



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

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



<b>BEDS Code</b>	320800010301
<b>School Name</b>	MS 301 Paul L. Dunbar
<b>School Address</b>	890 Cauldwell Avenue Bronx, NY
<b>District Name</b>	NYC CSD 8
<b>School Leader</b>	Benjamin Basile
<b>Dates of Review</b>	March 25, 26, 2014
<b>School Accountability Status</b>	Focus School
<b>Type of Review</b>	SED Integrated Intervention Team (IIT)

### School Information Sheet for 08X301

School Configuration (2013-14)					
Grade Configuration	06,07,08	Total Enrollment	222	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	9	# SETSS	N/A	# Integrated Collaborative Teaching	8
Types and Number of Special Classes (2013-14)					
# Visual Arts	6	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population		83.2%		% Attendance Rate	87.9%
% Free Lunch		90.1%		% Reduced Lunch	2.6%
% Limited English Proficient		19.9%		% Students with Disabilities	22.1%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native		0.4%		% Black or African American	31.3%
% Hispanic or Latino		67.3%		% Asian or Native Hawaiian/Pacific Islander	N/A
% White		1.1%		% Multi-Racial	N/A
Personnel (2012-13)					
Years Principal Assigned to School		8.34		# of Assistant Principals	2
# of Deans		N/A		# of Counselors/Social Workers	1
% of Teachers with No Valid Teaching Certificate		N/A		% Teaching Out of Certification	16.3%
% Teaching with Fewer Than 3 Years of Experience		4.4%		Average Teacher Absences	6.6
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4		6.3%		Mathematics Performance at levels 3 & 4	3.1%
Science Performance at levels 3 & 4 (4th Grade)		N/A		Science Performance at levels 3 & 4 (8th Grade)	36.9%
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4		N/A		Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits		N/A		% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A		4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A			
Overall NYSED Accountability Status (2012-13)					
Reward				Recognition	
In Good Standing				Local Assistance Plan	
Focus District		X		Focus School Identified by a Focus District	
Priority School		X			

### Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	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 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	Yes
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	Yes		

**SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:**

- 1. School leaders will implement and engage in a consistent observation cycle based on Danielson's Framework for Effective Teaching and give focused feedback to improve teacher practice and student outcomes leading to 70% of staff members receiving an effective rating for the 2013-14 year.**
- 2. The school community will develop/implement a system where rigorous curriculum is refined, developed, and assessed in teacher teams using protocols by 75% of teachers as evidenced through unit and lesson plans.**
- 3. Teachers will receive on-going professional development and frequent observations from school leaders focusing on scaffolding resulting in 75% of teachers scoring Developing or higher in the teacher evaluation system.**
- 4. By June 2014 75% of students, receiving MS 301's case management services and academic intervention will improve attendance and make academic progress.**
- 5. From September 2013 through June, 2014 MS 301 will achieve greater communication with parents relative to absenteeism, alternatives to absenteeism and opportunities to work with the school community to improve student attendance to 90%.**

**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: D</b>				<b>D</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: D</b>				<b>D</b>	

**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	
<b>OVERALL RATING FOR TENET 4: D</b>				<b>D</b>	

**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		
<b>OVERALL RATING FOR TENET 5: D</b>				<b>D</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: D</b>				<b>D</b>	

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

<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>D</b>
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**Debriefing Statement:** Leadership has established a set of school-wide goals. However, these goals do not reflect rigorous expectations, and not all stakeholders can articulate them in a meaningful way. This inability negatively impacts the school’s need to provide differentiated and scaffolded instruction for sub-groups of students. While there are programs, activities, and strategies in place, there is no comprehensive systemic integrated plan to support the goals. As a result, stakeholders are not used efficiently or effectively in order to improve student achievement and build capacity.

**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:**

Although the school leadership has implemented a vision with measurable goals, stakeholders had only informal input into their development and spoke about them in generic terms. Further, it is unclear if the goals are current or a continuation of the previous school year’s goals.

**Evidence/Information that Lead to this Finding:**

- Based on a review of the School Comprehensive Education Plan (SCEP) and discussions with leadership, there was evidence that there are school-wide goals that build on the last academic year’s progress. The school leader did not explain a specific plan that is in place to develop, monitor, or revise them. He indicated that input from stakeholders was informal and came from comments at meetings or during observations.
- In the group meetings, stakeholders spoke about the goals in general terms and they expressed that they understood that the leadership had written them.
- There was limited evidence in any document or oral or written evidence of a planning session centered on writing and publishing SMART goals, that these goals are monitored and revised.
- There was no evidence that these goals are used to create a fully developed integrated plan that makes use of all resources and build capacity in order to sustain student success.

**Impact Statement:**

The lack of goals clearly aligned to a long-term vision that are monitored and revised regularly, the limited input of stakeholders, and the general inability to speak about these goals in a meaningful way contribute to the school’s lack of success in making real and sustained academic achievement across all sub-groups of

students.

