



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	343000010111
School Name	P.S./I.S 111Q Jacob Blackwell School
School Address	37-15 13 th Street, Long Island City, New York 11101
District Name	NYC CSD 30
School Leader	Randy Seabrook
Dates of Review	January 29-30, 2014
School Accountability Status	Focus School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet for 30Q111

School Configuration (2013-14)					
Grade Configuration	PK-8	Total Enrollment	399	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	86	# SETSS	N/A	# Integrated Collaborative Teaching	7
Types and Number of Special Classes (2013-14)					
# Visual Arts	28	# Music	28	# Drama	2
# Foreign Language	5	# Dance	2	# CTE	N/A
School Composition (2012-13)					
% Title I Population		82.0%		% Attendance Rate	89.5%
% Free Lunch		88.6%		% Reduced Lunch	3.6%
% Limited English Proficient		17.6%		% Students with Disabilities	20.0%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native		0.9%		% Black or African American	38.8%
% Hispanic or Latino		47.4%		% Asian or Native Hawaiian/Pacific Islander	5.8%
% White		7.1%		% Multi-Racial	N/A
Personnel (2012-13)					
Years Principal Assigned to School		7.41		# of Assistant Principals	1
# of Deans		N/A		# of Counselors/Social Workers	1
% of Teachers with No Valid Teaching Certificate		4.3%		% Teaching Out of Certification	9.0%
% Teaching with Fewer Than 3 Years of Experience		8.5%		Average Teacher Absences	9
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4		6.8%		Mathematics Performance at levels 3 & 4	8.6%
Science Performance at levels 3 & 4 (4th Grade)		41.5%		Science Performance at levels 3 & 4 (8th Grade)	9.1%
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	Yes
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	Yes	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	
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. The number of students overall, including Economically Disadvantaged students and African American students, who score level 3 and above on NYS ELA/MATH exam will increase to 25%.
2. The number of English Language Learners who score level 3 and above on NYS ELA/MATH exams will increase to 15%.
3. The number of Students with Disabilities who score level 3 and above on NYS ELA/MATH exams will increase to 10%.

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.

Mark an "X" in the box below the appropriate designation for each Statement of Practice. Provide the letter rating in the **OVERALL RATING** row as the final overall tenet rating.

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

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

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

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

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

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

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

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

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

School Review Narrative:

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement.	Tenet Rating	D
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Debriefing Statement: The school leader has a system for monitoring and evaluating the quality of instruction. While the school leader has developed a school vision; however, not all stakeholders share the vision. The school staff has some structures to implement school-wide evidence-based systems aligned to the Common Core Learning Standards (CCLS) and instructional shifts. However, staff members inconsistently use data and systems to support sustained school improvement.

Strengths:

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

- The school leader has a system in place for monitoring and evaluating the quality of instruction that aligns to the district’s APPR plan. The school leaders carry out both formal and informal lesson observations, regularly. Discussions with teachers and a review of lesson observation notes demonstrated that school leaders provide timely and developmental feedback after observations. In addition, teachers interviewed by the Integrated Intervention Team (IIT or review team) reported that they find the feedback useful and productive because it identifies strengths in instruction and also aspects of teaching that are in need of improvement. Observations take account of student data and work. Teachers who are not graded as satisfactory are provided with specific action plans and increased observations. According to the school leaders identified weaknesses become the focus of future areas for improvement. The information from the observations is also used to inform the professional development (PD) activities that the school provides. The school leader has system to conduct observations, track teacher progress based on data and provide PD to support school improvement.

Areas for Improvement:

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

- The SMART goals/mission, and long-term vision inclusive of core values that address the priorities outlined in the SCEP are not uniformly seen, heard and known across the entire school community. The school leader recorded in the school self-assessment “Our school community shares the vision of providing a safe and academically rich learning environment so that all students may strive for

excellence and become lifelong learners.” However, discussions with stakeholders indicate that this vision is not well known. The School Leadership Team (SLT) that participated in the writing of the School Comprehensive Educational Plan (SCEP) is composed of members of the community, staff members, and school leader(s). The goals identified in the SCEP address the implementation of systems to collect, analyze, and monitor data on teacher utilization of said systems in order to drive instruction and increase the number of students achieving proficiency on exams. Although teachers shared the types of data they used including chapter tests, performance tasks, and exit slips, few teachers spoke specifically about the school’s SMART goals and vision. Parents spoke of the mission to raise scores on the ELA and math exams. Students said grown-ups think it’s important to “pass state tests,” make us learn for when we’re grown up, believe in yourself. Although these stakeholders articulated statements related to the vision and mission of the school, there was no evidence that there is a plan of how to realize the vision and monitor and evaluate the SMART goals. While the school has a long-term vision and SMART goals, not all stakeholders can articulate the goals and vision, which hinders opportunities for constituents to work toward realizing the SMART goals and vision.

