plan to develop curricula across all areas with targeted goals to address the needs of all students.

- Staff provided samples of curricular units to the review team, and the school leaders reported that teachers develop units for their curriculum; however, comprehensive curricula with CCLS units across all subject areas were not evident during the document review. The school leaders have also promoted a universal lesson plan template to guide development of quality CCLS lessons and have provided opportunities for some teachers in science and ELA to assess plans. However, not all staff use this lesson planning guide, and many samples provided to the IIT had incomplete content, especially for intervention, enrichment, differentiation, and assessment of CCLS. This was also evidenced in classroom observations, where curriculum planning and instructional delivery were not consistently tailored to meet the needs of different groups of students.

**Impact Statement:**

Because students do not yet have access to fully aligned and developed CCLS curricula across all content and subject areas, their opportunity to develop college and career readiness is minimized.

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.

**Finding:**

Although some teachers collaborate to review curricular materials, unit and lesson plans are inconsistently aligned to the CCLS across most content areas.

**Evidence:**

- Although time is allocated in the master schedule for departmental collaboration, teachers reported that the vertical team time is used primarily to review pacing, assessment calendars, and resources with department colleagues. The IIT observed that horizontal meetings are primarily used to study student progress over time but noted that the focus on limited aspects of student data for a small sample of the most challenged students does not yet translate to improved curricular coherence.
- Sample unit and lesson plans were provided by the school leader and lesson plans were collected during class visits by the IIT. However, most plans lacked clear evidence of data-driven instruction (DDI) protocols and complex materials and had little alignment between assessments and the CCLS. In addition, the IIT found that curriculum planning generally did not include activities specifically designed to develop students' higher order thinking skills. This was reflected in classroom practice, where the IIT observed that questioning was often low level and did little to challenge student thinking.
- As reported to the IIT by the school leader, teachers monitor and adjust curricula inconsistently across the school. For example, the ELA department, led by the school leader has extensive protocols and artifacts for making curricular adjustments based on student assessment data, but these are not routinely followed and applied by all teachers. Mathematics teachers meet with consultants to learn ideas for implementing CCLS instructional shifts, but these ideas are not always observed in practice in the classroom.

**Impact Statement:**

Because unit and lesson plans do not consistently support the CCLS instructional shifts across all subject areas, not all students are provided with opportunities for rigorous learning experiences, which limits academic success.

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.

**Finding:**

- Some teachers have collaborated to address interdisciplinary curricula; however, the school does not prioritize the development of interdisciplinary curricula across all grade levels and core subjects.

**Evidence:**

- Although, reviewers read project materials for a collaborative unit in mathematics and technology, observed literacy development strategies in mathematics and technical courses, and culinary applications in science classes, formal partnerships to develop interdisciplinary curricula were not evident.
- Art, music, and technology classes and enrichment opportunities through community partnerships are provided in the school as singular classes, but were generally not observed in the other subject and content areas of the school.
- The use of technology to support and enhance student learning is inconsistent across the school. The IIT observed that opportunities to use technology to engage and involve students in the learning process are limited, and often technology use is teacher dominated rather than student focused.
- Although the school leader noted a commitment to improving integrated learning across the school, limited evidence was provided or observed by the review team to indicate that plans or processes for formal reflection and implementation of interdisciplinary curricula is yet in place.

**Impact Statement:**

Due to limited opportunities to engage in cross-curricular activities, students do not have diverse and interconnected experiences to increase their ability to be academically successful.

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.

**Finding:**

Teachers are beginning to look at data to inform curriculum planning but practices are inconsistent as are procedures in the use of feedback to help students improve.

**Evidence:**

- The IIT observed in the review of department vertical meeting agendas that teachers are beginning to consider assorted student data to assess pacing and resources needs. However, as reported by teachers and school leaders, protocols or processes to adjust curricula based on student data and needs are not yet formally in place. As a result, improvements to the academic achievement of different groups of students are minimized.
- The review team found that the use of a variety of formative and summative assessments is inconsistent across the school. Some lesson plans indicated that a quiz would be given while others referred to an exit ticket and grading rubric. The IIT found inconsistencies in the quality of the assessments and their effectiveness in assessing the level of student knowledge and understanding. The alignment between assessments and CCLS curriculum is not fully developed in most content areas and subjects.
- The SCEP indicated a school- wide goal of improving teacher capacity to provide actionable feedback to students. However, the IIT review of the PD calendar and of feedback to students indicated that teachers are still learning to do this effectively. For example, comments such as, “I see that you really worked hard on this paper....,” acknowledge effort but do little to recommend clear actions that facilitate student ownership of learning. Discussions with teachers and students also indicate that not enough use is made of test and assessment data to provide actionable feedback to students on what is needed to achieve at a higher level. Consultant logs indicated that in preparation for this IIT review, teachers were expected to display student work with actionable feedback, and this was observed in most classrooms. However, students reported that, in practice, rubric- based feedback is not consistent in their classes.

