



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	331700010092
School Name	PS 092 Adrian Hegeman Elementary School
School Address	601 Parkside Avenue, Brooklyn, New York 11226
District Name	NYC CSD 17
School Leader	Diana Rahmaan
Dates of Review	February 11-12, 2014
School Accountability Status	Focus School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	PK-5	Total Enrollment	495	SIG Recipient	<input checked="" type="checkbox"/>	Title 1 Population	84.93%	Attendance Rate	92.65 %		
Free Lunch	77%	Reduced Lunch	3.6%	Student Sustainability	n/a	Limited English Proficient	13.5%	Students with Disabilities	10.8%		
Number of English Language Learner Classes											
#Transitional Bilingual	n/a		#Dual Language	n/a		#Self-Contained English as a Second Language	n/a				
Number of Special Education Classes											
#Special Classes	2		#Consultant Teaching	n/a		#Integrated Collaborative Teaching	3				
# Resource Room											
Number Special Classes											
#Visual Arts	n/a	#Music	n/a	#Drama	n/a	#Foreign Language	n/a	#Dance	n/a	#CTE	n/a
Racial/Ethnic Origin											
American Indian or Alaska Native	0.4%	Black or African American	77.9%	Hispanic or Latino	16.0%	Asian or Native Hawaiian/Other Pacific Islander	4.9%	White	0.8%	Multi-racial	0.2%
Personnel											
Years Principal Assigned to School	17		# of Assistant Principals	2		# of Deans	0		# of Counselors / Social Workers	2	
Teachers with No Valid Teaching Certificate	2.6%		Teaching Out of Certification	7.7%		Teaching with Fewer Than 3 Yrs. of Exp.	10.3%		Average Teacher Absences	5.94%	
Credit Accumulation (High School Only) and Performance Rates											
% of 1 st yr. students who earned 10+ credits	n/a		% of 2 nd yr. students who earned 10+ credits	n/a		% of 3 rd yr. students who earned 10+ credits	n/a		4 Year Graduation Rate	n/a	
ELA Performance at levels 3 & 4	10.2		Mathematics Performance at levels 3 & 4	13.1		Science Performance at levels 3 & 4	79.1		6 Year Graduation Rate	n/a	
Did Not Meet Adequate Yearly Progress (AYP) in ELA											
	American Indian or Alaska Native						Black or African American				
	Hispanic or Latino						Asian or Native Hawaiian/Other Pacific Islander				
	White						Multi-racial				
	Students with Disabilities						Limited English Proficient				
	Economically Disadvantaged					X	All Students				
Did Not Meet Adequate Yearly Progress (AYP) in Math											
	American Indian or Alaska Native						Black or African American				
X	Hispanic or Latino						Asian or Native Hawaiian/Other Pacific Islander				
	White						Multi-racial				
	Students with Disabilities					X	Limited English Proficient				
X	Economically Disadvantaged					X	All Students				
Did Not Meet Adequate Yearly Progress (AYP) in Science											
	American Indian or Alaska Native					X	Black or African American				
	Hispanic or Latino						Asian or Native Hawaiian/Other Pacific Islander				
	White						Multi-racial				
	Students with Disabilities						Limited English Proficient				
X	Economically Disadvantaged					X	All Students				
Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective											
	Limited English Proficiency										

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

1. By June 2014, the school leadership will have engaged in setting the school direction, the development of leadership staff, and realignment of school systems and structures to increase teacher effectiveness.
2. By June 2014, all instructional staff will have incorporated the Common Core Learning Standards (CCLS) into pre-kindergarten through grade 5 curriculum maps to strengthen and increase instructional rigor across the grade levels, as measured by school leaders through formal and informal observations.
3. By June 2014, 100 percent of teachers and school leaders will have a normed understanding of the Danielson competencies and rubric used in the teacher evaluation system.
4. By March 2014, the Character Building Team will have designed and trained 100 percent of teachers in the new behavior system.
5. By June 2014, parent and community engagement will increase by ten percent, as evidenced by parent attendance and participation at monthly Parent Association meetings and workshops.

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.

