



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

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



<b>BEDS Code</b>	331900010328
<b>School Name</b>	PS 328 Phyllis Wheatley
<b>School Address</b>	330 Alabama Avenue Brooklyn, New York 11207
<b>District Name</b>	NYC CSD 19
<b>School Leader</b>	Barbra Gedacht
<b>Dates of Review</b>	April 8-10,2014
<b>School Accountability Status</b>	Priority School
<b>Type of Review</b>	SED Integrated Intervention Team (IIT)

### School Information Sheet for 19K328

School Configuration (2013-14)			
Grade Configuration	PK-8	Total Enrollment	385
		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	3
		# Integrated Collaborative Teaching	8
Types and Number of Special Classes (2013-14)			
# Visual Arts	10	# Music	18
# Foreign Language	N/A	# Dance	21
		# CTE	N/A
School Composition (2012-13)			
% Title I Population	94.9%	% Attendance Rate	88.9%
% Free Lunch	97.7%	% Reduced Lunch	1.8%
% Limited English Proficient	15.2%	% Students with Disabilities	12.5%
Racial/Ethnic Origin (2012-13)			
% American Indian or Alaska Native	0.5%	% Black or African American	55.8%
% Hispanic or Latino	42.0%	% Asian or Native Hawaiian/Pacific Islander	0.9%
% White	0.9%	% Multi-Racial	N/A
Personnel (2012-13)			
Years Principal Assigned to School	NP	# of Assistant Principals	2
# of Deans	1	# of Counselors/Social Workers	3
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification	6.1%
% Teaching with Fewer Than 3 Years of Experience	5.0%	Average Teacher Absences	8.2
Student Performance for Elementary and Middle Schools (2012-13)			
ELA Performance at levels 3 & 4	3.1%	Mathematics Performance at levels 3 & 4	5.6%
Science Performance at levels 3 & 4 (4th Grade)	64.4%	Science Performance at levels 3 & 4 (8th Grade)	22.6%
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		Black or African American	No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	
White		Multi-Racial	
Students with Disabilities	No	Limited English Proficient	No
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)			
American Indian or Alaska Native		Black or African American	No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	
White		Multi-Racial	
Students with Disabilities	No	Limited English Proficient	No
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Science (2011-12)			
American Indian or Alaska Native		Black or African American	Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	
White		Multi-Racial	
Students with Disabilities		Limited English Proficient	
Economically Disadvantaged	Yes		

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

1. Developing a safe culture for learning
2. Designing ELA curriculum maps
3. Progress in Math for students with disabilities in grades 3 through 5 and grade 8
4. Parent outreach/workshops to increase parent involvement
5. Infusing technology into instruction

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

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

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

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

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

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

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

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

#	Statement of Practice	H	E	D	I
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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
<b>OVERALL RATING FOR TENET 6:</b>				<b>D</b>	

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

<b>Tenet 2 - School Leader Practices and Decisions:</b> Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement.	<b>Tenet Rating</b>	<b>I</b>
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**Debriefing Statement:** The newly assigned school leader used available resources to address some critical and immediate needs including those presented by the school community. The implementation of the Annual Professional Performance Review evaluation for all teachers is ongoing. However, there is no shared vision that addresses the priorities as outlined in the School Comprehensive Education Plan (SCEP) that lead to high expectations for rigorous instruction and increased achievement levels for all students.

**Strengths:**

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

**Areas for Improvement:**

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

**Overall Finding:**

The school leader has not articulated a shared vision, nor created specific, measurable, ambitious, results oriented and timely (SMART) goals that are understood across the school community.

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

- The Integrated Intervention Team (IIT or review team) constituent interviews showed that staff, parents, and students did not articulate a clear vision/mission for the school or the school’s goals. The school leader has not yet developed a plan on how the school community will work together to realize the school’s priorities as set forth in the SCEP. In addition, there was no evidence to support the school leader’s attempt to bring the school community together to create a new vision for the school.
- The review team found no evidence to support that the school community has established a data driven culture tied to student achievement. Although staff collects data, the staff lacks systems and structures to ensure that stakeholders consistently share and use data school-wide.

**Impact Statement:**

The lack of a vision and goals that are known to all stakeholders along with a limited data driven school culture hinders constituents from working purposefully toward achieving goals and realizing the school vision.

**Recommendation:**

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

- Develop with the input of all stakeholders a shared vision/mission for the school that reflects SMART goals and a sense of urgency for achieving high academic expectations for all students; develop a data driven mission statement within the SCEP.

