



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	320700010162
School Name	The Lola Rodriguez De Tio School
School Address	600 St. Anns Avenue, Bronx, New York 10455
District Name	CSD07X
School Leader	Angel Fani
Dates of Review	March 11, 12, 2014
School Accountability Status	Priority School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet for 07X162

School Configuration (2013-14)					
Grade Configuration	06,07,08	Total Enrollment	395	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2013-14)					
# Visual Arts	42	# Music	8	# Drama	N/A
# Foreign Language	2	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	74.4%	% Attendance Rate	88.5%		
% Free Lunch	81.6%	% Reduced Lunch	2.3%		
% Limited English Proficient	25.2%	% Students with Disabilities	31.8%		
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	N/A	% Black or African American	27.7%		
% Hispanic or Latino	71.1%	% Asian or Native Hawaiian/Pacific Islander	0.9%		
% White	0.2%	% 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	2		
% of Teachers with No Valid Teaching Certificate	4.6%	% Teaching Out of Certification	33.8%		
% Teaching with Fewer Than 3 Years of Experience	11.4%	Average Teacher Absences	7.8		
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	5.8%	Mathematics Performance at levels 3 & 4	4.7%		
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	32.5%		
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	100.0%		
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	Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	Yes	Limited English Proficient	Yes
Economically Disadvantaged	Yes		
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	No
Hispanic or Latino	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	Yes
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		

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

1. Designing engaging, rigorous and coherent curricula, including the arts, physical and health education for a variety of learners and align it to the Common Core Learning Standards.
2. Align assessment to curricula, using on-going formative and short formative assessments and grading while analyzing information on student learning outcomes to adjust instructional decisions at the team and classroom levels.
3. Establish a culture of support services around students Social and Emotional learning through character curricular modules, a renewed advisory program, specific support structures and teacher professional development with a lens on character building to decrease classroom disciplinary occurrences, increase in overall school wide attendance and a decrease in students tardiness to school.
4. Establish a culture of learning that communicates high expectations to staff, students and families, and provide supports to achieve them.
5. Establish a Professional Learning Community (PLC) that values and promotes inquiry around Danielson's Framework for Teaching supported by continuous professional development for teachers and administrators as to improve overall teaching practices to support students at their performance level.

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:			D	
Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking, and achievement.					
#	Statement of Practice	H	E	D	I
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.			X	
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.			X	
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.			X	
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).			X	
	OVERALL RATING FOR TENET 4:			D	
Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.					
#	Statement of Practice	H	E	D	I
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.			X	
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.				X
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.			X	
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.				X
	OVERALL RATING FOR TENET 5:			D	
Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.					

#	Statement of Practice	H	E	D	I
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:				I

School Review – Findings, Evidence, Impact, and Recommendations:

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement.	Tenet Rating	I
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Debriefing Statement: Guided by a long-term vision, the school leader has established some structures and systems for school-wide improvement. However, there is very limited evidence of progress towards the overarching goal of data-driven instruction (DDI) and monitoring student achievement leading to sustainable school improvement.

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 *Developing* for this Statement of Practice: The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission, and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).

Overall Finding:

The school leader is in the process of developing SMART goals and communicating a long-term vision for the school. However, only a very limited number of stakeholders across the school community have been engaged in the process and are aware of school goals.

Evidence/Information that Lead to this Finding:

- The school leader wrote a school mission and vision statement upon assuming his position in July, 2014. The current statements are posted outside his office and he is collaborating with the newly formed school leadership team (SLT) to revise the statements. This work resulted in the integrated intervention team (IIT) being provided with an updated version of the school mission and vision that indicated some rewording, but no essential differences. In meetings with the staff, parents, and teachers, although there were references to school improvement as compared to the previous year, there were no references to a new school vision or mission.
- The SCEP was written by the Network staff in advance of the school leader’s appointment and does not contain SMART goals. The goals stated in the SCEP were provided to the ITT in the form of school priorities as a part of the school assessment written by the school leader for the review.
- In interviews with the school leader, parents, and staff, a range of comments reflected aspects of these stated school priorities, but made limited references to school vision, mission, or school goals. One parent spoke of a vision “to have all the students succeed,” but others present neither confirmed their knowledge of a vision nor expanded on the parent’s comment. Teachers spoke of

the school leader being “data-driven” and instituting a conference day every Wednesday for teachers to meet individually with students, but only a small number were able to provide information about the nature of the data or how it was used to monitor progress. The school leader spoke of goals toward supporting students’ academics, but had limited data to indicate progress. He has purchased a computer program, Datacation, which can be accessed by all stakeholders, and which was introduced to parents to provide them with information about attendance, grades, and notes from teachers about academic or behavior issues. However, no teacher mentioned inputting information and one parent mentioned another program, Engrade.

Impact Statement:

While the school leader has brought a school mission and vision statement to the school community, they are not yet widely known. SMART goals have not yet been developed to drive the mission. As a result, the school is limited in its ability to achieve the school’s long-term vision.

Recommendation:

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

- Develop specific, measurable, ambitious, results-oriented, and timely (SMART) goals that reflect a sense of urgency, a strong academic vision, and high expectations for all students. These goals should be shared with all constituents so that instruction and achievement can be monitored, evaluated, and adjusted to create high expectations for all students and raise achievement.

