



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

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



<b>BEDS Code</b>	331400010126
<b>School Name</b>	John Ericsson Middle School 126
<b>School Address</b>	424 Leonard Street Brooklyn, NY 11222
<b>District Name</b>	NYCDOE CSD 14
<b>School Leader</b>	Marcos Bausch
<b>Dates of Review</b>	June 2 2014
<b>School Accountability Status</b>	Priority School
<b>Type of Review</b>	SED Integrated Intervention Team (IIT)

### School Information Sheet for 14K126

School Configuration (2013-14)					
Grade Configuration	06,07,08	Total Enrollment	265	SIG Recipient	Yes
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	10	# SETSS	N/A	# Integrated Collaborative Teaching	13
Types and Number of Special Classes (2013-14)					
# Visual Arts	14	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	66.3%	% Attendance Rate	90.1%		
% Free Lunch	84.4%	% Reduced Lunch	5.3%		
% Limited English Proficient	20.2%	% Students with Disabilities	35.5%		
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.4%	% Black or African American	22.5%		
% Hispanic or Latino	69.1%	% Asian or Native Hawaiian/Pacific Islander	3.4%		
% White	4.6%	% Multi-Racial	N/A		
Personnel (2012-13)					
Years Principal Assigned to School	0.9	# of Assistant Principals	3		
# of Deans	N/A	# of Counselors/Social Workers	2		
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification	10.0%		
% Teaching with Fewer Than 3 Years of Experience	36.7%	Average Teacher Absences	4.5		
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	6.8%	Mathematics Performance at levels 3 & 4	8.3%		
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	42.2%		
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	Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	Yes	Limited English Proficient	No
Economically Disadvantaged	Yes		
Met Adequate Yearly Progress (AYP) in Mathematics (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		
Met Adequate Yearly Progress (AYP) in Science (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
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	N/A
Economically Disadvantaged	No		

#### SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

1. By June 2014, classroom observations will demonstrate all teachers have implemented CCLS across all grades, framed by the school's instructional focus, resulting in higher student achievement.
2. By June 2014, all teachers will create, examine and refine their CCLS curriculum maps and incorporate checks for understandings into each lesson.

3. By June 2014, all teachers will demonstrate evidence that classroom lessons are informed by assessments that further implement strategies to address the instructional needs of all students.
4. By June, 2014m the school will develop systems to identify subgroups of students at risk and will provide all students with social and emotional supports, as evidenced by a successful implementation of a school-wide behavioral management system (PBIS).
5. By June 2014, our parent communications will increase by 2% in the “Strongly Agree” category of the Learning Environment Survey.

**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		
<b>OVERALL RATING FOR TENET 2:</b>			<b>E</b>		

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

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

	<b>OVERALL RATING FOR TENET 3:</b>			<b>D</b>	
<b>Tenet 4 - Teacher Practices and Decisions:</b> 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.					
<b>#</b>	Statement of Practice	<b>H</b>	<b>E</b>	<b>D</b>	<b>I</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.			X	
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.			X	
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.			X	
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).			X	
	<b>OVERALL RATING FOR TENET 4:</b>			<b>D</b>	
<b>Tenet 5 - Student Social and Emotional Developmental Health:</b> 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.					
<b>#</b>	Statement of Practice	<b>H</b>	<b>E</b>	<b>D</b>	<b>I</b>
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		
	<b>OVERALL RATING FOR TENET 5:</b>		<b>E</b>		

**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		
<b>OVERALL RATING FOR TENET 6:</b>			<b>E</b>		

**School Review Narrative:**

<b>Tenet 2 - School Leader Practices and Decisions:</b> Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement.	<b>Tenet Rating</b>	<b>E</b>
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**Debriefing Statement:** The school leader has collaboratively created a long-term vision and made strategic decisions that are supported by the school community. The school leadership has organized human, capital, and programmatic resources to improve the entire school environment and create increased opportunities for student success.

**Strengths:**

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

**Overall Finding:**

The school leader has put in place SMART goals that address the priorities outlined in the SCEP. These goals are supported by the entire school community and are designed to bring about improvements in planning, instruction, and social and emotional developmental health and strengthen school family relationships.

