



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	320700010277
School Name	PS 277 Dr. Evelina Lopez-Antonetty Children’s Literacy Center
School Address	519 St. Anne’s Avenue, Bronx, NY 10455
District Name	NYC CSD 07
School Leader	Sagrario L. Jorge
Dates of Review	May 20-21 2014
School Accountability Status	Priority School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet for 07X277

School Configuration (2013-14)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	435	SIG Recipient	Yes
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	41
Types and Number of Special Classes (2013-14)					
# Visual Arts	N/A	# Music	19	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population		86.7%	% Attendance Rate		90.1%
% Free Lunch		91.3%	% Reduced Lunch		4.3%
% Limited English Proficient		16.1%	% Students with Disabilities		20.4%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native		1.7%	% Black or African American		24.8%
% Hispanic or Latino		72.0%	% Asian or Native Hawaiian/Pacific Islander		1.1%
% White		0.2%	% Multi-Racial		0.2%
Personnel (2012-13)					
Years Principal Assigned to School		0.16	# of Assistant Principals		1
# of Deans		N/A	# of Counselors/Social Workers		3
% of Teachers with No Valid Teaching Certificate		N/A	% Teaching Out of Certification		6.3%
% Teaching with Fewer Than 3 Years of Experience		25.0%	Average Teacher Absences		5.5
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4		11.9%	Mathematics Performance at levels 3 & 4		13.6%
Science Performance at levels 3 & 4 (4th Grade)		68.8%	Science Performance at levels 3 & 4 (8th Grade)		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		N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate		N/A			
Overall NYSED Accountability Status (2012-13)					
Reward			Recognition		
In Good Standing			Local Assistance Plan		
Focus District		X	Focus School Identified by a Focus District		
Priority School		X			

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	Yes	Limited English Proficient	Yes
Economically Disadvantaged	Yes		
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	Yes	Limited English Proficient	Yes
Economically Disadvantaged	Yes		
Met Adequate Yearly Progress (AYP) in 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. By June 2014, the school will increase use of effective pedagogical practices shown to increase student achievement, and school leaders and teachers will create individual professional development plans based on the Danielson Framework. The school will increase teachers' effective pedagogical practices by 75 percent, as evidenced through Danielson Framework ratings comparing their first rating and end of year rating.
2. By June 2014, the school will create four common core-aligned units of study in English language arts and mathematics that provide multiple points of access with scaffolded information and embedded opportunities to develop information literacy and math skills, which culminate in performance tasks that help students develop content understandings and make connections between content areas and the learning community.
3. By June 2014, school leaders and teacher leaders will agree 75 percent of the time about whether a given lesson reviewed during norming sessions or informal observations represents Ineffective, Developing, Effective, or Highly Effective practice across the three selected competencies, as measured by teacher response data from norming sessions throughout the year. The school will raise student achievement by developing teaching practices that extend students' critical thinking and independence. School staff will accomplish this by deepening school community understanding of what high quality teaching looks like with respect to providing quality feedback, small group and differentiated instruction, questioning and student led discussions, and the use of assessment in instruction.
4. By June 2014, the school will decrease the number of level three, four, and five infractions by 10 percent; and 20 percent of teacher ratings will improve in Danielson's Component 2d, managing student behaviors.
5. By June 2014, to implement a cohesive home-school support system for students engaged in rigorous tasks as required by the CCLS and to foster a stronger and more supportive parent partnership, there will be a 10% increase of parents attending student and parent celebration activities at a minimum of 3-4 events a month.

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 learning.			X	

	OVERALL RATING FOR TENET 3:		E		
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:			D	

School Review – Findings, Evidence, Impact and Recommendations:

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement.	Tenet Rating	E
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Debriefing Statement: The school leader has developed and institutionalized Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals and a mission that are built on the strategic use of human and fiscal resources, targeted observations, the purposeful use of data, and the development of systems focused on sustained school improvement. This focus has resulted in measurable progress toward school-wide goals.

Strengths:

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

Overall Finding:

The school leader wrote school goals in the Specific Measurable Ambitious Results-oriented Timely (SMART) format and developed the School Comprehensive Education Plan (SCEP) to support goal achievement. All school stakeholders voiced support for the school mission, knew the goals, and were able to discuss what school leaders were specifically doing to accomplish each of them. Staff had prominently posted the vision and mission in the main office and throughout the building, and various groups often referred to it during meetings.

Evidence/Information that Lead to this Finding:

- During meetings with the school leader, teachers, support staff, students, and parents, the goals, mission, and vision were clearly articulated and discussed in depth. Every teacher received a copy of them, and reviewers learned that school leaders and staff use the goals to drive meetings and professional development (PD), as evidenced by a review of PD documents by the Integrated Intervention Team (IIT) and reviewer observation of a teachers’ meeting.
- Teachers stated that all staff members are accountable for each child’s success, not only while they attend PS 277, but into high school and college. Teachers stated that they felt an urgency to achieve the school-wide goals on time.
- A review of letters sent to teachers by school leaders supported what parents and staff voiced during their meetings with the IIT; school leaders communicate that families are an important and valued part of a team effort to accomplish school goals and help every child succeed.
- The school leader applied for and received a grant, which is given to only one school in New York City (NYC) each year. The grant sustains community programs that support the vision and goals of

the school.