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

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			X	

	learning.				
	OVERALL RATING FOR TENET 3:			D	

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

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

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

#	Statement of Practice	H	E	D	I
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.		X		
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.		X		
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.		X		
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.		X		
	OVERALL RATING FOR TENET 5:		E		

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

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

School Review Narrative:

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement.	Tenet Rating	E
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Debriefing Statement: The school leader and staff have provided a safe and nurturing environment for all stakeholders. The school leader has used human, programmatic, and fiscal resources to make strategic decisions that support the social and academic development of all students. These actions have resulted in an environment that is conducive to continuous and sustainable school improvement.

Strengths:

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.

- The school leader has provided opportunities for teachers to meet by grade level on a daily basis, using a five period a week professional development (PD) schedule; the review team observed teachers at such a grade-level meeting discussing student writing samples. The school leader also schedules time for mandated monthly teacher meetings during extended time at the end of the school day. Weekly, non-mandated, team meetings are also scheduled with a team leader. Teachers meet for PD based on a yearly schedule that provides specific dates, topics of focus, and outcomes for trainings. A reviewer observed a PD workshop on *ReadyGEN*, a comprehensive core English language arts (ELA) program purchased by the school. The school leader has put into place an after-school expanded learning time program to address the needs of students requiring Academic Intervention Service (AIS), which is supported by dedicated funds, as well as a mandated extended day program to support achievement in reading and math that is held Monday through Wednesday. The Church Avenue Merchant Block Association, a program for students in kindergarten through grade five who are accepted through an application process, integrates the arts, dance, homework help, community trips and tours, and provides support for families on issues such as immigration and housing. The program has been in the school for the past nine years, and includes summer sessions. Students, during interviews, shared their love for this program and the many extra-curricular opportunities it provides for them and their families. The school leader plans to implement a Saturday Academy, beginning in March 2014, for students performing at levels one and two on New York State (NYS) assessments and in need of further interventional support in the development of their writing skills. A character building program will take the place of Positive Behavioral Interventions and Supports (PBIS), which was not funded this school year. The school leader, with the support of the Network support team, created an additional class at the start of the school year to accommodate students with disabilities due to an increase in this population; and created an additional instructional position to support a technology class. The school leader has reassigned supervisory responsibilities among the assistant principals to meet the requirements of Advance, New York City's (NYC) new system of teacher evaluation and development and the school's Annual Professional Performance Review (APPR) program. Consequently, the school leader has identified the needs of the school community and put structures in place to address

those needs.

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.

- The school leader and supervisory staff have a schedule for teacher observations that includes both formal and informal walk-throughs. Through a document review and interview, reviewers found that observations follow a schedule based on the Danielson domains with specific areas of focus outlined for teachers in the schedule, such as a focus on lesson planning. The review team evaluated observation reports and noted clear, concise feedback from school leaders with next-steps indicated. School leaders stated, and teachers confirmed, that conversations about the findings take place immediately following teacher receipt of the report. Teachers reported that they receive support and feedback from school leaders with next steps noted for areas of concern. Teachers are provided with opportunities for intervisitations to share exemplary instructional practices, both on and off site. School leaders stated they are in classrooms on a daily basis and feedback is presented both orally and in written form following a visit. Evidence from the PD calendar and discussions with teachers showed that instructional weaknesses are followed up in future observations and PD is provided to support teachers in improving practices. As a result, the school leader holds the staff accountable for the quality of instruction.

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).

- The school leader uses evidence-based systems to address and improve school-wide practices, as outlined in the School Comprehensive Educational Plan (SCEP.) The review team noted many agendas for grade-level meetings that focused on the Common Core Learning Standards (CCLS), Danielson's four domains of teaching, and student data use for all student groups and subgroups. Teachers stated that during common planning time and team meetings they explore strategies to differentiate instruction for English language learners (ELLs) and students with disabilities. Teachers reported that, using data, they create small groups or tiers that focus on specific skills; this data is also used to identify AIS students and students in need of additional support. Teams analyze student data from summative assessments and draw-up Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals based on the data analysis and information about barriers to achievement. The teams then work to align the goals, of which the overarching goal is improving writing standards. Teachers establish goals using a baseline assessment, reassess students after an eight- to ten-week period, and then adjust the goals, as needed. Multiple measures of student learning are used to generate data that determine student goals. The data inquiry team and grade-level teams meet to look at the goals and areas of focus across grade levels. This helps the school leader identify PD to support teachers. A school-based support team meets monthly to address the social and emotional developmental health issues of students. Data from these meetings and from