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

**Overall Finding:**

The school leader has taken steps to ensure that fiscal, human, and programmatic resources address needs of the school community. However, the school leader lacks structures to evaluate and monitor the impact of resource decisions has on raising student achievement.

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

- The school leader reported that shortly after she began her new position, she reviewed resource needs across the school and made a decision to purchase SMART Boards and iPads as well as arranged for trainings for teachers. Additionally, she allocated funds to supplement and re-establish the school library, which is currently moving toward completion. Currently, there are 12 classrooms with SMART Boards with priority given to the special education classrooms. During the vertical team meeting, teachers shared that the training had a positive impact on improving their instructional skills. The review team saw students in grade five using iPads during the extended day program to work on skills and create a video of what they learned. However, during class visits, reviewers found that teachers minimally used SMART Boards during instruction.
- The school leader reported that she adjusted staffing in response to an evaluation of the school's effectiveness. The English as a second language (ESL) teacher is a dedicated ESL teacher with a full program addressing the needs of English language learners (ELLs). An early childhood staff developer was hired as F-status for grades kindergarten to two to provide literacy, primary academic intervention services (AIS) and math instructional strategies for the teachers three days a week. The school leader said she advocated with the district to continue funding for a second family worker due to the high needs of the community, especially the families residing in five city shelters.
- The review team found limited evidence of protocols and structures the school leader has employed to review and monitor the impact of these actions has on student achievement and sustained school improvement. For example, evidence from classroom visits, grade level meetings, and staff interviews demonstrated that instructional practices do not consistently meet the varying needs of students, particularly ELLs and students with disabilities. In addition, systems are not in place to evaluate how resource decisions have resulted in measurable growth and positive movement towards the meeting of any specified goals.

**Impact Statement:**

Although new to the school, the school leader is beginning to organize human, programmatic, and fiscal

resources to address some of the needs of the school community. However, the lack of systems to monitor and evaluate the decisions made, hinders the school leader from ensuring that resources are addressing critical needs and leading to overall school improvement.

**Recommendation:**

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

- Put in place rigorous procedures for monitoring and evaluating the impact of resource decisions on improving student outcomes and moving the school closer to stated goals of improvement.

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

**Overall Finding:**

Although school leaders have a system in place to conduct targeted observations of teacher practice, school leaders inconsistently provide targeted feedback, or use data to track teacher progress and hold them accountable for continuous improvement.

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

- Teachers have made choices of either one formal and three informal observations, or six informal observations as part of the APPR process. The school leader indicated that she tries to see each teacher at least once a year. Reviewers did not find evidence of a formal written classroom observation schedule or calendar used to monitor which classrooms visits.
- When interviewed by the IIT, school leaders reported that they follow their observations with written feedback and a conversation with teachers. During the vertical teacher meeting, one teacher stated that the supervisor, after making a recommendation on the observation report, would look to see if teacher addressed that area of improvement by the time of the next observation. Another teacher stated that a suggestion by the school leader after an observation proved to be successful. However, a review of observation reports review showed that feedback to teachers primarily was generic, repetitive and not targeted or individualized. The school leaders use the Danielson rubric for classroom observations but there was limited evidence of rubric-based feedback to inform classroom practices and instruction. Additionally, reviewers noted that the feedback did not include using ongoing assessment to monitor learning, a key area of the rubric.

**Impact Statement:**

School leaders are not consistently providing targeted feedback to teachers and are not using data to track the progress of teachers against student performance. This limits opportunities for teachers to receive feedback to support growth, and for all staff to be held accountable for continuous improvement.

**Recommendation:**

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

- Develop a formal written observation schedule to monitor the quality of teaching and learning across the school. Improve the quality of feedback to teachers to include clear targets for improvement that are rigorous, actionable, and measureable as well as rubric based. Conduct additional walk-throughs to check progress and hold teachers accountable for improvement of instruction.

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

**Overall Finding:**

The school leader and staff do not effectively use evidence-based systems to provide support in some but not all critical areas of leadership development and academic achievement.