**Evidence To Support that Finding:**

- Evidence from discussions with school leaders and staff indicate that the school leadership team (SLT) has developed a Student/Parent and Staff handbook that includes a statement of core beliefs and a mission/vision statement.” In additional discussions, staff indicated that that they are aware of school goals to improve student outcomes and that school leaders monitor progress toward these goals on a regular basis. Staff reported that the school’s stated mission articulates the goal that every student develop skills necessary to build a “strong social, emotional, and academic foundation that will allow for a smooth transition to high school, and to be a responsible citizen who can manage future challenges.” During interviews with the Integrated Intervention Team (IIT), parents articulated the school goals.
- A review of documents and interviews with stakeholders indicated that most parents, students, and staff attended assemblies and workshops where the mission/vision statement was reviewed. Discussions with school leaders, staff, students, and parents demonstrated that staff members are required to sign an acknowledgement of receipt of their handbook and students and parents sign agreements acknowledging their roles in the school’s goals and vision.

**Impact Statement:**

All stakeholders know the school’s vision and goals, which increases student success.

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

**Overall Finding:**

The school leader has made strategic use of capital, human, and programmatic resources that have benefited students and have increased opportunities for student academic and social success.

**Evidence to Support That Finding:**

- The school leader identified through evaluation that there were gaps in support structures and mechanisms in how student social-emotional needs were being met. In response, the school leader used school funds to hire a second guidance counselor and a fulltime social worker. In addition, the school leader negotiated with the Network to provide a data coordinator to assist in assessment and data collection. The school leader was also proactive in procuring further support from the Network that resulted in the Network providing a technical expert to come to the building once a week to train all teachers on the use of the SMARTBoard and other technology, based on school needs. In addition, the school leader secured a grant designed to provide enrichment activities, such as the, “Rocket to Turkey” trip that students are participating in.
- As part of the school leader’s evaluation of available resources, capital was used to build and equip a student workout room that is used by students both during the school day and during the Extended Learning period after school. The technology teacher stated that the school leader addressed the school’s needs by purchasing a new networking system and graphic arts program that allows students to study and produce modern graphics and improve their technology skills.
- The school leader initiated a Saturday Academy to provide additional support for English language learners (ELLs), and instituted programs to support new arrivals to the school and for Students with Interrupted Formal Education (SIFE). The school leader also initiated Diplomas Now, a school-wide program to monitor and track student participation and progress and hired two coaches to assist teachers in literacy and math. The school leader introduced the Communities in Schools (CIS) program, which empowers students to stay in school.
- The school leader identified the need for additional after-school activities and tutoring, and obtained a grant from the Sports and Arts in Schools Foundation (SASF), which connects sports and the arts to academic success and provides for a full-time coordinator to support successful implementation.

**Impact Statement:**

The school leader uses resources to address the needs of the school community, which supports student success.

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

**Overall Finding:**

The school leader has put in place a system aligned to the district's APPR for frequent, targeted observations that includes timely feedback designed to improve instruction.

**Evidence To Support That Finding:**

- During interviews with the IIT, teachers indicated that all had selected six informal observations and that the feedback they received was timely and valuable. Documents indicated that the feedback rendered by the school administration is tied to the Danielson Framework and all teachers reported that they are becoming more knowledgeable regarding the components necessary for effective instruction. The teachers also indicated that they voluntarily visit each other's classrooms and that these visits give them a greater insight into instructional practices that result in improved student learning.
- Discussions with school leaders and teachers, and a review of documents, indicate that the school uses the district's ADVANCE program data along with teacher self-assessments to determine what areas of PD are required. Teachers reported that they have 24 teaching periods a week and have one period for common planning time.
- Teachers reported that although the Network provides most PD, they are encouraged to participate in outside PD and return to the school to turnkey what they have learned to rest of the staff. Teachers state that PD is often connected to areas for improvement identified through lesson observations. In addition, the APs conduct learning walks in other schools within the Network to learn about best practices and share them with teachers with the expectation that these practices will be implemented.

**Impact Statement:**

The effective structures that are in place for monitoring and evaluating the quality of instruction in classrooms are leading to improvements in the quality of learning and student achievement.

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

**Overall Finding:**

School leaders have put in place data-driven school-wide strategies, practices, and structures designed to improve the school learning environment as defined in the SCEP.

**Evidence To Support That Finding:**

- The Teacher Effectiveness Progress Monitoring Tool provides the school leader with data regarding teacher PD. The school leader uses this information to make and inform decisions about the types of PD opportunities teachers need. Teacher interviews revealed that teachers felt this monitoring tool assisted them as well in making decisions as to what PD to participate in. The school leader is in the process of initiating additional systems to monitor the impact of PD on classroom practices and

student achievement.

