



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	320900010219
School Name	IS 219 New Venture Academy
School Address	3630 Third Avenue Bronx, New York
District Name	NYC CSD 09
School Leader	Dominic Cipollone
Dates of Review	December 17- 18, 2013
School Accountability Status	Priority School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet for 09X219

School Configuration (2013-14)					
Grade Configuration	06,07,08	Total Enrollment	373	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	8	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	9	# SETSS	N/A	# Integrated Collaborative Teaching	3
Types and Number of Special Classes (2013-14)					
# Visual Arts	N/A	# Music	17	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	88.8%		% Attendance Rate	87.1%	
% Free Lunch	91.0%		% Reduced Lunch	4.0%	
% Limited English Proficient	24.7%		% Students with Disabilities	22.2%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.2%		% Black or African American	40.6%	
% Hispanic or Latino	58.4%		% Asian or Native Hawaiian/Pacific Islander	0.7%	
% White	N/A		% Multi-Racial	N/A	
Personnel (2012-13)					
Years Principal Assigned to School	8.34		# of Assistant Principals	2	
# of Deans	N/A		# of Counselors/Social Workers	1/1	
% of Teachers with No Valid Teaching Certificate	2.6%		% Teaching Out of Certification	31.0%	
% Teaching with Fewer Than 3 Years of Experience	21.1%		Average Teacher Absences	9.7	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	3.6%		Mathematics Performance at levels 3 & 4	5.3%	
Science Performance at levels 3 & 4 (4th Grade)	N/A		Science Performance at levels 3 & 4 (8th Grade)	12.9%	
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A		Mathematics Performance at levels 3 & 4	N/A	
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A		% of 2nd year students who earned 10+ credits	N/A	
% of 3rd year students who earned 10+ credits	N/A		4 Year Graduation Rate	N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward			Recognition		
In Good Standing			Local Assistance Plan		
Focus District	X		Focus School Identified by a Focus District		
Priority School	X				

Accountability Status – Elementary and Middle Schools

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

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

1. Deepen the quality of academic tasks to effectively challenge all students and successfully close the achievement gap with specific supports for English language learners and students with disabilities.
2. Develop consistency in the use of observation tools to promote greater coherence of instructional practices and professional growth.
3. Expand the use of data to further develop teaching practices that promote academic rigor and improve student outcomes for all learners.
4. Continue to maintain and support a culture of mutual trust and positive attitudes that support the academic and personal growth of students and adults.

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

Mark an "X" in the box below the appropriate designation for each tenet, and mark in the 'OVERALL RATING' row the final designation for the overall tenet.

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

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

#	Statement of Practice	H	E	D	I
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.			X	
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.			X	
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.			X	
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.			X	
OVERALL RATING FOR TENET 3:				D	

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

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

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

#	Statement of Practice	H	E	D	I
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.		X		
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.		X		
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.		X		
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.		X		
OVERALL RATING FOR TENET 5:			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	D
<p>Debriefing Statement: The school leadership has developed and a mission statement and a set of academic goals for the school. However, many of the stakeholders are unable to articulate their understanding of the mission and goals. While school leaders use multiple resources to include professional development (PD) to promote teacher growth and support learning for all student groups, instructional practices are not consistently monitored, which results in students not being challenged or given the opportunities to develop the necessary skills to become college-and career-ready.</p> <p>Strengths:</p> <p>2.3 The school has received a rating of <i>Effective</i> for the Statement of Practice: Leaders make strategic decisions to organize programmatic, human and fiscal capital resources.</p> <ul style="list-style-type: none">• The school leader has made effective and strategic decisions to organize and utilize resources to meet the needs of the school community. The school leader reported that he works with the district and other partners to recruit and hire staff that enables the school to meet the academic and social needs of the students. Through collaborations with the with Teach for America and the New York City Teaching Fellows programs the school leader said he hired an additional English as a Second Language teacher to provide increased one-on-one and small group instruction for the English language learners(ELLs). In addition, the school leader hired a music teacher to focus on integrating the arts in the curriculum. The school leader used resources to provide extended learning time activities to address attendance and suspension issues as well as improve student academic success. The school staff links with community based organizations such as Building Essential Assets through Community Outreach and Networking (BEACON) and Directions for Our Youth and Counseling in Schools to provide a variety of in-school and after- school programs that engage students in sports, discussion groups, and provide students with academic assistance. All of the students interviewed by the review team stated that they attended one or more of these programs and that many other students attend the programs because they are fun and interesting. The school leader said that he analyzes fiscal decisions for the impact they have moving the school towards its stated goals. The school leader’s strategic decision regarding the use of resources supports student academic success and meets the needs of the school community. <p>Areas for Improvement:</p> <p>2.2 The school has received a rating of <i>Developing</i> 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).</p>		

