



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	310100010015
School Name	PS 15 Roberto Clemente School
School Address	333 East 4 th Street, New York, NY 10009
District Name	CSD 01M
School Leader	Irene Sanchez
Dates of Review	February 11-12, 2014
School Accountability Status	Priority School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet for 01M015

School Configuration (2013-14)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	190	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	44
Types and Number of Special Classes (2013-14)					
# Visual Arts	8	# Music	5	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population		89.2%		% Attendance Rate	
% Free Lunch		100.0%		% Reduced Lunch	
% Limited English Proficient		12.4%		% Students with Disabilities	
				90.3%	
				0.0%	
				32.2%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native		1.1%		% Black or African American	
% Hispanic or Latino		52.5%		% Asian or Native Hawaiian/Pacific Islander	
% White		1.7%		% Multi-Racial	
				35.6%	
				8.5%	
				0.6%	
Personnel (2012-13)					
Years Principal Assigned to School		2.17		# of Assistant Principals	
# of Deans		N/A		# of Counselors/Social Workers	
% of Teachers with No Valid Teaching Certificate		N/A		% Teaching Out of Certification	
% Teaching with Fewer Than 3 Years of Experience		13.0%		Average Teacher Absences	
				3.7	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4		4.2%		Mathematics Performance at levels 3 & 4	
Science Performance at levels 3 & 4 (4th Grade)		50.0%		Science Performance at levels 3 & 4 (8th Grade)	
				4.2%	
				N/A	
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	
% of 3rd year students who earned 10+ credits		N/A		4 Year Graduation Rate	
6 Year Graduation Rate		N/A			
				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	N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	Yes	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		
Met Adequate Yearly Progress (AYP) in Science (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	Yes	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. Develop teachers' content knowledge and enhance pedagogical practices leading to student achievement.
2. Increase student performance and develop thinkers.
3. Effectively engage students in higher order thinking and discussion.
4. Improve student attendance.
5. Increase the number of supports offered to families and students to meet academic, social, and emotional needs.

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:				D	

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

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

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

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

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

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

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

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

School Review Narrative:

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement.	Tenet Rating	D
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Debriefing Statement: The school leader, in collaboration with staff, parents, district and network, as well as affiliated partners, has created a school environment that seeks to foster the well-being of all stakeholders. However, the monitoring structures and procedures for strategic decision making are not yet embedded, and as a result, are not directly aligned to sustained improvements in instruction, learning, and student achievement.

Strengths:

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

Areas for Improvement:

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

- The school leader has created Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals, and a mission and long-term vision, in collaboration with staff and parents, which are supported by the school community. Plans are in hand to realize this vision, and to monitor and evaluate its implementation. However, these practices are not yet embedded, and as a result, progress toward stated objectives is not yet rigorously monitored. Discussions with school leaders and teachers showed that the School Comprehensive Education Plan (SCEP) was created by the school leader in collaboration with representative teachers and parents, and presented to staff at a school-wide meeting and to parents at a Parent-Teacher Association (PTA) meeting. The school leader sends home a weekly newsletter that provides parents with information related to curriculum and instruction, as well as miscellaneous school related information. School Leadership Team meeting notes and agendas provide information about the monitoring and evaluation of student progress. In addition, reviewers found that the school leader maintains ongoing communication with teachers, support staff, and parents through regularly scheduled meetings, email, and texts. Document reviews and discussions with stakeholders revealed that, although uniformly seen, heard, and known, adjustments to school practices have yet to provide the necessary steps to achieve the long term vision of increased student achievement.

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

- Discussions with school leaders, supported by documentary evidence, showed that the school leader has made strategic decisions to organize programmatic, human, and fiscal capital resources.

Data “walls” in the school leader’s office charted the reading and math levels of each student by grade. Data is not always used to drive improvements in student achievement through classroom instruction. Flexible scheduling provides some access for staff members to collaborate with colleagues in planning, problem solving, and addressing emergency situations. School leaders and teachers reported that hiring decisions are based on student need, and interviews are conducted with the participation of staff members from the hiring committee. Reviewers learned that early in the school year, the 37 1/2 minute extended learning time program was targeted toward the arts. School leaders and staff reported that this was adjusted to use partnerships to support arts inclusion, and instead focus on additional reading support for kindergarten through grade three students and additional math support for students in grades four and five. The school leader has also provided each teacher with the book: Enhancing Professional Practice: A Framework for Teaching, by Charlotte Danielson. Despite the fact that the decisions made by the school leader have brought some new programs, partnerships, and personnel to the school, improvement plans are in the early stages of implementation. Leaders are not yet able to demonstrate that these decisions are leading to gains in student academic achievement.