**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 formal structure that includes input from all stakeholders to write, monitor, and revise SMART goals. Publish the goals so that all stakeholders know them and can speak about them with fidelity
- Develop a comprehensive and integrated system based on the SMART Goals that ensures all stakeholders are used effectively and efficiently and are provided with appropriate on-going Professional Development (PD) to meet and sustain the expectations that are outlined in the goals

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:**

Leadership makes some decisions with a focus on keeping all stakeholders safe but they are not part of a more comprehensive and detailed plan to improve academic outcomes for students at a more accelerated rate.

**Evidence/Information that Lead to this Finding:**

- Despite a marked decrease in enrollment, leadership has determined that in order to keep all stakeholders safe, there was a continued need for two assistant principals (APs). However, there was no written documentation nor were all stakeholders clear about the divisions of responsibilities for school leaders. Evidence from discussions with teachers, support staff, and school leaders indicate that there are individuals on the school staff who have the potential to develop as school leaders and provide models of good practice for others to emulate. However, school leaders did not always capitalize on this potential to help improve student outcomes or instructional practices.
- The school leader created a Professional Learning Community (PLC) period that was built into each day's schedule. The purpose of this was to allow teachers the opportunity to meet by department to discuss students, lesson plans or adjust the curriculum. However, there is limited evidence to indicate connections between the utilization of this period and improvements in student achievement and learning or instruction, which would support the accomplishment of the school-wide goals.
- Funds were allocated for a part-time social worker, who provided additional social and emotional support for the students and parents, and facilitated the after-school Leadership Academy that was designed to work with students on a one-on-one or small group basis.

**Impact Statement:**

While the school leadership works to create a relationship with all stakeholders that are based on mutual respect and support, it is not apparent that administration recognizes that there are individuals presently on staff who could become turnkey facilitators and thus used to take leadership positions and build capacity. Not all available human resources are used effectively to create a learning environment that fully supports the

academic success of all sub-groups.

**Recommendation:**

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

- Identify stakeholders who can take academic leadership positions and provide them with PD opportunities in such topics of concern as differentiation and scaffolding outside of the building where they are trained as turn-key facilitators
- Develop a clear plan that is monitored for effectiveness and centered on responsibilities for the administrative team and publish it so that all stakeholders are informed.

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

**Overall Finding:**

Leadership has a teacher observation plan that aligns to the district Annual Professional Performance Review (APPR) but in practice, the plan is informal and does not provide timely and actionable feedback leading to improvements in instruction.

**Evidence/Information that Lead to this Finding:**

- The observation plan is based on the Danielson framework, and it includes both formal and informal observations by all members of the school leadership team, with each leader assigned to a specific subject. However, discussions with school leaders and teachers indicated that feedback was not formal or documented, and reviewers who visited classes with school leaders noted that feedback was often motivational in nature rather than academically substantive.
- A review of informal classroom observation documentation indicated that the school leader did not provide regular, consistent, timely, and constructive feedback based on the informal observations. This meant that opportunities were missed to provide guidance and support to help improve instruction and student learning.
- There was limited evidence, either in documentation or in meetings, that the observation plan was used to inform school PD decisions, either for individual teachers or for groups of teachers. Little evidence was also available that the information gained from observations was used to target additional guidance or counseling for teachers that are struggling to meet the differing needs and abilities of students. In addition, in several meetings with leadership, it was stated repeatedly that there was a need for PD regarding scaffolding; however, the Network had not provided any assistance despite numerous requests being made for assistance. As a result, teachers were unsure how to scaffold and differentiate which results in limited evidence of their use in classroom visits.

**Impact Statement:**

Observations of teaching and learning do not provide actionable feedback to teachers or inform PD decisions resulting in a lack of accountability for teachers and leaders to improve instruction and 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 all observations include timely, constructive and actionable feedback that leads to improvements in instruction and student achievement
- Ensure that the information collected from teacher observations is used rigorously to guide and inform PD offerings for individual and groups of teachers and school leaders should monitor to ensure that PD offerings are implemented in all classrooms.

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:**

While the school has a SCEP, it is unclear how the activities and programs outlined in the plan work together to improve the academic success of all sub-groups of students and meet school-wide goals.

**Evidence/Information that Lead to this Finding:**

- There was a loosely connected series of programs, strategies, protocols, and activities in place, but no integrated plan that any stakeholder, including leadership, discussed. The common planning time was an example of an activity, but it was unclear how it supported school goals and how it monitored for effectiveness.
- The systems to monitor the quality of instruction were not adaptive or dynamic and were not being used to best effect to identify good practice or to identify and tackle weaknesses in the quality of instruction or student learning. Systems within the school lack purpose and rigor to use academic and other data to assess the performance of the school as a whole or as individuals. Data was not analyzed to assess the performance of different groups of students across the school and to seek to close the achievement gap between these groups. Overall, school leaders were not proactive or robust in monitoring the performance of the school. They did not exhibit strong awareness of how well different component parts of the school are performing or how well the school as a whole is performing. As a result, they did not identify the areas most in need of improvement and the necessary strategies to bring about sustained success. These weaknesses severely limited school capacity to make progress towards its stated goals.