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.

Overall Finding:

The school leader has begun to make some strategic programming decisions and has taken some steps to secure personnel, but additional changes are required to meet the immediate needs of the school community.

Evidence/Information that Lead to this Finding:

- In response to the need to increase student achievement, the school leader has programmed two periods daily for English language arts (ELA) and math. This was confirmed by teachers, reviews of teaching schedules, and class visits. However, classroom observations provided limited evidence of effective use of this expanded time. Reviewers reported expanded teacher talk, but limited implementation of strategic teaching practices with little time allocated to working with students, either in small groups or individually. To support the staff’s education in current practices, the school leader programmed additional professional development (PD) during and after school, focused on understanding and implementing Danielson’s Framework for Teaching: school calendars and memos to staff confirm this. Furthermore, time is allocated for collaborative team planning. Once again, questions arise as to the implementation of evidence-based teaching, data-driven instruction, and attention to rigor. Classroom visits provided reviewers with limited evidence of the implementation of newly learned teaching practices to improve students’ learning, effective progress monitoring, or high teacher expectations. Sustained silent reading was mandated for the advisory period and a program of leveled reading accompanied by progress monitoring has been implemented. The program has specific requirements for each student to meet before they may

advance. Students are made aware of the book level they should be reading, based on the program assessment, and are provided with a “power goal.” However, the goals are program goals and not SMART goals and are, therefore, of limited value in supporting advancement.

- Staff vacancies in art, science, and special education that existed in September 2013 are just beginning to be filled. The school leader formed a hiring team that interviews prospective candidates and an art teacher is now on the staff. The school leader plans to integrate the arts (including industrial art and music) into the content areas, but there is limited collaboration yet across the staff.
- There was no parent organization in place; therefore, the school leader established one. He provided space for a “Family Resource Room,” which is open daily, and which provides a welcoming environment for support, service, and information to parents. However, it is not regularly utilized by many parents and it is unclear as to how well known it is within the community.

Impact Statement:

Decisions have been made to address some immediate needs of the school; however, there is limited evidence of the effectiveness of these decisions and the impact on student achievement because of an absence of monitoring systems and collaboration.

Recommendation:

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

- Collaborate with staff to develop protocols designed to align program changes to student achievement, including a monitoring system to evaluate effectiveness. Increase collaboration with partnerships, which consider the needs of students and staff members to strengthen staffing decisions and set protocols for the use of fiscal capital at designated intervals during the school year.

2.4 The school has received a rating of *Ineffective* for this Statement of Practice: The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.

Overall Finding:

Observations are not providing actionable feedback on teaching practices for continuous improvement.

Evidence/Information that Lead to this Finding:

- The school leader developed a plan for the gradual introduction of a school-wide plan for classroom observations throughout the school. Initially, all staff members were to receive visits during the first four months of the school year to be considered “diagnostic” and feedback would be informal. Following the “diagnostic” introduction to observations, the school leader informed the staff that assistant principals (AP) would begin observations with written feedback on a regular basis. Staff members acknowledged “frequent” observations and the receipt of e-mails providing feedback. Teachers shared that short, two to three minute observations with actionable feedback related to

“little things” have been provided. In late November and early December, the school leader instituted a change in documentation of informal observations and APs visited all classrooms to perform documented “informal” observations. Although mention was made and professional development was conducted on the use of the Danielson Framework for Teaching, a binder of teacher observations contained only a checklist based on Danielson that was completed for each visit. This checklist was returned to each teacher with a rating. Most teachers received an effective rating or effective with one or two areas in need of developing. The signed formal observation did not include any formative feedback for which the form provides space. In instances of the rating “developing” there were no comments, no evidence noted, and no formative feedback. Some notes indicated a follow-up visit to check on the physical environment, such as tidying up the library or removing a microwave. Although staff members have received visits from school leaders, they have received little or no information to reflect on or to help them evaluate their professional practice.

Impact Statement:

The lesson observation process is not targeting and monitoring teacher practices and, as a result, school leaders and teachers are not held accountable for continuous improvement.

Recommendation:

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

- Utilize observations and frequent walkthroughs tied to an evidence-based teaching rubric to provide consistent and actionable feedback to staff, track improvements, and hold staff accountable for continuous improvement. This schedule should be implemented with rigor and its impact regularly monitored and evaluated.

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).

Overall Finding:

The school leader is developing some school-wide structures as defined in the SCEP. However, they have provided limited improvement in individual or school-wide practices.

Evidence/Information that Lead to this Finding:

- As outlined in the SCEP, the school leader has provided a structure for the implementation of the Danielson Framework as well as on-going professional development to support its implementation. Additionally, staff members have regular team meetings to reflect on new learning and implement newly learned strategies. However, evidence from observations, discussions, and a review of documentation including student notebooks and teacher lesson plans, provided reviewers with limited information concerning how curriculum is adapted, teacher practices are improved, and student progress is monitored. Although observations are in place and PD is provided, feedback on instructional practices is limited, and there has been minimal action taken to address the effectiveness and impact of school-wide practices. A range of systems to monitor behavior (Ladder of Referral, phone calls home, Crisis Intervention Team) was noted by the staff members, support

staff, and school leader, and greater security procedures were noted by parents interviewed, but behavior and safety remain, at times, significant issues in the building.