Impact Statement:

These actions and practices have resulted in a shared vision and commitment to achieving the goals as outlined in the SCEP for the 2013-14 academic year.

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

Overall Finding:

The school leader uses fiscal and human resources to ensure both the accomplishment of the SMART goals for the 2013-14 school year and to sustain student academic, emotional, and behavioral growth as they transition into middle school and beyond.

Evidence/Information that Lead to this Finding:

- Through meetings with school leaders and joint classroom visitations, the IIT found that the school leader knew the staff well, made decisions that used teacher strengths, and provided the support needed to ensure achievement of the goals. The school leader departmentalized the fifth grade to expose students to a variety of teaching styles, and help prepare them for the transition to a middle school model in the following year.
- The school leader made a variety of programming changes that included a move from a seven to an eight period day to provide all grades and clusters with a common planning period. Other changes included an increase from 40 to 50 minutes for Academic Intervention Services (AIS) each day; the implementation of a Saturday Academy designed to provide academic support for students in grades three through five; the addition of a character education program provided through a community partnership with Tribes for tier three students every Wednesday; and programming for students who have earned recognition through the Positive Behavioral Intervention Services (PBIS) program to work with robotics on Tuesdays and Thursdays. Every day, for two hours after school, teachers have opportunities to work together with the support of an assistant principal and a consultant to develop unit plans and curriculum maps. School leaders, all teachers, some students, and parents were aware of these decisions and could speak about them with an understanding of how all stakeholders work to support the achievement of school-wide goals.
- The school leaders hired a second assistant principal to add a visible presence in the classrooms on a daily basis to provide pedagogical support.
- To help ensure that students receive the highest level of instruction, the school leader has paired teachers in integrated co-teaching (ICT) classes who support and complement each other so that each team is academically strong. Furthermore, school leaders replaced the pull-out model previously used to provide additional services for English language learners (ELLs) with a push-in structure to ensure alignment between classroom instruction and the supports provided. The IIT observed the push-in process and noted that it worked seamlessly, with ELLs actively engaged in the lesson.

Impact Statement:

These changes have helped to ensure the academic success of all subgroups of students, as evidenced by the fact that the school was previously ranked last in the district on New York State (NYS) exams and is now in the top five.

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

Overall Finding:

School leaders have developed a clear observation plan aligned to the Annual Professional Performance Review (APPR). The plan provides actionable feedback that is timely and based on student data. All members of the school leadership team have a role in the process, monitor the plan for effectiveness, and provide ongoing PD for the staff. As one assistant principal stated during a joint classroom visitation, "Everyone is responsible for the success of each child and it is the school leader's responsibility to ensure that all of us are held accountable for real and sustained improvement."

Evidence/Information that Lead to this Finding:

- A review of the documented observation plan and written observations showed that school leaders have adhered to the schedule and provided teachers with actionable next steps that were specific and supported school goals. Additionally, after each observation, teachers completed reflection slips that require them to think about how to adjust their instruction. By reviewing the documents, the IIT determined that PD topics are not chosen or presented in isolation, but are targeted by school leaders to address the results of teacher observations.
- Reviewers learned that school leaders, with teachers who require additional support, develop an individual improvement plan that includes intervisitation opportunities and modeling to strengthen their pedagogical practices.
- The IIT noted that the school leader observes classes with each of the assistant principals once a week to ensure consistency and the use of a common language concerning the APPR rubric. The team then meets weekly to analyze data from classroom observations to identify and provide appropriate PD. The leader also observes classes with the Network achievement coach who uses a checklist to provide specific and immediate feedback to the school leader.
- IIT members reviewed all of the observation data that was recorded and tracked. The IIT confirmed during interviews with school leaders and teachers that expectations and changes were clearly known to both the teachers and school leaders, which ensured that they are met.
- A targeted and specific focus, centered on the accomplishment of the school-wide goals, has resulted in all kindergarten students reading on grade level, and all second grade students reading above grade level. Because of the implementation of an observation and feedback plan that has resulted in documented success, the school was selected by the NYC Department of Education

(NYCDOE) as a model for the exemplary implementation of APPR

Impact Statement:

Because the school leader requires assistant principals to function as academic leaders, take an integral role in the observation process, and provide documented actionable feedback, all teachers are given individual and ongoing support. Staff is supplied with resources that allow many of them to take leadership roles. .

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

Overall Finding:

Because of an open door policy, which involves daily classroom visits based on an integrated action plan, the school leader knows pertinent information about every student and teacher in the building. As a result, she can immediately address issues or make appropriate adjustments to the integrated systems that are in place to support the achievement of the goals.