- While the school leader has created a vision/mission and SMART goals, he has not ensured that all stakeholders know the vision and SMART goals. When the school leader was asked about his vision and goals he stated, “I want to see that young people in this community be given the tools to be successful and have access to a good high school, a career and 21st century skills and tools.” The school leader told reviewers that he communicated the vision and goals to all stakeholders. However, reviewers found limited evidence to support that the school leader widely communicated the vision and SMART goals to ensure all constituents know and understood them. For example, the review team noticed that the vision and goals were not prominently displayed in any of the common areas in the school and the vision is only available in in English. The Integrated Intervention Team (IIT or review team) interviewed students, teachers, other staff, and parents and found that few could articulate the precise vision, mission, or goals of the school but spoke in general terms about them. While the School Comprehensive Educational Plan (SCEP) indicates that, the school has a data-driven mission, during classroom visits the review team found limited examples of data-driven protocols in teachers’ instruction or student work. In addition, most parents interviewed did not know and were not able to discuss their children’s scores on New York State Education Department (NYSED) assessments and therefore could not indicate how these scores affect their children and the school. Although the school has SMART goals not all members of the school community know or can articulate them, which hinders school stakeholders from working together to make progress toward the achievement of these goals and overall school improvement.

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.

- During the interview with the IIT, the school leader indicated that he follows the district’s Annual Professional Performance Review (APPR). Although the school has a functional observation plan, the leaders inconsistently monitor the plan to ensure teachers receive consistent feedback and improve in their instructional practice. The school leader reported that school leaders use the Advance system to collect and analyze teacher observation data. This process identifies teacher strengths by using a self-assessment tool aligned with the Danielson model. The school leader also indicated that he implemented the use of Literacy First to focus on academic learning, as he sought to move instruction toward effective teaching based on the Danielson model. Interviews with staff and a review of documents show that the school leaders have completed training on Measures of Student Learning (MOSL), have conducted an Initial Planning Conference (IPC) with all teachers, and have finished all baseline observations for every teacher as outlined in the SCEP. During discussions with the review team, some teachers shared that the quality of feedback provided during and after observations has improved since leaders implemented the new observation process. However, the IIT observed that written feedback provided to teachers varied in quality, and lacked precise outlining of the steps necessary to bring about sustained improvements in instruction and learning for all sub-groups. Although the SCEP indicates the school leaders will meet individually with staff to review student data and develop plans for improving individual student achievement, monitoring

of teacher performance and feedback are often informal and not focused on bringing about sustained improvements. One member of the school leadership team stated, “We give on the spot feedback which takes the place of written documentation.” Another member of the leadership team said, “I check lesson plan books for differentiation and then I ask students if they are doing something different.” The IIT reviewed written feedback from two informal teacher observations. In one instance, the teacher was rated ineffective in terms of communication with students, but the recommendations for improvement did not apply to this issue. In the second observation, there were no recommendations even though some weaknesses were indicated. While school leadership provides multiple opportunities for PD including intra-school visitations to see best practices, during class visits the review team found limited evidence of teachers using the PD strategies to improve student learning. The lack of consistent monitoring of teachers’ practices to ensure teachers implement the strategies and techniques recommended during observations hinders the school leader from holding all staff accountable for continuous school improvement.

