



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	331600010584
School Name	Granville T. Woods Middle School Academy
School Address	130 Rochester Avenue, Brooklyn, NY 11213
District Name	NYC CSD 16
School Leader	Gilleyan J. Hargrove
Dates of Review	February 11 – 12, 2014
School Accountability Status	Priority School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet												
Grade Configuration	6,7,8	Total Enrollment	125	SIG Recipient	NP	Title 1 Population	90.6%	Attendance Rate	91.5 %			
Free Lunch	89.3%	Reduced Lunch	6.7%			Limited English Proficient	6.71%	Students with Disabilities	32.9%			
Number of English Language Learner Classes												
#Transitional Bilingual	N/A		#Dual Language		N/A							
Number of Special Education Classes												
#Self-Contained	N/A		#Consultant Teaching		N/A		#Integrated Collaborative Teaching			N/A		
#Resource Room	N/A											
Number Special Classes												
#Visual Arts		#Music	NP	#Drama	NP	#Foreign Language	NP	#Dance	NP	#CTE	NP	
Racial/Ethnic Origin												
American Indian or Alaska Native	1.3%	Black or African American	81.9%	Hispanic or Latino	14.1%	Asian or Native Hawaiian/Other Pacific Islander	1.3%	White	1.3%	Multi-racial	N/A%	
Personnel												
Years Principal Assigned to School	6.5		# of Assistant Principals		1	# of Deans	N/A		# of Counselors / Social Workers		1	
Teachers with No Valid Teaching Certificate	4.8%		Teaching Out of Certification		14.3%	Teaching with Fewer Than 3 Yrs. of Exp.		9.5%	Average Teacher Absences		7.05%	
Credit Accumulation (High School Only) and Performance Rates												
% 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		4 Year Graduation Rate	N/A
ELA Performance at levels 3 & 4	4.1		Mathematics Performance at levels 3 & 4		3.5		Science Performance at levels 3 & 4		29% (gr. 8)		6 Year Graduation Rate	N/A

NP = Not Provided

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

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

1. By June 2014, school leaders will conduct a minimum of six informal observations and provide meaningful written feedback to each teacher using the Danielson framework, resulting in enhanced professional practice as measured by observation schedules and observations entered in the Advance system for teacher evaluation and development.
2. By June 2014, at least 20 percent of students will perform at levels three or higher on the NYS English language arts (ELA) assessment, as measured by the results of the NYS ELA assessment.
3. By June 2014, teacher teams will create modified and aligned units of study for new curricula used in ELA and mathematics, as measured by teacher team agendas and mid-year and end of year reviews of units of study.
4. By June 2014, school leaders will create a pathway for students to build resiliency skills that will support their success in school, as measured by attendance rates, core course passing rates, promotion rates, and the student learning survey.
5. By June 2014, school leaders will create a physically and emotionally secure environment in which all stakeholders can focus on student learning, as measured by a decrease in occurrences of three percentage points.

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.

Mark an "X" in the box below the appropriate designation for each Statement of Practice. Provide the letter rating in the OVERALL RATING row as the final overall tenet rating.

#	Statement of Practice	H	E	D	I
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission, and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).				X
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.			X	
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.			X	
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).				X
OVERALL RATING FOR TENET 2:					I

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:				I
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:				I
Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.					
#	Statement of Practice	H	E	D	I
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.			X	
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.			X	
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.		X		
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.			X	
	OVERALL RATING FOR TENET 5:			D	
Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.					

#	Statement of Practice	H	E	D	I
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.			X	
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.			X	
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.				X
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.			X	
	OVERALL RATING FOR TENET 6:			D	

School Review 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	I
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Debriefing Statement: The school leader has not consulted widely with stakeholders in developing Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals and leaders have not shared the goals with the whole school community. The school leader has developed a plan for frequently observing the teaching staff, but the school does not consistently use observation data to develop and monitor ongoing professional development (PD) opportunities. As a result, the staff does not receive the support necessary to improve instruction, increase student academic achievement, and achieve the school’s long-term goals.