Evidence/Information that Lead to this Finding:

- The school leader spoke about the important role that effective communication plays in the development of a working team. Every Monday, the school leader sends a weekly itinerary to the entire staff. The school leader meets with assistant principals every day to provide focus and address any concerns. The school leader reported that she meets with the entire staff weekly. Parents reported attendance at bi-monthly gatherings where they discuss pertinent issues with school leaders and get information and clarification. Students discussed the monthly Town Hall meetings where they can voice their concerns or propose ideas for improving the school. The student council provided the ITT with copies of the newsletter they write and distribute, which contained fourth-grade science test taking suggestions, and “Shout Outs,” or recognition given by teachers to students for following PBIS expectations, being a model citizen, meeting goals, and using strong vocabulary.
- Teachers stated that they are consistently provided with opportunities to learn how to use data so they may better understand the needs of their students and make adjustments in their classroom practices. School leaders monitor the five grade-level common planning periods to ensure that the time is used to analyze student work and plan small group instruction. Additionally, there are bi-weekly PBIS meetings to monitor the system’s effectiveness and to make necessary changes. Teachers reported using PD exit slips to collect data about the effectiveness of the workshop model, and to support the specific needs of their students and address school-wide goals.
- Parents, students, and teachers confirmed school stakeholder participation in developing a behavior matrix centered on the “Three B’s,” which are Be Respectful, Be Responsible, and Be Safe. This information was posted in every classroom and common area throughout the school. It was observed being used often by teachers with their students to reinforce and remind them of school-wide expectations. The school also used “Sit up, Lean Forward, Answer Questions, Nod, and Track

the Speaker” (SLANT) strategies as a tool to ensure that students engage with teachers and others.

Impact Statement:

A consistent use of data has resulted in measureable progress toward the achievement of school goals, such as improved attendance in classes, and a marked decrease in actionable incidents based on Online Occurrence Reporting System (OORS) data.

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

E

Debriefing Statement: The school leader has established a plan that supports the implementation of a rigorous curriculum reflecting the Common Core Learning Standards (CCLS) and instructional shifts. The school leader has also developed a structure that provides PD assistance and enables teachers to regularly partner to create curricula that use interdisciplinary connections allowing for the infusion of the arts, technology, and other enrichment opportunities. However, because not all teachers consistently monitor or use a variety of assessment data to adjust their planning, the specific needs of students with disabilities and English language learners (ELLs) are not consistently addressed.

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 CCLS that is monitored and adapted to meet the needs of students.

Overall Finding:

The school has a cohesive curriculum plan that includes goals and a PD plan, with opportunities for ongoing collaboration that supports the CCLS. The plan is monitored and adapted to meet the needs of all subgroups of students.

Evidence/Information that Lead to this Finding:

- Teachers stated during interviews with the IIT that school leaders have provided PD, modeled strategies and activities for them, and used data to create and monitor SMART goals for their students. School leaders also supported them in identifying one area of professional growth that each teacher wanted to strengthen, in areas such as supporting higher-level questioning and classroom discussions, giving students actionable feedback, or improving small group instruction. Teachers explained to the review team that they evaluated their own goals mid-year, determined if there was a need for revision, and planned to evaluate their goals again at the end of the school year.
- A review of the PD plan showed that the offerings were tied to school-wide goals, the specific needs of teachers as identified through classroom observations and an analysis of ongoing assessment data to identify student needs. School leaders, consultants, and coaches provided PD

for both English language arts (ELA) and mathematics curricula. The IIT learned that each grade level meets daily to collaborate on analyses of student data, and participates in two hours of after-school curriculum planning sessions to create units of study that support the CCLS. Members of the IIT visited many classrooms during the review and found that teachers used lesson plans that support the CCLS and address the instructional shifts.

- Reviewers learned that ongoing PD is provided by the school psychologist on how to write quality Individualized Education Programs (IEPs) for students with disabilities. Most teachers were provided with PD in Leveled Literacy Intervention (LLI), a program that addresses academic deficits in fluency, phonics, vocabulary, and comprehension.

Impact Statement:

All stakeholders are well informed and speak a common language when discussing the instructional and behavioral expectations in place to help achieve the school-wide goals and ensure the sustained academic success of each subgroup of students.

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

Overall Finding:

Teachers work collaboratively to develop data-driven unit and lesson plans aligned with CCLS and NYS standards. Higher-order thinking skills and complex materials are embedded in all lessons, and rubrics are used to define expectations in all grades.