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

- The school leader encourages staff to use systems to examine school-wide practices. However, teachers do not consistently use available data to adjust instructional practices to meet the needs of specific subgroups. The school leader indicated that the staff has access to lower lexile texts scores and to technology for instruction and assessment purposes. The school leader also reported that staff analyzes data to make modifications for English language learners and students with disabilities. However, classroom observations and discussions with students demonstrate that teachers inconsistently provide students with data or use data to adjust instruction. For example, a student with an Individualized Education Plan (IEP) in grade 8 said, “I know my reading level. It is 980 lexile, but I am reading 900 lexile books.” Another student who is an ELL said that she knew her lexile level, but did not know what that meant or what she should be reading. The school leader said that he “expects teachers to use data regularly to move students to the next level and that he has support of an outside expert to help monitor data.” While there is some evidence of the use of data, the school leaders have not ensured that staff consistently uses available data to improve instructional strategies for students in all sub-groups, which hinders students’ academic progress.

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

Tenet Rating

D

Debriefing Statement: The school leader provides multiple opportunities for collaboration between the academic stakeholders and leadership. Implementation of the Common Core Standards, curriculum planning, the use of assessments and a developing inter-disciplinary approach to instruction are the focus of this collaboration. However, there are no clear or consistent modifications, adaptations, and enrichment to address the needs of the English language learners (ELLs), student with disabilities or high achievers; therefore, teacher instructional practices are not rigorous enough to promote improved student outcomes for all

learners.

Strengths:

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

Areas for Improvement:

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

- The school leader is developing a plan to ensure the effective implementation of CCLS that includes on-going staff training, support, and collaboration. However, these strategies are at an early stage and not yet improving student achievement and learning. The teacher teams meet regularly with the literacy coach to align lessons to the CCLS and to review student work. Teachers use a “Looking at Student Work” protocol to gather information about student learning and to revise units of study. The review team attended a grade subject meeting during the visit. Although, the staff followed a strict protocol, participants did not completely assess the student’s work to develop an action plan to support her before the ending the meeting. As a result, no specific information was documented and shared with other members of the instructional staff. Based on a review of lesson plans and classroom observations, the IIT found limited evidence of rigor, high expectations, or student engagement that involved critical analysis. In addition, while the staff received PD on using the Sheltered Instruction Observation Protocol (SIOP) and Quality Teaching for English Learners (QTEL) models, there was inconsistent evidence of the use of these practices in classroom instruction. During meetings with the IIT, teachers did not consistently describe how they used knowledge gained from this PD to provide instruction aligned with the CCLS and to provide interventions for students in identified subgroups. While staff leader is developing a plan to ensure teachers use curricula align to the CCLS, current instructional practices inconsistently reflect the CCLS, which limits opportunities for students to become college and career ready.

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.

- The lesson plan template that all teachers use includes references to CCLS alignment and specifies student achievement needs. While lesson plans indicate accommodations for students with disabilities and ELLs, these accommodations are often not data-driven as evidenced notations such as, “Students are expected to finish all activities, but can get up and quietly stretch.” Although the ELLs are grouped according to beginning, intermediate and advanced levels, lesson plans reviewed by the IIT did not reflect the use of modalities such as listening, reading, writing, and speaking, to differentiate instruction. In addition, although most of the ELLs did not pass the listening section of

the NYSESLAT exam, reviewers found limited examples of teachers focusing on listening skills across all content areas. The IIT noticed that most teachers' lessons did not engage students or provide opportunities students to use higher-order thinking skills. Inconsistencies in the development of lesson plans, which align to the CCLS, use of data to target instruction and encourage student engagement, limit student achievement.

3.4 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.

- The school leader indicated that he is formulating a plan to make interdisciplinary meetings more formal, structured, and consistent across the school. Although some teachers work informally to explore opportunities to connect the curriculum across subjects, the practice is inconsistent school wide. Discussions with the school leader demonstrated a commitment to developing the use of technology in classrooms but evidence from observations and discussions with students suggest that practice is inconsistent. There is a technology lab, but not all grades have access to it. During the large student group meeting, students indicated that they would like more access to computers. One student said, "It would be cool if the work ties in with the technology." This student also noted that some classes have access to computers, but that his did not. Another student who receives his instruction in a self-contained class said, "Sometimes you have to wait your turn to get to use the computers because there is only one I Pad cart for each grade." However, during the vertical teacher meeting, teachers did indicate use of some technology applications including the use of a technology tool to turn student work into a power point. Staff plans to create interdisciplinary curricula is at an early stage and lacks the structure to consistently provide students access to thoughtful curricula targeting the arts, technology and other enrichment opportunities that increase their ability to be academically successful.