Impact Statement: The gaps in the monitoring and implementation of schoolwide practices results in those efforts not resulting in the desired impact of improved practices and improved student outcomes.

Recommendation:

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

- Develop, implement, and evaluate an interconnected system using set protocols to ensure that collected data is shared by staff and progress toward critical school-wide goals is monitored to ensure that they are met within the stated timeframe.

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 has adopted an English language arts (ELA) and math curriculum aligned to the CCLS and instructional shifts. However, instruction and differentiated practices do not yet reflect a rigorous data-driven pedagogy that enables students to accelerate their learning towards college and career-readiness.

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.

Overall Finding: The school leader is providing collaborative meeting time and pedagogical support for staff members to implement the CCLS-aligned curricula. However, there is limited evidence of targeted goals to address the needs of all students and not all staff members across all areas of study attend the meetings.

Evidence/Information that Lead to this Finding:

- During the summer of 2013, the school leader provided staff members with opportunities to meet and plan collaboratively to implement CCLS-aligned curricula in ELA and math, but only a few ELA teachers attended. They began creating curriculum maps and used materials from Engage NY and NYCDOE Scope and Sequence. At the beginning of the school year, a plan for collaborative team meetings led by the literacy coach was begun. Grade-team meetings are also held weekly. The

current plan provides for training of ELA and math staff members, but does not yet include the balance of the staff. Teachers are using the ELA and math curricula received in recent months to form unit and lesson plans. However, there is no formalized plan to monitor the effectiveness of the curriculum or indications of targeted goals to address the needs of all students. Although the school has a large population of students with disabilities (SWD) and English language learners (ELLs), there is limited evidence of a plan to train teachers to align the CCLS curricula and instructional shifts to meet the needs of these subgroups of students. When addressing the current curricula the staff members interviewed indicated that the chosen programs supported the subgroups mentioned by providing different materials with different levels, but did not mention targeted language or learning goals or systems for monitoring progress.

Impact Statement:

Although the school leader has implemented a plan to provide staff members with materials, access to pedagogical support, and training, curricula are not being consistently adjusted and monitored to meet the needs of all students. As a result, curricula are not leading students to college and career readiness.

Recommendation:

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

- Develop a systematic plan with targeted goals to address the needs of all students and subgroups with an emphasis on differentiated instruction. Use the plan to provide all teachers with pedagogical support, materials, and training aligned to CCLS curricula and instructional shifts.

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

Overall Finding:

The staff is in the early stages of collecting data and using it to plan and deliver effective lessons. As a result, there is limited information available to monitor and adjust curricula to meet the needs of all students.

Evidence/Information that Lead to this Finding:

- Although staff members work collaboratively in grade meetings, there is limited evidence that unit and lesson plans are based on student data. Some staff members note types of formative assessments to include in lessons and unit plans. However, the formative assessments reviewers observed in classrooms provide the teachers with limited information. To check on understanding, students were often asked to respond by showing “Thumbs up or thumbs down” in response to which the teacher might move on to another topic or review the material based on the consensus. As students work independently on a task, teachers and paraprofessionals often circulate amongst them and “check in.” There are limited indications that this information is being recorded and available for reflection when planning next steps. In the teachers’ focus group meeting, staff members could not describe in detail how data made an impact upon their planning or the adjusting of lessons and the curriculum. When asked about aligning student tasks to the CCLS, staff responded that the new programs were completely aligned to the CCLS and it was an “efficient”

way to put together unit plans. However, an evaluation of planning documentation did not consistently demonstrate planning that included the use of a variety of complex materials or questioning designed to challenge or extend students' thinking and understanding. Grade-level staff meets weekly with the literacy coach to collaborate on lesson plans using templates that are in place and reflective of the CCLS. During the ELA team meeting led by the literacy coach that the IIT observed, teachers reviewed student work and collaboratively analyzed student strengths and needs in order to plan the next steps. The teachers used the CCLS to address the shifts in instruction while planning next steps. However, it was unclear how reflecting on limited data would provide significant information across groups of students and, how this information would inform instruction for the grade. When addressing the CCLS, the focus turned to informing instructional practices for colleagues in earlier grades and not to adapting or monitoring lesson plans in order to address current needs.

Impact Statement:

Although unit and lesson plans indicate an alignment to the CCLS, there is limited use of data to guide and inform instruction. As a result, there is limited evidence of student growth in meeting the demands of the CCLS or the assurance that student achievement needs are effectively addressed.

Recommendation:

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

- Develop grade-level DDI protocols that address student achievement needs in all grades and subject areas. Incorporate a progression of sequenced and scaffolded skills for all groups of students in all unit and lesson plans, and use a variety of complex materials to meet different needs. Use DDI protocols to monitor and adjust curricula and ensure higher-order thinking skills are consistently present for all groups of students across content areas and grades.

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

Overall Finding:

Although there is some limited evidence of teachers partnering to integrate subjects (the arts and technology), the school leader and teachers have not developed a comprehensive plan to create an interdisciplinary curricula.