**Impact Statement:**

The lack of consistent alignment between the curriculum and assessments as well as feedback that does not always provide students with opportunities to improve and take ownership of their learning, limits student achievement.

**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:** While teachers collaborate and have participated in PD in a variety of areas, teachers do not consistently engage in instructional strategies and practices in keeping with CCLS expectations, which limits student engagement and achievement.

**Strengths:** All ratings for this Tenet are **Developing** 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.

**Finding:**

School and teacher leaders are beginning to engage and support teachers in the process of considering data in the development of instructional plans, goals and practices. However, the impact on lesson plans and instruction in the classroom is inconsistent.

**Evidence:**

- In fulfillment of the goal related to instructional practices and strategies, school leaders have encouraged the use of data binders for teachers and school-wide teams. The review team observed teams participating in a peer-assessment protocol using a data binder rubric. A data specialist attends network hosted PD, most team meetings, and has instituted a monthly data newsletter to increase awareness and information related to use of data in teacher practices. Although the leaders have initiated some school-wide practices, formal protocols are not yet developed or implemented for ensuring that relevant data shapes the design of plans and interventions in an accurate manner in all classes.
- A suggested lesson plan template reflects a design planning approach that has checklists and open spaces for learning targets/objectives, CCLS/NYS standards, assessments, modifications for ELLs and/students with disabilities, enrichments/extensions, and critical thinking questions. However, these fields were not yet fully developed in many plans reviewed by the IIT, and not all staff used the template across all content areas to deliver instruction that meet the needs of students.
- Horizontal inquiry teams meet twice each week and in collaboration with the team leaders, analyze some student work to identify a skill in need of development across grade levels. Teams also designed a corresponding instructional strategy for universal implementation, but this goal is still generalized and does not yet provide for differentiated instruction to meet the individual needs of all students. Some students interviewed by the IIT indicated that they had clear goals in English, but could not remember what they were, and others recited goals, such as “do well” and “raise my grades,” but could not articulate specific targets or actions for their improvement.

**Impact Statement:**

Because teachers do not ensure that instructional practices are consistently organized around lesson plans that address student goals and needs, student engagement and achievement is limited.

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.

**Finding:**

Many teachers have developed lesson plans that are beginning to reflect some elements of the CCLS. However, the use of higher order questions and content complexity and differentiation is inconsistent, limiting opportunities to reach all learners.

**Evidence:**

- The IIT reviewed 20 lesson plans and observed practices in over 35 classes. The review team found that most lessons listed the learning standards from both the CCLS and NYS content areas. Evidence of the instructional shifts in ELA/Literacy, specifically text-based answers and academic vocabulary, were observed by reviewers in 13 of the classes, whereas mathematics shifts of application or fluency were noted in six classes. Reviewers also found that approximately 20 percent of the lessons attempted strategies to differentiate instruction to meet the needs of diverse learners in the class, where differentiation by process and content were observed. However, most strategies were teacher centered and generically implemented.
- Reviewers found that more than 80 percent of the lessons used lower level questions, prompts, and thinking opportunities. In some cases where higher level prompts were posed as essential questions for the lessons, most were actually implemented using “what is,” or “how do you find,” types of prompts, requiring lower levels of student thinking and engagement.
- Only in a small number of lessons were instructional materials that contained high levels of text and content complexity used. The more common thread was texts that did not provoke discussion or did little to expect the students to read or infer beyond the literal level.

**Impact Statement:**

The lack of consistent instructional plans and practices that differentiate instruction and engage students in rigorous CCLS aligned learning, limits students’ levels of engagement, inquiry, and achievement.

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.

**Findings:**

While teachers have begun to collaborate to identify and acknowledge the needs of the diverse groups of students at the school, strategies and practices to create a learning environment that is responsive to student needs are inconsistent.