3.5 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.

- While teachers have access to data from State, school tests, and use some assessments in the classroom, teachers lack a formal system that incorporates different data streams to track individual student progress. Reviewer found that teachers used exit slips, share-outs, movement from table to table by the teacher, notebook checks and think-pair-share to gather assessment data. However, reviewers found limited evidence of teachers using pre- and post- assessments in any of the classes. In addition, in many lessons observed the bell rang before teachers could gather any assessment information. During discussions with the review team, the Assistant Principals (APs) shared that they recognize there is a need to improve how staff use assessments in instruction. The ELA department has developed an assessment tool that involves a checklist that teachers are to complete on each student's learning during the lesson. An evaluation of this tool by reviewers indicates that teachers would have to take a significant amount of time away from instruction to

complete the assessment. Additionally, the tool does not provide information to determine what a student did or did not learn and how teachers can use this information to guide future instruction. During a team meeting teachers did not discuss in detail, how they can use available data to make curriculum and instructional decisions. Currently, the assessment strategies provide teachers with limited information to adjust lessons to promote real learning for every sub-group of students. While there is evidence that teachers use rubrics to assess work, students informed reviewers that they did not know what rubrics were and how they are used to determine the grade for the work. There was limited evidence of teachers using exemplars to discuss with students what constitutes excellent work. Instead, a technique that many teachers use involves placing a small post-it on student work with either a numerical grade and one or two general comments or just the grade without comments. This process provides limited information to the student and therefore, does not provide the feedback, tools, and encouragement to move students to a higher level. Although school leaders said they are developing a plan to provide time for teachers to address assessments, the current lack of alignment between assessments and the curriculum hinders staff from providing instruction that leads to consistent improvements in student learning and 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: Teachers have begun to collaborate to align instructional practices to the CCLS. However, teachers inconsistently create and implement plans based on data to address the needs of subgroups such as ELLs and students with disabilities. Students have limited access to curricula and instruction that promotes rigor as well as provide multiple entry points to learning. As result, instructional practices do not adequately address the gap between what students know and need to learn, which limits all students from experiencing high levels of engagement, thinking and achievement.

Strengths:

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

Areas for Improvement:

4.2 **The school has received a rating of *Developing* for this Statement of Practice:** School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.

- School and teacher leaders are beginning to ensure staff develops instructional practices and strategies organized around annual, unit, and daily lesson plans. However, current plans inconsistently address students’ goals and needs. Observations of lessons and a review of teachers’ plans by the IIT confirm that all teachers use lesson plans and that some plans address the needs of students in specific sub-groups. However, when the review team observed classrooms, the team noted limited alignment between data and the lesson plans that addressed the needs of English language learners. Although students in the class demonstrated varied skill levels and diverse needs

in the areas of ELA and mathematics, the review team found limited evidence of instruction that reflected students' identified academic needs. The IIT noted some indications of SIOP differentiation and scaffolding to accommodate the needs of some students, however, when questioned, those teachers were not aware of NYSESLAT modality levels. In most lessons observed across the school, there was limited evidence of the establishment of short-or long-term goals, with benchmarks, for different groups of students. School leaders are beginning to engage teachers more often, in conversations about aligning lesson and unit plans to data and placing a greater emphasis on the importance of goal setting for different groups of students. However, these strategies are at an early stage of development and teachers use data driven instruction on a limited basis for different groups of students particularly students with disabilities and English language learners. This impedes the academic progress of all students.