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

- The school leader is not yet effective in using data and other evidence based systems to analyze the performance of the school and teachers or to hold staff accountable for school improvement. Student data is collected from the Comprehensive Assessment of Reading Strategies (CARS), Fountas and Pinnell (F & P) and Reading Tracker. However, the school leader stated that not all teachers have completed the input of F & P and Reading Tracker data. The school administers unit assessments using Go Math, the school's math program and ReadyGen, the school's literacy program for grades three to five. However, during class visits, reviewers saw few examples of teachers using assessments data during instruction.
- The APPR system has been enacted and school leaders are assessing teachers and advising staff based on classroom visits. However, the school leaders do not consistently use data to track teacher progress or provide targeted feedback to teachers.
- A schedule for common planning time is in place for grade level team meetings to support instructional planning. However, there is minimal evidence to show how school leaders monitor these meeting for effective practices. There are no instructional coaches to provide support to teachers during grade level meetings. Although there is evidence of the sharing of data during grade-level meetings, there is no evidence of data teams or meetings to share data across grades and school-wide.

**Impact Statement:**

The school leaders and staff minimally use evidence-based systems to monitor and revise individual and school-wide practices, which limits progress toward achieving the SCEP goals regarding instructional practice and academic achievement.

**Recommendation:**

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

- Formalize the use of data protocols for all staff and monitor the staff’s use of data, including formative assessments. Make sure data and how it is used is a part of the feedback after observing teachers.

**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**

**I**

**Debriefing Statement:** Although some teaches are beginning to use programs that reflect the CCLS, the school staff lacks a systemic plan that ensures all teachers develop and implement plans and instruction that reflect rigorous CCLS curricula and the instructional shifts and include modification to meet the learning needs of all students. The school staff lacks formal structures to create interdisciplinary curricula across grades and subjects. As a result, instruction does not maximize and support student learning.

**Strengths:**

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

**Areas for Improvement:**

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

**Overall Finding:**

While some teachers attempt to align curriculum to CCLS, there is no systemic plan for all teachers to implement CCLS-aligned programs including the instructional shifts, which limits opportunities for increased student achievement.

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

- The school leader reported that staff use curriculum maps and she has provided time for teachers to meet and design these maps. However, reviewers found no evidence of modifications, adjustments, or enrichments for students and subgroups of students in response to targeted goals in the planning documents. The school leader stated that the curriculum maps presented so far do not lead to high expectations or rigorous instruction. There is no evidence of a follow-up by school leaders to review this process.
- During discussions with the IIT, teachers reported that curriculum maps have been rewritten every year

for the last three years, but not implemented. They also stated they do not function consistently as teams in developing or using curriculum maps and pacing calendars to support and plan their practices. During classroom visits reviewers found limited evidence to reflect teachers' consistent use of maps and of other CCLS instructional practices including instructional shifts to support individual and subgroups of students.

- The PD calendar/schedule of activities does not represent a systematic and targeted plan to align CCLS to teacher practices that support college and career readiness. ESL trainings on the calendar are not connected to CCLS and the instructional shifts. There is a lack of monitoring and adjustment of PD based on identified instructional needs including a written plan for inter-visitation.

**Impact Statement:**

The inconsistent implementation of CCLS-aligned curricula results students, particularly subgroups not receiving the academic rigor necessary for a high level of student achievement that leads to college- and career- readiness.

**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 curriculum maps and unit plans are CCLS-aligned. Monitor grade level meetings to provide support and assistance in developing units and lesson plans that incorporate the instructional shifts and academic rigor and that include plans to meet the needs of all subgroups of students. Develop teacher leaders and a solid mentoring program to support teachers in the development of effective CCLS-aligned classroom instruction.

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

**Overall Finding:**

Teachers are not developing and using unit plans or lesson plans that include instructional strategies that are aligned to and meet the demands of the CCLS and grade-level DDI protocols.

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

- Evidence from a review of documents and classroom visits demonstrated that teachers do not ensure plans include explicit instruction and modification for students with disabilities. There was little evidence that teachers uniformly planned instruction based on data, especially in the ESL classes observed. During classroom visits, the review team did not observe any specially designed instructional strategies to meet students' needs based on their Individualized Education Program (IEP). In many classes, students read the same text regardless of prior skills and student abilities. In a general education class, the teacher indicated to the reviewer that there were special education students in the class. However, the IIT noted that no specially designed instructional strategies were used to help students follow along during a read aloud. During discussions with the IIT, teachers reported that they are not familiar with the special education student information System (SEGIS) and could not access

IEPs to adjust instruction and implement recommendations.

- Reviewers noted that teachers inconsistently use ESL strategies aligned to student needs. ELL students in mainstream classes are not supported with appropriate academic language scaffolds that would enable them to access and comprehend grade-level texts as well as access the language in math problems, social studies articles, or science procedures. Although students receive support in the form of pullout groups, reviewers found minimal evidence of teachers using data to differentiate lessons based on the level of English proficiency of the students.
- There was little evidence of teachers actively engaging students in rigorous and high-level activities, with extended discussions, asking higher-order thinking questions and expecting extended responses.