**Evidence:**

- Rules for student conduct were posted in all classes visited by the IIT, and a review of documents indicated a code of conduct for progressive discipline. A new effort with the motto, “Do the Right Thing,” was expressed by teachers, support staff, and students; however, the IIT found that a common understanding and explicit instruction of universal expectations was not in place. Although the school was orderly overall, reviewers observed that classroom rules were inconsistently enforced across those classes that they visited.
- Students and school leaders reported that dialogue and collaborative planning between student government representatives and staff has resulted in changes, such as extending library hours, implementing student celebration ceremonies, and instituting assorted extracurricular clubs. However, the diverse needs and strengths of all students have not been systematically analyzed or addressed.

- The School Improvement Teams (SITs) focus on assorted aspects of the school outlined in the SCEP and use data points, such as the Learning Environment Survey, SCEP, and behavioral incidence reports to set goals and implement some school-wide practices. However, adaptive strategies and comprehensive plans to foster student understanding of school-wide expectations is not yet evident.

**Impact Statement:**

While the school is generally orderly, rules are not consistently enforced in all classes and not all teachers provide a learning environment that meets the diverse needs and strengths of all students, which minimizes academic success.

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).

**Findings:**

Although some teachers provide strategies for grouping students based on formative and summative performance data, this practice is inconsistently used across classes and does little to encourage students to take ownership of their learning.

**Evidence:**

- Some teachers reported grouping strategies, such as matching a higher performing student with lower performing students based on reading levels, stationing groups in technical classes based on demonstrated skill mastery, and providing small groups of students with disabilities with co-teacher support. However, the IIT found that of those classes with student groups, few were effective in facilitating student understanding and engagement in the work, and many students in most groups were off task, losing instructional time.
- The school self- assessment noted that a yearly CCLS aligned writing baseline was administered in September to all students, and lesson plans and class visits by the review team indicated that exit tickets are used in most classes. Students and staff also reported that rubrics are used for some tasks, but absence of a formal data analysis protocol in the school contributes to inconsistent teacher practices for adjusting instruction.
- Staff members have participated in PD to increase their skill in providing data- based feedback to students. Summative rubric- based feedback on student work was posted on bulletin boards and walls of the classrooms. But students reported that feedback is not always provided and that it does not always indicate clear and explicit guidance on what is needed for improvement. Formative feedback during instruction to guide the learning process was observed in few classes and generally characterized by circulating teachers reiterating tasks or directions.

**Impact Statement:**

Some teachers are beginning to use data from formative and summative assessments to influence their instructional practices but these practices are inconsistent, limiting student ownership of their work and high

levels of student achievement.

**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: While there are a variety of activities and PD offerings relating to student social and emotional developmental health needs, the school does not have a comprehensive system of referrals and supports to meet the needs of all students, which limits students' growth and success.

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.

**Finding:**

Although a variety of activities and practices support student social and emotional developmental health, an overarching system with data- driven supports and resources to meet the needs of all students, is not yet in place.

**Evidence:**

- The school leaders have created two school improvement teams to focus on the work of social and emotional developmental health of students. A positive school-wide approach, "Do the Right Thing," and Life Space Crisis Intervention are described by the school leader as recently launched efforts to guide student behaviors and provide intervention support. While celebration ceremonies have been held to acknowledge positive behavior and academic success, key features of school-wide models are missing from the school, such as explicit instruction and a tiered system of interventions to scaffold the reinforcement of expectations. A pilot voluntary advisory program for some grade ten students has been recently implemented to increase opportunities for students to connect with a single adult. Teachers reported promising results from the first meeting, but a small sample size and early implementation status limit the assessment of the effectiveness of the program.
- Teachers record anecdotal notes of interaction with targeted students in the technology tool, Skedula, which is accessible by all staff. Guidance counselors and school social workers also meet with students regularly to support individual student needs, but a universal system of referral and research- based tiered supports, is not yet developed.
- Data sources, such as the 2013 Learning Environment Survey, attendance records, and incident

reports, were reported by the school leader as information known to staff and used to create action steps for improvement efforts. While the school leader has encouraged staff to attend to social emotional aspects of student behavior and conflicts in order to identify more positive, proactive and reactive strategies, implementation is inconsistent.

**Impact Statement:**

Although there are some practices in place, the lack of an overarching system to support students' social and emotional developmental health needs, limits students' academic success.

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.

**Finding:**

While there is some PD to build staff capacity to support student social and emotional needs, the school has not developed and implemented a school-wide vision for social and emotional health aligned to a curriculum and programs to provide students with a healthy school environment.