**Impact Statement:**

Without a clear and integrated plan to monitor the work and performance of the school, school leaders are ineffective at addressing strengths and weaknesses to move the school forward at an accelerated rate and to improve student achievement more rapidly.

**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 rigorous and cohesive plan for evaluating the performance of the school in order to meet stated goals and sustain academic success. Publish the plan so that all stakeholders know it, can speak to it and understand their role in it

**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 curriculum programs that reflect the Common Core Learning Standards (CCLS) and instructional shifts and the school leadership has provided on-going opportunities for planning and collaborating around CCLS. However, best use is not being made of planning documentation or collaboration time to provide a curriculum that is challenging, data driven, integrated and fully and consistently meets the needs of all students.

**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 leadership purchased the CODEX curriculum for English Language Arts (ELA) and CMP3 for mathematics both of which support the CCLS. The school used a lesson plan template that was aligned to the standards, and it included differentiation and scaffolding. However, what was written in the plans or in the curriculum was not often reflected in classroom instruction, which resulted in limited student engagement.

**Evidence/Information that Lead to this Finding:**

- Discussions with teachers, school leaders, and evidence from documentation indicated that school leaders were developing a written plan to support the implementation of CCLS across the school. This plan referred to PD and the provision of collaboration time for teachers. The school also produced a lesson-planning template that referred to CCLS expectations and to important instructional planning features such as differentiation and scaffolding. However, there was some disconnect between the curriculum planning and the instructional implementation.
- Observations indicated that teachers were not using collaborative planning time to its best effect to ensure that student needs were met. In the planning process, students were put into groups as a method of differentiating instruction, but this practice was not consistently implemented based on data analysis. Students were often observed completing identical work. There was little observed differentiation for ELL or students with disabilities. Based on meetings with teachers, there was a lack of clarity around what differentiation looked like, how it should be planned for in lesson and unit plans, and how it could be used to drive instruction
- Evidence from discussions with teachers and classroom observations indicated that there were insufficient resources to support the successful implementation of the CCLS. Observations indicated

a shortage of assessments for the curricula, and not enough activity books for the students or guides for the teachers.

**Impact Statement:** The academic needs of all sub-groups are not being met and therefore students are not prepared to transition successfully into high school and beyond.

**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 lesson and unit planning addresses the needs and abilities of all students and that collaboration time is used effectively to devise learning activities that challenge and engage all students. School leaders should ensure that lesson and unit planning is monitored regularly and that it translates to instructional practices that lead to improvements in student achievement. In addition, adequate resources should be provided for students and teachers to ensure that CCLS are implemented with fidelity.

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 used the CODEX and CMP3 curricula. They support the NYS standards and the CCLS. The programs included pacing calendars, curriculum maps, and lesson plans, all of which teachers appeared to follow with rigor. However, it was unclear, based on observations and meetings, that stakeholders had a real understanding of how to actually take the information from the plan and transfer it into instruction that met the needs of all students.

**Evidence/Information that Lead to this Finding:**

- Although every teacher developed and used a daily lesson plan that supported the CCLS, there was little evidence of the planned use of complex materials in the classroom. A similar picture emerged when planning documents were analyzed for the use of higher-order questioning. Few lesson or unit plans had an adequate focus on questioning intended to challenge or expand student thinking. Most of the planned questioning was not rigorous and nearly all questions were factual in nature and did not require students to infer, deduce, or provide possible outcomes.
- Evidence from planning documentation and discussions with teachers indicate there was insufficient use of planning and collaboration time to develop unit and lesson plans based on data, or that Data Driven Instruction (DDI) protocols lay at the core of curriculum or instructional practices. There were posters in many rooms that indicated test scores for each student; but this posted data appeared to be solely informational rather than a catalyst to individualize curriculum planning or instruction to address specific needs in a timely manner. A review of student work and classroom observation indicated some rubrics in use. However, there was limited evidence in curriculum planning, classroom observation or in discussions with teachers and students that this data was used to adjust instruction for either individuals or subgroups of students.

**Impact Statement:**

The superficial use of data-driven instruction (DDI) and the lack of clarity around what instruction based on CCLS should look like has resulted in a lack of sustained academic growth for all sub-groups of students across all content areas.

**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 regarding the implementation of an instructional model that reflects the real components of CCLS and offer opportunities for inter-school visitations on the exemplary implementation of CCLS and turnkey the information. Regularly monitor data to ensure that it is current and that curriculum planning and instruction reflects its use to meet the needs of different groups of students.

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

**Overall Finding:**

There is no comprehensive plan for teachers to work across all grades and content areas.