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

- The school leader has provided multiple opportunities for PD in the SIOP and QTEL models. However, while both of these initiatives are designed to provide teachers with the tools to help students to develop literacy and language proficiency as reflected in the CCLS, the IIT observed a lack of rigor in questioning during most of the classroom visits. Teachers across the school do not consistently ask challenging and thought provoking questions that extend students' thinking and understanding. Rather, the review team observed that, the teachers often asked closed questions that resulted in simple or one-word answers. In many classrooms visited, teachers provided few opportunities for students to engage in "accountable talk" and teachers dominated instruction. The IIT observed some teachers ask and then answer their own questions without providing ample wait time for students to think. The review team also observed that teachers do not always use or have access to instructional materials that contain high levels of text and context complexity. In one instance, there was a shortage of textbooks in a class and the teacher indicated that she had to make copies of the information for some of her students. Classroom observation in the Integrated Co-Teaching (ICT) classes indicated that co-teachers were not used effectively. Instead of interacting and assisting specific students, the review team noted that many co-teachers did not engage in instruction. The team reviewed ICT lesson plans and noted that they did not reflect purposeful planning regarding the role of the co-teacher and that these plans did not include provisions for providing instructional support for specifically designated students. Rather, the plans indicated non-specific directions, such as the "Co-teacher will circulate to ensure completion" and "teacher will work with group 1." Limited planning by teachers to address the needs of all students and those in identified sub-groups, in a consistent, clear, and rigorous manner, contributes to instruction that impedes the students' ability to reach targets that will lead to academic success.

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.

- During classroom visits, the IIT observed that students were respectful and appropriate in their interactions between and among peers and instructors, except in one instance. However, reviewers found limited evidence of students actively engaged in discussions that allowed them to share their values and opinions in the classroom. When interviewed by the IIT, some students shared that they felt their opinions were not taken into consideration at the school. While some teachers provided opportunities for students to discuss a wide range of issues, most class lessons observed did not include opportunities for students to engage in discussions that highlighted the students' diverse perspectives. The school places great emphasis on fostering good behavior as evidenced by the classroom observations and discussions with staff. However, the learning environment is not consistently responsive to students' needs, values, and opinions and provides limited intellectual challenge to push students on to higher levels of achievement.

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).

- Although teachers are beginning to use plans based on data, teachers inconsistently use assessment data to inform instruction to address the needs of all sub-groups of students. A review of documents shows that the school's PD plan included Data Driven Instruction (DDI) and that lesson plans include some assessment strategies. However, during class visits reviewers noted few examples of teachers using data during instruction. The review team found limited evidence of teachers consistently providing multiple points of access for students, and using scaffolding and grouping based on data. Although leadership has provided PD in the SIOP and QTEL frameworks, in most class observations, the IIT noted teacher-centered instruction, a lack of rigor in questioning, low-level expectations and random grouping with little on-going monitoring of student work. While the review team observed some teachers providing feedback to students based on data that enabled the students to play a more proactive role in their own learning, this practice is not a consistent school-wide practice. Teachers' sporadic use of data impedes their ability to create a tailored learning opportunities for all sub-groups of students, which limits students' involvement in their own learning and hinders their 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 community is reflective of an environment that provides all stakeholders with experiences that are conducive for students' social and emotional developmental health. Therefore, students are nurtured, supported and learn in a safe and healthy instructional setting.

Strengths:

5.2 The school has received a rating of *Effective* for this State 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.

- School leaders have worked to establish a clear and well-communicated code of conduct that focuses on respect, organization, acceptance, responsibility, and safety. The school leader has established an expectation among all members of the professional school community that all students are to be, as he indicated, “Seen and heard.” A system is in place for monitoring individual student attendance and lateness. Student data relating to achievement, behavior, attendance, and lateness is shared with appropriate school personnel so that students are well known not only by the instructional staff, but also by the school psychologist, guidance counselor, social worker, parent coordinator, and outreach team member. Discussions with students confirm that they have a designated person they can relate to if they have worries or concerns with students also stating that there is an open-door policy among all school staff that allows students to have multiple avenues for individualized support to address their academic, social, or emotional needs. The school leader reported that the guidance counselor and designated members of the support team meet with each new student individually to ensure that the student is programmed into the correct classes. In addition, staff meets to review plans for students with disabilities and English language learners to ensure that all elements of their plans are addressed. The counselor also meets with every eighth grade student to develop a personal plan that includes short- and long-term goals that revolve around the selection of the appropriate high school and the necessary steps to attain that goal. Discussions with teachers indicated that they know the referral process for students who may be experiencing social and emotional difficulties and have confidence that referrals will be addressed quickly. Although there are two other schools in the building, which sometimes causes confusion on the commonly used first floor, students, parents and teachers concur that they feel safe in the building and that school leadership addresses issues immediately. Stakeholders also shared that the school dean has made a note-worthy impact on the number of actionable incidents and suspensions. As one young man said during the large student group meeting, “I have my family at home, but I have a family here. Everyone looks out for me.” The support structures that are in place address barriers to students' social and emotional 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.