**Evidence:**

- A school-wide vision and curriculum for the teaching of student social and emotional developmental health is not fully implemented in the school, but school leaders are developing plans for such a program to address the social-emotional needs of students.
- The school is developing ways to support staff members understanding of the social and emotional development health needs of students. For example, deans have been trained in crisis intervention, two staff members are certified in peer medication and negotiation, and whole school PD training was conducted on "Social/Emotional Healing and Respect for All." School leaders reported that additional PD is planned for staff. The crisis intervention team, which meets on a monthly basis, also focuses on providing its members with ongoing PD. However, these activities are not yet connected to form a system of adaptive and responsive supports for promoting social and emotional developmental health and do not extend to supports for parents in these topics.

**Impact Statement:**

Lack of a formalized vision and curriculum for promoting social and emotional developmental health, limits the school's ability to provide a safe and healthy school environment for families, teachers, and students.

5.4 **The school has received a rating of *Developing* 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.

**Finding:**

While the school community is beginning to collaborate to support the social and emotional needs of students, stakeholders do not consistently work together to develop a common understanding of their specific roles in

developing a safe environment conducive to learning.

**Evidence:**

- The school has a Parent Teacher Association (PTA) and School Leadership Team (SLT) that meet regularly, and the IIT review of the meeting agendas and participant list indicate that teachers, administrators, and parents attend these collaborative sessions. However, the school does not have formal protocols that delineate tasks for stakeholders regarding their specific roles in contributing to a safe and orderly school environment. The technology tool, Pupil Path/Skedula, provides opportunities for all members of the school community to post, review, and respond to anecdotal reports about all aspects of a student's experience. However, these efforts frequently yield insufficient focus on the social and emotional developmental health needs of all students. The school leader indicated that she intends to address this issue.
- Parents and staff interviewed indicated and survey response rates noted limited parent involvement. Despite reports of regular outreach and communication efforts reported by parents and teachers interviewed by the IIT, many parents are often unavailable to engage in dialogue about students or their specific role in building a safe learning environment.
- The PTA and school improvement teams use the Learning Environment Survey and assorted internal assessment tools to assess student and family needs across many topics. In response, disconnected activities, such as bringing in more clubs, and hosting a student celebration have been implemented this year. However, the IIT did not find evidence of a formal comprehensive plan and protocols concerning specific roles and tasks for stakeholders in creating an environment that supports student needs.

**Impact Statement:**

The lack of a plan and clear protocols delineating constituents' specific roles in building a school community that is safe and supports student social and emotional development health, limits student success.

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.

**Finding:**

The school leader and support staff meet to consider student progress, but efforts to work with teachers to increase their understanding of the use of data to respond to student social and emotional needs is in the process of development.

**Evidence:**

- While there are monthly meetings for the school safety, attendance, grade nine, school support, and crisis intervention teams, the student support services team does not regularly meet to address student social and emotional developmental health needs.

- Assorted data points, such as attendance, incident data, and academic progress are considered in team planning meetings, but a formal protocol for analysis or an overarching plan to deliver services and supports to students in the area of social and emotional developmental health is not yet embedded in school practice.
- The school leader is currently devising a plan for teachers to better understand how data can be used to address student social and emotional developmental health needs. The school leader indicated that PD will be provided so that the analysis and interpretation of pertinent data can be used as a tool for identifying and implementing interventions and support strategies aimed at meeting the needs of all students.

**Impact Statement:**

Because the school is in the beginning of stages of developing and implementing a plan to enable teachers to use data effectively to respond to students' social and emotional needs, students' opportunities to become academically and socially successful are limited.

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

<b>Tenet Rating</b>	<b>D</b>
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**Debriefing Statement:** While the school regularly uses family outreach mechanisms and communicates high expectations for all students, strategies for building relationships have not yielded reciprocal communication with all families. Training and support for staff and parents, in order to foster this relationship is not yet fully in place, therefore limiting the ability of some parents to support increases in academic achievement and social emotional growth of their student.

**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.

**Finding:**

The school leaders have prioritized communication with families about the school's high expectations for all students, and many staff provide outreach regularly to build family-school relationships.

