



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	310400011381
School Name	Global Neighborhood Secondary School
School Address	240 E 109 th Street, New York, New York 10028
District Name	New York City Community School District 4
School Leader	Luis M. Genao
Dates of Review	January 7-8, 2014
School Accountability Status	Priority School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet 04M381												
Grade Configuration	6-8	Total Enrollment	156	Title 1 Population	90.2%	Attendance Rate	91.68%					
Free Lunch	79.50 %	Reduced Lunch	5.80 %	Student Sustainability	N/A	Limited English Proficient	19.46 %	Students with Disabilities	27.52%			
Types and Number of English Language Learner Classes												
#Transitional Bilingual	N/A	#Dual Language	N/A	#Self-Contained English as a Second Language		N/A						
Types and Number of Special Education Classes												
#Special Classes	2	#Consultant Teaching	N/A	#Integrated Collaborative Teaching		11						
# Resource Room	N/A											
Types and Number Special Classes												
#Visual Arts	4	#Music	9	#Drama	N/A	# Foreign Language	9	# Dance	N/A	CTE	N/A	
Racial/Ethnic Origin												
American Indian or Alaska Native	0.60%	Black or African American	32.1 %	Hispanic or Latino	55.1 %	Asian or Native Hawaiian/Other Pacific Islander	4.50 %	White	7.1 0%	Multi-racial	0.60 %	
Personnel												
Years Principal Assigned to School	6	# of Assistant Principals	1	# of Deans	N/A	# of Counselors / Social Workers	2					
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification	32.30 %	% Teaching with Fewer Than 3 Yrs. of Exp.	15.0 0%	Average Teacher Absences	4.39					
Overall State Accountability Status (Mark applicable box with an X)												
School in Good Standing	N/A	Priority School	Yes	Focus District	Yes	Focus School Identified by a Focus District	No	SIG Recipient	No			
ELA Performance at levels 3 & 4	6.70%	Mathematics Performance at levels 3 & 4	14.40%	Science Performance at levels 3 & 4	30.30%	4 Year Graduation Rate (HS Only)	N/A					
Credit Accumulation (High School Only)												
% of 1 st yr. students who earned 10+ credits	N/A	% of 2 nd yr. students who earned 10+ credits	N/A	% of 3 rd yr. students who earned 10+ credits	N/A	6 Year Graduation Rate	N/A					

Did Not Meet Adequate Yearly Progress (AYP) in ELA			
	American Indian or Alaska Native	X	Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
X	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
X	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Science			
	American Indian or Alaska Native		Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective			
	Limited English Proficiency		

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

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

1. By June 2014, 100% of all GNSS teachers will receive feedback and support aligned to designing and implementing various discussion and assessment techniques in order to improve teacher practice and student engagement and learning.
2. By June 2014, all mathematics, science and ELA teachers will show fidelity to the CCLS-aligned and NYSED approved mathematics and ELA curricula and measure their effectiveness via regular content team meetings focused on examining coherent instructional practices across grade levels and analysis of student data in order to identify the teachers' professional development needs and appropriate support strategies for small group instruction.
3. By June 2014, all teachers will show ability to differentiate and make strategic instructional moves in order to ensure that all students are engaged in learning activities that support CCLS-aligned instructional objectives and mastery of these objectives is refined and assessed via various questioning and assessment techniques.
4. By June 2014, GNSS will reduce the number of incidents that lead to principal's and superintendent's suspensions by promoting restorative interventions that help students reflect on their actions, address the underlying factors that lead to inappropriate behaviors, improve their communication and social skills, and strengthen systems, practices, and understandings which foster a physically and emotionally secure environment in which everyone can focus on student learning.
5. By June 2014, the GNSS community will increase family engagement by having at least 50% of parents actively involved in checking their child's academic and behavioral performance at least once per week via the web-based Jupiter gradebook/portal as measured by website traffic statistics.