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.

- Although the school leader is in the initial stages of developing a more strategic approach to decision making regarding resources, the school leaders have not ensured that decisions made regarding resource allocation consistently address and meet the needs of the school community. A review of documents and meetings with both teachers and students confirmed that leaders have taken some steps to organize, programmatic, human and fiscal capital resources to address school needs. For example, the school leaders have established an Extended Learning Time (ELT) afterschool, Saturday program for AIS students in grades three to eight, weekly common planning periods for all grade teams, additional sessions for Positive Behavior Interventions and Supports (PBIS,) and team planning meetings before and after school. However, the IIT found limited evidence to indicate the strategic reasons why these initiatives were chosen. In addition, the school leader has not put in place procedures to monitor and evaluate the impact of these initiatives in bringing about improvements to student achievement, behavior, or instruction. Although the school leader has facilitated additional time for grade level meetings and for after school PD, observations of these meetings and associated documentation indicate that best use is not made of the time to fulfill the intended objectives. For example, it was noted that some teachers had brought data to refer to for planning purposes whereas others were simply generalizing from memory class strengths and needs. A lack of rigor, structure and accountability in how and why resources are organized and utilized hampers the potential impact of resource decisions on driving school improvement.

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

- The school’s drive for improvement is not securely based on a data-driven culture or a commitment

to evidence-based evaluations that are leading to sustained improvements over time. While there are systems in place to monitor and evaluate the quality of instruction, the evidence gained is not being used rigorously to bring about improvements in student achievement. School leaders therefore are not rigorous in identifying the areas of weakness that are most in need of attention and putting in place procedures and strategies to tackle the weaknesses. The school leader indicated that most staff members understood how to use summative data but lack an understanding of the day to day use of formative data. The teachers in attendance at the afternoon PD session designed to examine student work to identify school trends, barely brought data. The task for all was to use student work to determine strengths and needs. In the absence of students' work, reviewers noted staff members speaking from memory to complete the task. With the lack of specific evidence to support either strengths or needs there is no possibility of determining trends as the end result of this inquiry was to do. When visiting classrooms and observing lessons reviewers saw few examples of differentiation in lessons or the use of data to inform instruction. Furthermore, while the use of summative assessments is documented in student folders, students are not as clear as they should be about the goals they are expected to reach. Comments such as "I need to get better in division," and, "I need to practice my division," were offered when inquiry was made of academic goals. The lack of a system to monitor, revise and address practices is hindering the school-wide use of formative data to inform instruction, which limits progress toward achieving critical school-wide goals.

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

Tenet Rating

D

Debriefing Statement: The school has established structures for staff to work collaboratively in the implementation of the adopted curricula programs reflecting the CCLS and the instructional shifts and interdisciplinary activities. However, the impact of these activities is not reflected in classroom practices or in a curriculum that is fully meeting the needs of students.

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 Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.

- The school leader is in the initial stages of implementing a systematic plan of curricula aligned to the Common Core Learning Standards (CCLS). However, leaders do not yet ensure consistency in lesson implementation. When interviewed by the IIT, the school leader and teachers shared examples of a variety of PD opportunities to support teachers in implementing curricula aligned to the CCLS. The

school leader has established a calendar for PD support, and vertical/horizontal collaborative meeting time for implementing CCLS curricula. When visiting classes, reviewers noted the use of New York City Department of Education (NYCDOE) approved programs (Ready Gen and Go Math) that are aligned to the CCLS. Teachers of English as a second language (ESL) were attending Network training on Day One of this review. During team meetings, staff reviewed student work following a common format. However, reviewers noted that staff discussions reflected a lack of identifying strategic outcomes that lead to change in curriculum and instructional practices and improved student outcomes. Both the school leader and teachers spoke of the expectations to implement CCLS with fidelity and the SCEP indicates all students in grades pre-kindergarten to eight will participate in Common Core aligned units of study. However, visits to classrooms during extended time showed teachers inconsistently aligning lesson to CCLS. For example, one teacher with three students was doing a crossword puzzle and acting out words while another was reviewing test problems with five students. It was unclear what program these lessons were derived from. Limited evidence of PD outcomes aligned to increasing knowledge and understanding of CCLS was observed during classroom lessons neither were they discussed during the vertical teachers meeting. The developing curriculum with little alignment to targeted PD and data-focused meetings is not meeting the needs of all students or assisting them in being college and career ready