**Impact Statement:**

Students have limited exposure to rigorous CCLS-aligned curricula that teachers adjust for all subgroups, which diminishes opportunities for all students to engage in an instructional program that stimulates higher-order thinking and prepares them to meet the demands of the CCLS across grade/subject areas.

**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 teachers develop and use lesson plans that are CCLS-aligned and focus on the instructional shifts in ELA and math. Make sure that DDI protocols are being incorporated in the lesson, and pay close attention that all subgroups are provided with appropriately leveled texts, are receiving the necessary supports and extensions to improve achievement including a progression of scaffolded skills and the use of complex materials that promote higher-order thinking skills.

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

**Overall Finding:**

The school leader and teachers do not have a formal plan to address interdisciplinary curricula across grades and subjects.

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

- During the vertical team meeting, teachers indicated they do not function consistently as teams to develop or use curriculum maps, unit plans, and pacing calendars to support interdisciplinary curricula. Reviewers found limited evidence to support that teachers regularly develop innovative strategies for connecting the arts and technology to subject-specific curricula. Reviewers noted that during the grade level meeting there was no evidence or discussion of incorporating interdisciplinary curricula within the grade. The agenda reviewed by the IIT, did not include suggestions for the implementation of interdisciplinary curricula.

- During class visits, the IIT found evidence of interdisciplinary connections between subject specific curricula and technology in only two of forty-six classes. While SMART Boards were present in some classrooms, teachers did not consistently use the technology to support rigorous instruction. Reviewers noted that some teachers used the SMART Board to post learning objectives, tasks, and questions and allowed students to use the SMART Board to respond to a question or problem presented. However, reviewers also noticed the technology being used for math games and nursery rhymes without a clear instructional focus.

**Impact Statement:**

Teachers do not collaborate systemically to develop interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities. As a result, students minimally engage in thoughtful cross-curricula activities that increase their ability to be academically successful.

**Recommendation:**

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

- Develop PD sessions that focus on the incorporation of the arts and technology and other enrichment opportunities into daily instruction. Review unit plans and lesson plans for evidence of implementation. Schedule cluster teachers into team/grade meetings in order to collaborate on how to develop strategies to deliver the arts and technology into core subjects.

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

**Overall Finding:**

Teachers assess students and use some data to inform instruction and provide some feedback on student work. However, the school staff has not developed a comprehensive plan for using formative and summative assessments that addresses student needs and promotes students taking ownership of their work.

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

- While the IIT noted some evidence of rubrics used with Expeditionary Learning in ELA classes, there was little evidence of teachers in most subjects and grades using rubrics to guide student work. While some teachers used post-its entitled “glows and grow” to provide some feedback, reviewers did not notice evidence of targeted and planned follow-up action. Most of the student work that contained feedback did not include a rubric. The limited feedback included mechanical correction and/or a generic statement such as “try to use more complex sentences.” In addition, reviewers did not find evidence of teachers scheduling follow-up conferences with students to review work.
- Although the school leader reported that she expected teachers to use the data from F & P, the school leader reported that many teachers do not yet use the system consistently. Reviewers noted that only some classrooms had leveled libraries based on data from F&P. In one self-contained special needs classroom, a reviewer noticed a display of students’ F&P levels on a chart, which showed student

progress from September to the present. During discussions with the IIT, the school leader acknowledged that the staff is in the beginning stages of monitoring classroom interim assessments and that teachers do not regularly use the Reader Tracker.

- During classroom visits, reviewers saw few examples of teachers using ongoing and formative assessment within the lesson. In 13 of 46 classrooms visited, the review team noted teachers using a “thumbs-up” or “thumbs-down” approach as a check for understanding. However, there was no evidence of teacher using the information gathered to adjust curriculum planning or instruction.

**Impact Statement:**

The inconsistent use of data and feedback that informs instruction limits the ability of the staff to provide instructional strategies that meet the needs of all students and therefore impedes student achievement.

**Recommendation:**

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

- Develop, implement, monitor, and evaluate formative and assessments to ensure alignment between curriculum and assessment, and to provide targeted data-based feedback to address student ownership of learning and improve student achievement.

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

**Tenet Rating**

**I**

**Debriefing Statement:** The lack of instructional practices that engage and challenge all learners to high level thinking and academic rigor, as well as the inadequate use of data to adjust teaching practice, do not promote high levels of inquiry and self-assessment. Therefore, students do not experience academic achievement leading to college and career readiness.