Evidence/Information that Lead to this Finding:

- The school leader stated in the self-assessment that he found no evidence of a plan previously in place or any evidence of previous planning to develop interdisciplinary curricula. The school leader acknowledged that the current focus of the staff is centered on creating ELA and math units aligned to the CCLS. While the school leader does not have a formal plan targeting the arts, technology, and other enrichment opportunities, he is encouraging teachers to partner, collaborate, and incorporate the arts and technology in their lessons. The newly appointed arts teacher partnered with a social

studies teacher resulted in students producing paintings that conveyed the social studies theme of injustice. These paintings were prominently displayed on a bulletin board outside the art room. In the focus group meeting, the social studies teacher spoke of communicating social studies themes (conflict, justice) and ELA teachers supporting that work by using these topics in writing. The school leader is encouraging the music teacher to increase rigor by incorporating literacy with music.

- In the classroom observations, SMART boards were used for presentations and instructions for students without student interaction. In one ELA classroom, students were provided with Kindles populated with free downloads of novels listed by the New York Times. The teacher used grant money to supply the class with Kindles, and although the Kindles were to be used in school, the students could access their reading at home as well by downloading the Kindle app. These efforts on the part of individual staff members, though admirable, do not form part of a coherent and cohesive plan to use technology or an integrated approach to learning limiting more encompassing student achievement.

Impact Statement:

Without a comprehensive plan to create interdisciplinary curricula, students have limited opportunities to engage in thoughtful cross-curricula activities or enrichment to increase their ability to be academically successful.

Recommendation:

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

- Develop a plan to form partnerships within the staff and create interdisciplinary curricula. Provide staff members with a schedule to periodically collaborate within grades and subjects to develop innovative strategies for connecting these curricula with subject-specific curricula. Ensure that there is time to formally reflect on the impact of the interdisciplinary curricula, make revisions, and develop a common understanding about what is taught and why it is taught.

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

Overall Finding:

Staff members are just beginning to develop multiple types of assessment, but there is limited evidence that the data is used to make curricula decisions or to provide feedback to students to encourage student ownership of learning.

Evidence/Information that Lead to this Finding:

- The review team found evidence of a variety of measures that teachers planned to use for the assessment of student work from teachers' meetings, data binders, and lessons plans. Lesson and unit plans almost uniformly indicated plans for formative assessments, like graphic organizers, exit slips, clock buddies, and rubrics. Conversations about data during the Vertical Teachers' Group (VTG) meeting added additional summative sources of information to teachers' repertoire; for example, pre- and post-unit tests, and quizzes. The review of documented agendas indicates that

school leader has provided specific PD supporting the development of protocols for looking at student work to plan instructional next steps. However, in most of the classrooms observed, teachers used few of the planned for assessments and those selected often did not provide information to identify the needs of individuals or focus on progress or growth. A similar situation was revealed by an examination of student notebooks, folders, and in student conversations. Student work in notebooks had stickers that acknowledged they had been reviewed. Some teachers graded numerically. One student reported that a three was good but they wanted a four. Most students were not provided with developmental comments or rubrics against which to measure progress. When teachers were observed using data to inform instruction during the observed grade meeting and during student conferences, the feedback given to the students was limited to comments such as “show your work” and “learn more vocabulary words” and lacked rigor to outline steps for students to achieve at a higher level or to take more accountability and responsibility for their own learning

Impact Statement:

Assessments are not uniformly used to ensure alignment between curriculum and assessment and student feedback does not encourage student ownership of learning to lead to improved achievement.

Recommendation:

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

- Develop and use a comprehensive system for using formative and summative data as well as a process for adapting curriculum that demonstrates improving achievement for all students. Establish a timeline to ensure implementation, reflection, and revision through regular monitoring and evaluation.

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

Tenet Rating

D

Debriefing Statement: The school has provided teachers with ongoing opportunities for conversations on the use of data and the establishment of goals to develop strategic instructional practices that promote high levels of student learning. The inconsistent application of such practices across grades and subject areas has resulted in limited impact on high levels of student engagement, higher-order 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.

Overall Finding:

While teachers are working together to develop curricula, their focus for daily plans centers around general curriculum information with limited attention paid to student data. As a result, plans do not consistently address student goals and needs, and have not uniformly developed a rigorous approach to goal setting.

Evidence/Information that Lead to this Finding:

- The collaborative development of annual, unit, and daily lessons began in September 2013 with staff members developing units of study for ELA and math. Using an Understanding by Design (UBD) unit template for ELA, staff members developed comprehensive plans, which addressed all categories of the Tri-State Quality Review Rubric for lessons and units. The ELA curriculum map for 2013-14 outlines the implementation of Code X, which is the CCLS-aligned program that was adopted by the school with implementation beginning in October. This map provides minimal information for guiding teaching and learning. Teacher meeting participants referenced the implementation of Code X and GoMath, as completely aligned to the CCLS with supports for differentiation, which enable them to group students, used different materials, and “build up skills based on progression to teach for success.” However, practices observed in most classrooms were whole class and teacher-centered with a single source of text. Teachers spoke of collecting data in various forms, both provided by the program and added to in their lessons, and that the school leader was “data driven.” However, few teachers were able to share how they used the data to address student goals or how they developed rigorous goals with students. One program was highlighted as embedding goals, monitoring progress, and utilizing a range of texts. However, this program has been used for three years and has not proven to be rigorous enough to accelerate student progress. Discussions with teachers indicate that dialogue is now taking place with coaches to provide them with a better awareness and insight into setting challenging but achievable goals for different students. Despite these early efforts, goal setting is yet to be an established practice across the school and students are not provided with a learning journey pathway to help them achieve at a higher level. In practice, most students across all grades and subgroups read below grade level. An analysis of lesson plans indicates an awareness of assessment by specifying tools selected for the lesson, but not all teachers are actively reflecting on the data and using data to respond to the needs of different learners.

Impact Statement:

Although the school leader has begun to engage teachers in a conversation about aligning plans to data and the literacy coach leads planning meetings, the teachers are only in the beginning stages of learning how to align plans with data and establish goals for groups of students. Consequently, the school’s practices do not yet promote high levels of student engagement and inquiry.

Recommendation:

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

- Ensure that teachers use a plan that is informed by data and grade-level goals for all students. Develop a monitoring plan and provide additional supports for staff members to implement

instructional practices and strategies that are aligned to plans for all groups of students. Ensure that teachers adopt a rigorous approach to accelerating student progress.

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

Overall Finding:

Teachers are beginning to develop lesson plans appropriately aligned to the CCLS, but they are not consistently reflective of the CCLS shifts. Additionally, teachers do not consistently ask questions that promote higher-order thinking.

Evidence/Information that Lead to this Finding:

- The majority of lesson plans cite CCLS to be addressed, but do not uniformly address the key instructional shifts. Across lessons, it was further noted that students did not routinely have opportunities to build vocabulary from their reading. Additionally, reviewers noted that lesson delivery was primarily teacher dominated and mini-lessons extended to well beyond the ten to fifteen minutes cited in the lesson plans, leaving limited time for student reading. The structure of lessons did not help students to learn how to search for textual evidence independently. For example, teachers often read a text aloud to their students and then asked some students to read portions aloud to the class. Students were all reading from the same text, but text-dependent questions leading to rich and rigorous discussions were not noted either in lesson plans or during lesson observations. Questions posed most often required one or two word answers requiring literal understanding and/or basic knowledge only. To signify agreement with or understanding of either a teacher's statement or a student's response, the students were often asked only to signal "yes" or "no" and were not involved actively in the learning process.

Impact Statement:

Current instructional practices do not engage the majority of the students in rigorous learning leading to high student achievement.

Recommendation:

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

- Ensure that lessons plans are reflective of the CCLS shifts, include higher-order thinking questions, and include instructional materials that contain high levels of text and content complexity. Provide a systematic plan to support teacher implementation and the acquisition of content appropriate texts.

4.4 The school has received a rating of *Developing* for this Statement of Practice: Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.

Overall Finding:

Although some teachers are implementing a plan for challenging and achievable student expectations, not all

classrooms provide a learning environment tailored to the strengths and needs of all students.

Evidence/Information that Lead to this Finding:

- In classrooms where teachers engaged students in conversation, provided timely and specific feedback, and posted charts for students to reference, students were respectful and engaged. A clear example of this was observed during an industrial arts class. Although the lesson lacked challenge and high-level questioning, the teacher had clearly implemented a plan that created a safe learning environment for this diverse group of learners. The students observed were working confidently, independently and in groups, using equipment with a clear understanding of the objective. Reviewers witnessed other staff members demonstrating strategies that fostered student understanding and made clear behavioral expectations in some ELA and math classrooms. Although these staff members have also created a safe physical environment with acceptable behavior, other teachers have not created a rigorous intellectual environment that is responsive to the varied needs of the students. In the student support group, most students agreed they were comfortable asking questions in class and would raise their hand to answer a question even if they were uncertain of the answer. However reviewers noted teachers asking the vast majority of questions and few students raising their hands to respond. The lack of opportunities for students to be involved in discussion restricts the chances for them to hear and share different viewpoints, values and perspectives. Students in some subject area classrooms told reviewers that the work was too easy. Some students in the second student focus group confirmed this. Where reviewers observed inattentive behavior and reviewed the lesson plans and teaching practices observed, they often concluded that the behavior was most likely in response to boredom and the lack of challenging work.

Impact Statement:

Teachers have not created thoughtful learning environments or uniformly implemented a program/plan for acceptable student expectations. As a result, they are not consistently meeting the needs of diverse groups of learners.

Recommendation:

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

- Ensure that a program/plan is implemented to foster student understanding, explicitly teach students behavioral expectations and creates a thoughtful, interactive learning environment.

4.5 The school has received a rating of *Developing* for this Statement of Practice: Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).

Overall Finding:

Data-driven instruction is in its early stages and teachers' use of data to inform instructional decisions and to provide data-based feedback to students is limited, thereby constraining the progress of individuals and groups.