Strengths:

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

Areas for Improvement:

2.2 The **school has received a rating of *Ineffective* 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 created the school’s SMART goals with the support of district personnel; however, reviewers found that little to no collaboration occurred with teachers and the school leader had not shared the goals with the entire school community. At the time of the review, the goals were not displayed or discussed around the school. Teacher interviews revealed that staff members were not involved in goal creation, and during the parent interview, it was also revealed that parents were not involved in the process of creating school goals. In alignment with the School Comprehensive Education Plan (SCEP), and with the assistance of district personnel, the school leader has begun to use a data collection system. However, data has yet to be disseminated, evaluated, and used to formulate plans to improve instruction and student performance. Reviewers found that most instruction was whole class instruction and that little was done to modify instruction to meet the needs of all students. In classroom visitations, reviewers observed a minimal level of rigor and found that the instruction was often not challenging. The school goal of maintaining and improving a high level of attendance is communicated in every classroom, in the hallways, and in school announcements. Attendance data is maintained accurately and conveyed to all constituents. As the school vision was not created in collaboration with stakeholders, the school leader stated the need to create a SCEP that is collaborative and addresses the needs of the entire school community. Although the school leader plans to involve all members of the community in contributing to the development of SMART goals, this is not in place now, which hinders strategies and initiatives to improve school 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.

- Declining enrollment has resulted in a reduction in the number of teachers. To ensure an instructor in each class, the school leader and assistant principal have taught classes. The school leader also interviewed teachers to find alternative subjects they were comfortable teaching, and the Network provided content support for these teachers. Reviewers found that the after-school program is well attended and students are provided with assistance in English language arts (ELA), mathematics, science, and social studies. The program has teachers available to provide student support and, in the large and small student group interviews, students stated that they enjoyed attending the after-school program to start on their homework and get help with material covered in classes. The guidance counselor and other support staff reported working together to devise informal plans to improve individual student performance. School leaders and teachers reported focusing Academic Intervention Services (AIS) on the lower third of the student body in an effort to raise their performance rates; however, due to budgetary constraints and increased teaching demands, AIS was not offered during the school day this academic year. Although the school leader has made some strategic resource decisions, available resources do not address the needs of the school community, which impacts adversely on student achievement and school performance.

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

- Reviewers found that part of the observation cycle consists of pre- and post-observation conferences with teachers, at which the school leader discusses their strengths and areas where improvement is needed. Teachers stated that the post-observation conference takes place within one week of their observation and that written feedback is provided. Teachers also stated that feedback from the school leader has been helpful. The majority of PD comes from Network support; however, there appears to be little connection between the PD provided and teacher needs. The school leader has obtained some support from outside consultants, and consultants meet with teachers individually, and in groups, to offer additional instructional strategies to address underperforming students. Additional ELA and mathematics training is provided to teachers off-site, but sometimes poses a challenge because of the need for class coverage while teachers are out for PD. Reviewers found that while observations take place and feedback is provided, it is not linked to a practical developmental approach to PD. PD offerings are not directly linked to the needs of teachers or to the areas for improvement identified through the lesson observation cycle. Consequently, PD is not leading to improvements in instruction and student learning, particularly for students with disabilities and English language learners (ELLs).

2.5 **The school has received a rating of *Ineffective* 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).

- There are limited formal, systematized structures in place to evaluate school-wide practices geared

toward improving academic achievement. The school leader has had staff begin the process of collecting data using the NexEd and Jupiter learning management systems, but rigorous systems are not in place to analyze, interpret, and use this data to guide strategic planning aimed at improving school performance. The school leader described the new adaptive curriculum program, MobyMax, which will be used by teachers to aid them in developing student goals aligned to the Common Core Learning Standards (CCLS); however, this initiative is at an early stage and not directly impacting on improved curricular and instructional practices. Historically, there have been no systems in place for staff to routinely monitor student performance, and in particular, the performance of different groups of students. Conversations are beginning to take place to address this weakness, but a process for establishing formalized goals for individual students and groups of students is not yet set. In addition, the review team evaluated agendas for various levels of leadership meetings, and noted that meeting content was often focused on general student needs, but did not address any specific student or level of individual classwork being produced. The school leader discussed school goals in the SCEP, but did not outline specific systems for tracking individual student academic improvement or monitoring progress toward the global school goals described in the SCEP. Limited cohesive systems to monitor and evaluate the performance of school systems, restrict the school leader’s awareness of school strengths and weaknesses, which prevents strategies from being implemented to drive forward school improvement.

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

I

Debriefing Statement: The school leader does not provide staff with sufficient guidance and support to implement curricula aligned with the CCLS. Teachers do not develop unit and lesson plans that consistently incorporate a variety of complex materials and multiple points of access to learning for all students. As a result, students do not always receive instruction that is challenging and modified to meet their needs, which limits the school’s ability to improve student outcomes.