**Strengths:**

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

**Areas for Improvement:**

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

**Overall Finding:**

Teachers have not used data to establish student goals and to ensure that instructional plans take into account the diverse learning styles of individual and subgroups of students.

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

- A review of documents showed that feedback for teachers does not provide next steps to improve teacher practices for the subgroups in the school. There are no onsite instructional coaches or teacher leaders to guide, model, or support teachers in aligning plans to data in order to meet student academic and learning style needs. Evidence gathered from school leader and teacher interviews as well classroom visits demonstrate that teachers inconsistently prepare and/or use instructional plans or choose instructional strategies based on data.
- There are no short- or long-term goals established for students that are evident in instructional plans and that target individual or subgroup needs.
- Based on classroom visits reviewers found limited evidence of teachers employing instructional strategies the meet the needs of ELLs and students with disabilities The IIT noted that although teachers had the results of the 2013 NYSESLAT that identified students' proficiency levels, teachers did not consistently use these results to form groups. The IIT observed limited examples of teachers incorporating specially designed instruction based on student IEPs such as anchor charts showing use of strategies for processing, use of alternative texts, repetition of directions either orally or in writing for students, mnemonics, and timers for time-on-task behaviors.

**Impact Statement:**

Teachers' instructional practices do not address all student goals and needs or promote high levels of student engagement and inquiry. As a result, students have limited involvement in their own learning, which hinders their achievement.

**Recommendation:**

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

- Support teachers in creating short- and long-term goals for all students and subgroups based on individual and group data. Monitor the implementation of strategies to accommodate the needs of different abilities including those of ELLs and students with disabilities. Ensure unit plans and lesson plans are adapted to meet the needs of all subgroups.

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

**Overall Finding:**

Lessons are not engaging and not reflective of the CCLS shifts required to inform instructional practice. Teachers do not consistently ask higher-order thinking questions based on high levels of text and content complexity.

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

- During classroom visits, the IIT observed minimal examples engaging lessons that incorporated higher-

order thinking questions and in-depth and extended student-led discussions. Reviewers found examples of student engaging in their own learning in only three of 46 classes visited. Teachers predominately asked low-level recall questions, and minimally provided students with opportunities to reflect on learned content. The IIT also noticed most teachers provided minimal or no response time between questions asked.

- The IIT found that teachers do not uniformly adapt lessons to rigorous CCLS-aligned curricula or incorporate high levels of text and content complexity. In seven classrooms, reviewers noticed that students cited text and used evidence either orally or in writing. However, in most classes visited, reviewers saw few examples of teachers modeling academic language. Most lessons observed were teacher-dominated with a single point of entry, and did not provide adequate scaffolding to make text accessible for all students.
- In reviewing student portfolios, reviewers observed no extended writing responses and worksheets used for essays encourage single page responses. During the small student focus group, student reported that they did not know how the portfolio was organized and another could not read the feedback given by the teacher for a piece of writing contained within.

**Impact Statement:**

Teachers do not uniformly provide multiple points of access for all students within CCLS-aligned curricula, which impede students from engaging in the lesson at high levels to increase students' opportunity to improve academically.

**Recommendation:**

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

- Consistently monitor unit plans, lesson plans, and instruction to ensure teachers use CCLS-aligned instructional practices that engage students in learning in a wide variety of different ways. Monitor strategies that provide for multiple points of access in achieving targeted goals.

4.4 **The school has received a rating of *Ineffective* 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:**

While teachers, students, and parents report improved school morale and improved physical safety, the school does not have a formal plan to create a learning environment that is thoughtful and tailored to the strengths and needs of all students.

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

- Evidence from school leader, teachers, and support staff interviews, as well as a review of documents, demonstrated that the school does not have program or plan that establishes acceptable classroom expectations for behavior. The discipline policy is not implemented effectively in the school. There is no targeted plan to quell misbehavior with positive reinforcements or to establish behavior

expectations.

- During classroom visits, the ITT found that teachers' instructional strategies do not address diverse groups of students and their needs, particularly ELLs and students with disabilities. Most lessons were teacher-centered lessons where students are not the central focus of the lesson plan or activity. Teachers minimally differentiated lessons to address students' varying skill and ability levels. The IIT noted evidence of cooperative and/or collaborative learning strategies such as role assignments and "turn and talk" in only four of the 46 classrooms visited. Redirection of questions to broaden discussion and promote critical thinking was not observed. Most questions asked by teachers relied on students raising their hands to answer with the majority not participating, which fosters uneven instruction and inaccurate assessment of student learning.
- Students have minimal opportunities to voice their values and opinions in and outside of the classroom. There is no student government in the school, and reviewers found no evidence of a plan for moving students into a less restrictive environment.