Evidence/Information that Lead to this Finding:

- Conversations with the school leader and teachers indicated grouping of students was in place

based on a Response to Intervention (RIT) model of Tier I, Tier II, and Tier III grouping. The school leader explained in the school self-assessment that this model had been implemented in an attempt to differentiate instruction for the different levels of learners. Tier I is designated whole group and reviews of plans and reviewers' observations confirmed ongoing whole group instruction across all grades and content areas. However, although teachers collect both summative and formative data, there was limited evidence across lesson plans of the use of data to plan instruction. Some lessons plans refer to Tier II or Tier III groups to monitor and support, but this support was inconsistent. Attempts to use previous instructional information to inform decision-making consisted of nonspecific notes in a lesson plan to check with identified students for potential confusions to untangle. More often, the teachers gave feedback during conferencing, but without a specific focus to foster goal setting. Although math and ELA classes meet for double periods daily, the staff requested additional time and Wednesday has been designated as a Conference Day. The implementation of student conferences has begun, but the sharing of specific student goals and the maintaining of careful records for progress monitoring is limited. A review of a student work folders and notebooks showed that work is not always graded, and feedback and next steps not always given to students on an ongoing basis. In meetings with students, some were able to share personal academic goals in reading and math but this was not uniform across all students spoken to.

Impact Statement:

The lack of consistent, rigorous, on-going data-based instruction with targeted student feedback is not making sufficient impact on improved student achievement for individuals and groups.

Recommendation:

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

- Make data-driven instruction a PD priority, create and implement a PD plan for teachers focused on using data to inform instructional decision making, and use assessments to provide timely and relevant feedback to students with next steps to ensure student progress. Monitor and adjust the plan based on teachers' needs.

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 community recognizes the need to support students' social and emotional development as an integral component to increasing student achievement. Currently, the school is at the initial stages of designing a strategic and systematic approach to address the social and emotional barriers to academic success.

Strengths:

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

Areas for Improvement:

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

Overall Finding:

There are limited interconnected and school-wide systems to enable all staff members to communicate easily and document student progress toward social and emotional developmental health. As a result, limited numbers of students receive the support and guidance.

Evidence/Information that Lead to this Finding:

- Although students confirm that there are systems in place that allow each of them to be known by an adult, the school leader is in the early stages of establishing overarching systems to support and sustain student social and emotional developmental health. He has begun by working with some student support staff members to address critical issues. For example, he explained that the Dean (student support specialist) visits classrooms daily to monitor attendance and behavior issues. This role was developed in response to a review of attendance data and student incidents. The Dean is also available for crisis intervention and is called upon by staff members for assistance when incidents occur as reported during interviews with staff and the school leader, and observed by one reviewer during an intervention. Although responding to safety issues is important, it fails to address the underlying cause of students' behavior or lead to the prevention of future incidents. In terms of referral and support, the school leader has created a ladder of referral, which brings students in need of support to the attention of the guidance counselor. The guidance counselor may follow up with a classroom visit and family meeting. This plan is widely known and was reported by the school leader, student support staff, and classroom staff. Again, addressing individual issues as they occur does not address the social and emotional developmental health of all students. Furthermore, support staff raised concerns about limitations on their time. As many students with individualized education programs (IEP) are mandated to receive counseling, the staff's ability to assess additional students is constrained by the time available. When questioned as to how student misbehavior is addressed at the school, most staff members interviewed responded by providing the review team with information as to how each of them addressed behavior in their classrooms with no reference to a school program. Responses ranged from posting rewards and consequences charts to calling parents to referrals to student support team members.

Impact Statement:

Although the school leader has begun to address some issues related to social and emotional developmental health, no overarching system is in place to address barriers to social and emotional developmental health resulting in limited progress for all students.

Recommendation:

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

- Ensure that all staff uses a research-based approach that is data-driven to promote student social and emotional developmental health leading to academic success.

5.3 The school has received a rating of *Ineffective* for this Statement of Practice: The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.

Overall Finding:

The school leader has begun to develop ways to support students' social and emotional developmental health, but a lack of fiscal and human resources has restrained his progress. Thus far, there is no aligned curriculum or program and behavioral expectations are inconsistent across the school.

Evidence/Information that Lead to this Finding:

- The SCEP identifies steps to take across the school community in order to address the students' social and emotional developmental health, such as: "Training of staff to understand the preventative and intervention strategies listed on the NYC Dept of Education Discipline Code and Policy. However, there is no strategic PD plan to ensure that staff is trained in meeting the social and emotional needs of students. Neither a school leadership team nor a Parent Association existed at the start of the school year. With the support of the Superintendent, those groups were quickly formed and the school leader collaborates with all stakeholders. These beginning steps have created good will, but have had a limited effect on changing student behavior. In recent weeks, the school leader began a school-wide morning routine that requires students to read and recite together a character pledge before classes start. Selected students come to the office to lead the recitation across the school via the school intercom system. Teachers did not share how they explained or supported this initiative directed toward character development and as its implementation is very recent, it is too early to measure any impact. The school leader, some teachers, and some students shared that there were rules of behavior for classrooms, and behavior charts were observed in some classrooms during visits. The behavior charts offered limited support as it was also noted that teachers did not address them uniformly when students were rude or disruptive.