- Discussions with school leaders and teachers indicate that the tracking devices in place as part of the Diplomas Now program provide critical data regarding all aspects of student academic and social progress. The program provides data on attendance, behavior, ELA, and math progress. Along with the Early Warning indicators, students are assigned a “champion” to follow up with them and provide interventions. The Get Schooled Attendance Indicators monitor all students and provide weekly prizes to students with the most improved attendance.
- The Saturday Academy assists all students, including subgroups such as ELLs. A review of documents and discussions with school leaders and teachers indicate that teachers also provide after-school and Extended Learning Time activities. Further, discussions with school leaders indicate that they use evidence from the City Year initiative to provide programs that enable teachers to support students in completing homework and improving learning. CIS also provides additional support in the form of ELA and math coaches, along with small group PD on topics, such as classroom management, assessments, and the Common Core Learning Standards (CCLS).
- Teachers reported that they received PD on the Success Maker, Students in Transition, and Recovery (STAR) programs to allow them to run reports designed to identify student strengths and weaknesses. Classroom visits and documents indicate that some teachers are using this data to adjust planning so that instructional tasks match the needs of different students.

**Impact Statement:**

The school leader ensures that evidence-based systems are in place to measure progress toward critical school-wide goals and to improve student success.

**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.

<b>Tenet Rating</b>	<b>D</b>
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**Debriefing Statement:** The school has curricula aligned to the CCLS. However, teachers do not consistently implement the curricula or adapt it to meet the needs of all students. As a result, many lessons are not data-based and do not promote higher-order thinking skills, which hinders 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:**

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 developing a plan to ensure that teachers implement a rigorous and coherent curricula aligned to the CCLS.

**Evidence to Support That Finding:**

- Discussions with school leaders and teachers, and a review of documents, indicate that grade and subject level team meetings are held once a week where teachers are beginning to discuss the CCLS and to use data to inform instruction. However, despite the support mechanisms that are in place, not all teachers are delivering lessons that are reflective of CCLS aligned planning. While the school leaders are facilitating collaborative planning time for teachers, they do not ensure that teachers consistently implement the curriculum and adapt it to meet the needs of students.
- During 22 of 34 classroom visits, the IIT found limited evidence of questioning techniques designed to promote student reflection and deep understanding. While some lesson plans noted the instructional shifts, there was limited evidence of the shifts during instruction.

**Impact Statement:**

The curricula used do not consistently meet the needs of students, which hinders college- and career-readiness.

**Recommendations:**

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

- Ensure that teachers implement CCLS aligned curricula across the school and monitor the impact in order to ensure student needs are met.

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:**

Teachers do not consistently ensure that unit and lesson plans include DDI protocol and align to the CCLS to meet student needs.

**Evidence To Support That Finding:**

- Discussions with school leaders and teachers indicate that the school leader provided support personnel to assist teachers in planning lessons that are aligned to the CCLS and the instructional shifts. Evidence from discussions and documents indicate that staff meets with these coaches weekly to review progress and to monitor lesson planning and preparation. However, the review team found that teachers are not consistently planning lessons aligned to the CCLS that include a variety of complex learning materials.

- A review of plans demonstrated that teachers are at an early stage of using data to drive instruction. Teachers stated they use data from Diplomas Now to target individual students who are off track and lesson plans demonstrate that some teachers are beginning to plan specific learning activities for these students; however, lesson plans that include DDI protocols across the school are inconsistent.
- A review of lesson plans demonstrated that teachers do not consistently include complex materials and texts, higher-order questions, or academic vocabulary.

**Impact Statement:**

Inconsistent planning limits student achievement across the school.

**Recommendations:**

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

- Ensure teachers use data to plan learning activities that challenge and meet student needs.

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:**

Teachers do not formally partner across the school to create interdisciplinary curricula that targets the arts, technology, and other enrichment opportunities.

**Evidence To Support That Finding:**

- During discussions with the IIT, school leaders and teachers stated that there is no specific and formalized plan to support the introduction of an interdisciplinary curriculum across the school. Teachers stated that there are few opportunities for them to plan interdisciplinary learning together. However, teachers shared that some teachers plan interdisciplinary learning together informally. The technology teacher reported that teachers come to him informally for assistance with projects. In addition, the art teacher reported that she is asked to plan with teachers informally to provide an art project in conjunction with an area of study.