- Classroom visitations, meetings with the school leader and a review of curricula demonstrate that the school uses commercial programs such as Oasis and BEACON to facilitate the teaching of student social and emotional developmental health. These programs are designed to promote student self-confidence and esteem as well as to address the systematic development of students' social and emotional well-being. The teaching aligns closely with the school vision of meeting the social and emotional needs of the students. Leadership provides opportunities for PD for staff, that center on research-based practices that address students' social and emotional needs. Further, leadership has developed a strong school support system that serves as an on-site resource for all stakeholders to ensure that the information that is needed to address the social and emotional developmental health of every student is addressed in a timely manner. During the visit reviewers found that staff consistently engaged in meaningful conversations with students on a variety of

topics that included grades, home issues, and safe plans for the vacation. In addition, the review team noted that staff members addressed issues in an appropriate manner even when the student(s) were not in their class or grade level. School staff practices support a safe and healthy learning environment.

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 constituents work together to develop a common understanding of the importance of their contribution in creating a school community that is safe and conducive to learning. The NYC Learning Environment Survey (LES) indicated that the school environment is one where stakeholders feel supported by the school. The parents who participated in the Parent Meeting shared that they felt the school was "totally committed to the children, and that all of the teachers and leaders always made time to see them." All of the parents interviewed by the review team agreed that whenever parents "dropped in" to see how their children are doing they always feel welcomed and respected by the staff. The review team's discussions with parents indicate that parent know the Parent Coordinator well and expressed that he is an excellent source of information or clarification for them. Interviews with staff, parents and students as well as a review of documents, all demonstrate that the school leader has articulated the role that each has to play in helping to create a safe and effective learning environment. In addition, the positive relationships between home and school, contributes to the school's supportive learning environment. During classroom visits, the IIT noted that there is mutual respect between students and staff. During discussions with staff, staff expressed that feel that school leaders support them when they require additional help with students experiencing specific social and emotional concerns. All stakeholders know and play an important part in creating a safe and secure environment that supports academic achievement and the social and emotional developmental health needs of all students.

5.5 The **school has received a rating of *Effective* for this Statement of Practice**. The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.

- During the meeting with the school leader on first day of the review, he said, "The school leadership consistently tracks interventions and incidents that require a response to social or emotional development health issues of students and makes referrals to the Student Intervention Team (SIT) when it is appropriate." Discussions with the school leaders and support staff as well a review of documents support the school leader's assertions that staff uses data to address student social and emotional needs. The school leader ensures that teachers have access to data from SIT, guidance counselors, social workers, and other support agencies to help implement strategies to meet the needs of students. Discussions with teachers and a review of meeting agendas demonstrate that teachers collaborate in using this data to address student concerns. Teachers review attendance data and make personal outreach through phone calls, conferences, or home visits, as appropriate. Data presented by the school leader demonstrated that this protocol has had an impact on student attendance. The school leaders also partner with outside agencies such as Directions for Our Youth

and BEACON to provide students with additional academic and social support, such as counseling and tutoring as well as extracurricular activities, such as sports and club activities. The school leader said that he shares any data gathered from these programs with teachers to enhance their knowledge of the unique needs of individual students. Through school-wide data initiatives, the school works to ensure that students receive appropriate supports and interventions, which increases students' opportunities to succeed in their academic and social pursuits.