Impact Statement:

The initial work to bring about a safe and healthy environment is limited in scope and impact. Consequently, all students do not have the opportunity to learn in a safe and healthy environment.

Recommendation:

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

- In collaboration with staff members, implement a research-based approach that will address the social and emotional developmental health of all students in a consistent way. Provide additional PD for the school staff that includes guidelines to monitor and revise practices.

5.4 The school has received a rating of *Developing* for this Statement of Practice: All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social

and emotional developmental health supports tied to the school's vision.

Overall Finding:

Although some of the school's stakeholders have begun to work together in designated teams, the school community still has work to do to ensure that the school's vision and procedures are commonly understood in order to create a safe school community for all students.

Evidence/Information that Lead to this Finding:

- In interviews with the school leader and the school support staff, some stakeholders spoke of struggling to meet the emotional and social needs of the student population. The school leader has stated "safety concerns and an orderly school environment are paramount to our school mission." Early efforts to address this problem have focused on forming new school teams, such as the school leadership team (SLT) and the pupil personnel team (PPT). Each team has designated members and a specific purpose. For example, students referred to the PPT are assessed to determine whether behavioral issues emanated from academic or social-emotional causes. The student is first referred to the school crisis intervention team (SCIT) and followed up by a school assessment team. However, most teams have recently been formed, have only met in recent weeks, or are about to meet, and members have not received additional PD. The impact of the teams is therefore limited at the present time.
- Staff members' responses to an inquiry about how behavioral problems were addressed by the school reported their personal approach, but not a whole school approach. Practices included phone calls home, conferring with other staff members familiar with the student, groups charts posted in their classroom to document behavior, and referral of the student to the SST. During interviews with parents, some reported an improved feeling of safety and attributed this to increased security. In discussing classroom behavior, some parents confirmed being contacted by phone by classroom teachers. While the students generally agreed they felt safe, they did not reference any specific reasons to support their statements. Students were positive about their experiences with teachers with comments like: "it's awesome; teachers are all changed since last year, even I was reckless last year; I sat down and had a conversation with principal to get my grades straight." These positive experiences are currently specific and isolated requiring expansion across the school community.

Impact Statement:

Although a start has been made in developing protocols and processes and a general sense of good will prevails, with an emerging culture of collaboration between stakeholders, there is no clear plan that stakeholders uniformly articulate to ensure a safe learning environment for all students.

Recommendation:

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

- Provide the school community with a plan to address how stakeholders' roles contribute to the ways in which student supports are provided to all groups of students. Ensure all stakeholders take

an active role in the process.

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

Overall Finding:

While some data is used, there is no specific plan as to how staff will use data to address student social and emotional developmental health needs. Consequently, teachers and support staff have limited structures to support their use of data.

Evidence/Information that Lead to this Finding:

- Although the school leader’s message about the importance of data for instruction is clear, the school community has yet to fully embrace it either for academic learning or to address student social and emotional developmental health needs. The school leader was very clear when interviewed that no formalized plan for the use of data had been developed thus far but that plans are in hand to devise and implement such a plan. Some general education teachers, support staff members, and the school leader use data that is collected daily for specific purposes. For example, the Office of Safety and Youth Development produces a report based on information provided by the school collating severity and number of incidents both inside and outside the school. The school leader monitors this report daily. Based on information provided by this report, the Dean began to monitor hallways through out day. The hallway incidents have been reduced as a result, but the classroom incidents are growing. In interviews with staff, student support staff, and the school leader, the daily success sheet was shared as a behavioral management tool used when targeting specific students. Information is provided by classroom teachers, reviewed by the school leader, and analyzed to determine what available supports to provide. This is another example of the school’s attempts to support student social and emotional developmental health, but which only goes part way in addressing the needs of all students.

Impact Statement:

It is evident that efforts are being made to support social and emotional developmental health in a piecemeal way, not part of a strategic plan. Consequently, students’ opportunities to become academically and socially successful are limited.

Recommendation:

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

- Bring together the school leadership, in collaboration with the student support team, to urgently implement a plan for the school community to make effective use data to deliver services and supports to students.

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	I
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Debriefing Statement: School leaders and teachers work to create reciprocal relationships with parents and families. The school is in the initial stages of developing effective systems to work in partnership with families. As a result, students have limited opportunities to benefit from a robust and focused home-school connection that fosters high expectations of student achievement.

Strengths:

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

Areas for Improvement:

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

Overall Finding:

The school leader has begun to establish communication with students' families. However, limited numbers of parents are familiar with school academic or behavioral expectations.

Evidence/Information that Lead to this Finding:

- The school leader, eager to form relationships with parents after learning the school had not had a Parents Association for three years, sent out a welcome letter to parents and held an open house at the start of the school year. The school leader was able to provide the IIT with information relating to the many avenues of communication that he has opened to allow for greater parental involvement and to make parents more aware of the school's academic expectations. Parents were sent packets of printed information (English and Spanish), containing information about the school code of conduct and promotional policies, phone calls (school-wide and individual) are placed to announce events and personally report information regarding their child (positive and negative), school newsletters, as well as flyers and invitations to social events, are sent home with their children. Staff and parents call, email, and text information. Some parents reported that they received the newsletters and announcements from their children. Parents and the school leader reported that attendance levels at parent meetings are low and only limited numbers of parents are aware of the school's expectations, but that this is increasing. Progress reports are now being sent to parents in addition to report cards. Teachers check off boxes to indicate whether a student is passing or failing a subject area; however, the school leader recognizes that more needs to be done to improve this aspect and is developing a plan to evaluate how well relationships are being forged with parents and what practices need to be modified to address any shortcomings.
- While there is a new focus on building relationships with parents, and some parents make efforts to maintain contact with teachers, most meetings are not widely attended and parents do not uniformly have clear expectations for student success.