**Evidence/Information that Lead to this Finding:**

- There was no written evidence of a comprehensive interdisciplinary instructional plan and leadership stated that there was no immediate plan to create one. Based on discussions with the teachers, there was a rudimentary understanding of what constitutes an interdisciplinary curriculum. Teachers stated, as an example, the art and social studies teachers were both working on a Women's History month project. There were few opportunities for teachers to collaborate because daily meetings were held by department, and not across grade levels or school-wide.
- Technology was not used effectively to promote or enhance student learning. There was evidence of the use of technology in only two classes, and in one of those rooms, the teacher was the only one using it. In most classroom visits, the Smartboard was being used as a white board or a bulletin board. In only one class was a student using it to answer a question. Discussions with the school leader noted that he confirmed that technology in the school was outdated and it was difficult to get replacement parts.
- Lesson and unit plans and observations showed little or no evidence of instruction that adopted an interdisciplinary approach to learning. The only exception was the art teacher who used multi-media and a differentiated approach to instruction, enabling students to choose materials rather than having them prescribed by the teacher, and in doing encouraged students to be more creative. There was no evidence that teachers infused the arts into their lessons.

**Impact Statement:**

The lack of a true inter-disciplinary model for instruction prevents students from acquiring a depth of

knowledge that is critical for future success in school and throughout life.

**Recommendation:**

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

- Create, implement, and monitor a school-wide inter-disciplinary curriculum, which includes the use of common planning time for teachers to work together across disciplines and grade levels and monitor the outcomes for the impact on improving student achievement and engagement.
- Create a technology plan that involves the scheduled repair or replacement of Smartboards, iPads, and computers and the subsequent use of these resources to enhance the quality of student learning.

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

**Overall Finding:**

Data was only beginning to be used to drive Curriculum planning and instruction. However, the data that used was limited to State scores, classroom- and school-wide tests. There was no evidence of ongoing assessments and stakeholders spoke only about the New York State English as a Second Language Assessment Test (NYSESLAT) results in general terms.

**Evidence/Information that Lead to this Finding:**

- Leadership built one period into the school day that was used twice a week to review student work, and three times a week for lesson development. However, there was no evidence to support that stakeholders used this time to review data and make curriculum adjustments or decisions. There was no evidence that this time was monitored, nor was it clear how leadership ensured that this period supported school goals.
- While there was no evidence of on-going assessments in any class, teachers did make use of the assessment tools that are part of the CODEX and CMP3 curricula. However, while there was evidence that tests were graded and charted, there was no evidence of how the results informed, guided, or influenced curriculum planning or instruction.
- Teachers knew who the ELL and students with disabilities were in their classes. However, they did not speak in depth about the NYSESLAT results, nor indicate how they might use that information to differentiate curriculum planning or instruction.
- A review of the portfolios indicated that most teachers used rubrics and most students were able to discuss their purpose. However, students were provided with limited feedback and no actionable next steps that could be used to improve their learning, but rather, students received motivational comments such as, "nice job." In addition, there was little evidence available to indicate that teachers provided students with timely and actionable feedback based on data. These weaknesses prevent students from playing a role in tracking their own academic progress or taking more

ownership of their own learning.

**Impact Statement:**

Because of the lack of clear alignment between the curriculum and assessments, and the lack of effective feedback to students, teachers do not yet identify student strengths and weaknesses in order to provide the targeted support that is critical if students are to succeed.

**Recommendation:**

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

- Establish a clear agenda that includes the use of data for each common planning period and monitor the outcomes and implementation in curriculum and instructional delivery so that there is a strong alignment between the curriculum and assessment.
- Ensure that all teachers provide feedback to students that is timely, specific and developmental and provides clear guidance on what is needed to improve and empower students to take more responsibility for their own learning and academic outcomes.

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

**Tenet Rating**

**D**

**Debriefing Statement:** Teachers are in the initial stages of establishing data-driven teaching, grouping effectively, using rigorous differentiated instructional practices, and incorporating real on-going assessments into their lessons. Therefore, the gap between what students know and need to learn is not bridged in a consistent and sustainable way thereby impacting on real academic success for all members of the sub-groups.

**Strengths:**

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

**Overall Finding:**

Leadership and staff stakeholders created a learning environment that was safe both academically and physically, fostered respect, and attempted to acknowledge varied student backgrounds and experiences.

**Evidence/Information that Lead to this Finding:**

- Stakeholders used a program with the acronym PASS, which stands for Personal best, Act responsibly, Safety first, and Show respect, to redirect students. Signage with PASS information posted on it was found throughout the building, and both teachers and administrators discussed the usefulness and effectiveness of the program.
- Every student in both the large and small group meetings stated that he or she felt safe and

respected in all their classes. They stated that teachers encouraged them to ask questions and that they felt that teachers valued their opinions and wanted them to learn.

- During one classroom visit, the review team observed student who was part of a group, making a presentation, but who had difficulty reading the group's script. One student chuckled and the teacher immediately stopped the class and spoke about the need for everyone to respect and support each other. The student apologized.
- In all classroom visits, the observations of interactions between adults and students, demonstrated that the exchanges were always appropriate and respectful. In two cases, when the student did not seem to understand fully what was being said, the teacher attempted to use Spanish to help him comprehend the material.
- In three classes, the team observed that teachers grouped the newest student(s) with a student who spoke their native language in order to facilitate their understanding and involvement in the lesson. In the meeting with students, they stated they liked helping new students and were happy that their teachers recognized they had a skill or talent that was important.
- There were posters and artwork throughout the building that celebrated the contributions of various ethnic groups that make up the school population.