**Impact Statement:**

The learning environment is not responsive to students varied needs, which hinders student achievement.

**Recommendation:**

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

- With input from all constituents, develop and embed a program that clearly defines behavioral expectations and consequences and holds students and staff accountable for implementation. School leader should monitor implementation to assure that the school environment is conducive to student learning. Plan and implement inter-visitations between teachers in the area of classroom management. Ensure that teachers use effective strategies to engage students proactively in lessons.

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 inconsistently use data to inform instruction and adjust student groupings. While many teachers provide some written feedback to students, it is not purposeful and does not allow them to reflect and assess their progress.

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

- A review of documents as well as staff interviews showed that teachers have access to data sources such as CARS, Reading Tracker, NYS assessments, F&P, ReadyGen & Go Math performance tasks and unit assessments; New York City Department of Education (NYCDOE) baseline assessments; NYSESLAT for ELL's. However, the review team found minimal evidence of teachers consistently using data to

inform instruction or provide timely feedback to students.

- Reviewers found student portfolios were no more than work samples collected by the teacher and some formative and summative data recorded from various assessments given by the school. When reviewers spoke to student groups or individual students, there was no evidence that teachers were making data-based decisions for groups of students. Most students told reviewers they remained in one group. Some students were not able to tell reviewers why a specific grade was given or understand a post-it with written feedback on a piece of writing. “Glows and grows” do not provide a scaffold for progressive stepwise improvements and incorporate limited next steps. Students told reviewers they do not have an opportunity to conference or discuss written feedback with their teacher. Classroom visits showed that teachers called on volunteers and quiet students sat passively and were not engaged in discussion. Self-reflection opportunities were observed in only two percent of classrooms.
- During classroom visits, reviewers found limited evidence of on-going formative and real-time assessment. There were little or no checks for understanding during lessons. For example in one class visited, students demonstrated their ability to pronounce sounds correctly and expressed complete thoughts in English in full sentences. However, during instruction the teacher missed the opportunity to assess and build on this knowledge but instead selected one word from the student’s sentence and used it as an example of the initial consonant sound she wanted to teach. This was despite the fact that all children were able to pronounce the sounds correctly and able to perform higher-level tasks.

**Impact Statement:**

The use of data by teachers to provide feedback and next steps for students is inconsistent and not systematic across the school, which hampers academic progress and high levels of student achievement.

**Recommendation:**

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

- Develop a plan where teachers analyze collected data from the many sources available and provide actionable, purposeful, and meaningful feedback to all students. Include rigorous analysis of student work at grade meetings. Provide PD on the use of rubrics to inform instruction as necessary. Closely monitor classrooms for academic rigor and the use of assessment to drive instruction and student groupings.

**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**

**I**

**Debriefing Statement:** The school lacks systems to address barriers to social and emotional developmental health for students. The school does not have a plan to use data consistently to respond to student needs, which limits the staff capacity to provide services to students at optimal levels.

**Strengths:**

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

**Areas for Improvement:**

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

**Overall Finding:**

The school leader has not developed a plan that will identify student areas of need connected to social and emotional developmental health nor is there a system of referral in place.

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

- Evidence gathered from interviews with the school leader and members of the student support staff demonstrated that there is no formal system of referral in place to address the needs of social and emotional developmental health. Staff members reported that they do not have a pupil personnel team (PPT), formal school-based support team (SBST) or other structures that bring individual members who provide support together for weekly and/or monthly meetings to address and support students' needs.
- There is no evidence that data is used to identify student needs connected to social and emotional developmental health. There is no formal attendance team. Discussions with students and staff indicate that there are no formal systems in place for students to be well known by an adult so that they have someone to turn to if they have any problems or concerns.

**Impact Statement:**

The lack of systems to address the needs of all students hinders the level of support needed for sustain student social and emotional developmental health, which negatively affects students' academic success.

**Recommendation:**

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

- Develop an overarching system of support and ad referral to sustain student social and emotional developmental health and academic success. Ensure that all students are well known by a staff member.