**Impact Statement:**

Students do not consistently have opportunities to engage in thoughtful cross-curricula activities and this hinders student success.

**Recommendations:**

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

- Provide opportunities for teachers across the school to collaborate in order to plan interdisciplinary

learning.

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:**

Teachers do not consistently use assessments to plan curriculum or to involve students in the ownership of their learning.

**Evidence To Support That Finding:**

- During classroom visits, only 15 of the 34 teachers demonstrated the use of assessment data in planning lessons. Evidence from planning documents indicated that some teachers used assessment data to plan tasks to meet individual student needs. However, many teachers did not purposefully use data to adjust instruction.
- Discussions with students, a review of documents, and classroom visits demonstrated that teachers do not consistently provide students with feedback based on data in order to guide students toward the next steps to improve their achievement.

**Impact Statement:**

The inconsistent use of assessments and feedback to guide and inform instruction limits student achievement.

**Recommendations:**

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

- Provide PD to ensure teachers use data to plan lessons and to provide feedback to students in order to improve student achievement.

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

**Tenet Rating**

**D**

**Debriefing Statement:** Some teachers have begun to use data to accommodate the needs of all students. However, instructional practices are inconsistent and do not align to written plans. As a result, instruction does not promote rigor or provide multiple access points to learning.

**Strengths:**

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

### **Areas for Improvement:**

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

#### **Overall Finding:**

Teachers do not consistently ensure that their instruction is informed by data or that data are used to meet the academic needs of all students.

#### **Evidence to Support That Finding:**

- The school leaders have started to have discussions with teachers on the use of data to drive instruction, but data driven instruction is not embedded school-wide. Discussions with the school leader indicate that the school has not decided on a format for lesson plans, which hinders a consistent approach to planning and instruction. A review of documents and classroom visits demonstrated that while some teachers are planning and modifying instruction based on data, this is not consistent across the school.
- In 15 of the 34 classes visited, teachers designed lessons to meet the needs of students in subgroups and included language modifications for ELLs. Further, in some classrooms teachers planned group discussions that allowed students to exchange ideas; however, this was not consistent across the school.
- Students stated that some teachers set long and short-term goals with them. However, a review of documents demonstrated that these goals were not specific and were not monitored to ensure student success.

#### **Impact Statement:**

The school's instructional practices inconsistently promote high levels of student inquiry and engagement, which limits student achievement.

#### **Recommendations:**

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

- Ensure teachers use data to drive instruction, differentiate learning, and meet the needs of 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.

#### **Overall Finding:**

Teachers do not consistently provide coherent instruction aligned to the CCLS that leads to multiple points of access for all students.

**Evidence to Support That Finding:**

- Discussions with the school leader and a review of documents demonstrated that the school leader has outlined the analysis of data and the implementation of instruction that meets the needs of all students as PD priorities. Teachers stated that they have received training on the CCLS and the instructional shifts. However, classroom visits demonstrated that teachers do not consistently engage students in activities that provide multiple points of access for all students. For example, teachers grouped students purposefully and facilitated student discussion in only 15 of 34 classrooms visited.
- While teachers analyze student work during team meetings, the review team found limited evidence that teachers are using this information to adjust instruction to meet student needs.
- Classroom visits demonstrated that teachers do not consistently use a variety of complex learning materials with students across the school. During most classroom visits, instruction was teacher-centered with few higher-order questions or opportunities for students to demonstrate thinking across classrooms.

**Impact Statement:**

Inconsistent instructional practices limit student academic achievement.

**Recommendations:**

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

- Ensure teacher instructional practices are rigorous and include challenging questions and materials that provide multiple access points to learning for all students.

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

**Overall Finding:**

Teachers do not consistently implement a plan to create a learning environment that is responsive to all student needs.

**Evidence to Support That Finding:**

- While classroom visits and interviews with student, school leaders, and staff demonstrated that the school's environment is physically safe, teachers are not consistently responsive to all student needs. For example, there were few opportunities for student voice or discussion during classroom visits as most instruction was teacher dominated and required little student engagement.
- Teachers stated that while the numbers of students with disabilities increased, the school leader hired teaching assistants to support planning and instruction. Students and teachers had access to

and used a variety of technology to support learning during visits to special education classrooms.

**Impact Statement:**

The learning environment does not consistently provide opportunities for students to be active learners and this hinders student success.