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.

- The school leader has a system in place to observe and track the progress of teacher practices, and the observation plan is shared with all teachers. The school leader hired an assistant principal (AP) to support the implementation of this school-wide plan. Reviewers learned that teachers have one formal and three informal observations conducted annually. Observation notes and reflections are available to teachers online. Teachers stated that the provided feedback is timely and geared toward improving instructional practices. Targeted professional development (PD) conducted by both school leaders and Network support staff is scheduled for staff members; the PD is aligned to areas of development identified through the observation process. However, despite the fact that structures are in place to monitor the quality of instruction with the intention of supporting instructional improvements, the monitoring process is at an early stage of implementation with limited evidence of continuous or sustained improvement.

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

- Although systems are in place to monitor and evaluate student performance and instructional quality, sustained school improvement has not yet been achieved. Discussions with school leaders and teachers established that staff are encouraged to use evidence-based systems to assess and modify individual instructional practices, but such expectations are not always met. Reviewers found that although school leaders provide supports for the implementation of the Common Core Learning Standards (CCLS), the supports do not consistently lead to improved instruction and a curriculum that fully meets the needs of all students. In the February 10, 2014 weekly newsletter to staff, the school

leader addressed the student progress data provided by the Action 100 program and noted that students who had been enrolled at the school for two or three years were not making progress, as their reading levels had not changed during that time. Data showed that students were not reading sufficient quantities of texts. The independent reading level assessments (IRLA) data displayed in the school leader’s office confirmed that school-wide reading levels were predominantly below grade level. Reviewers found that the data is not being used to address the most significant areas of academic weakness; as a result, student achievement goals have been met with limited success. The school is working toward achieving a data driven culture; however, more work needs to be done to ensure that data is used as a driving force in instruction and teachers are held accountable for the progress made by their students.

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 established some structures supporting staff collaboration and opportunities to develop, implement, and monitor CCLS-aligned curricula that address the needs of all students. However, staff are in the initial stages of adjusting lessons to meet the academic and language needs of students in all sub-groups. Therefore, implemented instructional practices have yet to fully support the learning outcomes of all students.

Strengths:

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

Areas for Improvement:

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

- Reviewers learned that the school leader launched curricula aligned to the CCLS and established a plan and schedule of PD, from September through June, to guide implementation of the programs. According to the school leader and staff, PD goals included developing teacher content knowledge in mathematics and effectively implementing replacement units of study. Other stated goals included teachers learning and implementing a shared inquiry method of instruction. To support teachers, ten consultant days are scheduled for PD; the Network Leader and Network Instructional Liaisons provide monthly and bimonthly class-based one-to-one support for all teachers. The school leader reported that she is monitoring the implementation of CCLS through an examination of the units of study and action plans uploaded to a shared intranet site. She also reported that she reviews student data, participates in grade-level and inquiry team meetings, and conducts classroom observations. Study groups meet by grade to answer the overarching question, “What would be the ideal evidence of understanding?” However, despite the efforts of the school leader,

staff members are at an early stage of reflecting this level of support in classroom practice. Therefore, explicit, targeted, differentiated instruction is not uniformly implemented in classrooms and the implemented curricula are not fully meeting the needs of the students.

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.

- Unit and lessons plans are not uniformly developed based on student data and out of classroom specialists, such as special education teachers, do not consistently plan collaboratively and systematically with their classroom integrated co-teaching (ICT) counterpart. Reviewers noted that the unit and lesson plans provided showed an inconsistent use of modifications and adjustments across all classes and content areas. Many of the submitted units and plans were merely printed copies of plans containing no modifications. In three classrooms visited, the reviewer noted teachers using multiple modalities including visuals, movement, and song. However, the majority of lessons viewed were teacher directed using whole group instruction with limited differentiation provided for English language learners (ELLs) or students with disabilities. Team reviewed attendance records for grade-level teacher meetings and instructional council meetings did not include the signatures of out of classroom specialists. The lesson plans collected by the team showed a limited progression of sequenced and scaffolded skills and did not consistently include language objectives for the English language development of ELLs. In addition, planning did not routinely include higher order thinking skills or the use of rubrics. Consequently, inconsistent collaboration with out of classroom specialists and limited modifications of unit and lesson plans to meet the needs of individual students hinders student achievement.