Strengths:

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

Areas for Improvement:

3.2 The **school has received a rating of *Ineffective* 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 has not addressed the implementation of systems to align curricula to the CCLS, as outlined in the SCEP. Discussions with teachers and school leaders showed that teachers have not received PD to assist them in planning for and implementing the CCLS literacy and math shifts. In discussions with the school leader, mention was made of attempts to provide common planning

time for teachers to align instruction with the CCLS. However, discussions with staff revealed that staffing constraints continually hamper such undertakings. Further discussions and a lack of planning documentation confirmed that a formal action plan to coordinate implementation of the CCLS and the required curricular changes has yet to be designed. Teacher interviews revealed that staff are aware of the standards and the need to adjust instructional planning to meet the curricula, but such changes have not been implemented school-wide. Lesson visitations showed that teachers do not develop and implement units of study aligned to the CCLS. The cumulative impact of these shortcomings results in not all curricula being rigorous and demanding. Instruction is not aligned to the CCLS, and this shortcoming results in instruction that does not fully prepare students from different subgroups to be college and career ready.

3.3 The school has received a rating of *Ineffective* 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 meet once a week in mathematics, ELA, and special education teams to discuss how to use assessments and make adjustments in their curriculum planning and instruction. This process revolves mainly around student progress reports issued three times a year and the cumulative report card. However, documentation and discussions with teachers revealed that best use is not made of the assessment analysis process to provide data-driven instruction (DDI) or align lessons to the CCLS. Teachers stated that they use unit tests, exit cards, and New York State (NYS) content questions obtained from the EngageNY and New York City Department of Education (NYCDOE) websites to gather information about student understanding and needs. Reviewers found that the data is collected, but there is no systematic examination of outcomes to determine areas where there is a need to modify instructional techniques. A review of curriculum planning documents and lesson observations showed that teachers do not consistently provide instruction demanding higher-order thinking skills. Reviewers noted that most lessons were not rich in discovery or rigorous inquiry, and did not demand conceptual understanding or require an analysis of information. The lack of structures to systematically examine student performance data hinders the instructional staff's ability to promote significant academic growth for students or enable significant improvements in student achievement on assessments.

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

- There is no comprehensive plan in place to form partnerships to develop interdisciplinary curricula that targets the arts, technology and other enrichment opportunities. Review team interviews and document reviews provided no evidence of any plan in development. Teachers reported that they are not provided with opportunities to collaborate about methods to deliver interdisciplinary learning within and across grades and subjects. Reviewers found little or no evidence of integrated learning taking place during classroom visitations.

3.5 The school has received a rating of *Ineffective* 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.

- Most teachers have not implemented a comprehensive system for using formative and summative assessments for short- and long-range curriculum planning. The school leader provided evidence that leaders are beginning to use data derived from programs introduced by the Network support team to gain an oversight of student academic performance, but school leader analysis of this data is at a very early stage. The school leader has charts and tables derived from NexEd that are beginning to be analyzed, but has not yet shared this data with the teaching and support staff. As a result, data is not being used effectively to modify instructional planning. Discussions with students and teachers showed that students are not provided with information from assessments to make clear what aspects of their performance is on track and what aspects need improvement. This prevents students from tracking their own performance and taking greater accountability for their own learning. Because data is not being consistently used to inform curricular decisions or provide guidance on what students need to do to improve, there is a misalignment between curriculum and assessment that is significantly restricting student academic progress.

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

I

Debriefing Statement: Teachers are developing practices for using student data. However, teachers do not engage in the strategic instructional practices necessary to address the gaps between what students know and need to learn. As a result, not all students experience the high levels of engagement and inquiry necessary to extend their learning.

Strengths:

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

Areas for Improvement:

4.2 **The school has received a rating of *Ineffective* 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 leader and teacher leaders are beginning to discuss methods for aligning teacher’s instruction with emerging data on student progress. However, the information available to leaders has not yet been analyzed and correlated to influence any plans to improve instructional practices. The review team found little evidence of collaborative plans being developed in the grade-level and subject meetings. Classroom visitations showed that most instruction was teacher directed with little or no student participation and few examples of teachers using data to better match instruction to student ability. Classroom visitations revealed that few teachers were using instructional interventions to meet the needs of different groups of students. Teachers were not

consistently using techniques such as scaffolding, redirecting, and refocusing to help ensure student understanding. Little evidence was available to show that either short- or long-term goal setting was embedded in instructional practices. Not all teachers are developing instructional practices and planning to meet the goals and needs of their students; therefore, not all students are sufficiently engaged or challenged in their learning.