**Impact Statement:**

A learning environment that is built on respect celebrates diversity and is physically, emotionally and academically safe for all students provides the foundation that is necessary for real learning to take place.

**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:**

Leadership ensured that teachers used lesson plans that supported the CCLS and NYS learning standards. An approved lesson plan template, which included differentiation and scaffolding, was used school-wide. However, data was only used in a very limited way to drive instruction and planning does not materialize into effective classroom instruction.

**Evidence/Information that Lead to this Finding:**

- During the group meetings with students and during the review of their portfolios there was no evidence of the creation of formal individual goals to drive forward improvements in student achievement. An evaluation of lesson planning documents confirmed that while lessons were designed to meet the individual goals of students, there was no formalized plan for school leaders and coaches to support teachers in a goal setting process for students.
- A review of lesson plans indicated opportunities for planning, differentiation, and scaffolding to meet the specific needs of ELL and student with disabilities. However, classroom observations clearly indicated that these plans were not implemented in an effective manner since very few

lessons ensured that the needs of these groups of students were met.

- Discussions with teachers revealed that leadership expected them to use data to guide, inform, and improve instruction. However, in reality, rigorous checks were not carried out to ensure these expectations were met. In addition, teachers revealed that they were not equipped with the necessary skills, expertise, or confidence to provide differentiation in an effective manner other than in a very rudimentary way. For example, they mentioned that when their students did not do well on a test, they re-taught material. In all but two classes, students were not challenged to meet high-level expectations; what was observed was copying from the board or a text and completing handout sheets. Classrooms had posters with student test grades indicated, however it was unclear during conversations with teachers and during observations, how that data was used to differentiate instruction or adjust the lesson plans. Although about 20 percent of the student population is ELL, there was no evidence of any tool, such as an interactive word wall or the use of NYSESLAT data to support this subgroup, and there was no evidence of differentiation for students with disabilities.

**Impact Statement:**

Instruction does not use data effectively to address the specific needs of each sub-group of students; therefore, there is limited engagement or sustained academic growth.

**Recommendation:**

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

- Provide ongoing PD on how to use data to drive instruction and provide turnkey opportunities. School leaders should ensure that their expectations for differentiation are evident and realized in all classrooms.
- Require that all teachers help students to develop and write formal goals that are monitored and revised and ensure that these goals are used to individualize instruction and promote student success.

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

**Overall Finding:**

All teachers use a lesson plan template that is aligned with CCLS and NYS standards and it allows for multiple points of entry. However, there was little evidence of rigor either in questioning or instructional practice.

**Evidence/Information that Lead to this Finding:**

- Every teacher developed and used a daily lesson plan that supported the CCLS instructional shifts. However, in only a small number of classes visited was there evidence of rigorous questioning where a student was required to think critically. In all other classes, questions required one or two word responses. In one class, a student asked a question that required higher-order thinking and the teacher, instead of building on that opportunity, said they would cover the answer to that question

in a future chapter.

- Classroom visits showed that instruction was consistently teacher-focused and not student-focused; this model resulted in students being passive rather than active learners. In only a small number of classes visited did the review team find evidence that students were required to use academic language, or observed rigorous application to real world situations to support CCLS shifts.
- There was little evidence of the use of a variety of complex materials. In only two classes, were students using primary source materials. While students knew, the difference between primary and secondary sources, there was no articulation why using these materials might provide a depth of knowledge and a unique perspective that a regular text could not. Rather, most classes used handout sheets and packets of information that needed to be completed while a teacher walked around and clarified instruction or provided encouragement.

**Impact Statement:**

Teacher-focused instruction, the lack of challenging questioning, and the choices of materials used stifle student engagement and have a negative impact on sustained academic success for all sub-groups of 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 opportunities for inter-school visitations to see exemplary instruction that makes use of rigor and instructional shifts and turnkey the information through PD. Opportunities should also be provided for teachers to improve their skills in developing and utilizing questioning skills to enhance student learning and in using materials of high content and text complexity to consistently engage and challenge students' thinking and understanding beyond the literal level.

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:**

While grouping is a common practice across all content areas, teachers are only just beginning to adjust groups and instruction based on data.

**Evidence/Information that Lead to this Finding:**

- Almost every class used grouping, but most students could not explain why they were in a particular group. One student stated, "I sit with my friends." There was no clear evidence from discussions with teachers or from any documentation that groups were based on current data. In addition, evidence from observations and discussions showed only a small number of teachers made changes to groupings based on formative or summative assessments.
- There was no use of ongoing assessments observed during any class visit; teachers tended to check for understanding by using techniques such as asking students to raise their hands if they had a correct answer or writing a check mark on a page if all of the blanks were filled in. In one class,

there was an exit slip used, but during the next day’s lesson, there was no mention of the slip and no evidence of any adjustment to the lesson because of it.