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

- Although the school leader has created opportunities for staff members to collaborate across disciplines, few interdisciplinary projects have been planned or completed. Planning documents reviewed by the team showed some examples of interdisciplinary connections taking place, such as in grade four. Discussions with school leaders and teachers revealed that this is not part of a whole school, coordinated program. Reviewers found that individual teachers engage in integrated teaching and learning activities, but this occurs on an ad hoc basis. Grade-level planning meeting agendas and notes did not detail interdisciplinary plans, nor were there records of partner collaboration in planning sessions. Evidence from observations also included few examples of technology being used effectively as a learning tool. Teachers are not uniformly developing innovative strategies connecting curricula, which limits opportunities for students to be academically successful.

3.5 The school has received a rating of *Developing* for this Statement of Practice: Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range

curriculum planning that involves student reflection, tracking of, and ownership of learning.

- Systems for collecting and analyzing assessments are not uniformly utilized by teachers and limited opportunities for student ownership of learning are provided. Teachers stated, and reviewers confirmed, that data binders are maintained to monitor student progress through the results of IRLAs and Independent Math Assessments (IMAs), which are also maintained on Schoolpace, a web-based student achievement dashboard. School leaders reportedly review these different data sources. Reviewers found that the school leader has provided opportunities for staff to work in teams, such as study groups and inquiry teams, to analyze student work and use data to develop action plans. However, grade level study group binders provided inconsistent and limited information as to the topics discussed, assessments reviewed, and action plans developed during these meetings. Classroom visitations and discussions with students indicated that, although teachers discuss data with grade level colleagues, little assessment data is used to make curricular decisions or to adjust instructional planning. Student folders, reviewed by the team during classroom visits, contained limited evidence of explicit feedback to students or of the use of rubrics. Folders and notebooks that students brought to the small group meeting with interviewers also offered limited evidence of explicit feedback regarding individual academic goals. Few teachers were observed using data to provide students with either oral or written actionable and developmental feedback. Teachers are in the early stages of analyzing and using assessments to align curricula and provide on-going explicit feedback to students, resulting in limited student ownership of learning, which hinders student achievement.

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

Tenet Rating

D

Debriefing Statement: The school leader and staff conduct ongoing conversations about the use of data and monitoring protocols to implement rigorous instructional practices, interventions, and extensions leading to high level of student engagement, thinking, and academic progress. However, the implementation of these practices for all students, in particular identified sub-groups, is not uniformly seen in student work and learning outcomes.

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.

- Teachers and students work together in a harmonious environment. In all classrooms the reviewers visited, students were engaged, attentive, and focused. For example, a teacher gained the attention of students in one classroom with a quiet hand signal. Students reported that they feel comfortable asking teachers for help when they do not know something, and just as comfortable when answering questions in front of classmates. Reviewers found that teacher use of discussions allowed students to share their views and opinions. The team observed evidence of embedded

programs that promote common understandings of behavioral expectations on bulletin boards and walls, in hallways, and classrooms. The school supports student emotional health through programs such as Emotional Literacy, Mood Meters, and Yoga for Kids. The theme of being a “Responsible, Respectful, Problem Solver” is carried throughout the school building with clear, simply written signs that include pictorial representations of actions, explaining how to behave in different locations and situations. Guidance personnel are in close communication with the staff to help both prevent potential problems and assist when needed. Early childhood classes begin their day with “Get Ready to Learn Yoga” programming, which supports students’ emotional well-being. An opportunity for students to reflect and discuss feelings during the morning meeting follows. The learning environment is safe for all students; as a result, students are responsive to learning and stated that they are confident that the adults in their school “think learning is important and want to give them a better education,” which encourages student achievement.

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.

- The unit and daily lesson plans currently implemented do not consistently address individual student goals and needs. Conversations are beginning to take place that engage teachers in the important task of aligning lesson plans to data, but are at an early developmental stage and not yet leading to uniformly differentiated learning activities. Lesson plans reviewed by the review team showed limited purposeful grouping, conferring, differentiation, or formative assessment, providing insufficient support to address the individual needs of all students. Student goals detailed in the grade four document binder prepared by the school leader were presented as representative evidence of school wide practices. However, reviewer discussions with students did not reveal a widespread knowledge of individual goal setting or the learning journey the goals represented. Teachers are currently receiving PD on curriculum implementation and curriculum planning. However, this PD has not yet resulted in consistent instructional practices promoting high levels of student engagement and inquiry, which limits student achievement.

4.3 **The school has received a rating of *Developing* 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.