**Recommendations:**

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

- Ensure teachers engage students in learning and are responsive to student needs in order to improve academic 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).

**Overall Finding:**

Teachers are beginning to use assessments to inform instruction and to provide feedback to students that will improve achievement and foster student ownership of learning, but these practices are inconsistent.

**Evidence to Support That Finding:**

- Discussions with teachers and a review of documents demonstrated that teachers have received training on using data to inform instruction. However, the review team found that teachers did not use data to inform or modify instruction to meet the needs of students in 12 of 34 classroom visits. While the math team stated they review assessments together, the review team found inconsistent evidence of teachers using this information to modify instruction to meet student needs. Additionally, science teachers shared that they are first beginning to analyze data to determine student needs.
- Classroom visits, discussions with students, and a review of documents demonstrated that teachers do not consistently provide students with specific feedback to foster student ownership of their learning. Most teacher feedback reviewed was general and did not provide students with specific steps they could take to improve their learning.

**Impact Statement:**

The use of data-based instruction and student feedback is inconsistent and this hinders student achievement.

**Recommendations:**

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

- Ensure teachers use data to plan instruction in order to meet student needs and provide student with specific feedback to foster student ownership of learning.

<b>Tenet 5 - Student Social and Emotional Developmental Health:</b> 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.	<b>Tenet Rating</b>	<b>E</b>
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**Debriefing Statement:** The school community identifies, promotes, and supports the social and emotional developmental health of all students. Practices and partnerships allow for experiences in which all students maintain healthy relationships in a safe learning environment and provide opportunities for academic success.

**Strengths:**

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

**Overall Finding:**

The school leader has put in place systems and structures to support and sustain student social and emotional developmental health and academic success.

**Evidence to Support That Finding:**

- Documents show that the school leader monitors all student progress through the Diplomas Now program, and that this program provides supports for students who are in need of social and emotional support. For example, Eagle Bucks enable staff to support students who demonstrate one of four qualities: Respect, Integrity, Scholarship and Empathy (RISE), and students use these Eagle Bucks to make purchases. Discussions with staff and a review of documents demonstrated that student data is tracked through Diplomas now to ensure students receive social-emotional support. The Diplomas Now program includes Early Warning Indicators (EWI) that teachers complete weekly to assess student behavior and progress in order to meet student needs.
- Students shared that they have an adult they can speak with if they are having a problem. During interviews, parent indicated that they feel that the needs of their children are being met.
- The student support staff reported that with the addition of a dean, a full-time social worker, and a guidance counselor, their team is better able to meet the needs of students. Additionally, support staff stated that the addition of a parent coordinator and a family coordinator also help to ensure that student needs are met. Students and staff reported that the addition of City Year volunteers has helped students with social and emotional development. Documents and staff interviews demonstrated that a ladder of referral is in place.

**Impact Statement:**

The implemented systems effectively address barriers to student social and emotional developmental health and improve student 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.

**Overall Finding:**

The school promotes a vision for student social and emotional developmental health aligned to a program.

**Evidence to Support That Finding:**

- The school leader brought the Communities in Schools (CIS) initiative to the school to help address barriers to student social-emotional and academic success. CIS provides an on-site coordinator that works with the program to ensure fidelity across the school. The CIS coordinator also works to identify, enlist, and incorporate community partnerships that can provide for any gaps in service. CIS offers support in a number of areas, such as case management in coordination with the social worker, psychologist, guidance counselors, community coordinator, and family coordinator. In addition, CIS provides individual and small group and family counseling, peer mediation, mentoring, health services, food bank services, and tutoring. These supports are targeted for all students in need.

**Impact Statement:**

The implemented programs support student social and emotional developmental health and increase student success.

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

**Overall Finding:**

All stakeholders work together to develop a common understanding of their roles in supporting student social and emotional developmental health.

**Evidence to Support That Finding:**

- The school leader has introduced the Leo Club to support student leadership in the school and provide students with a voice in activities and events that help the entire school community. Students stated that the Leo Club meets regularly with the school leaders to review their role in making the school a safe place to learn.
- Teachers stated they have the weekly meetings with school leaders in an effort to increase teacher voice in implementing the school’s vision for student success. Further, teachers stated that the school leader partnered with Brooklyn College and St. Francis College to provide student teachers who increase staff capacity to meet student needs and that City Now volunteers also help meet student social-emotional needs. The student support staff reported that the school has partnered with Ramapo for Children to support student social and emotional developmental health and with Northside High School to provide student mentors.