- The CODEX and CMP3 curricula provided unit tests that teachers used. Charts were posted in classrooms with the test results for each student. However, teachers did not discuss any intervention steps they took to support or extend student learning based on the results of the tests.
- Students said that they could speak with their teachers about tests at any time, but there was no schedule to do so. Nor was there compelling evidence available that showed how teachers used the data from tests to plot a learning trajectory for students, leading to improvements in academic outcomes. Further discussions with students outlined that feedback on work they completed did not routinely provide them with specific guidance on what they needed to improve to reach higher levels of academic achievement.

**Impact Statement:**

Because of the limited use of data to drive instruction and provide individualized developmental feedback for all students, academic success is limited and students do not reach their real potential.

**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 data is current and available to all teachers and teachers utilize the data to drive instruction that meets the needs of all students. Teachers should be provided with training in how to use feedback to students as a tool for academic improvement and for enabling students to be more reflective of and responsible for their academic progress.

**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 has provided a safe learning environment that views the students’ social and emotional development as an integral component of academic achievement. However, because there are limited on-going professional development opportunities for staff, what has resulted are a series of programs, strategies, and protocols that do not build capacity or encourage students to take active ownership in their emotional, social, and academic success.

**Strengths:**

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

**Overall Finding:**

The creation of a safe and respectful environment that supports the social, emotional, and academic well-being

of the students was a priority for all stakeholders.

**Evidence/Information that Lead to this Finding:**

- Based on observations in classrooms and common areas as well as in discussions with parents and all school stakeholders everyone agreed that they felt safe and respected at the school. Students stated that the school is like their home. Adults knew them well with multiple people students could go to if they have a problem.
- Teachers stated that keeping the school safe for all stakeholders was a priority and it was everyone's responsibility and not just the job of school leaders. If a stakeholder had an emotional, social, or academic concern about a student there was a clearly documented referral process in place and during meetings with stakeholders, everyone knew and understood the process.
- The school family worker called the home of absent students. However, all teachers stated that they call parents if they have a concern about a student or if they wanted to share a child's success.
- Meetings and observations revealed that the guidance counselor had daily scheduled and unscheduled meetings with parents and students. These meetings were documented and indicate that steps were consistently taken to support student needs. For example, the support staff met every Friday morning to discuss specific students to determine next steps. The meetings have an agenda and include actionable "next steps."
- Based on discussions with leadership, support staff, teachers, parents, and students, all stakeholders knew about the Substance Abuse Prevention Intervention Service (SAPIS) provider, and that she provided ongoing individual, classroom, and large group instruction on substance abuse, bullying, and respect.
- There is documented evidence that the school uses the New York City Department of Education (NYCDOE) *Respect for All* curriculum. Students were often heard saying, "good morning, please, thank you and excuse me."
- The school also used the PASS program, which stands for Personal best, Act responsibly, Safety first, Show respect. PASS signs were prominently displayed and teachers and security officers were heard referring to them.

**Impact Statement:**

All stakeholders have a role in creating an environment that nurtures students emotionally, socially and academically and gives them alternative ways to inter-face with the outside world that could prove to be more healthy and appropriate than what they might witness beyond the walls of the school.

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 leadership has established a working partnership that supports the social and emotional well-being of all**

the students

**Evidence/Information that Lead to this Finding:**

- The school leader indicated that a decision was made to use funding resources to hire an additional part-time social worker to provide further support for students, and to oversee a group of social work interns. The social worker and social work interns were involved in a pilot program targeting the over-age population of the school. Each intern used available data and worked closely with twelve students to help ensure that they were not only known by someone who can help them learn to make healthy emotional, social and academic choices, but address the specific problems associated with being older students in a middle school setting.
- The school leader arranged to provide a designated time every Friday morning for the entire support staff to meet as a team to use data to discuss students who came to them through a clearly defined referral protocol, which was provided to the review team, and was articulated in the meeting with teachers.
- These meetings had a specific agenda and follow-up documentation and next steps that included everything from a behavior sheet to a formal referral to an outside agency. At these meetings, the support staff used a protocol called “The Revolving Chair.” At this meeting, only one child is discussed. The parent and all school and outside agencies who have been attached to this case are brought together to determine a suitable course of action. Results of these meetings are documented and communicated to appropriate school personnel according to a schedule.
- The support team worked with teachers and shared data pertaining to students with disabilities and ELL. It was noted during meetings with teachers that they were all able to identify the ELL and students with disabilities in their classes. They also could discuss the IEP.
- All stakeholders provided data to support the selection of perfect attendance honorees and “Citizen of the Month.” Signs and pictures of the students were prominently posted in the building to honor and celebrate their accomplishments.

**Impact Statement:**

Students are well known, their specific needs are addressed and academic success as well as social, and emotional growth are recognized and celebrated.