4.3 **The school has received a rating of *Ineffective* 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. opportunities

- The special education teachers interviewed discussed their use of videos and PowerPoint presentations to encourage student engagement. These teachers are developing techniques to improve access points to learning for their students. These teachers stated that they consider their students' views to help design multiple points of access, however reviewers found that there were few occasions where students discussed their views in classes. Reviewers learned that general education teachers are at an early stage of developing an understanding of the CCLS and do not integrate the components into their instructional plans. Reviewers completed no classroom visitations in which teachers produced lesson objectives aligned to the CCLS. Reviewers noted word walls in most classrooms; however, in most cases, the words were left there from previous instruction and no new words related to the current lesson were posted. The instruction in most classes was teacher directed, leaving few access points for students to engage in higher-level inquiry and discovery. Teachers asked challenging and demanding questions that encouraged students to think beyond the literal level in only a small number of classrooms. Reviewers found that too often questioning demanded only single word answers or teachers did not ask supplementary questions to gain a better understanding of the level of student understanding. The Integrated Intervention Team (IIT) witnessed few examples of instruction matched to the specific needs of subgroups. The overall level of instruction throughout the school provided students with few opportunities for independent learning and did not demand complex levels of thinking from most students.

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.

- Reviewers found little evidence of a unified, school-wide set of rules, procedures, and routines displayed in classrooms and around the school. Each classroom had its own set of rules for student behavior, which leads to varying expectations and understandings across the school. Teachers are required to maintain anecdotal records for students' academic and behavioral issues. Lesson visitations showed that while there was not a great deal of disruptive behavior, there were numerous occasions when students were not engaged in the learning process. Reviewers noted that this was often a result of instruction that was not challenging or presented at a level that engaged and motivated different groups of students. Reviewers also found that instruction was often teacher directed and did not provide opportunities for students to discuss their views, opinions, and beliefs on a range of different issues. The lack of a school-wide set of rules, procedures, and routines, and an absence of student voice, leads to inconsistent student performance based on the class the student is in.

4.5 **The school has received a rating of *Ineffective* 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).

- Most teachers do not use any form of data-based instruction. Reviewer evidence from discussions and lesson observations showed that while teachers have access to data, it is not being used for grouping students or for planning and adjusting instruction. Teachers have access to data from such systems as MobyMax and Jupiter, but very few teachers make use of this information to ensure that instruction is geared to the diverse needs, abilities, and interests of all students. Reviewer interviews and evaluations of student work revealed that feedback is not being used to bring about improvements in student performance. Too often teachers provided generic comments on student work. There were few examples of teachers providing specific guidance on what students needed to do to improve their work. Reviewers found that students are not routinely provided with developmental feedback upon which they can reflect and assess their own progress. Due to a lack of consistent data analysis and use, most teachers have not developed clear and useful plans to modify instruction to meet the needs of all students or developed strategies for providing feedback to students that encourages participation in their own learning.

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

Tenet Rating

D

Debriefing Statement: The school leaders and staff have sought to establish a healthy and respectful environment conducive to learning. Students feel safe and cared for in the school community. However, there are limited opportunities to build the teacher capacity needed to fully address students’ social and emotional developmental health needs. As a result, not all members of the school community are able to help reduce barriers to academic and social success.

Strengths:

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.

- Interviewed stakeholders indicated that they felt safe, supported, and part of a healthy school community. Discussions confirmed that they were aware of the roles they are expected to play in meeting the social and emotional needs of students. Students reported that they felt comfortable asking their teachers for help and said that teachers were always available to them for any type of assistance. Teachers stated that school leaders were always accessible and interested in their development and presented clear expectations of what they needed to do to meet the needs of students. Parents reported that they felt the school was a safe environment for their children and that school leaders clearly explained how they were expected to support the school leadership in

the implementation of school programs. Teachers expressed an understanding of their support role in making their students feel safe and secure, and understood the challenges facing the majority of the school's students. Students in the mentor program the school has in place are selected by the student support staff and need support with either social or emotional issues. Reviewers found an open door policy in effect, in which teachers and support staff are available to meet with students who need to talk at any time. Several teachers stated that they often have specific opportunities within the school day that allow for socialization. The school has instituted a Duke and Duchess Day, in which students with perfect attendance can get haircuts, their nails done, or receive McDonald's certificates. Stakeholders stated that the school has done well in providing social and emotional developmental health supports that encourage student success.