teachers using Response to Intervention (RtI) is used to address student and family concerns. Communication with the staff takes place at faculty conferences. Parents reported that all concerns presented to school staff are addressed immediately and, as a result, this encourages community and family engagement. The school also uses attendance data and the Online Occurrence Reporting System to monitor and assess the needs of its students. These practices are aiding school leaders in gaining an overview of the school’s performance and prioritizing the aspects of its work that need greater focus.

Areas for Improvement:

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

- The school leader, in collaboration with the school leadership team, is in the process of reviewing the 20-year-old mission statement and developing a new one. The review team, after speaking with parents and teachers, noted that no one could state a clear vision or mission for the school. Stakeholders reported that the school vision was scheduled for discussion at the next Parent-Teacher Association (PTA) meeting. The Integrated Intervention Team (IIT) did not find any evidence of a vision or mission statement in classrooms or on hallway bulletin boards. In addition, the goals cited in the SCEP are not SMART goals, although grade-level goals are established in the document. Reviewers found evidence of the school leader sharing data with staff and parents at the start of the school year; however, at the time of the review, reviewers did not find evidence of a data-driven mission for student achievement aligned to everyday instruction. While the school leader plans to revise the school mission, it has not been communicated and shared in its current form, and there are no SMART goals created that align with the mission and vision; therefore, the school’s ability to achieve its academic goals is limited.

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 provides staff with opportunities for collaboration and PD to support the implementation of the CCLS and instructional shifts. While the school is using CCLS-aligned curricula in reading and mathematics, and is developing structures that address the various components of each program to accelerate student learning, not all lessons reflect the instructional shifts that support students and subgroups across all content areas. Therefore, not all students are exposed to a rigorous curriculum that promotes higher-level thinking and leads to college and career readiness.

Strengths:

3.2 **The school has received a rating of *Effective* for this Statement of Practice:** The school leader ensures

and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.

- The school leader has written and executed a plan to support the implementation of the CCLS. This plan provides common planning time for all teachers, including teachers of subgroups. Teachers use this time to meet in teams to discuss recent data and curriculum planning issues, and analyze performance tasks adjustments. Once a month all teachers attend mandated PD, with topics such as writing, the increase of rigor, Danielson domains two and three, questioning techniques, and rubrics. The school leader informed reviewers that assistant principals provide support in the implementation of the CCLS, and as a result, teachers are becoming more confident in planning a CCLS-aligned curriculum. Reviewers learned that some teachers are working on curriculum revisions to align social studies and science to the CCLS, and early childhood teachers have had opportunities to design their own curriculum maps and checklists of performance tasks. English as a second language (ESL) classes are both push-in and pull-out and the curriculum map is shared among teachers. However, classroom visitations showed that classroom practices are not yet reflective of a fully aligned CCLS curriculum. Therefore, despite strengths, the impact is not yet readily seen in classrooms, which limits students' ability to become college and career ready.

Areas for Improvement:

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.

- Although teachers reported opportunities for collaboration during grade-level meetings to create and develop unit and lesson plans aligned to the CCLS, and spoke of monitoring and adjusting curricula based on data-driven instruction (DDI) protocols, the review team found, through classroom visits and document review, inconsistent staff use of appropriately aligned plans. Only a small number of teacher plans supported the CCLS, and the team observed whole-class instruction using the same materials more often than instruction using differentiated groupings. Teachers reported that they received PD on the instructional shifts in ELA and mathematics. However, during classroom visitations, reviewers observed only a small number of the instructional shifts in place. One reviewer observed that all students in a special education class were using the same reading material, whether working independently or in a group with the teacher. Evidence of teachers promoting higher-order thinking skills by using close reads, academic vocabulary, and higher-level questioning was rarely observed during classroom visitations. During the large student focus group meeting, most students did not know about rubrics, and during classroom visitations, reviewers found teachers using rubrics inconsistently as a form of assessment or feedback. Reviewers found that students were exposed to complex materials in only some classes, and noted a high level of student engagement and use of higher-order questioning in only one class. Consequently, students are not being exposed to a rigorous and complex curriculum, thus limiting conceptual understanding and academic growth.