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:			E		

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

#	Statement of Practice	H	E	D	I
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.		X		
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.			X	
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.		X		

3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.			X	
OVERALL RATING FOR TENET 3:				D	

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

#	Statement of Practice	H	E	D	I
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.			X	
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.			X	
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.		X		
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).			X	
OVERALL RATING FOR TENET 4:				D	

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

#	Statement of Practice	H	E	D	I
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.		X		
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.		X		
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.		X		

5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.			X	
OVERALL RATING FOR TENET 5:			E		
Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.					
#	Statement of Practice	H	E	D	I
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.		X		
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.		X		
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.		X		
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.		X		
OVERALL RATING FOR TENET 6:			E		

School Review Narrative:

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement.	Tenet Rating	E
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Debriefing Statement: The school leader has collaboratively developed a mission statement, goals, and core values, such as the school created “global norms”, that inform the allocation of fiscal and human resources to support the implementation of the Common Core Learning Standards (CCLS) and instructional shifts. This has resulted in the consistent adherence by the school community to the core values and toward the achievement of the goals.

Strengths:

2.2 **The school has received a rating of *Effective* 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).

- The school leader stated to the Integrated Intervention Team (IIT) that he has collaboratively created a mission statement and core values that is published and accessible. Additionally, the school leader shared that the school provides each student with a printed version, through a student handbook, that students review during advisory. The school leader communicates the mission and values during the “Summer Burst” activities for parents and students that take place the first week of school, each year. In addition, the school leaders have developed a set of measurable school goals that connect to the SCEP, align to the mission, and incorporate the use of data to monitor progress toward those goals. The review team found that the school leader communicates the school mission and SCEP goals to the staff through the staff policy and procedures document. The school leader monitors and evaluates progress toward the goals established in the SCEP, by regularly reviewing the Advance software data, the agendas for subject area teams, vertical teams and School Leadership Team (SLT) meetings, and the observation feedback forms. In addition, during interviews, the school leaders, teachers, students, and parents shared that they had developed a set of six global norms that the review team found posted throughout the school. During the interview process, students and parents were able to state those. Furthermore, each month, advisory periods and classroom instruction are devoted to expanding on the Global Norms, which helps to foster an adherence by students to those values. For example, during December 2013, the advisory classes worked with students to highlight the core value of being safe by having the students determine the strategies for responding to the personal hazards posed by cold weather. The school community knows and shares the mission, core values, goals, and global norms and these provide the foundation for student achievement.

2.3 **The school has received a rating of *Highly Effective* for this Statement of Practice:** Leaders make

strategic decisions to organize programmatic, human, and fiscal capital resources.

- The school leader works strategically and collaboratively to ensure that programmatic, human, and fiscal capital resources address the needs of the school community. The school leader stated that he closely monitors formative and summative assessment and behavioral data in order to match human resources to the collective needs of groups of students. For example, he shared that he has developed flexible practices in the use of looping when assigning teachers whose instructional style and performance best match the challenges and opportunities posed by groups of students. Likewise, the review team found that the school leader makes recruitment and hiring decisions that match the needs of the school. For example, based on an assessment of student needs, the school leader decided to supplement his counseling staff with a full-time social worker, paid by one of the Community Based Organizations (CBOs), to deliver a counseling program and additional services to students. When there was a reduction to the school's budget, the school leader stated that he worked cooperatively with staff to reassign some to provide Academic Intervention Services (AIS), ELL push-in support, and to serve in administrative positions, such as the dean of students. Additionally, the school leader shared that he obtained teaching interns to provide individualized assistance to students within classrooms. The school leader stated that he expanded learning time by modifying the regular day schedule to create 104 minute long humanities class periods for grades seven and eight. This practice provides teachers with greater flexibility in both the pacing of instruction, as well meeting the individual needs of students. Further, through the 21st Century Grant program, the school leader has procured the services of two CBOs, Global Kids and the Princeton Blairstown Center (PBC). The school leader stated that the aim of these collaborations is to provide instructional support and social-emotional programming to supplement the extended learning time program. The review team found that by working collaboratively with staff, the school leader makes decisions regarding fiscal commitments to address school-wide goals. For example, the school leader and subject area teachers have selected and acquired new texts and support materials for English Language Arts (ELA) and mathematics, designed to support the CCLS and instructional shifts. Through collaboration and analysis, the school leader makes decisions to ensure that available resources are used to address the needs of the school community.