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.

- An overarching system to support the social and emotional developmental health of students exists through the implementation of formal programs by the school leaders and student support staff. The school's Student Success Team, the Substance Abuse Prevention and Intervention Specialist (SAPIS) coordinator, social worker, and guidance counselor work closely with school leaders to address student needs. The student support staff and school leaders ensure that each student receives the necessary supports to address their social and emotional developmental health needs. Discussions with students showed that they are fully aware of at least one designated adult to turn to if they have any worries or concerns. However, despite the existence of these systems, reviewers found that formalized procedures are not in place to monitor and evaluate the impact of these systems or to track student progress. The programs are not evaluated to ascertain if participation is equitable among all students. In addition, little evidence is available to ascertain how these programs are directly linked to improving the academic success of students. Consequently, it is difficult for school leaders to assess whether the implemented systems address barriers to social, emotional, and 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.

- The school leader has developed a vision to promote character education in the school community that supports student social and emotional developmental health, but has not communicated it to the entire staff. In the teacher, student, and support staff interviews, it was clear that informal systems are in place that produce a caring and healthy environment. Reviewers found there were PD opportunities open to support staff; however, the teaching staff had not been provided with the opportunity for training to learn how to assist students in developing and securing social and emotional developmental health and academic success. As the school leader's vision for supporting students' social and emotional development has not been universally shared, and PD to make the

vision a reality has not been provided to all staff, students' chances of reaching higher levels of academic success are restricted.

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 monitors the Overcoming Obstacles life skills program, which is available for student support after school. The mandated SAPIS coordinator maintains data on any students she sees regarding substance abuse. The Student Success Team meets regularly and provides data on student attendance and performance. The school leader has been monitoring and collecting data on the Success Highways program, which emphasizes the development of student resiliency. While these initiatives are proving successful in helping staff to identify the social and emotional needs of students, a very different picture emerges in relation to the collection and analysis of student academic data. Across the school, academic data is not being used to provide learning opportunities for different groups of students that promote better chances for student success; the foundation provided by the analysis of social and emotional data is not being systematically built on, which hinders both academic and social growth. Reviewer discussions with the school leader and staff showed that there is no cohesive approach to how data should be used in unison, and not in isolation, to meet the differing needs of students. Consequently, the holistic needs of students are not being fully met and their college and career readiness is hindered.

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

Tenet Rating

D

Debriefing Statement: The school attempts to create a culture of partnership by using multiple tools and strategies to communicate goals and expectations for student learning, but more work is needed. PD for teachers, and support programs for families, is limited, which hinders the ability of these partners to share the responsibility for student academic progress.

Strengths:

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

Areas for Improvement:

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

- The school has established a number of ways to communicate with parents. These include access to information through the parent portal, written correspondence, and dialogue with staff over the phone and at the school. Discussions with parents, however, revealed that they are not fully aware of the school's commitment to improving the academic achievement of students. An evaluation of

documentation showed that the school does not routinely reinforce its academic expectations for students in its correspondence and communications with parents and families. Parents stated that they wanted to be a partner with the school in supporting their child's education, but the fact that they were not directly involved in the creation of the school's vision and SMART goals restricts the school's capacity to tap into the parents' aspirations.

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.

- The school leader, teachers, and support staff engage in two-way communication with families and community stakeholders. Communication is often in multiple languages. The parent interview group reported that they were encouraged by the school's commitment to their children. They welcomed the after-school programs aimed at improving student performance that teachers participate in. However, communication between the school and families is not sufficiently formalized, monitored, or developed. The school has yet to evaluate its strategies for communicating with parents, or receive feedback and respond to any issues or concerns raised by parents. These oversights mean that the home-school connection is not as strong as it could or should be, which limits student opportunities for academic and personal growth.

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

- Stakeholder interviews showed there was no ongoing training or support being offered to parents to enable them to be more proactive in the development of their child's academic and personal development. Reviewers found no plan in place to ensure that such training and support will take place in the near future. Similarly, the review team found no evidence of a plan to ensure that staff benefit from ongoing PD to help them establish strong and productive links and relationships with parents and families to promote a robust home-school connection.

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.