Evidence/Information that Lead to this Finding:

- Daily common planning time and after-school sessions provide ongoing opportunities for teachers to develop units and lesson plans. The teachers use data collected from ELA and mathematics benchmark and baseline assessments to determine small group instruction and create CCLS units with Rubicon Atlas, which is a curriculum management system that provides a structure to continually monitor and revise instruction. Rubrics were seen on bulletin boards. Students interviewed during the small group discussion discussed a rubric, describing its purpose and using it to refine work products.
- Reviewers examined lesson plan templates developed by the school staff. The templates support the CCLS and include areas for higher-order questioning and scaffolding. Lesson plans were used in most classrooms visited by the IIT and teachers readily shared them with the team. Discussions with teachers and school leaders, along with document review, showed that higher-order questioning and scaffolding are supported by PD. A review of student work in kindergarten to fifth grade showed that students understood what was being asked of them, and knew how to solve the problems and assess answers.
- Each month teachers examine students' running records assessments to monitor reading growth, develop appropriate interventions strategies, and form guided reading groups. Reviewers

confirmed that running records development and guided reading strategies are supported by PD.

Impact Statement:

All students are provided with appropriate support and instructional opportunities to meet the challenges inherent in a rigorous curriculum.

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

Overall Finding:

There are multiple opportunities for collaboration among teachers. Technology and the arts, as well as other enrichment areas, are integrated into instruction to provide rigorous learning opportunities and address the different learning styles of students.

Evidence/Information that Lead to this Finding:

- During daily common planning times, teachers work together to ensure that writing and reading are embedded in every lesson, across all content areas.
- A primary grade teacher worked with the literacy coach to develop lessons on force and motion and with another teacher from a different primary grade to develop plans on the study of storms. The English as a second language (ESL) teacher used cooking to demonstrate a visual and practical application of a mathematics lesson.
- The music teacher collaborated with a social studies teacher to provide music from the cultures students were studying. A partnership with the community-based Studio in the School program generated an art project adapted to the classroom curriculum that supported the school-wide focus on reading and writing.
- The school leader hired a technology expert to provide PD and support for teachers, with the expectation that technology will be integrated into their lessons. The school leader purchased laptop computers for every staff member and iPads for the students. ELL students were observed using laptops to work on vocabulary and students with disabilities were observed using computers with touch screen software instead of pencils because of graphomotor skill deficiencies.

Impact Statement:

The school uses an integrated approach to learning that employs multiple methods to engage all subgroups of students in a meaningful way that helps them be academically successful and achieve school-wide goals.

Areas for Improvement:

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

Overall Finding:

While there is a system in place for the use of formative and summative assessments to drive instruction, track data, and identify targets, the provision of timely feedback and actionable next steps for subgroups varies.

Evidence/Information that Lead to this Finding:

- Reviewers found that teachers and school leaders were able to discuss in depth how they use running records and the LLI tracking system of Fountas and Pinnell to collect student data and adjust instruction. Every unit has formative and summative assessments, and PD is provided on these topics.
- From a review of student work, and discussions with teachers, school leaders, and students, reviewers confirmed that actionable feedback is provided. However, a review of portfolios belonging to students with disabilities in grades one, three, and four did not provide feedback, comments, or next steps for student improvement.
- Although the IIT observed that some teachers asked students to use finger signals to communicate if they understood the work, there was little evidence of ongoing assessment taking place during lessons and, as a result, there were no adjustments made to the instruction. While teachers often asked challenging questions about the topic of the lesson, the IIT did not observe practices that assessed what the students learned.

Impact Statement:

Because not all subgroups of students are being provided with the same support and feedback, and informal assessment is not consistently used, student success and the achievement of school-wide goals are limited.

Recommendation:

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

- Deepen the use of assessments during the lesson to provide opportunities to address student misunderstandings.
- Consider ending every class with an informal assessment such as an exit slip or student summary.
- Provide all subgroups of students with actionable next steps to ensure ownership of learning and academic growth.

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: School leaders and teachers have established a safe environment that encourages active student participation in their own learning. Teachers provide lessons that incorporate the use of complex materials, practice rigor in questioning, and support the CCLS, however, the use of data to adjust

their pedagogical practices in a timely manner varies. This has resulted in missed opportunities to maximize engagement and academic success for some subgroups of students.

Strengths:

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

Overall Finding:

All teachers use CCLS-aligned lesson plans that contain multiple points of access for all students. There is a school-wide focus on the use of complex materials and small group instruction, with higher-order thinking and questioning the norm.

Evidence/Information that Lead to this Finding:

- There were several examples of the use of higher-order questioning and thinking during classroom visitations. In an ICT class, students were allowed to select from four articles that had various levels of complexity, regardless of their ability level. In a fifth-grade class, students were instructed to write their opinions about immigration laws and describe the characteristics of a model citizen.
- The school leader reported that teachers use the Workshop Model to deliver instruction. Classroom visitations confirmed that this framework was used throughout the building. Classes are divided into a warm up period, mini-lesson, independent work, and share session.

Impact Statement:

Instructional practices that challenge students lead to their taking ownership and pride in their learning, which results in academic achievement for all subgroups of students.

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

Overall Finding:

Leadership has made the creation of an academically and physically safe learning environment a priority and has involved all stakeholders in this process. The PBIS systems are implemented school-wide and the matrix developed by stakeholders is consistently used to reinforce behavioral expectations in the classrooms, hallways, cafeteria, and at recess. Additionally, the SLANT model is used to promote a common language around these behavioral expectations.