**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:**

The school leader has established a variety of programs that support the social and emotional development of the students. However, these programs were not part of a comprehensive plan to support school-wide goals.

**Evidence/Information that Lead to this Finding:**

- The school leader established a daily advisory period during which students rotated between classrooms, the gym, and the auditorium. In each setting, they had breakfast and participated in academic interventions, athletics, or non-traditional activities such as dance. In most observations of these sites, students and staff appeared to be appropriately engaged, although there was no evidence of specific goals being addressed. It was noted that there were rooms in which nothing of any discernible value was done and there was no evidence of monitoring by leadership. Students said that they liked this period because it gave them time to talk to their friends, and adults were available to provide opportunities to get individualized help. Parents, students, and teachers all indicated during their meetings that this time helped to ensure that every student was known, and that it allowed issues to be addressed before they become real problems. However, there was no indication that data was used to group students, nor was there evidence that data from this advisory period was communicated to teachers or support team members to adjust academic instruction or behavioral expectations.
- This program also used non-instructional staff members, such as the parent coordinator, the SAPIS provider, and the school nurse, who directed the Health Obesity Program (HOP), which, as indicated in the meeting with the support staff, is designed to use a holistic approach to look at student health and well-being.
- School leadership designed a referral mechanism for stakeholders to use if a student needed academic, emotional, or social support. This protocol was written and published, but there was no clear indication in either the document review or meetings that all of the stakeholders had access to updated data about their students. Additionally, other than in the support group, there was nothing seen or reported that indicated programs are monitored on a regularly scheduled basis.

**Impact Statement:**

The lack of a cohesive plan that is data driven, communicated, monitored, and updated can impede the emotional and academic success of 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 teachers have access to updated student data
- Establish social and emotional goals to be the focus of the advisory period
- Monitor the advisory period to ensure that it supports school-wide goals
- Use data to target academic assistance during the advisory period

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

families, teachers, and students.

**Overall Finding:**

The school has established a safe and healthy environment for all stakeholders and has programs in place that support the social and emotional health of the students. However, these programs were not part of an integrated plan, but rather were stand-alone activities that supported topics rather than SMART goals.

**Evidence/Information that Lead to this Finding:**

- While school leadership indicated and parents agreed during their meetings that no child was ever turned away despite their social or emotional history, and representatives from every group of stakeholders stated that school safety was a priority, there was limited evidence of a formal plan that delineated the role that each person played to ensure a safe learning environment.
- The daily advisory period focused on the social and emotional health of the students; however, there was no formal curriculum that is monitored and aligned to the school goals. There was no substantive evidence of PD to provide staff with the skills and expertise needed to support the emotional health and well-being of students.
- The after-school Leadership Academy focused on the social and emotional health of the students. However, while most students spoke positively about this program, some admitted that they did not attend, but preferred to go to the local community center program instead. During the meeting with the parents, no one could speak to a specific communication structure to explain how the two sites monitored and communicated student participation.
- The term informal was often used by all stakeholders to describe monitoring of any program that was specifically determined to support student social and emotional needs. This hindered school leaders in evaluating quantitative progress towards achievement of the school goals for this aspect of its work.

**Impact Statement:**

The lack of a formal system for monitoring programs, communicating data and using staff expertise to turnkey information has resulted in missed opportunities on the part of leadership to provide additional and appropriate student support that can be sustained beyond this academic year.

**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 cohesive plan that includes a curriculum for the advisory period that supports the school goals and vision and clearly identifies the role the different stakeholders have in its successful implementation and provide PD that will give the stakeholders the skills and techniques to fulfill their role and support the emotional health of all students
- Develop and implement a protocol for monitoring the advisory period and the Leadership Academy in order to make appropriate adjustments to the school's goals of ensuring that the social and emotional needs of all students are fully met.

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

**Tenet Rating**

**D**

**Debriefing Statement:** School leadership made a clear and focused effort to engage all stakeholders in the academic, emotional, and social health of the students. However, because there was no cohesive systematic plan to monitor effectiveness or delineate the roles and responsibilities for all school community members, there were varied levels of productive engagement by stakeholders.

**Strengths:**

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

**Overall Finding:**

The school leader made it a priority to include parents as an integral part of the team who were responsible for seeking social and academic success for students.

**Evidence/Information that Lead to this Finding:**

- All the parents stated that they felt welcomed and respected by all school staff. As one mother said, “Even if we come to school without an appointment, our issues are taken care of immediately. We are valued.” Parents said they were always able to speak to a school leader, to a member of the support staff, or to a teacher, and they were never made to feel as if they were imposing on the school.
- Communication with parents occurred in a variety of ways including print that was provided in the two dominant languages of the school community, telephone calls, and email. Data was kept on the effectiveness of the different types of communication, and as a result, the Parent Coordinator used text messages as a means of keeping parents informed.
- Teachers called parents of students who were having academic or social difficulty, and documented these conversations. Information was shared information with appropriate school personnel, such as the social worker, or the school psychologist when as necessary. The school leader ensured that the different methods of communication with parents, from different staff members, were used to inform and to reinforce academic expectations, and how the school tried to meet these expectations.
- The guidance counselor met individually with the parents of all eighth grade students to discuss the high school selection process, and school academic and behavioral expectations. The full-time family worker, a former student of the school, called parents and visited homes to ensure that the school had the most current and correct information so that communication is done in an uninterrupted and timely manner. This outreach also provided information to parents about academic expectations, up-coming programs, or events.