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.

- School staff have the opportunity to meet and collaborate with each other on a daily basis. Grade-level meetings, both formal and informal, are held to discuss curriculum and data. All students receive a twelve-week cycle of art, music, and technology. However, reviewers found limited evidence that teachers of the arts and technology regularly attend grade-level meetings to plan interdisciplinary units. There have been some attempts to connect social studies to technology through an assigned research paper, and reviewers viewed a hallway bulletin board that made a connection through art to writing. The school leader reported that teachers are working on lesson plans and interdisciplinary curricula, and are trying to connect subject content, such as linking measurement in science and mathematics. However, examples of this practice were not common across the school. The team was informed that science and social studies units were connected to ELA and mathematics through curriculum mapping. However, reviewers found in an examination of unit and lesson plans, and classroom visitations, that the mapping was inconsistently translated into instruction. Although some teachers work on interdisciplinary lesson plans and curriculum design, and cluster teachers meet with grade-level teachers, students are not benefiting from a curriculum that consistently connects and incorporates the arts and technology.

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.

- During the vertical teacher meeting, teachers reported that they use data from both *ReadyGEN* and *GO Math!* to determine next steps and make curriculum decisions; this data is generated from such sources as quick checks prior to the start of a unit. Teachers also stated that they use data to inform instruction and provide differentiated learning activities. However, lesson visitations carried out by the review team showed that teachers are at an early stage of using data to make curriculum decisions. Little evidence was available to suggest that all teachers consistently use both formative and summative assessment data to inform curricular adaptations to meet the needs of students. Discussions with students revealed that some teachers provide data-based feedback to help students work and achieve at a higher level, but this practice is inconsistent. Consequently, the alignment between curriculum and assessment is not close enough to produce high levels of 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
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Debriefing Statement: While teachers are in the process of developing instructional practices aligned to the CCLS, teacher use of formative and summative assessment data to inform instruction that leads to challenging

learning experiences is inconsistent throughout the school. As a result, students have limited opportunities for high levels of engagement that could narrow the achievement gap and lead to increased student growth.

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.

- Throughout classrooms school-wide, reviewers noted behavioral charts referring to the PBIS program. Teachers and students use these rules as the basis for classroom behavior. Teachers told reviewers there is a reward system in place and that they share behavior concerns with parents. During classroom visits, reviewers found little or no classroom management concerns that would interfere with instruction. Staff and students use established routines in most classrooms and students transition from one area to another without disruption. Instruction sometimes provides opportunities for students to take part in accountable talk and gives them an opportunity to share different values, opinions, and perspectives. In the large student focus group, students stated that when they do not understand instructional points, other students are often ready to help. Students stated that they feel comfortable asking questions in class, knowing they will receive support from adults and no ridicule from classmates.

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.

- Teachers examine data during grade-level meetings to ensure curricular alignment to the CCLS, modify unit plans, analyze student work, and plan next steps. In addition to state and local measures of student learning, teachers stated that they use baseline assessments, interim assessments, and exit slips to set student goals. However, while evidence from teachers' observations showed some effective implementation of the CCLS, it is inconsistent across classrooms. Students stated that teachers review learning objectives at the beginning of each lesson; however, the team's classroom visitations revealed some objectives that teachers did not clearly write, define, or review with students. Reviewers noted that when teachers posted objectives, most stated what students would do, as opposed to what they would learn. The team reviewed many lesson plans and found only a few instances where teachers used data to drive instruction and differentiate learning. Although plans aligned to instruction and reviewers noted some differentiation in tier groupings, the team did not find any modifications for subgroups. During class visitations, aside from the extra support provided by pull-out or push-in instruction and self-contained classes, reviewers did not observe other accommodations or modifications for the aforementioned subgroups. Reviewers found limited evidence to indicate that goal setting, either long- or short-term, was rigorous and consistent. Consequently, as teachers are not consistently providing differentiated instruction, students do not make the gains in academic progress of which they are capable.