Evidence/Information that Lead to this Finding:

- Throughout the building the behavioral matrix of Be Respectful, Be Responsible, Be Safe, with specific actionable steps, such as "use kind words and positive body language; strive to go above

and beyond in your class and school work; walk don't run," and SLANT posters were in evidence. In the classrooms and hallways, IIT members heard staff members reminding students about these expectations and using them to refocus a student. A program called Bee Bucks is used to recognize students who go "above and beyond." A second-grade boy was observed tying the shoelace of a girl who was upset because she did not know how to tie her shoes; a member of the school leader's team acknowledged the behavior and rewarded it with a Bee Buck. The students were excited to show the team their Bee Bucks and explained that they were going to spend them in the Bee Store, which is run by the Parent-Teacher Association (PTA), to "buy" items, such as wristbands or books.

- Students have an active role in the school community. Members of the student council were part of the meeting with the IIT. They were all articulate and able to discuss their goals as part of the organization. These goals centered on helping to ensure that the school is a safe and respectful place for everyone. Additionally, the members write and publish a newsletter, which includes information about tests and a reminder about the importance of following the matrix. The school holds Town Hall meetings where students discuss issues with school leaders. Stakeholders recognize student participation as an important part of the school environment.
- In IIT meetings with students, one student said, "All teachers make you believe that you have a bright future." Another student said, "Teachers are nice and care about us. They always help me to do my best." The parents all voiced similar views. One parent stated, "This school can compete with the best schools in the city. My child learns every day and is excited to come here." In meetings with all the various stakeholders, the term "family" was often used to describe how they view each other.

Impact Statement:

The school learning environment is safe and allows all students to feel valued and heard, which provides the structure for increased academic success.

Areas for Improvement:

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

Overall Finding:

School leaders have taken specific steps to ensure that instruction is data driven. Although data is used to develop lesson plans and small group instruction, classroom practices do not always reflect differentiation based on the information.

Evidence/Information that Lead to this Finding:

- School leaders have provided one period for common planning time each day and additional time after-school with a curriculum specialist to help ensure that data is used to develop units of study and lesson plans that address the needs of all subgroups of students. PD offerings and feedback from observations support this focus.

- The lesson plans written for the Saturday Academy, which is a program designed to provide additional academic support for students, are based on data. This helps to ensure that the time is used in a meaningful way and that both the students and school goals are supported. In the meeting with the IIT, all students, except for a first grader, were able to speak about their goals and almost every child stated that he or she attends the Saturday Academy and finds it very helpful.
- Observation of the common planning meeting facilitated by the coach showed that the coach uses data to help teachers make changes in their instructional practices. This meeting had a specific written agenda, minutes were taken, and teachers were left with actionable “next steps.” A review of PD documents revealed that this is the norm for all meetings and workshops.
- AIS instructional materials are developed using data. Newly arrived students designated early or intermediate ELLs are provided with one-to-one tutoring. They are also provided with remediation for fifty minutes before the beginning of the school day.
- Lesson plans were evident in every classroom and a review of them showed scaffolding and adjustments based on student need. However, in two classes, students sat in groups in which every student was doing the same work. In another class, reviewers asked a teacher how she was using NYS English as a Second Language Achievement Test (NYSESLAT) results to differentiate instruction for ELLs. The teacher stated that she knew her students’ scores, but not the specific modality.

Impact Statement:

While there is a real effort to use data to address student deficiencies, this is a relatively new process for some teachers. As a result, the differentiation of instruction and ongoing adjustments to pedagogical practices are not always evident and, therefore, the needs of all subgroups of students are not consistently addressed.

Recommendation:

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

- Ensure that all teachers know and can use the appropriate data to make accommodations for a variety of diverse learners.
- Develop coaching cycles to ensure the implementation of instructional interventions to respond to the needs of students with disabilities and ELLs.

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

Overall Finding:

Teachers use formative and summative assessment data to create lesson plans. However, use of this data to inform instruction, adjust grouping, and provide data-based feedback is not always timely and consistent.

Evidence/Information that Lead to this Finding:

- In most classes visited by members of the IIT, ELLs were grouped, but the work they were doing was the same as the rest of the class. There was no apparent adjustment in instruction, although it was notated in the lesson plans. In most classrooms, teacher-centered, rather than student-focused, instruction was evident. In one class, the teacher asked a question and answered without providing wait time, so that students could have a chance to think about the answer and respond.
- In two ICT classes, students were grouped and were working on varied components of the lesson using a graphic organizer and a checklist. The paraprofessional worked with three students to help them revise their work and provide clarity. In another ICT class, the teacher asked probing questions to assess student understanding and ensure that all students could respond in complete sentences that accurately answered the question. However, in two other classes containing students with disabilities, reviewers found no evidence that data was used for differentiation, scaffolding, or appropriate grouping.
- Teachers discussed in depth how they use running records and LLI assessments to meet the individual needs of their students. Documentation indicated that PD was provided to support the use of these tools.
- Based on a review of student work examined in meetings and classrooms, and assignments posted throughout the building, teachers often provided appropriate and specific feedback that students can use to improve their work. Students stated that the feedback helps them to improve and they like to get “Glow and Grow” comments. However, IIT members noted that not only was there no actionable feedback or “next steps” for some students with disabilities, there were also no comments or corrections provided.