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.

- The school leader has a fully functional system in place aligned to the district's APPR to conduct observations and track teacher practice based on feedback. A document review demonstrated that the school leader has a plan for observing and evaluating the quality of teaching across the school, which is up-to-date, and that the school leaders provide feedback to teachers in order to improve learning and student achievement. The document review demonstrated that the school leaders have conducted a significant number of observations in compliance with the APPR options selected by the staff. Observation reports reviewed had a formal format that followed the Danielson Framework and protocols, and contained specific feedback with actionable next-steps as well as

expectations for performance during future visits. Discussions with teachers confirmed that they receive regular observations, as well as less formal walk-throughs followed by verbal feedback. Further, teachers stated that they found the feedback to be useful because it clearly outlined strengths and made clear the aspects of instruction that were in need of improvement. Teachers stated that they receive support and guidance following observations. The school leader maintains an ongoing PD record for each staff member and allows staff to select their own PD opportunities, offered by the school or district. Administrators and staff are held accountable for continual improvement, which impacts student achievement.

2.5 **The school has received a rating of *Effective* for this Statement of Practice:** Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).

- The school leader uses evidence-based systems to examine and improve critical school-wide practices defined in the SCEP. The school leader requires the staff to use a range of evidence-based systems and tools to improve critical practices. For example, the school leader shared that he has teachers use a Data Driven Instructional Tool (DDIT) to identify grade appropriate performance indicators, potential causes for low performance, measurable potential interventions, assessment instruments, intervention analysis, and next steps for each lesson. The school leader stated that he supports this work by providing teachers with structured meeting times for collaborative analysis. The review team attended one of these meetings, during which teachers made suggestions for improving the lesson for low performing students based on the DDIT. In addition, the school leader shared that teachers provide modifications and expanded learning opportunities to low-performing students using the Wilson or Just Words programs through an analysis of the Word Identification and Spelling Test (WIST), a Fundamental Literacy Ability Index, and Performance Series Reading Grade Level Equivalency score assessments. The school leader shared that a school-wide study of data demonstrated the correlation of student absenteeism to performance in ELA and math. Based on this information, the school leader stated that he closely monitors attendance and behavioral data, and has set in place better communication systems for connecting the school with parents. As a result, evidence indicates that attendance has improved and that disciplinary referrals have declined. Additionally, the school leader shared that leaders acquired a computerized system to monitor student grades and notify parents through text message any reduction or improvement in student academic performance. Students and parents agreed that this system was successful. The school leader uses evidence-based systems that support the school in improving critical practices, which improves student success.

Areas for Improvement:

All ratings for this Tenet are either **Highly Effective** or **Effective and** therefore, comments are listed under **Strengths**.

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
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Debriefing Statement: The school provides support and PD to teachers in order to implement the adopted curricula, which reflect the CCLS and instructional shifts. However, the staff is still adapting its pedagogy and curriculum to meet the needs of all students. Staff needs further development in using data to drive instruction, and in ensuring that there is a greater alignment between the curriculum and assessment, to drive improvement in student achievement.

Strengths:

3.2 **The school has received a rating of *Effective* for this Statement of Practice:** The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.