- Parents stated they feel they are an integral part of the school environment and that they can promote student success.

**Impact Statement:**

All school constituents are able to articulate their roles in supporting student social and emotional developmental health, which improves student success.

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.

**Overall Finding:**

The school leader has implemented and supported a strategic plan to enable teachers to use data to respond to student social and emotional health needs.

**Evidence to Support That Finding:**

- Staff shared that the Diplomas Now program helps teachers record and evaluate student attendance and behavior data in order to provide students with support. Further, staff stated that the data specialist helps maintain student social and emotional developmental health data and that there is a referral process in place to address student needs.
- Student support staff stated they meet regularly with teachers to discuss individual students and trends in student behavior. Teachers stated that the dean is always available and they contact him regularly to ensure that student behavior issues are addressed.
- The school’s guidance counselors shared they use iLOG, an on-line program, to track student interventions and provide support when needed.

**Impact Statement:**

Students have increased opportunities to become academically and socially successful.

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

**Tenet Rating**

**E**

**Debriefing Statement:** The school has developed a culture of collaboration in, which parents and families feel welcomed and supported. As a result, the home-school connection supports an environment that cultivates opportunities for greater student outcomes.

**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 the school’s high expectations for student

academic achievement.

**Overall Finding:**

The school leader ensures that regular communication with students and families fosters high expectations for student academic achievement.

**Evidence to Support That Finding:**

- Parent stated that the school ensures parents are aware of all school events and activities. Additionally, parents stated that they have received handbooks that outline policies for parent involvement and the role parents can play in supporting student academic success. Parents shared that they participated in a parent orientation at the beginning of the school year on Skedula, an online communication tool used by the school. Further, parents stated that the school leader is continually seeking ways to improve the partnership between the school and home.
- The student handbook states the attendance, lateness, and grading policies and students must sign that they have received and reviewed the handbook. The parent coordinator is translates communication into Spanish when needed.

**Impact Statement:**

The relationship between the home and success supports student 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.

**Overall Finding:**

The school engages in reciprocal communication with family and community stakeholders to support student success.

**Evidence to Support That Finding:**

- The school communicates with families through Skedula, backpack messages, newsletters, phone calls, and emails and translates communication to ensure that all parents have access to information. Parents stated that they are using Skedula to keep up-to-date with their children's progress and to communicate with teachers who post grades and homework assignments to keep parents informed.
- Guidance counselors stated they contact parents as needed, and parents stated that the guidance counselors provide workshops to guide parents through the high school selection process. Parents also stated that the school provided a workshop on the CCLS and study skills. The school leader ensures that local media are informed of the school's activities and staff shared that students, families, and teachers submit articles to local papers about school events.
- Student support staff reported that the Diplomas Now program assists them in sharing information about student progress with parents. Parents stated that the EWI portion of the program helps them monitor student success.

- Staff shared that they engage in reciprocal communication with families and that the family and community coordinators have been instrumental in maintaining contact with parents to ensure students receive necessary support.

**Impact Statement:**

Reciprocal communication between the home and school increases student success.

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

**Overall Finding:**

The school shares data in a way that promotes dialogue with parents and empowers families to effectively advocate for their children.

**Evidence to Support That Finding:**

- Parents stated that the school shares data with them that is purposeful and enables them to support their children. For example, parents stated that the EWI portion of the Diplomas Now program helps them to monitor student success through data.
- Student support staff shared that the STARS system tracks student progress and that the parent coordinator works with parents to ensure that they understand data in order to support student success.
- Progress reports and report cards are distributed four times a year and teachers use the EWI data to meet with parents based on student data.

**Impact Statement:**

The school community empowers families through data to support student success.

**Areas for Improvement:**

6.4 **The school has received a rating of *Developing* for this Statement of Practice:** The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.

**Overall Finding:**

The school community is developing its partnerships with family and community agencies to support student success.

**Evidence to Support That Finding:**

- The school leader has engaged partnerships with the Beacon program and the Network to provide parents with workshops on the CCLS and the graduation process to support student success.

- Parents stated they would like further support in ELA in order to support their children. Additionally, staff stated that they would like further PD on improving partnerships with families.

**Impact Statement:**

The school is developing opportunities to ensure all students benefit from a robust home-school partnership in order to improve student success.

**Recommendations:**

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

- Provide more opportunities for training to enable families and staff to support the social and academic development of students.