**Impact Statement:**

Making parents an integral component of a child's support team results in students being given clear and consistent message about 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 strengths and needs are identified and used to augment learning.

**Overall Finding:** Leadership has used fiscal and human resources to help ensure effective on-going communication with all stakeholders.

**Evidence/Information that Lead to this Finding:**

Leadership has allocated funds for a full-time Family Worker and a full-time Parent Coordinator.

- The family worker tracked daily attendance patterns, called the parent of every absent student, and visited the homes of chronically absent. As a result, absenteeism decreased. One student stated during the small group meeting, "I know my teachers and parents want me to be in school every day because if I am not here, my mother gets a phone call." Communication, both written and oral, was in the dominant languages of the school.
- The parent coordinator facilitated monthly meetings on a variety of topics such as bullying, gangs and the mathematics curriculum. This last topic came about because parents asked to have their child's math explained so that they could help them at home with their homework. The parent coordinator said that although only about 10 percent of the parents came to meetings, she was always looking for ways to engage them and keep them informed. She sent letters, phone calls, email, and text messages in the two dominant languages of the school.
- The parent coordinator varied the times of meetings in order to accommodate parent schedules. Based on meetings and documents reviewed there was evidence that the parent coordinator and the family worker kept updated records of all parent engagements and activities. For the parent coordinator these include things such as sign-in sheets, agendas, minutes, and feedback sheets. The family worker used an on-line program that included dates, times, reasons for the communication, and the outcomes.
- The school evaluated communication strategies with parents and adapted them where necessary so that channels of contact between home and school remain effective and constantly open to improvement.

**Impact Statement:**

By providing varied and on-going opportunities for reciprocal communication with the parents, they feel empowered to participate in an active collaboration with the school in order to improve their child's chances of academic and emotional 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 has activities and events to engage parents, but there is no strategic and formalized mechanism in place that clearly defines their role as part of a school-wide comprehensive system, and lack mechanisms that best support student opportunities for success.

**Evidence/Information that Lead to this Finding:**

- The school leader invited parents to join him at “Have Breakfast with the Principal” meetings where he discusses how they can work together to support their children’s academic and emotional needs.
- A linkage has been created with the local library and community center where students can participate in after-school programs that support the emotional and social health of the children.
- The art teacher has developed a linkage with Lincoln Center that provides students with an exposure to dance and music that they would not normally have. However, parents do not share this experience with their children and therefore do not see first-hand how this exposure to the arts can be used to support academic learning. The Parent Coordinator facilitates monthly workshops on a topic that the parents can select. These workshops are designed to provide information on issues that are germane to parents and center around how they can support their child’s learning and emotional well-being but the school does not incorporate these learnings into a cohesive strategy for the school and parents to work together to better support student chances of academic success.
- Based on discussion with stakeholders and a review of the SCEP and PD documents, there is no formal monitored plan to provide staff members with PD opportunities to teach them how to foster on-going partnerships with parents and the community.

**Impact Statement:**

The lack of a clearly defined and monitored comprehensive system that is aligned to the school’s vision and goals, under-utilizes parents who could help to support sustained academic and social success for their child through high school, into college and beyond into the world.

**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 best use is made of any training and support provided to parents in enhancing their child’s chances of success to develop strong working partnerships with the school and provide PD to staff on an ongoing basis to enable them to establish strong and sustainable communications and partnerships with parents for the benefit of all students.

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

**Overall Finding:**

The school shares data in a variety of ways that include report cards, student achievement assemblies, and annual Open House programs. However, many parents do not understand what it means and how to use it to help their children succeed.

**Evidence/Information that Lead to this Finding:**

- The Family Worker collects data about absences and shares it with parents, but there is no evidence that the parents are given specific information on how to address this issue effectively in order to ensure their child's academic success.
- The guidance counselor uses data in her discussions with parents, but parents stated that they would welcome workshops on topics such as NYSESLAT and the CCLS because not knowing what it is prevents them from guiding their children in a meaningful way.
- While all of the parents stated that they regularly communicated with the guidance counselor, family worker and support services, they also said that the school did not offer any workshops specifically on the use of data and therefore, they were not sure how they could use it to help their children.

**Impact Statement:**

Because of a lack of an integrated plan that makes data accessible, and is understood by all families, parents are not empowered to take action or provide support in order to improve academic achievement for their child.

**Recommendation:**

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

- Provide training and support for parents on how to understand what academic data is telling them in terms of their child's strengths, weaknesses, and what they could do to better support their academic growth.