**Evidence:**

- With the support of the parent coordinator, college advisor, and PTA representatives, the school provides several programs and activities to help families understand the demands and academic expectations of the school as well as the process for transitioning to post-secondary endeavors. These programs include a grade nine orientation, six college readiness workshops, an open house, and "do the right thing" celebration ceremonies.
- The SCEP was created in consultation with the SLT, which is comprised of teachers, parents, school

administrators and students, in order to connect all constituent groups to the school's improvement processes. Through document review, the IIT found that the annual parent conference was held to educate parents about CCLS, the technology tool, PupilPath, and indicators for college readiness.

- A parent survey was created by teachers to review and assess parent expectations in an effort to increase involvement and engagement, make adjustments, where appropriate, and foster high expectations for student achievement. The data from this survey was shared with the school staff and used to develop programs for families, such as workshops focusing on technology, the CCLS, and security in schools.

**Impact Statement:**

As a result of the school's outreach efforts, most families are aware of the school's high expectations for all students, which promotes student academic success and college and career readiness.

**Areas for Improvement:**

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.

**Finding:**

The school communicates with parents about school issues, using the most prevalent languages of Spanish and English and is in the process of reflecting upon its strategies in order to improve reciprocal communication with all families.

**Evidence:**

- The review team noted in the review of the parent involvement policy statement that the school holds parent open house night and parent-teacher conferences twice each year to provide opportunities to review and support student progress. Parents and teachers reported that multiple tools, such as phone calls, *SchoolMessenger* blasts, *PupilPath/Skedula* tools, email, newsletters, school events calendars, and mailings are used regularly by most staff to keep parents apprised of school information.
- The IIT review of documents indicated that plans, such as the school language allocation policy, parent engagement policy, and activities noted in the SCEP, provide a vehicle for dialogue and collaboration around student progress, achievement, and needs. Documents are translated into different languages, as **appropriate**.
- Based on the results of the parent survey given by teachers and review of communication logs, some staff have begun to consider the effectiveness of the school's outreach strategies to promote reciprocal communication with all families. However, they have not yet developed or implemented a plan to formally respond to the needs of all families.

**Impact Statement:**

Although some families are enabled to provide support for the academic achievement of their children through the school's communication efforts, not all families are engaged with school staff to augment their children's learning.

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.

**Finding:**

Although the school has fostered positive partnerships with some community- based organizations (CBOs), training to build the capacity of parents and staff to build effective relationships to support student learning and growth are limited.

**Evidence:**

- Teachers indicated that they participate in activities to support student learning and growth through partnerships developed with community agencies. Programs include Brooklyn College's Talent Search, Pace Upward Bound, Futures and Options, and Dancing Classrooms, among others. A member of Counseling in Schools attends SLT meetings to provide parents with a better understanding of the ways in which they can provide more support for their children. Parents reported that the PTA hosts a series of parent workshops that include communication strategies and common core strategies. However, the IIT found that there is no systematic and strategic plan to provide consistent and pertinent teaching, guidance, and support for parents on an ongoing and regular basis that would enable them to be more active participants in improving their child's academic and social growth.
- Although the parent involvement policy outlines a commitment to provide training to all staff and parents, targeted supports and training for parents and staff to foster relationships between parents and community organizations has not yet been implemented. In addition, although a plan is being developed, there have not been concerted efforts made by the school to provide PD to staff to enable them to implement strategies aimed at building and sustaining quality relationships with parents and families.

**Impact Statement:**

Limited training for staff and parents to implement strategies for a robust home-school connection, hinders student success.

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.

**Finding:**

The school has begun to share data internally in order to identify family needs, and communicates student data to parents. However, the school does not share data in a way that promotes dialogue with parents to empower to advocate for appropriate services for their children.

**Evidence:**

- The school has developed meeting structures, implemented a parent survey, and some staff have begun to reflect on the Learning Environment Survey data, indicating an acknowledgement of the need to share data and develop a plan to meet the needs of families.
- Parents interviewed by the IIT reported that the school shares student performance data in multiple ways, such as progress reports, emails, phone calls, formal report cards, and student profile letters. However, this one-way communication does little to encourage and empower all parents to advocate for supports for their children. Staff indicated that they are not sure how well parents access and understand the data that is shared. The IIT found that the school and has not provided training and guidance for parents to ensure that they understand their children's learning needs.

**Impact Statement:**

Because families are not empowered to use data to advocate for their children's needs, student success is limited.