5.3 **The school has received a rating of *Ineffective* 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 staff does not have a curriculum or program to teach behavioral expectations that align to aa vision for social and emotional developmental health. Minimal PD has taken place to develop adult capacity in

supporting social and emotional developmental health.

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

- Although the SCEP indicated that, school staff would use the Positive Behavior Interventions and Support (PBIS) program to create a positive school culture and support the teaching of social and emotional developmental health, this program is not yet in place. In addition, evidence from staff interviews as well class visits demonstrated that staff inconsistently implements the school's approach disciplines. There is no evidence of a formal conflict resolution program in place.
- Members of the student support staff reported that no SESIS training has taken place to support the use of skills and behaviors that address social and emotional developmental health. The part-time dean told reviewers that she had some training in conflict resolution, but this was not turn-keyed to staff. Reviewers found, limited evidence of PD provided to staff on how to meet the social and emotional developmental health needs of students.

**Impact Statement:**

The lack of targeted programs and PD for both the support staff and teachers in addressing social and emotional developmental health has limited the school's ability to create a consistently safe and healthy environment for all stakeholders.

**Recommendation:**

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

- Continue to advocate for a behavior modification program such as PBIS. Implement program with fidelity. Create a formal and systemic PD plan to build adult capacity to implement programs and provide support to students.

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

**Overall Finding:**

The school community has no plan in place that takes into account protocols to identify and address stakeholders' roles in supporting the needs of social and emotional developmental health.

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

- During discussions with the IIT student support staff shared that the school has an informal approach to students' social and emotional developmental health. According to members of the staff, they do not have a uniform approach to respond to crisis. Reviewers found minimal evidence of a plan to develop a system to collaborate, monitor, and respond to students' social and emotional developmental health needs. Discussions with students, staff, and parents demonstrated that they

have little awareness of the school vision that relates specifically to the social and emotional well-being of students. In addition, reported stakeholders expressed that they do know of what their specific role in making the school a safe place to learn and work.

**Impact Statement:**

Because all stakeholders do not strategically work together to monitor and respond to students' social and emotional developmental health, appropriate supports are not provided to all students in order to ensure a safe learning environment.

**Recommendation:**

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

- Create an opportunity for all stakeholders to collaborate on the specific vision and goals pertaining to students' social and emotional developmental health; share the vision and goals with the entire school community, and make clear the role each stakeholder should play in helping to make the vision a reality.

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

**Overall Finding:**

The school leader and support staff have no specific plan for using data to address students' social and emotional developmental health needs and have not prioritized the need for using data to support teachers and students.

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

- There is currently no evidence indicating a strategic plan is in place to support, monitor, and respond to students' social and emotional developmental health needs. There is no plan or procedures and protocols in place to ensure that staff reviews, shares, and uses available data to meet both the social and emotional developmental health and academic needs of students. During discussions with the IIT, members of the support staff shared that each member works informally to respond to students' need. There is no evidence of agendas for team meetings. There is no formal attendance team to monitor and respond to concerns with student absence. Staff reported that the attendance committee was disbanded and discontinued.
- Staff reported that general education teachers are not aware of data from IEPs for students with disabilities in their classes or aware of the goals set forth in the IEP. PD on understanding IEPs and how to access them through SESIS has not taken place and therefore teachers do not have the IEP information and cannot plan effective instruction with differentiation for students with disabilities.

**Impact Statement:**

The lack of a plan for using data and sharing data with all stakeholders to address the needs and concerns of students' social and emotional developmental health hinders staff in providing targeted support to students,

which does not ensure increased opportunities for students to become academically and socially successful.

**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 school leaders and members of the student support staff meet regularly to develop and implement a strategic plan on using data to address students' social and emotional developmental health; establish a system for members to report progress and the next-steps required to address concerns presented.

**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:** While the school communicates information to families concerning student learning and achievement, the lack of a coherent plan for reciprocal family engagement limits opportunities for parents to understand student performance data, or engage with staff. As a result, students do not benefit from a focused home-school collaboration to promote academic success for all students.

**Strengths:**

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

**Areas for Improvement:**

6.2 **The school has received a rating of *Developing* 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:**

While the school provides communication to parents and makes an effort to foster parent engagement, establishing family-school relationships to foster high expectations is just beginning.