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

- The school leader, as well as the Network and district, has provided continuing PD on the CCLS and instructional shifts. The school leader stated that teachers are becoming more familiar with the CCLS and are able to incorporate the standards into lesson planning. Reviewers examined agendas showing grade-level meetings to discuss the CCLS had occurred. Teachers reported that they had received PD on instructional shifts, school-wide writing, vocabulary, listening and speaking learning standards for kindergarten through grade five students, and teacher questioning techniques. Teachers participate in PD at Fordham University and school leaders provide time for intervisitations at a nearby school to observe best practices. However, the team’s review of lesson plans, as well as classroom visits, showed that not all teachers are incorporating CCLS-aligned strategies into their lessons. Additionally, evidence of the shifts in mathematics and ELA was inconsistent. In most of the classrooms visited, lessons were teacher-directed and lacked the types of activities and questions that promote higher-order thinking. Reviewers noted a lack of rigor in most classrooms, with a minimal use of differentiated instructional practices to address the learning needs of ELLs and students with disabilities. Whole-class instruction was often the rule, rather than the exception. Most teachers asked students to raise their hands to answer questions instead of using a pair-share strategy or group discussion. As a result, lessons do not always provide students with multiple points of access, and therefore, limit opportunities for student engagement and learning.

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).

- During the grade-level team meeting, teachers reviewed student writing samples and discussed plans for next steps, using data to make critical instructional decisions. These teachers stated that they were not differentiating for student subgroups; however, they did speak of using graphic organizers and sequence charts to modify instructional strategies to address subgroup needs. Teachers stated that they used assessments to adjust instructional practices; however, this practice was not uniformly evident in the classroom visitations made by reviewers. Reviewers found that teachers did not consistently use data to drive instruction or ensure that work closely matched student ability levels. During an interview, students stated that learning is important in the school; however, they also stated that teachers lead the lessons and do most of the talking. These students confirmed that they have conferences with their teachers and that teachers use rubrics to determine scores. The students stated that the rubrics teachers provided for them contain their ratings and next steps. However, evidence from classroom visits, lesson plan reviews, and student work samples showed that purposeful feedback, whether oral or written, is lacking. A student shared her literacy work, which contained essays, first drafts and a finished piece, with the review team. The work samples were ungraded and without rubrics. Teacher feedback contained compliments and feedback on sentence and organization, only. The team also looked at student work displayed in classrooms that showed rubrics and teacher comments. Most of the comments

were related to mechanics and written in general terms, such as “good work,” “good job,” “continue to practice,” and “need to complete research.” There was little actionable feedback provided. Due to a limited use of actionable feedback, expectations for high quality work and recognition of student effort are lacking, which restricts opportunities for student achievement.

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

Tenet Rating

E

Debriefing Statement: The school community has established a system that identifies and supports students’ social and emotional developmental health. The school has partnered with many local community-based organizations, universities, and hospitals that address and support concerns that impact on students and families. As a result, all stakeholders are engaged in a safe and respectful environment.

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.

- The school leader and staff have a system in place, and use research-based programs and partnerships to support students’ social and emotional developmental health. The review team found that the school’s student support staff collaborate to identify interventions for referred students. The school-based support team, the attendance team, the pupil personnel team, and the Medgar Evers College Pipeline Initiative, which connects elementary, middle, and high schools to district colleges with a focus on science and mathematics, are all part of the system that the school has developed to meet the needs of each child in the school community. Brooklyn College, Kings County Hospital, and Downstate Medical Center are also part of this system. Interviewed students stated that they have someone in the school that they can contact if a concern arises. The school-based support team monitors school attendance data, and guidance personnel or the social worker perform follow-up when necessary, such as home-visits. The school’s partnership with Kings County Hospital Center brings PD on mental health and crisis intervention to staff, and provides families with support. The school leader is currently working with Kings County Hospital on a health, science, and career themed program for families in the school community interested in the health care field. Parents reported that progress reports are sent home and phone calls made to inform parents about areas of concern. Parents told the review team they are proud of the way the school cares for their children. The addressing of social and emotional developmental health through sustained partnerships with community-based organizations results in students’ needs being supported.

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.