- During classroom visits, the review team observed an emphasis on whole class instruction with limited use of higher order thinking questions posed. In one class, as the students examined an excerpt from a previously read book on the SMART Board, the teacher asked a series of questions in an effort to derive a particular answer. Most questions began with “why,” and none succeeded in eliciting a response that reflected student understanding. In some classes, including a technology class, the team noted a focus on activities, rather than performance tasks with learning goals that students could describe. In other classes, the instructional materials did not contain high levels of content complexity and did not provide sufficient challenge for higher achieving students. The written work shared by students in the small group meeting did not include tasks and students

could not clearly explain the purpose of the writing. When asked, “What are some things the grown-ups are doing to make the school better?” a fifth-grade student who had attended the school since pre-kindergarten answered that he noticed learning was easier than before. Another student said that teachers were trying to teach step-by-step. Teachers infrequently provide multiple points of access to address the individual strengths and needs of all students, hindering student achievement.

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

- Teachers are collecting data to inform planning, but make limited use of the data to foster student participation in their own learning. Although teachers have access to multiple data sources, examined lesson plans showed an inconsistent use of data for determining student groupings or making instructional decisions or adjustments. The review team observed an inquiry team meeting where staff members worked collaboratively to review and analyze student work, determine next steps, group students, and determine scaffolds to differentiate instruction. The teachers concluded with a three-week action plan. However, an analysis of agendas and outcomes of meetings other than inquiry team meetings showed a lack of focus on determining outcomes leading to instructional strategies shaped by data. Reviewer discussions with students and an analysis of student work indicated that student feedback is not consistent in identifying next steps for improvement or in encouraging students to take ownership of their learning. In addition, a review of sample student notebooks and folders did not reveal specific, personalized goals for all students. Teachers are in the beginning stages of collecting and using data for instruction, grouping and individual feedback. Therefore, data-based instruction (DDI) is not uniformly provided to benefit all students and current instructional practices lead to limited 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 structures that address the social and emotional development of students by ensuring that staff and community organizations work collaboratively to provide services and enrichment programs for all. As a result, staff, students, and parents experience a safe and respectful environment that is conducive to learning.

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, in collaboration with the staff, has implemented systems that address student social and emotional developmental health needs. The vision of the school is embodied in the

supportive and caring school environment. Discussions with students revealed that procedures are securely in place for individual students to be well known by a designated adult. All students interviewed by the review team reported they have someone to go to if they are experiencing difficulties. Hallway displays showed student art supporting social and emotional development, such as “Be a buddy, not a bully,” presentations. The school-wide Positive Behavioral Interventions and Supports (PBIS) program is promoted through posters in classrooms and hallways to remind all students to be “A Roberto Clemente All-star,” which represents a “Responsible, Respectful, Problem Solver;” appropriate specific behaviors are indicated for different locations within the school. All classrooms have “mood meters” as part of the emotional literacy program, and a morning meeting time is scheduled for students to share non-academic information. Discussions with staff and students confirmed there is a system in place for immediate needs identification, and awareness of early warning signs provide for quick responses from school leaders, guidance counselors or the parent coordinator. Information is further communicated through the Pupil Personnel Team (PPT), School Leadership Team (SLT), attendance committee, and school safety meetings. During a meeting with the school support staff, the staff spoke of a holistic school vision to meet all student needs and create a safe environment with caring teachers so that students believe they can achieve. Systems have been implemented to address barriers to student social and emotional developmental health.

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 has structures in place to communicate and systematically promote the school vision to educate the whole child and create respectful problem solvers. The staff has attended training sessions on PBIS and Learning through an Expanded Arts Program (LEAP,) which are social and academic support programs. Teachers stated that they receive written memos from the emotional literacy coordinator that support program implementation by providing sample scripts to use in discussions with students about the “mood meter.” Teachers stated that they are encouraged to be innovative and creative in their approach to meeting the social and emotional needs of their students. Teachers reported receiving PD from school guidance counselors on how to identify and meet student social and emotional issues. Guidance counselors reported that they attend monthly network training. The team reviewed the PPT meeting notes, which showed the participation of classroom teachers and support staff, and include detailed minutes and actionable steps. A document review showed that the school leader’s weekly newsletter for staff and families often addresses matters of a social and emotional nature, such as information on “Respect for All Week.” The school successfully promotes a vision for students to learn in a safe 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.