- The school leader ensures that teachers implement curriculum aligned to the CCLS that meets the needs of students. Staff shared that the commercially produced curricula for ELA, writing, and mathematics were adopted because they target the standards and instructional strategies identified in the CCLS. A document review showed that the school has provided teachers with PD on these curricula materials. In ELA, teachers stated that they are using the Code X program for textual and support materials. Classroom visits demonstrated that teachers are following the plans, follow-up activities, and assessments that are part of this comprehensive program. In addition, documentation and discussions with leaders and teachers revealed that, teachers are making adaptations to the materials to address the needs of their students. For example, ELA teachers described how they have modified the directions for the provided rubric because their students were experiencing confusion with it. They stated that students better understood the modified rubric and it therefore was producing improved achievement, which the review team confirmed during classroom visits. The school leader shared that Writing Matters (WM) is the writing program that the school uses to support the CCLS, which establishes the framework for writing throughout the school. Teachers in all subjects reported using the strategies embedded in WM in their classrooms, and stated that the school has provided them with an instructional coach to give feedback and coaching for a total of 18 days per year. The school leader stated that teachers use the Connected Mathematics Project (CMP) textual and support materials for mathematics instruction. A document review showed that the school provided math teachers with PD during the summer of 2013 to assist them in the implementation of these materials. Math teachers reported that they are growing more confident in using these materials and strategies. Furthermore, the school leader shared that he asked all teachers to produce two units of CCLS aligned instruction this year, in all subject areas. The review team confirmed this and found that teachers additionally modified all plans to incorporate the CCLS. Additionally, the school leader stated that he monitors the implementation of the curriculum through observations, walk-throughs, weekly meeting times,

peer-visitations, and a review of written lesson plans, the DDIT, and instructional coaching. The school's curriculum meets the needs of students, which leads to college- and career-readiness.

3.4 **The school has received a rating of *Effective* 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.

- Teachers collaborate across all grades and subjects to create interdisciplinary curricula. Teachers shared with the review team that they use the protocols in WM to build interdisciplinary activities. In addition, they stated that the school leader has built vertical team meetings to facilitate cross-curricular connections into the weekly schedule. Further, staff shared that the school leader merged the ELA and social studies into a humanities program in grades seven and eight to facilitate connections between the two subject areas. The school leader stated that the science teacher has introduced a flipped-classroom model that involves students watching video lessons using computer technology, in school or at home, prior to coming to class. The review team observed two students viewing one of these lessons. In addition, documents and discussions demonstrated that the American Museum of Natural History, a CBO partner, works collaboratively with the science department to build integrated curricula. Art teachers stated that they give students the opportunity to choose a major, and technology classes provide students with opportunities to build video games and websites, which the school leader stated, resulted in a school assembly highlighting their efforts. The school also uses a program to develop team-building and decision-making skills. Additionally, students are provided with enrichment activities in venues such as the Museum of the City of New York, and the Medieval Times program, in addition to high school and college visits. Furthermore, the staff stated that the new curricula materials provide built in opportunities for interdisciplinary learning. Teachers provide students with multiple opportunities to engage in cross-curricula activities that increase student's ability to be academically successful.

Areas for Improvement:

3.3 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.

- Teachers do not consistently ensure that unit and lesson plans use DDI or instruction aligned to the CCLS to address student achievement needs. While the school leader stated that he provides teachers with meeting times to analyze formative and summative assessments, student work, and rubrics teachers are not consistently using this information to address student needs. In six of the 18 classrooms visited, teachers demonstrated elements of effective differentiation; however, in the other lessons, work did not match the individual needs and abilities of the students. In these classrooms, teachers gave all students the same tasks, and in some instances, teachers provided students who were struggling with the answers. While lessons were plans aligned to the CCLS, the implementation of these plans was inconsistent. Many teachers followed the commercially provided scripts for the lessons without modifying or adapting the lessons to address the range of needs of their students. The review team found that a small number of teachers planned innovative

lessons based on formative and summative assessment data. Lesson plans do not consistently use DDI protocols or align to the CCLS, which limits student academic achievement.

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.