- The school leader is in the process of implementing a school-wide character building program. The character building team will train all teachers prior to the program launch in mid-March 2014. The program, which is based on PBIS principles, identifies student behavior and provides ways for teachers to address the specific behavior indicated. The program also provides a framework for students to use when encountering social and emotional issues in school and at home. The review team noted during classroom visits that rules from the PBIS program are posted in classrooms. The RtI system is used for academic, and social and emotional developmental interventions when a teacher refers a student. Use of this system helps the school identify social and emotional issues that may interfere with a student's academic progress. PD for teachers is regular, tailored to need, and supported through The Fordham University Network and St. Francis College. Guidance personnel receive training to support their work with individualized education programs (IEPs) and alternate assessments through St. Francis and Fordham. The school psychologist attends monthly meetings and conferences outside of the Network to build capacity to meet the needs of students. The ability of the school to provide learning experiences and PD on social and emotional developmental health for students, teachers, and families has contributed to the creation of a school environment that is safe and healthy for the entire school community.

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.

- Students stated that they feel safe and comfortable in the school. Students could describe the consequences for misbehavior and the school leader's "do's" and "don'ts," as communicated by the school leader to members of the school community at the start of the school year. Students also stated that learning is important and valued by school staff, which was reiterated by the teachers. Parents stated that they are well supported by the school leader and staff, and that personal needs brought to the school leader or support staff are immediately addressed. Parents reported that the school makes their roles and expectations clear to them in supporting the social and emotional needs of students. Students spoke positively about the role they play, through their behavior and actions, in helping to make the school a safe place to learn. A few parents stated that the speech therapist and nurse monitored their concerns and communicated with them on a weekly basis, if not more. The review team noted the quality of the support and special event programs reported by parents. Creating a positive learning environment and a sense of belonging within the school, in which parents feel the school is safe and conducive to learning, contributes to students fully participating in the learning process.

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.

- A strong student support team works with the teachers. The school leader and the school-based

support team use data to respond to the social and emotional developmental needs of students. There is a system in place for referrals through the RtI program. The assistant principals lead this effort and review teacher classroom interventions prior to making the referral. The school-based support team then observes the student’s classroom behavior and collects data to corroborate the referral. The support team has provided workshops for teachers on NYC’s Special Education Student Information System, the NYS English as a Second Language Test (NYSELAT), and IEPs. In addition, the support team offered three major PD sessions around mental health of children, behavior modification plans, and mental health partnerships. Agendas reviewed by the IIT confirmed parent workshops in this area. Reviewers found that the ESL teacher verbally shares NYSELAT scores and proficiency levels with teachers for push-in and pull-out support for ELLs. ESL teachers also deliver workshops for parents around academics and community resources. The Achievement Reporting and Innovation System (ARIS) provides a parent link so that families are able to view and access data reports for their child. Many school programs support the social and emotional developmental health needs of students, and therefore lead to increased opportunities for students 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 and staff have a policy of open and frequent communication with students, parents, and the community. This culture fosters a welcoming, trusting, and respectful environment. As a result, the school community actively participates in supporting students’ academic progress and personal growth.

Strengths:

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

- The review team found the school to be a warm and welcoming. All school stakeholders were respectful and conveyed a feeling of community and support for one another. Reviewers learned that the school leader and the members of the PTA provide information to parents; correspondence sent home to parents reinforces the school’s expectations regarding academic achievement. Parents stated that individual teachers are always accessible and frequently remind parents if they need to work with the school to raise academic achievement. Parents are kept informed of their child’s progress, and are notified if progress or behavior slips. Reviewers noted that this reinforces the school’s expectations. The school is committed to working with parents, and frequently reviews the effectiveness of its relationships with parents, which fosters academic success.

6.3 **The school has received a rating of *Effective* for this Statement of Practice:** The school engages in effective planning and reciprocal communication with family and community stakeholders so that student

strength and needs are identified and used to augment learning.