Areas for Improvement:

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

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 engages in regular communication with students and families that encourages and promotes high expectations for academic growth. The school has developed relationships with community partners that provide training for all school stakeholders. This training encompasses the academic, social and emotional developmental health issues that support student success. Data is shared with students and families in ways that promote and encourage reciprocal communication, and empowers families to advocate for their children. As a result, all stakeholders work together to support students' academic, social and emotional developmental health.

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 staff communicates regularly with parents through a variety of methods to foster an understanding of the school's high expectations for student academic achievement. Examples of communication outreach efforts include the designation of a parent office, creation of a website where parents can access student academic data, parent workshops, provision for access to Skedula, the electronic reporting system as well as, teacher initiated parent phone calls, meetings organized by the parent coordinator, mailing of progress reports, and both formal and informal teacher conferences. School leaders reported that they have made it a priority to include parents in all decisions that pertain to their children. The goal is to keep parents informed to encourage them to become an active member of a support team that will have a positive impact on each student's academic achievement. Through the documents sent home, school leaders reinforces the expectations that the school sets for academic and social success. Parents interviewed by the review team expressed positive sentiments about how the school leader listens to them and makes changes based on their suggestion, when possible. Parents also indicated that they felt very well informed and could easily access pertinent information or support services if they needed them.

Two of the parents, who knew the history of the school, praised the current school leadership for making a difference in the lives of their children by creating an atmosphere that was inclusive of all stakeholders and not exclusive based on nationality, language or grades. The parents agreed that the staff provides parents with the tools to support the school's efforts to help their children succeed not only while in middle school but in high school and beyond. The partnership between home and school contributes to a system that addresses the needs of students and supports academic success.

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

- The school staff has a clear plan to communicate with all parents that includes translating all documents into Spanish, posting all on-line information in both English and Spanish and having translators on-call to communicate with those parents whose linguistic background is less common. The school leader openly encourages suggestions from all stakeholders to improve communication and to increase parent participation in school events, such as workshops, Open School Night, and other meetings. During discussion with the IIT, parents informed reviewers that the school is willing to act on any parental concerns or issues that relate to the quality of communication between the school and families. Parents indicated that they believed from speaking with other mothers and fathers, that the reason why some parents do not actively participate in school programs has nothing to do with not being well-informed or feeling welcome, but rather with the demands of work schedules. According to the Parent Coordinator, "parents are viewed as an invaluable resource in helping their children to succeed and this philosophy has a positive impact on attendance and instruction at the school." The open and mutually respectful partnership between home and the school enables families to support their child's development.

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 leaders have developed multiple partnerships with community stakeholders, which help to create an atmosphere where students are nurtured, respected, recognized for their talents, and supported as they address weaknesses. Partnerships include the community-based programs Project Boost, Directions for Our Youth and BEACON. The school also receives on-going Network support. The school leader said, "I am very open to making community connections and actively look for opportunities that will benefit not only the students but also their parents, the instructional staff, support staff and the APs." Feedback from teachers during the vertical team meeting indicated that they welcomed the PD opportunities that are made available to them, and would like to have even more workshops particularly regarding the instruction of ELLs. There is an expectation that all stakeholders will avail themselves of opportunities to grow professionally through PD, workshops and community partnerships. The PD that is provided for staff enables them to establish and sustain productive relationships and partnerships with parents, which helps staff acquire a more comprehensive understanding of each child's needs.

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 empower families to understand and use data to advocate for appropriate support services for their children.

- The school shares data to promote dialogue among all constituents. The school leader reported to the IIT, that the data specialist provides up-to-date information so that school stakeholders can provide parents with pertinent data about student academic progress. Interviews with parents and a review of correspondence sent to parents show that teachers and support staff use data to evaluate and formulate plans that support the needs of students and then communicates information on students to parents in order to gather input and enlist their support. Parents shared that the school staff sends communications home in both English and Spanish and makes translations available to parents who speak other languages. The school supports collaboration between the school stakeholders and the parents. During the meeting with the school leader he said, “Parental support and involvement is welcomed and encouraged. The ability of parents to access and understand their child’s data is a critical step in helping that student to succeed because when the parent understands their child’s academic strengths and weaknesses they can work with the tools that the school provides to improve educational outcomes.” The parents who were part of the parent meeting strongly agreed that the school does, “a great job” in keeping them informed and giving them the information that helps them to support their child’s learning. The manner in which the school provides access for parents to gain information about their child’s academic progress increases the opportunities for parents to advocate for their child’s success.