- Teachers do not consistently use formative and summative assessment data to inform their instructional plans or to involve students in the ownership of their learning. While the school leader and staff shared that numerous data sources are available to teachers regarding student performance, the review team found that most teachers do not modify their lesson plans based on this information. Further, interviews with students and a document review demonstrated that the lack alignment between assessments and plans, limits student engagement and reflection of their learning. While a review of student work provided the review team with some examples of teacher feedback to students, which included next-step directions to guide their improvements, most of the student work did not contain this type of teacher feedback. The lack of consistent alignment between assessments and the curriculum, limits student academic 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: The school provides an intellectually and physically safe learning environment. The staff is in the process of using formative and summative assessments to tailor lesson plans and differentiate instruction to meet the individual needs of all students. However, the inconsistent use of data limits rigorous student engagement and higher levels of academic achievement.

Strengths:

4.4 **The school has received a rating of *Effective* 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.

- All constituents work together to create a learning environment that is responsive to student needs. The school leader shared that he has established a program of positive reinforcements that support academic and behavioral improvement. These include the Global Activities program, which rewards students who achieve academic success with events such as trips to the Big Apple Circus and the Bryant Park Skating Rink. Additionally, through a partnership with PBC, students participate in a comprehensive program that the school leader stated, "offers transformative experiences that strengthen character, build leadership, and encourage stewardship." This program also provides tools for students designed to foster critical thinking, collaboration, cooperation, creativity and problem solving. Parents, students, and staff informed the review team that they collaboratively developed the Global Norms that describe the expectations for the learning environment of school

community, which teachers reinforce in Advisory and through lessons. These norms also allow students to have a voice in school. For example, students shared that the school hold discussions where they talk freely about the school, its strengths, and how to improve the school, which enables student views, perspectives and values to be considered. Further, students stated that they understand the norms and hold each other accountable to them. The review team observed that hallways are quiet, students are respectful of others, and classroom behavior is polite. All students agreed during the large and small group interviews that bullying was not a problem at the school. They also stated that they had not experienced negative reactions from teachers or other students for asking questions or giving erroneous answers in class. The school leader shared that one of the CBOs, Global Kids, operates a program within the school that involves students working to strengthen democratic the principles of respect for diversity and provide for the growth of leadership skills. Students stated that they develop personal learning goals under the direction of the staff and they monitor their own performance in working toward these goals. The school learning environment is intellectually and physically safe for all students, which improves student success.

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.

- The school leaders have begun to engage teachers in the process of aligning unit and lesson plans to the data. The school leader provides staff with a variety of data including results from interim performance data, attendance and behavior information, and annual state assessment in ELA and mathematics, the New York State English as a Second Language Achievement Test (NYSESLAT). The school leader stated that he provides teachers with weekly meeting opportunities to use this data for collaborative planning for units and daily lessons to address all individual student goals and needs. However, the review team found that staff does not use all of this data consistently. For example, reviewers did not find evidence of the use of NYSESLAT reports to adapt the instruction for ELLs. While the review team found there is a heavy use of attendance, tardiness, and behavioral data, teachers do not place equal emphasis on formative or summative assessments to ensure that they use data to drive instruction and learning. Additionally, while students create personal learning goals, there is limited evidence of teachers developing individual or sub-group short- and long-term learning goals to engage students in learning based on individual needs. Some teachers stated that, because of the introduction of the new curriculum they were dependent on the commercially prepared lesson plans and were not able to provide modifications to address the individualized needs of all students and sub-groups. Inconsistent instructional practices based on daily lesson plans do not promote high levels of student engagement, which hinders student success.

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.

- Teachers do not consistently provide coherent instruction aligned to the CCLS that leads to multiple points of access for all students. The school leader shared that teachers received new materials, and PD, to support the implementation of the CCLS and the instructional shifts this year. However, the review team found that while some teachers are aligning their planning to the CCLS, the majority of instructional practices do not fully demonstrate these standards, the shifts, or provide multiple points of access for all students. In some classrooms, teachers used strategies such as close reading, think-pair-share, academic vocabulary, search for textual evidence, and student self-assessment. However, this was not consistent across classrooms. In other classrooms visited, teachers did not differentiate instruction, gave students workbook activities that did not reflect the CCLS, and instruction was predominately teacher-centered. Additionally, questioning and text complexity was low-level in the majority of classrooms visited. However, a few teachers asked challenging, open-ended questions, and followed up to check student understanding. Instructional practices do not consistently lead to high levels of student engagement, which limits student 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).