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

- On the day of the parent focus group, only four parents were available to speak with the review team. Parents interviewed by the IIT were not able to articulate the school mission or the vision of the school leader. Parents stated that although the school sends flyers home with students and by mail to inform them and invite them to school events, most parents do not attend school events. Reviewers were informed that only 12 parents were in attendance for a workshop on the ELA and math state tests. In reviewing information sent to parents and community members, the IIT found evidence of letters, memos, and flyers inviting parents to parent-teacher conferences, a health and wellness workshop, a

CCLS workshop, and a conflict resolution workshop. However, reviewers found that the staff minimally uses communication as a vehicle for conveying the school's academic expectations for students and their families.

- Teachers told reviewers that they are able to reach some parents via telephone but if they cannot reach parents, there is no protocol set by the school about what to do next. The review team did not find evidence of how the school has sought the views of parents for establishing strong relationships between home and school.

**Impact Statement:**

Although parents are welcomed into the school and efforts are made to foster a home-school partnership, parent engagement is not widespread and therefore does not contribute to fostering high expectations for student academic success.

**Recommendation:**

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

- Design a questionnaire or survey on what the school can do to better engage families regarding student learning. Ensure that staff communicates to parents the school's expectations regarding its mission and goals and student academic achievement.

6.3 **The school has received a rating of *Developing* for this Statement of Practice:** The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.

**Overall Finding:**

Although the school provides opportunities for communication in English and Spanish, only select documents are translated and a plan to ensure regular communication with families is not in effect.

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

- The school uses *Messenger*), an electronic communication system to translate communication into Spanish, but does not yet translate school information into the other languages spoken in the community. School staff is available to translate when parents come in to the school to meet with the school leader or other school staff. A review of documents showed that the school sent communication inviting families to find out more about the Children's First Network (CFN) gifted and talented test schedule, which is coordinated and administered by school staff but there was no evidence that this communication was translated. During a review of documents, the IIT saw evidence of a parent concern form that assists families in notifying the school about issues concerning their child, with follow-up support procedures.
- The review team found no evidence of plan for staff to monitor communication to parents and families.

**Impact Statement:**

Because the school does not engage in regular reciprocal communication with families, and does not reflect on its strategies about the effectiveness of its communication, support for student academic and social success is limited.

**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 communications with parents are translated into all appropriate languages; ensure that parents are surveyed about their views on the quality of communication between home and school and address any concerns or issues that parents raise.

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:**

While the school has tried to partner with local CBO's and outside organizations, the impact on support given to students and families has been limited.

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

- During discussions with the review team, the school leader shared that the staff collaborates with CBOs, such as Man-Up, a leadership program for boys CHAMPS; an after-school sports program; Studio in a School; New York Historical Society (NYHS) and Good Shepherd Services to provide support to students and families.
- The parent coordinator has offered workshops, including dental health, free dental screening, and oral hygiene. A review of documents showed agendas for workshops that the school leader presented for families on CCLS, ReadyGen, the school's ELA program, and The New York State assessments for ELA and mathematics. The school leader reported in the SCEP that Brienza, the extended learning program would provide parent workshops on enabling parents as partners in education and other topics. The school leader also indicated that staff would schedule literacy and math nights for parents with teacher and staff participation. However, these events have not yet taken place.
- There was no evidence of training or PD for staff on how to develop partnerships with families and the community.

**Impact Statement:**

Although the school has a limited number of partnerships with community organizations, it has not developed a strategic plan to provide ongoing support for parents or PD for staff that would lead to better family, school and community support for student success.

**Recommendation:**

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

should:

- Provide PD for staff on how to actively seek and sustain partnerships with families and community agencies that will support student needs; ensure that the school consistently provides guidance for parents on how they can best support their child's learning.

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

**Overall Finding:**

The school does not have a plan to share data among parents, students, and support staff that would center on student learning and growth and recognize the appropriate support services needed.

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

- The school leader and support staff have indicated that IEP information crucial to setting goals and providing instruction to students with disabilities is not being shared, regularly. The data shared with parents includes report cards and New York State assessment results. However, there are no additional progress reports sent to parents and therefore, parents have minimal opportunities to monitor their child's work in school. There is minimal evidence that the school leader, the data specialist, and support staff have prioritized the need to share data with parents or to give guidance on interpreting what the data means. In addition, the school staff has not ensured that information relating to student academic progress is consistently translated into all pertinent languages.

**Impact Statement:**

The school staff does not share information in a way that empowers parents to advocate for their children, which limits opportunities for parents to engage in regular dialogue with the school to promote their child's academic and social success.

**Recommendation:**

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

- Provide many learning opportunities to families throughout the school year on how to read and analyze student data so families are empowered to support and plan for their child's academic achievement; ensure that all information, whether in written form or presented orally, is translated in all appropriate languages.