Impact Statement:

When instruction is data-based, timely, and purposeful, the specific needs of all subgroups of students are met, which results in academic success demonstrating the accomplishment of school-wide goals; however, inconsistent practice leads to the needs of all subgroups not consistently being met.

Recommendation:

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

- Ensure that all students receive timely and appropriate actionable feedback to help all subgroups achieve.
- Ensure that data is used for grouping and that the work provided addresses the specific needs of each group.
- Model how to create a student-focused, rather than teacher-centered, learning environment.

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
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Debriefing Statement: The school leader has established a research-based system that has resulted in the creation of a safe environment supporting the social and emotional developmental health of all students. The use of a variety of human and fiscal resources, and strategic partnerships, with the active participation of parents and ongoing PD for all stakeholders has resulted in all students being known. However, while the school collects and records data and the members of the support team use it to address the social and emotional needs of students, there is limited evidence that teachers understand how to use this information to support consistently the individual needs of their students. As a result, students with emotional or social concerns are not always able to meet their full potential and achieve academically.

Strengths:

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

Overall Finding:
The school leader, with the support of the stakeholders, has established a comprehensive system for referral linked to appropriate support services that address the social, emotional, and behavioral needs of all students.

Evidence/Information that Lead to this Finding:

- The PBIS committee, which is comprised of classroom and cluster teachers and a guidance counselor, provided PD for all staff beginning in September and continuing throughout the school year. The committee meets bi-weekly to monitor the PBIS plan and make adjustments. Teachers identify and refer students to the PBIS committee for discussion and support recommendations. Cases are revisited every three to six weeks to determine if the supports are working or require adjustment. The PBIS matrix is posted throughout the building and is often used by teachers and other stakeholders to reinforce behavioral expectations. PBIS assemblies for students are conducted throughout the year. All groups of stakeholders can speak in depth about PBIS and all interviewed agreed that the emphasis on behavioral expectations makes it easier for teachers to provide rigorous quality instruction and academic challenge for all subgroups of students. Additionally, there is a check-in and check-out process in place for designated tier two and three students who are identified as needing someone to connect with during the course of the day. All adults are part of this program, and students can check in with the school leader’s secretary or cafeteria workers, as well as members of the support and teaching staff; everyone in the building supports the PBIS initiative. Students stated that they are well known by a designated adult.
- When a stakeholder believes that a student needs special services, the person must complete a child study packet. This comprehensive plan, which was reviewed by the IIT, requires in-depth information and analysis of the child’s academic data, needs, behaviors, and challenges to ensure

appropriate and differentiated support for the student. Additionally, a monthly review of the OORS report occurs to examine the level three, four, and five occurrences, target the appropriate services, and track the data to identify trends.

- School leaders and the Network reported that student suspensions have markedly decreased from the beginning of the school year. Further, teachers and parents stated that instruction is no longer interrupted because of behavioral issues and students who had difficulty in the past can be refocused using the matrix and SLANT.

Impact Statement:

Because the social and emotional issues of all students are addressed in a strategic, comprehensive, and consistent manner, barriers to learning are eliminated and all students can focus on academic success.

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

Overall Finding:

The school has a comprehensive plan for using a variety of programs and partnerships to address the social and emotional developmental health of all students. The school is providing ongoing PD to all stakeholders to ensure a shared depth of knowledge and urgency around this issue.

Evidence/Information that Lead to this Finding:

- The school developed a PBIS based curriculum that uses texts that support the topics of bullying, friendship, and making good choices. Students stated that they loved the books and learned how to be kinder to each other not only in school, but outside too. The school has made use of “Making Books Sing,” an interactive theater arts workshop designed to encourage inclusion, anti-bullying decision-making, and control of one’s emotions. Additionally, the guidance counselor provides “Respect for All” lessons and activities for students, and there are ongoing Town Hall meetings that the student council sponsors. Teachers stated that because of the PBIS program’s success and the widespread support it has received, negative behavior is no longer a problem, and they are now able to cover more work in more depth.
- All teachers are provided with ongoing PD on the implementation of PBIS and three days of training from Ramapo for Children, regardless of when they joined the faculty. This training provides teachers with the tools to foster positive behaviors, create a caring environment that promotes success, and gives them tools to de-escalate aggressive behavior. Additionally, Building Educated Leaders for Life (BELL) provides PD for adult stakeholders on how to use data from standardized tests to find solutions for increasing student performance and narrowing the achievement gap. A focus of this program is to improve student self-esteem and support the academic and behavioral goals of the school. Parents stated that their children feel successful, and teachers reported that because the school is focused on meeting the emotional needs of all the students, behavioral issues no longer negatively influence learning and school goals are being met.