- Staff does not consistently use data to inform instruction and foster student participation in their own learning. While interviews with the school leaders and staff, and a review of documents, indicate that teachers have access to multiple data sources, including state and local assessments, tests, quizzes, projects and exit slips, teachers do not consistently use this information to make instructional decisions. For example, the review team found that most teachers do not use this data to adjust student groupings, or to target interventions for individuals or groups of students. A review of teacher observation documents conducted by the school leader confirmed this finding. Teachers provided students with verbal and written feedback in the classrooms visited; however, this feedback was not specific and did not address the next steps for improvement to foster student ownership in their learning process. Data-based instruction that is not consistently timely and purposeful, limits student academic 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

E

Debriefing Statement: The school identifies, promotes, and supports social and emotional development in a safe and healthy school environment. The school reviews attendance and behavioral data to respond to the individual needs of students, but recognizes that they can improve student achievement. As a result, barriers toward success are decreasing, thereby promoting a positive learning experience for all students.

Strengths:

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

- The school leader has established a system for supporting and sustaining student social and emotional developmental health and promoting academic success. The school leader shared that he has identified and communicated classroom management protocols for staff to follow in order to maintain an appropriate, safe learning environment. In addition, he stated that he has implemented protocols that allow each student to be known by a designated adult. Students reported that there is always an adult to turn to if they have any worries or concerns. The school leaders shared that they have introduced a modified Positive Behavioral Intervention System in the school. Additionally, they stated that they have built a structure of rewards for good behavior, and use text messaging to keep parents informed of student behavior. Parents reported that they receive notices or telephone calls from teachers regarding their child's positive behavior or academic success. The school leader informed the review team that he designated structured time for committed meetings that focus on student behavioral and emotional well-being, including a Wellness Team and a committee that for student referrals. Further, the school leader stated that cabinet meetings include agenda opportunities to address issues involving individual student behavior. In addition, the leader shared that he has scheduled regular performance and grade level meetings for teachers to develop strategies to address the individual needs of student. Furthermore, based on the assessment of the social and emotional developmental health needs of students, the school leader shared that he initiated partnerships with CBOs to support student growth. The school leader stated that Global Kids and PBC have programs, curricula, and resources devoted to improving the social and emotional well-being of students that are in place both during and after the school day. Further, school leaders have established an Advisory program aimed at helping students address issues that arise from home, community, and school. Parents and students spoke positively about these school supports. Additionally, students reported that staff treats them with respect and that teachers care about them. The implemented systems address barriers to student social and emotional developmental health, which leads to academic success.

5.3 **The school has received a rating of *Effective* 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.

- The school promotes a vision for social and emotional developmental health tied to a curriculum. All constituencies reported to the review team that the school's Global Norms help promote this vision by outlining how all stakeholders speak to, listen to and support others, contribute to a positive community, welcome differences, are safe, and prepare for life. The school leader stated that he has established an Advisory with a defined curriculum and has provided PD to staff on the activities that to conduct within that structure. Among those activities is the periodic production by students of their own academic and personal goals. Further, staff and students reported that the Advisory curriculum includes explorations of the Global Norms. In addition, the school leader

shared that Global Kids and PBC have set curricula aimed at providing learning experiences for teachers, students, and parents that build social and emotional strength. Staff reported that they have received PD provided by the network on socio-emotional awareness for at risk students, as well as PD on safety protocols. Students stated that they have received training by the Acronym Institute to serve as family conference facilitators. The school leader shared that he established expectations for classroom environment and for responding to behavioral issues. Further, the school leaders shared that they monitor the effectiveness of the PD and programs and make revisions based on the information they gather. For example, the school re-introduced Advisory after noting the effect on behavioral data when the school had removed it from the schedule. Students learn in a healthy and safe environment, which promotes student success.