- Stakeholders reported that little data on student progress is being shared that would improve student performance. Parents stated that they receive some information in school communications, such as calendars, backpack letters, and other means. There is a parent portal, through which parents can gain access to information about their child's performance, as well as view lesson and instructional materials. However, some interviewed parents reported that they did not know of the system or did not know how to access or use it. These parents also stated that they got little training in how to use data to be better able to advocate for services for their children.

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: Collaboratively develop Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals with input from all constituents. The goals should reflect a sense of urgency, a strong academic vision, and high academic expectations for all students.
- 2.3: Create effective programs to meet the needs of all students using contributions from all staff. The impact of declining enrollment and the subsequent reduced levels of staffing must be met with creative recruitment of additional staff to meet the needs of the school. The school leader must also work with the Network and District leaders to promote the need for teacher professional development (PD) able to support the needs of all staff.
- 2.4: Ensure that the Annual Professional Performance Review (APPR) system is consistently implemented and that data collection, analysis, and staff development take place that will improve teacher instruction.
- 2.5: Ensure that the work of the school is rigorously monitored and evaluated, weaknesses identified, and strategies used to bring about improvements, particularly in instruction and student learning and achievement.

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: Ensure the establishment of a school-wide plan for teachers to implement the Common Core Learning Standards (CCLS) and, subsequently, modify planning and instruction to meet the academic needs of all students. The school leader must plan for pedagogical support, materials, and training aligned to the implementation of the curriculum; and monitor implementation of the plan.
- 3.3: Provide time for staff to collaborate to develop unit and lesson plans that meet the demands of the CCLS. Ensure teachers meet to evaluate data to ensure that goals are being met.
- 3.4: Explore methods to develop and include an interdisciplinary curriculum leading to improving levels of student engagement and encourage self-discovery.
- 3.5: Ensure that teachers develop and implement a system of protocols that will allow them to use formative and summative assessments to ensure alignment between curricula and student needs; make effective use of data to provide quality feedback to students that helps them reach higher levels of academic achievement.

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: Ensure that school leaders and teacher groups develop instructional practices organized around annual, unit, and daily lesson plans to address student academic needs. Teachers should use all available student data to provide for the various learning needs of individual students and student subgroups, such as students with disabilities and English language learners (ELLs), that will lead to improvements in their engagement and learning.
- 4.3: Ensure that teachers are using instructional practices aligned to the CCLS that include the use of challenging material providing multiple access points, so students engage in higher-order thinking that leads to higher levels of achievement.
- 4.4: Develop a plan for teachers and students to work together to ensure that the classroom environment is one that creates a sense of ownership and discovery aligned with the vision of the school community. Teachers should also ensure that their classrooms are environments designed to teach students about social and behavioral expectations. All constituents of the school community must address the need to make their school conducive to learning on all levels.
- 4.5: Help teachers ensure that an analysis of student performance data is implemented and feedback provided; ensure that the planning of lessons, grouping of students, and instruction is purposeful, with the intent of raising the level of student achievement.

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: Ensure that systems in place to provide social and emotional support are carefully monitored for the impact they contribute to meeting student needs, and their impact on student achievement.
- 5.3: Help teachers and support staff collaborate and develop formalized systems allowing them to interact and provide assurance that students are developing attitudes and behaviors linked to ownership of their academic success. Provide opportunities for PD aligned to the school vision that will enable teachers to provide opportunities for students to develop their social and emotional developmental health.
- 5.5: Ensure that all available data is used to bring improvement to both the social and academic success 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:

- 6.2: In collaboration with all stakeholders, ensure that students and families are aware of the school-wide vision, SMART goals, and school-wide expectations for college and career readiness; and evaluate strategies for building relationships with parents and make improvements where necessary.
- 6.3: Ensure that a process is in place to use multiple methods to communicate and provide access to information for families and community stakeholders; evaluate the school's strategies for

communicating with parents, and make adjustments and improvements where necessary, so that relationships and communication between home and school are strengthened.

- 6.4: In collaboration with all stakeholders and community agency partners, develop a plan to ensure that all classroom teachers and support staff are engaged in creating and sustaining family engagement; and ensure opportunities for parents to learn strategies and tools to support their child's academic learning.
- 6.5: Provide more opportunities for parents and families to learn how to use systems such as the Jupiter program, to monitor their child's performance and become a part of their learning experience. Help parents and parent groups understand student and school data, so they can identify common needs and find ways the community can help students achieve more effectively.