Impact Statement:

Because the school has a plan to provide a safe and nurturing environment and adult stakeholders are given the tools to address the behavioral and emotional needs of the students, there is real and measurable academic achievement.

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

Overall Finding:

All stakeholders work together to ensure that the vision of the school, as it pertains to the emotional and social developmental health of all students, is achieved. Stakeholders have merged into a family where everyone is respected, everyone has a strategic role, and everyone's voice is heard.

Evidence/Information that Lead to this Finding:

- The data committee meets monthly to develop a spreadsheet based on student behaviors to identify spikes in occurrences so they can be addressed. The Substance Abuse Prevention and Intervention Specialist (SAPIS) has a designated room in which to meet with students who are experiencing emotional or behavioral problems. The guidance counselor, who is the chairperson of the PBIS committee, meets with at-risk students who are referred by their teachers. The school attendance officer contacts parents on a daily basis regarding student absences and documents all communications. As a result, the attendance rate has increased and absences were reduced.
- Parents have a presence in the building. They are in charge of the Bee Store where students can go to use the Bee Bucks they earned for going "above and beyond," either academically or behaviorally. Parents have a designated room where they can discuss potential topics for workshops with the parent coordinator, hold meetings, plan activities, and stage events, such as a Talent Show, for students.
- Everyone in the building, including cafeteria and maintenance workers, are provided with PD on the PBIS matrix; and all adults in the building have Bee Bucks available to reward good behavior when it occurs. In meetings with teachers, support staff, and parents, the IIT heard repeatedly that each stakeholder felt that she or he is an important part of the team. Each team member has a responsibility to create and maintain an environment that is safe for all children and maintained using a clear set of expectations that build character and support academic growth.

Impact Statement:

When all stakeholders have a voice in the creation of a school-wide plan to ensure the emotional and behavioral success of every student and take an active role in the implementation of the plan, the result is academic success and the achievement of goals for all students.

Areas for Improvement:

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

Overall Finding:

While the school leader has implemented a plan that is comprehensive and strategic regarding the collection, analysis, and use of data to support the emotional and behavioral well-being of all students, not all staff have a prominent role in the plan. Therefore, it is unclear if stakeholders know how to use information effectively, or if they are simply provided with it.

Evidence/Information that Lead to this Finding:

- School leaders have taken a number of specific steps centered on data and PBIS. The school leader and the PBIS committee meet on a monthly basis to monitor the effectiveness of the plan, as well as discuss assemblies that address PBIS. The school leader and the two assistant principals also evaluate guidance interventions every month. School leaders evaluate and monitor the OORS reports regarding actionable incidents and suspensions. School leaders also assume responsibility for aligning the guidance interventions and conducting monthly assemblies.
- The PBIS committee tracks the behaviors of tier two and three students and evaluates the staff and student mid-year PBIS survey to determine areas of success and weakness.
- There was no evidence to indicate that most of the teachers had a specific role in the analysis of the data as it pertains to students’ social and emotional developmental health.

Impact Statement:

School leaders do not require that all staff take an active role in the analysis of data, which is a missed opportunity to provide teachers with critical methods on how they can use the information to adjust their instructional practices to meet the needs of each one of their students.

Recommendation:

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

- Provide opportunities for the support staff to work with teachers to share best practices and create a common understanding of how all staff can use data to address the needs of students.

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

Tenet Rating

D

Debriefing Statement: School leaders use a variety of techniques to ensure that families not only understand they are recognized as valued members of the school community, but also have a critical role in the academic and behavioral success of their children. The school has established a system that fosters conversations with

families to address concerns, answer questions, communicate expectations, provide ongoing support and timely information, and give them the necessary tools to support student learning. However, because there is little evidence that any PD or conversations take place regarding how teachers can establish and sustain meaningful relationships with the parents of their students, the effectiveness of a school-family partnership that would help to ensure the academic and behavioral success of each child is restricted.

Strengths:

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

Overall Finding:

The school developed a plan centered on effective and ongoing communication and learning opportunities for parents to develop their ability to help their children succeed and accomplish school-wide goals. The school has a full-time parent coordinator who ensures implementation of the plan and has developed an active PTA that was selected to be part of the District Council, and facilitates the dissemination of information to parents.

Evidence/Information that Lead to this Finding:

- Parents and representatives of the PTA stated that communication with the school is frequent and informative.
- School leaders have designated a full-time bilingual parent coordinator who organizes meetings and workshops, and facilitates ongoing communication.
- School leaders have initiated a variety of programs to engage parents and keep them informed, such as Family Friday, a monthly event at which parents can speak with school leaders and visit classrooms; Homework Help, an after-school program that teaches parents how to assist their children with homework; Family Night; and Café con Libros, an event at which parents meet with the school leader to discuss issues centered around literacy. Parents spoke about how important these events were in helping them understand the goals and expectations of the school. Some parents stated that they were grateful that the school provided a CCLS workshop because this enables them to understand what is expected of their children and how to help them.
- Parents of fifth grade students discussed how the school staff makes the transition into middle school easier for their children by providing an assembly where families can meet with representatives of the various middle schools to learn about their programs and have questions answered.