- Through an ongoing collaboration with school stakeholders, the school leader has created a safe

school learning community. During the reviewer meeting with the parent group, a parent explained that she reluctantly enrolled her child in this school because she had attended the school when she was a child and had thought it was a very negative experience. She was extremely concerned for her child's safety when she learned he was to leave her in the lobby and walk to class independently. Her fears have turned to overwhelming support for the school community as experience has taught her how well known her child is to the staff. Another parent spoke of moving from the neighborhood and continuing to travel to this school because of the support she and her children have received. In addition to the previously mentioned programs, the school leader has partnered with organizations that provide holiday gifts for all students, a communal Thanksgiving dinner for families, laundry facilities for family members to use, and cooking classes to teach families how to cook healthy meals and buy food locally and inexpensively. The school safety officer is integrated into the school community; the school nurse attends safety and attendance meetings; and teachers are invited to volunteer and participate in multiple school committees. Discussions with parents, students, and staff confirmed that they recognize and rise to the expectations of the roles they each have to play in providing a safe environment in which students can learn and work. Staff talked about implementing behavioral expectations consistently, students talked about taking responsibility for their actions, and parents spoke of supporting the school's mission and vision. All school stakeholders actively support and make positive contributions toward the creation of a school community tied to the school's vision.

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.

- The school leader has established structures to collect and use data for the purpose of identifying and meeting student social and emotional developmental health needs. The school leader reported that she participates on the PPT, which meets weekly and collects data on students' social and emotional needs. The PPT examines students' social history, studies attendance data, and analyzes any developing student trends across different classes. Discussions with school leaders, support staff, and documentation showed that the information collected from these sources is used to develop action plans to address identified concerns. Attendance data is reviewed daily by the parent coordinator and during weekly meetings of the attendance committee. Parents are called when students are absent, and home visits are conducted. If the student is not ill and has no one to bring him or her to school, the parent coordinator will then transport the child to school. Assembly programs in recognition of one hundred percent attendance are held monthly for students, and awards assemblies that parents attend are held three times a year. The school attendance binder showed an average weekly attendance from September 2013 to December 2013 at ninety-four to ninety-five percent. Evidence from discussions and documentation showed that the SLT collects data for use in analyzing and monitoring parent involvement and support. Teachers and parents reported that all stakeholders are encouraged to email and text information pertaining to student well-being to relevant staff. The systems and structures provided by the school community provide increased opportunities for students to become socially successful.

Areas for Improvement:

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

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

Tenet Rating

E

Debriefing Statement: The school culture fosters reciprocal communication among school leaders, staff, students, and their families. In addition, the school sustains extensive partnerships with community organizations that nurture the ongoing growth of these relationships. As a result, the school has established a solid foundation from which all students can work toward achieving rigorous academic outcomes.

Strengths:

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

- The school leader fosters communication within the school community and sustains extensive partnerships with community organizations. Correspondence and meetings with parents are used as opportunities for school leaders and teachers to reinforce the school’s commitment to high academic expectations. School leaders and parents confirmed that the school consistently looks to improve the way it communicates and establishes purposeful relationships with parents. School leaders, parents, and staff reported in interviews that school staff make themselves available for conversations at the beginning and the end of the day and that they welcome e-mail and text communications in addition to the traditional hand-written notes and telephone calls from parents and families. Information sent home to all families includes progress reports and report cards, detailed homework packets, reading logs and a weekly principal newsletter in Spanish and English. Parents credited the school leader and parent coordinator for creating supportive conditions and stated appreciation for the school’s efforts in the continuing push for ensuring that families are conversant with the school’s academic expectations. The parent room welcomes parents and provides telephone and computer access daily. Parents present to meet with members of the review team reported increased academic success for some of their students, improvement with self-control issues for another, and a belief that instruction is being tailored to individual needs. The positive relationship between the school and families is serving as an effective base for the continued push on the home-school partnership to best meet the needs of all students.

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.

- Discussions with school leaders, staff, and parents showed that the school leader, in collaboration with staff, has created a plan to communicate with families and is always evaluating the

effectiveness of the strategies used. Parents and school leaders stated that the school is ready to take on ideas for improvements suggested by parents or other stakeholders. The SCEP described school plans for guidance counselors, the parent coordinator, attendance committee members, and success mentors to maintain communication with students and parents to ascertain needs. Community based organizations (CBOs) were invited to attend SLT meetings and parent summits, as well as participate in school service projects to enhance a welcoming environment and foster a sense of pride and belonging. Discussions with school leaders and parents, supported by documentary evidence, showed that parent workshops are scheduled throughout the school year and reflect the needs and priorities of families, as identified in the parent survey. The team reviewed the Parent Involvement Policy (PIP), which states that the policy “is designed to keep parents informed by actively involving them in planning and decision making in support of the education of their children.” Reviewer evaluation of documentation and correspondence with families sent from the school show that notices are translated into Spanish, Bengali, and Mandarin with the help of the city translation services. Parents also confirmed receiving progress reports, notices, and letters from the school in their home languages. The school has established open lines of communication with families, which helps to build partnerships between school and home.