- The school plans an annual multicultural festival and recently hosted a Valentine's Day and Mardi Gras celebration. School leaders organize a planned family community day in May with the help of parent volunteers. Reviewers found that the school acknowledges the cultural diversity of its constituents; many bulletin boards in school corridors, as well as in classrooms, reflect diverse cultures. The school sends out notices to parents using many methods, and all memos or notices from the school leader that are in need of immediate release are translated into Spanish. In a recent lock-down situation, the school leader notified all parents with a letter sent home in English and Spanish. The PTA president and the parent coordinator told the review team that flyers and notices from the PTA and parent coordinator are translated in most languages spoken in the school community, including Mandarin, French, and Arabic, in addition to Spanish and Creole. A home language survey is sent to families so that the school is aware of the diversity of the community and can provide for translations, as necessary. Translators for Spanish and Creole speaking families are available when parents come to the school for individual and open conferences. Parent workshops also have translators available and phone calls are made to families in the appropriate languages, as needed. In its attempts to ensure that communication with parents is effective, the school seeks the views of parents and acts on any suggestions for improvement identified by parents. The school engages in reciprocal communication with families, which allows parents to support students' academic and personal growth.

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

- Parents reported that the school highly supports parental engagement. Parents are encouraged to volunteer in the school. Reviewers learned that workshops are held around students with disabilities, mental health, and counseling. The school also runs workshops for parents on understanding the CCLS, science, and robotics. The PTA president stated that the school achieves very high attendance at the workshops, partly because workshops are run in the morning and evening to accommodate parents' varying schedules. The school-based support team reported that they ensure parents feel welcome and are partners in their children's success. The staff is welcoming and makes themselves readily available when parents visit the school. School leaders have organized a Family Day, in which the school and the community are both involved. Collaboration with families and community-based organizations ensures that the entire school community is working together to support 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.

- The school leader and parents stated that many learning opportunities are offered to encourage parents to become familiar with and better understand student data. The school leader, assistant

principals, and the parent coordinator all presented workshops to help parents gain a better understanding of AIS, the CCLS, test preparation strategies for reading and mathematics, and the *ReadyGEN* and *GO Math!* programs. The team reviewed documents showing a PowerPoint presentation that was given to parents in January 2014, as well as workshops provided to help parents understand the NYS testing program through EngageNY. The school leader told the team that data is shared with staff through the school leadership team, and parents are informed of their children's ELA and mathematics scores. Reviewers learned that the ESL teacher meets with the parents of ELLs, as necessary, and all teachers make phone calls to keep parents informed of their child's progress. In this way, the school encourages parents to advocate around student learning and engage in meaningful dialogue with the school, which promotes student learning and success.

Recommendations:

Tenet 2: School Leader Practices and Decisions

In order for the school's strategy and practices to align with the concepts in the Effective column of Tenet 2 the school should:

- 2.2: Develop SMART goals and a long-term vision that reflect priorities in the SCEP; clearly communicate these goals and the vision to all school stakeholders.

Tenet 3: Curriculum Development and Support

In order for the school's strategy and practices to align with the concepts in the Effective column of Tenet 3 the school should:

- 3.3: Ensure that teacher unit and lesson plans contain CCLS-aligned curricula that promotes higher-order thinking with attention provided to rigor, shifts, and differentiation; promote high student engagement using complex texts, problem solving, and multiple points of entry for all students.
- 3.4: Provide PD on how to incorporate all enrichment areas, including the arts, technology, music, and physical education, into a CCLS-aligned curricula; review lesson plans for evidence of implementation.
- 3.5: Ensure that data is used to inform curricular adjustments, and that feedback is regularly provided to students to help them improve.

Tenet 4: Teacher Practices and Decisions

In order for the school's strategy and practices to align with the concepts in the Effective column of Tenet 4 the school should:

- 4.2: Develop a plan to visit classrooms and monitor the implementation of strategies used to accommodate the needs of ELLs and students with disabilities; ensure that unit and lesson plans are adapted to meet the needs of all subgroups, and contain short- and long-term goals for all students.
- 4.3: Use monitoring protocols for teacher planning and instructional practices to ensure plans align to the CCLS and reflect the CCLS shifts; ensure teachers include high levels of text and content complexity, higher-order thinking skills, and differentiation with multiple points of access in their planning to engage students in learning.
- 4.5: Develop a system where teachers provide actionable, purposeful, and meaningful feedback to all students; collect samples of student work, with rubrics, to monitor feedback from teachers; closely monitor classrooms for rigor, and the use of data and assessments to match instruction to the learning needs of students.