## **Recommendations:**

### **Tenet 2: School Leader Practices and Decisions**

In order for the school's strategy and practices to align with the concepts in the Effective column of Tenet 2 the school should:

- 2.2: Revisit the vision, mission, and goals of the school to develop a research-based, long-term approach to improving student outcomes. Clearly articulate the vision, mission, and activities to all stakeholders in order to align their expectations and contributions; develop tightly connected benchmarks and interim progress monitoring processes to ensure attainment of the goals, mission, and vision.
- 2.3: Establish a multi-year resource allocation plan based on student achievement data aligned to the vision, mission, and goals. Include strategic monitoring indicators to ensure that long-term objectives are met, as well as robust expanded learning opportunities for all groups of students.
- 2.5: Expand the use of current evidence-based practices to connect efforts across all content and subject areas. Identify and implement frequent monitoring benchmarks to assess implementation fidelity and achievement of SCEP goals

### **Tenet 3: Curriculum Development and Support**

In order for the school's strategy and practices to align with the concepts in the Effective column of Tenet 3 the school should:

- 3.2: Prioritize and ensure the development and implementation of a coherent, written curriculum aligned with the CCLS and NYS Learning standards across all content areas and subjects, which is targeted to meet the needs of all students.
- 3.3: Use the existing meeting structures and implement a review protocol for all staff that assesses the design quality of units and lesson plans. Ensure that staff are regularly held accountable for revising and improving instructional plans based on the review processes.
- 3.4: Assess the current efforts to integrate the arts, technology, and other enrichment areas and implement additional opportunities for students to make connections across all of their programs.
- 3.5: Intensify the school-wide focus on providing quality feedback to students to ensure instructional feedback as well as written feedback for student work is appropriately provided on a daily basis. Ensure that formative and summative assessments are frequently and consistently reviewed to provide alignment with the learning standards.

### **Tenet 4: Teacher Practices and Decisions**

In order for the school's strategy and practices to align with the concepts in the Effective column of Tenet 4 the school should:

- 4.2: Expand and formalize efforts to use data into a universally known and used protocol for setting goals for students and aligning instruction and assessments to support students in reaching those goals. Frequently assess the degree of mastery of student goals and make adjustments, as needed.

- 4.3: Expand and formalize efforts to model the instructional shifts of the CCLS for all staff, and refocus existing structures of peer visitation, informal walkthroughs, and lesson study to provide frequent feedback regarding the degree of quality implementation.
- 4.4: Use school and student data to expand and formalize the newly launched campaign, “Do the Right thing,” into a clearly articulated and explicitly taught system of behaviors and skills for all students. Ensure that the system is the the foundation for all procedures and practices in the school community.
- 4.5: Formalize and focus data analysis protocols to expand strategies for using flexible grouping to meet the instructional needs of all students. Provide professional learning on the effective use of grouping strategies for all students.

### **Tenet 5: Student Social and Emotional Developmental Health**

In order for the school's strategy and practices to align with the concepts in the Effective column of Tenet 5 the school should:

- 5.2: Establish and articulate a school-wide vision, and implement a research- based overarching system of referral and supports for meeting the social and emotional developmental health needs of all students.
- 5.3: Adopt a curriculum of research- based practices that will facilitate the attainment of the school’s vision for social and emotional development health that includes PD for all staff and monitoring protocols to ensure effectiveness in meeting the needs of all students.
- 5.4: Use the school- wide vision, system, and curriculum to focus the collaboration and partnership efforts of all stakeholders to identify their roles and activities. Frequently and formally monitor the effectiveness of collaboration efforts in meeting the overall goals for student social and emotional developmental health.
- 5.5: Expand and formalize efforts to support students into a comprehensive and adaptive system, based on data, for delivering targeted supports and services to students and families. Frequently and formally assess the effectiveness of the activities and system to meet the needs of all students.

### **Tenet 6: Family and Community Engagement**

In order for the school's strategy and practices to align with the concepts in the Effective column of Tenet 6 the school should:

- 6.3: Prioritize family engagement and implement research- based PD to increase the staff capacity to develop reciprocal communication and effective relationships with all of the families served by the school.
- 6.4: Assess the effectiveness of partnerships with CBOs in order to adjust and focus strategic efforts for training parents and staff to build robust home-school connections.
- 6.5: Obtain and implement professional learning to build the staff capacity to integrate data collection and analysis processes in order to build a comprehensive system of supports and services for the families served by the school. Ensure that parents are provided with support to enable them to fully understand the academic data that is provided to them concerning academic progress of their children.