Areas for Improvement:

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

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: Establish a committee comprised of representatives of all school and community stakeholders to create a clear vision that focuses on preparing students to be college and career-ready. Ensure that vision is communicated across the school community. Create measurable benchmarks and ensure staff re-evaluates and monitors progress, regularly.
- 2.4: Use student data to provide specific and targeted feedback to teachers through APPR formal and informal observations, written evaluations and the use of teacher improvement plans to serve as a guide for rigorous and relevant instruction for all groups of students. Establish a schedule for monitoring the work of the school support team members and regularly provide relevant data to the teachers that can be used to re-evaluate and focus the pedagogical choices that they make for their students.
- 2.5: Use data to develop a specific targeted professional development plan that supports the school's vision and addresses the specialized needs of all student groups such as the ELLs, students with disabilities and Gifted and Talented. Continue on-going training in the Sheltered Instruction Observation Protocol (SIOP) and Quality Teaching for English Language Learners (QTEL) for all staff members. Monitor staff's implementation of PD strategies regularly to ensure compliance.

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: Provide on-going opportunities for teachers to experience rigorous instruction through inter-visitations, exemplar curriculum, and the use of coaches who can help create rigorous lessons aligned with the CCLS and demonstrate their use with all student subgroups including the ELLs, students with disabilities and Gifted and Talented.
- 3.3: Provide regularly scheduled planning sessions for core area teachers across grade levels to develop and monitor a course of study that builds on data and prior knowledge , provides enrichment opportunities, scaffolds skills for all sub-groups of students and results in the creation of lesson plans that are rigorous and appropriately aligned to the CCLS. Provide on-going PD for the teachers of ELLs and students with disabilities. Monitor teachers' use of PD strategies to ensure that all students are being challenged to work and learn at appropriate levels.
- 3.4: Provide consistent structures for teachers to develop strategies for integrating the arts and other enrichment opportunities into lessons in order to foster student involvement and broaden student exposure. Provide multiple on-going opportunities for all sub-groups of students to use technology as an integral part of instruction in all content areas. Create inter-disciplinary real world opportunities such as the development of a

school store and bank, theater, literary magazine and newspaper to help support all sub-groups of students as they prepare for college and the world of work.

- 3.5: Develop data-based instructional plans based on test and assessment results to provide targeted instruction for all sub-groups of students. Analyze student work on a regularly to determine if instruction is meeting individual needs and if not, to develop a plan of action that will further differentiate instruction in order to meet the specific needs of each sub-group. Provide all students with timely and constructive feedback to enable them to attain higher levels of achievement and empower them to take more responsibility for their own learning.

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: Establish short- and long-term goals based on grade-level benchmarks for every sub-group. Monitor instruction to ensure that the instruction is research based and aligned to the CCLS. In addition, ensure that all of the sub-groups of students are being challenged to meet their goals and to use appropriate higher-order thinking skills.
- 4.3: Provide PD for the instructional staff on how to identify and implement rigor into every lesson. Require that instruction be student and not teacher focused so that students take a more active and productive role in the lesson and be held responsible for their learning. Provide multiple opportunities for all sub-groups of students to be actively engaged in learning by reading out loud, sharing, modeling, creating word walls that are connected to visuals, teaching and pairing. Provide PD for the staff on how to create multiple methods to assess learning throughout the lesson and make modifications to address students' needs.
- 4.4: Reinforce appropriate behavior and enforce all classroom and school-wide rules. Ensure teachers consistently provide opportunities for all students to take an active role in their learning and for all students to acknowledge and respect each person's perspective. Continue to work across the school to recognize and value student diversity.
- 4.5: Ensure teachers use data to group students and adapt lesson plans to meet the needs of students. Provide frequent, timely, and appropriate feedback to students in order to help them to meet set goals and to make sustainable progress.