Impact Statement:

The school is attempting to communicate with families in a variety of ways about school activities and student academic information. However, there is only a developing plan to communicate expectations for students' achievement and families do not receive explicit information about how they can support their child's academic growth. These limitations result in limited student achievement.

Recommendation:

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

- Implement a plan enabling the school leader and staff to communicate high academic expectations to students and families. Ensure that the implementation provides for periodic assessment and adjustments to maintain effectiveness.

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 strengths and needs are identified and used to augment learning.

Overall Finding:

The school is beginning to share information with families in dual languages without having developed a plan for reciprocal communication.

Evidence/Information that Lead to this Finding:

- The school leader reported that the school works with partnerships included in a grant and Urban Advantage to host a Family Science Night, trips to the Bronx Zoo, and other cultural centers. Parents and teachers agreed that events in the school, such as Bingo night, trips for parents to the American Museum of Natural History, are some of the ways in which the school is attempting to involve parents in the social development of the students, while increasing parental participation in the school and opportunities for all stakeholders to interact. However, while the aforementioned events engender good will, they do not foster effective channels of reciprocal communication between the home and school.
- A review of documents confirmed that translation into Spanish was common. Consideration is also given to providing translation during oral conversations as was evident during the parent focus group. In addition, the school leader and several staff members are dual language speakers. The larger issue of communication is not one of translation, but of finding strategies to share the pertinent information about student learning and achievement that goes beyond failing or passing grades. The school has yet to implement a formal plan to evaluate how well it communicates with parents and to make adjustments to strategies after taking on board any parental concerns or issues.

Impact Statement:

While the school shares information with families using the most prevalent languages to communicate about school activities and student grades, there is only a developing plan that supports effective communication of important issues that relate to student strengths and needs.

Recommendation:

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

- Develop and Implement a plan to communicate high academic standards to students and parents and ensure that staff monitors the effectiveness of its communication and how well it responds to family feedback relating to issues and concerns.

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.

Overall Finding:

The school partners with some community organizations that host family events and provide workshops, but have not developed a plan to teach parents ways to support their child's learning and growth or to enable staff to work in partnership with parents.

Evidence/Information that Lead to this Finding:

- The school's key school partnerships are with 21st Century and Urban Advantage. The Saturday program offered through 21st Century provides English language instruction to both students and parents, and Urban Advantage is focused on science and partners with the Museum of Natural History. Urban Advantage is hosting an upcoming Family Science night and has organized a trip to the Museum of Natural History. Meetings with organizations are currently focused on bringing families together in the school building, but do not support teachers in learning how to develop partnerships with families. There is no PD plan to address these weaknesses.
- The Bronx UFT chapter also provides workshops to inform parents on the high school application and transition process, on special education reform, and on increasing their child's study skills. Students spoke of support received when applying for high school from teachers and counselors, and one student explained his father was able to help him after he missed an application deadline. Although it is evident that there had been some support for students in the focus group to navigate the high school application process, there were no comments to reflect a coordinated process whereby staff and family collaborated to best support the students. In addition, there is no plan in place to address how the school intends to provide guidance, tips and strategies to enable parents to support their child's academic learning.

Impact Statement:

The limited partnerships with community organizations and lack of plans to equip teachers and parents with the skills and knowledge to support academic learning and partnerships between home and school adversely impact student learning and achievement.

Recommendation:

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

- Provide PD for school staff on how to actively seek and sustain partnerships with families and

community organizations linked to a school plan for engaging parents more effectively in their child's learning.

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

Overall Finding:

The data that staff shares with families is not centered on student learning and, therefore, does not contribute to the parents' understanding of their child's academic needs.

Evidence/Information that Lead to this Finding:

- All stakeholders spoke of the traditional means of communication (phone calls, e-mails, texting, common notices) between the school community and families. It was clear to parents that school monitored attendance and lateness as they received phone calls in that regard. Parents receive report cards, progress reports, and interim personal calls about academic achievement. However, parents spoke of not understanding homework expectations and not knowing how to be of assistance to their child. They learned of power goals, but not what power goals were about. There was also confusion about how to read report cards. The academic data relied on by the school community is focused on the grades and test scores, which provide signposts to progress, but do not provide information of learning and academic needs.

Impact Statement:

Dialogue between the school community and families using easily understood, personalized information relating to their child's academics has not been established. Consequently, parents are not empowered to take action to support student learning.

Recommendation:

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

- Use data to identify family needs, target strategies to address them, and ensure that the identified data is shared in easily understood ways to empower families to advocate for student support and to work in partnership with the school to accelerate progress.