Impact Statement:

School leaders have made it a priority to inform parents about the expectations and goals of the school, which has resulted in enhanced levels of parental engagement and increased academic achievement for all subgroups of 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 strengths and needs are identified and used to develop augment learning.

Overall Finding:

All communications and programs are offered in English and Spanish, which are the two dominant languages of the school community. Because the school leader has made an effort to hire staff that are bilingual, there are numerous people in the building who, when needed, can assist with translations to make all parents feel welcomed and valued.

Evidence/Information that Lead to this Finding:

- The school uses multiple methods, such as the handbook, report cards and progress reports, phone calls home, robocalls, letters, the website, emails, and texts to help ensure that all parents receive pertinent information. In addition, a monthly home-school newsletter and calendar are provided to all community stakeholders.
- Parents stated that they have multiple opportunities to speak to school leaders and teachers, and feel their concerns are taken seriously. Further, there is an active parent presence in the school on a daily basis, since school leaders designated a Parent Room that is equipped with a computer.
- One parent stated, “This is more than a school; it is a family. Everyone is known and valued.” Reviewers noted that all stakeholders expressed this sentiment consistently. Parents reported that the school had staff to speak to about any concerns or issues they needed addressed. Further, as one parent said, “Our opinions matter; we are heard.” The school is constantly looking at how it communicates with parents and is always ready to consider suggestions for improvement from parents.

Impact Statement:

Because school leaders have created an atmosphere built on trust and respect with parents, the relationship has resulted in a strong family-school bond that is used to address student needs and foster student academic and emotional growth.

Areas for Improvement:

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

Overall Finding:

School leaders have developed strategic partnerships with community agencies that support school-wide goals by providing information and training for parents. However, there was limited evidence demonstrating a clear plan to ensure all staff members know how to develop and sustain relationships with parents and use these relationships to support student achievement in a meaningful way.

Evidence/Information that Lead to this Finding:

- School leaders have initiated the Homework Help program that takes place every Monday after school. The purpose of the program is to provide parents with information and strategies that can be used by family members to assist their children in successfully completing assignments.
- Ramapo for Children provides parents with training that helps them support their children's social and emotional needs. All groups of stakeholders stated that the school is safe and provides a calm and supportive environment where all children can learn. School leaders stated that Ramapo is an important part of the school's plan to collaborate with families and provide them with tools to support the behavioral and social expectations outlined in the SCEP. The school also provides workshops focused on the school's PBIS program, and parents were able to discuss the focus and methods used by the school to support student behavioral goals.
- The school collaborated with the Food Bank of New York to offer parents an opportunity to participate in the Cookshop Classroom project. The program is designed to engage all family members in learning how to prepare and cook food that is healthy, nutritious and addresses the incidence of diabetes, asthma, and obesity common in lower socio-economic areas.
- While a few teachers said that they reach out to the parents of their students to engage them in supporting the academic needs of their children, there was no written or oral evidence that revealed a formal plan or set of stated expectations centered on teachers communicating with parents.

Impact Statement:

The absence of a clear plan that includes partnerships with community agencies and teachers building sustained partnerships with parents makes it difficult to increase the likelihood that all subgroups of students can meet the academic goals of the school.

Recommendations:

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

- Revise the SCEP to include PD for staff members that is centered on how to develop and sustain parental partnerships; mandate implementation of the strategies gained through PD to achieve school-wide goals.

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

Overall Finding:

School leaders have a plan that allows data to be shared in a variety of ways with various stakeholders; however, it has not been fully actualized.

Evidence/Information that Lead to this Finding:

- To address ELLs and students with disabilities, school leaders provided additional workshops for parents on topics such as IEPs and the NYSESLAT. According to leaders, these workshops are used as opportunities to not only explain these topics and answer questions, but also to share and discuss data. In meetings with parents and students, all participants knew what an IEP and the NYSESLAT were and could speak about them in general terms. However, they could not explain how they related to the achievement of school goals.
- The school partners with the Bronx Children’s Mobile Crisis Team, which provides prevention planning and support for the families of children who are experiencing a social or emotional crisis; school data is used to provide the best possible outcomes for identified situations. The school also sponsors parenting workshops that are used not only as an opportunity to strengthen the family-school partnership, but to share school and state data.
- Parents acknowledged that the school shares information about data at Open School Night, through the PTA, and through the IEP compliance letter, workshops, progress reports, and report cards. However, they acknowledged that they are not always sure how to use the information they are given to help their children.

Impact Statement:

The PTA and the school work closely together to disseminate information to all stakeholders; however, there is a lack of clarity about how to use this information and, therefore, parents do not know how to best advocate for their children.

Recommendation:

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

- Provide parents with additional opportunities to gain a better understanding of the student data the school provides them with.