5.4 **The school has received a rating of *Effective* for this Statement of Practice:** All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.

- All stakeholders work together to develop a common understanding of their contributions in creating a safe learning environment that supports student social and emotional developmental health. The school leaders shared that they involve all stakeholders in the process of building a common understanding of the importance of a safe school community. The review team found that there are school-wide structures that brings together teachers and staff to provide student support services. Among those structures are the Pupil Personnel Team (PPT); the Wellness Team; grade level teams; the school cabinet; the SLT that includes parent participants; and the Parent-Teacher Association (PTA). Additionally, the review team found evidence of ownership on the part of parent groups through their efforts to create a student government with representatives elected from each grade level. Staff reported that parents were also instrumental in the adoption of the Jupiter on-line student reporting software. The school leader stated that he secured a grant-funded Building Family program, consisting of fourteen evening workshops for families that provide tools for better parenting and information regarding how to be a learning partner with one's child. Stakeholders are expected to follow the Global Norms to build a learning environment characterized by its precepts. Students reported that they appreciate the school learning environment and feel safe. One parent stated that when there was a tragedy in the family, three separate members of the staff called her to express concern and offered counseling services to her and her daughter. A student that recently immigrated to this country reported that the school leader has spoken with him on several occasions to verify that he was making a positive transition to his new environment. All school constituents are able to articulate how the school community is a safe learning environment that meets student social and emotional development health needs, which improves student success.

Areas for Improvement:

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.

- The school leader and support staff work with teachers to support the use of data; however, stakeholders do not consistently use this data to respond to student social and emotional developmental health needs. The school leaders have structures in place for using data to address student academic and social-emotional developmental health needs such as grade level teams, the school cabinet and the SLT. However, the review team found limited evidence that staff monitor this data effectively to systematically implement interventions and that support specific individual student needs. Inconsistent use of data to support student social and emotional developmental health, limits student’s opportunities to become academically and socially successful.

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

E

Debriefing Statement: The school has created a culture of open and frequent communication among staff, students, parents, and community agencies. This culture serves to support the academic growth of students, as well as to promote their social and emotional well-being through multiple tools that build a community of mutual respect and trust. As a result, families are empowered to become active partners with the school in supporting their children’s progress.

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.

- The school leader ensures that regular communication with students and families foster high expectations for student achievement. The school leaders shared that they have placed posters throughout the school describing this year’s achievement receiving an “A” on the NYCDOE progress report. Additionally, school leaders reported that they shared the information with parents to celebrate student success in closing the achievement gap. In addition, school leaders shared that they have organized student visitations to high schools within NYC, as well as college campus visits, as an opportunity to assist students in making choices within the High School Admissions process and to help establish a set of performance expectations for college attendance. Further, the school leader shared that a CBO, The Leadership Program, provides a series of 14 workshops conducted in English and Spanish, designed to provide guidance for parents on how they can assist their children’s academic success. Parents reported that the school provides them with their child’s performance data through the Jupiter software program and that the program includes text alerts when their child’s grades improve or slip. The school leader indicated that the school monitors and reviews data from the parent surveys and using the information to make modifications to its program. This information led to the creation of the Global Norms, which parents, staff, and students developed collaboratively. Likewise, parent input led to the creation of the student council. The relationship between the school and families contributes to student needs being met,

which improves student college- and career-readiness.

6.3 **The school has received a rating of *Effective* for this Statement of Practice:** The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.