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

- The school leader, in collaboration with staff, has developed partnerships that support families and students. One CBO, Change for Kids, supports arts and academic programming in the school. The team reviewed documents showing that services in the 2013-14 school year included weekly music classes in all grades and one-to-one tutoring for selected students at all grade levels. The New York Downtown Hospital’s Kress Vision Program provides free eye examinations and New York University’s (NYU) Dental Program provides dental exams on site. Students in grades two through five read to a certified therapy dog and her human partner through the Bide-a-Wee Reading to Dogs program. Some parents reported going to an all-day arts and activities program sponsored by St. Francis College. Parents also stated that the school provides a variety of workshops to help them in supporting the academic development of their children and that the workshops address content areas, as well as the CCLS. Discussions with staff revealed that they welcome and appreciate PD sessions aimed at developing their skills in establishing effective working partnerships with parents and families, and further stated that they have developed better skills in communicating and working with parents. Because of these efforts and identified strengths, there is a continued commitment to robust home-school partnerships that benefits students.

Areas for Improvement:

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.

- The school shares data in ways that promote limited dialogue across the school community. The

SCEP stated that the SLT would dedicate twenty-five percent of their time to the collection and analysis of data around parent involvement and support and in planning for supports to be implemented. Furthermore, guidance counselors, the parent coordinator, attendance committee members, and success mentors were mandated to maintain communication with students and parents to ascertain needs. CBO's were to be invited to attend SLT meetings and scheduled parent summits to provide information. However, the impact and outcomes of these efforts were not overtly apparent to reviewers. Although the school provides parents with data about their child's academic progress, some parents stated that the information is not always presented in a way that is easy to understand. Parents also stated that access to data online is not consistently available. While the school has been successful in sharing data and achieving improvements in areas such as attendance, the same response has yet to be garnered in working with parents to give them a stronger understanding of student academic data, so that they can be even stronger advocates for their child's learning.

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: Rigorously monitor progress toward school goals and make adjustments where needed with the intention of bringing significant and sustained improvements in student achievement.

2.3: Ensure that resource decisions are made strategically and that the outcomes of these decisions are rigorously monitored for the impact they have on improving student outcomes.

2.4: Put in place more robust evaluation procedures to ensure that there is consistent alignment between monitoring of instruction and future improvements in instruction and student achievement.

2.2: Ensure that rigorous systems are put in place to monitor school performance and lead to improvements, particularly in student achievement, instruction, and the use of data to hold teachers and school leaders accountable for the academic progress of different groups of students.

Tenet 3: Curriculum Development and Support

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

3.2: Monitor the impact of the curricular support that is provided to teachers and check that it leads to effective implementation of the CCLS in all classrooms, which in turn brings about improvements in student outcomes.

3.3: Ensure that best use is made of consultants to support teachers in developing lesson and unit plans that are fully reflective of the CCLS instructional shifts; make best use of data, questioning, and rubrics, so that student achievement is increased.

3.4: Enable teachers to collaborate to plan interdisciplinary curricula that meet the needs of all students and lead to increased engagement and achievement. School leaders should follow by evaluating the impact of the implemented curricula on student outcomes.

3.5: Ensure that test and assessment data is used to inform curricular adjustments and modifications to meet the needs of different groups of students. Provide data-based student feedback that leads directly to improvements in learning and achievement.

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: Ensure that data and instructional planning are closely aligned and that students are provided with individualized learning goals that are both challenging and achievable.

4.3: Ensure that instruction consistently provides questioning that is challenging and uses materials that promote discussion and interaction because of their high level of text and content complexity.

4.5: Ensure that all teachers use data to differentiate instruction, use ongoing assessments to adjust instructional practices, and use feedback as a tool for making clear to students what they need to do to improve their work.

Tenet 6: Family and Community Engagement

In order for the school's strategy and practices to align with the concepts in the Effective column of Tenet 6 the school should:

6.5: Provide increased parental guidance and support to enable them to access and understand academic data, so that the partnerships between home and school can be further strengthened.