- The school uses multiple tools to provide communication between the school and families. During interviews with the review team, students, parents, and staff confirmed that the school uses telephone calls, text messages, email, and the Jupiter computer system to communicate with families. In addition, staff shared that the school provides translators for parent/school conferences, and sends home materials in both English and Spanish. While the school leader stated that he is aware there are a few families that speak Arabic, he works closely with these families to ensure that they have the same accessibility to information as other families through direct contact with them. Students reported that they serve as technical advisors to their parents to assist them in accessing the Jupiter system. The school leader shared that the school monitors the effectiveness of the communications between families and the school, and makes adjustments when necessary, such as the adoption of the Jupiter system. Regular and reciprocal communication between the school and home enables families to support their children's academic success.

6.4 **The school has received a rating of *Effective* 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.

- The school has established relationships with families and community agencies to promote student success. The school leader stated that the school provides training, guidance, and information for parents through workshops, which take place fourteen times a year and are run by one of the CBOs, Building Families. Parents reported that each workshop is three hours long and that materials are in English and Spanish. Further, the school leader shared that PBC and Global Kids provide training for parents in social-emotional development. Staff reported that they attend PD concerning how to develop and sustain partnerships with families and the community in support of student academic success. The school leader shared that the Wellness Team plays a role in identifying and supporting families in need. For example, during the parent focus group interview, one parent reported that staff members offered support for family after a tragedy. The school leader stated that the school promotes family attendance during the College Awareness trips and the high school visitations, in order to foster higher academic aspirations among families. The school has a robust home-school connection, which promotes student success.

6.5 **The school has received a rating of *Effective* for this Statement of Practice:** The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.

- The school uses data to promote dialogue with parents to empower families to advocate for appropriate services for their children. The school leader and student support staff shared that they routinely review attendance, behavioral, and academic data to identify students whose

performance indicate a potential change in family circumstances. Additionally, advisory teachers monitor student goals and self-reflections to make note of social-emotional changes. The school leader stated that he established a clear expectation that Advisory teachers make note of any changes and contact student support staff or parents directly regarding any issues. The school has established a software student data reporting system, which is accessible in both English and Spanish, for students, parents, and staff. This system provides all members of the school community with timely information about student performance regarding attendance, behavior, and academics. This software also provides automatic alarms, via text messaging, to notify parents of any dramatic changes in student performance. During interviews, students and parents reported that the information available in the system was timely and up to date. Staff shared that the school also has an on-line portal, Black Binder, which helps increase home-school communication, and clarifies the implications of the data sent to parents. Parents reported that the school leaders and staff were very willing to meet with them to help parents understand information and to determine the appropriate support services their children might require. The school leader stated that he monitors the effectiveness of these efforts and continues looking for ways to improve the communication process. The school community empowers families to take action to support student learning, which leads to student success.

Areas for Improvement:

All ratings for this Tenet are either **Highly Effective** or **Effective** and therefore, comments are listed under **Strengths**.

Recommendations:

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:

- 3.3: Develop and implement strategies for providing teachers with PD and coaching, and for monitoring the consistency of CCLS implementation throughout all grade levels and subject areas. Ensure that all staff use the instructional shifts, and modify textual and support materials to meet the needs of all students and student sub-groups.
- 3.5: Provide additional monitoring, peer coaching, instructional coaching, and PD to assist teachers in gaining a better understanding of how to modify and adapt instructional activities by incorporating formative and summative data along with student reflection and engagement.

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: Address through monitoring, peer coaching, instructional coaching, and PD the current inconsistencies among the staff in developing units and lesson plans reflecting differentiated instructional practices and strategies linked to an analysis of student data
- 4.3: Provide PD and instructional coaching to targeted staff on strategies for higher-level questioning and providing students with multiple points of access.
- 4.5: Provide PD, coaching, and monitoring to ensure that all staff are using relevant data to create adaptive lesson plans that account for student groupings, address student strengths and needs, and feedback that students can reflect on and use to address their own progress.

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:

- 5.5: Develop a written strategic plan with all stakeholders that describes and expands the practices currently in place for using data to address student academic and social emotional developmental health needs in order to establish a consistent program for collecting, analyzing, and using a wide variety of data.