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

- Teachers are in the early stages of implementing programs in mathematics and English language arts that are aligned to the CCLS. Although teachers are using NYCDOE approved programs aligned to the CCLS some teachers do not use a variety of materials that incorporate a progression of sequenced and scaffolded skills. Teachers inconsistently monitor and adjust curricula across the school. Grade teams work with Magnet Specialists before, during, and after school to create lesson and unit plans that includes differentiation for all students. However, this practice is not consistently reflected in instructional practices and strategies in the classrooms school-wide. The school leader and teachers shared that staff members are mandated to attend a double-period meeting weekly for the purpose of reviewing and writing unit plans. These meetings are led by one of the Magnet Resource Specialists on the staff. A review of minutes from a grade level meeting showed that teachers recorded outcomes that did not include targeted actions that teachers and students needed to take. Teachers provided lesson plans describing what they would be doing for the day. Few plans had higher order thinking questions. Questioning was predominantly at the recall level and there was limited evidence during observations and on lesson plans of teachers using data to craft lessons, identify strategies and group students. Rubrics were posted in classrooms and hallways with levels circled but no guidance for students to improve their work. Work in student folders in many cases did not have rubrics to measure success, challenges and/or progress. Teachers attending the Vertical Teacher meeting reported that they develop their own systems for collecting data. Evidence from classroom visits, a review of lesson plans and attendance at grade level meetings demonstrated that the teachers use curricula that reflect the CCLS instructional shifts and New York State (NYS) content standards. However, the IIT found limited evidence to indicate that they monitor and adjust their lessons to support student needs. The lack of consistent monitoring and adjusting of curricula combined with limited use of student data to

scaffold instruction hinders the teachers in addressing student achievement needs in all grades and subject area.

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

- The school leader has developed partnerships targeting the visual arts, technology and other enrichment opportunities and teachers are beginning to collaborate and discuss ways to deliver interdisciplinary curricula. However, the school does not have a formalized plan for the consistent implementation of structured and cohesive interdisciplinary curricula. The school staff collaborates with Brooklyn Information and Culture (BRIC Art), Residencies with Central Park Zoo Seeds to Trees Program and Museum of the Moving Image to provide enrichment activities for students. The school leader and staff reported that the adoption of the NYCDOE recommended programs has created challenges for the staff in the area of interdisciplinary curricula. Prior to the 2013-2014 school year, units of study were in place for interdisciplinary curricula. These units are now being integrated into the new programs. Evidence from Interviews with teachers and the school leader, as well as a review of documents indicated that PD workshops facilitated by school administrators and staff developers are guiding this process but staff acknowledged that there is still a way to go in embedding an interdisciplinary curriculum. Although staff reported that the school received a grant to infuse technology resources into the school, including the use of iPad, during classroom visits, reviewers found few examples of teachers using technology during instruction. The lack of a formalized and structured approach to integrated learning and the use of technology limits opportunities for students to engage in cross-curricula activities that increase their ability to be academically successful and college and career-career ready.

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.

- Teachers are beginning to develop a system to analyze and develop multiple types of assessment to make curricular decisions and to provide feedback to students to promote student ownership of learning, but the impact on improving student achievement is not yet realized. School and teacher leaders are beginning to engage teachers in conversations about aligning plans to data but there are inconsistencies in how well teachers have modified their planning and instructional practices. Grade level meetings are held weekly to analyze data in an effort to learn how to plan for DDI. Evidence from classroom observation and lesson plans indicate that formative assessment is inconsistently used school-wide. Teachers use assessments provided by the mandated curricula adopted this year but the information is not used effectively to make adjustments to curriculum planning or instruction. As a result, planning and learning activities are not well matched to the academic levels of the students. As teachers are learning to provide feedback based on data, some are putting checks on some of the student's work in their folder. Reviewers noticed that some teachers posted rubrics on hallway bulletin boards with levels circled to provide useful feedback to students. Some other teachers provided feedback to identify student strengths and weaknesses. However, these practices are inconsistent school-wide. During visits to classes, reviewers found

that most teachers did not provide data-based feedback to students that will enable them to achieve at a higher academic level. The lack of alignment between the curricula and assessments provide limited opportunities for students across the school to take ownership of their learning in order to 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

D

Debriefing Statement: Teachers are in the initial stages of using rigorous and differentiated instructional practices that lead to active engagement and higher student achievement. However, teachers inconsistently use assessment data to support the development of long- and short- term goals to address individual needs, groupings and actionable feedback that ensures successful outcomes for all students.

Strengths:

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

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.

- Although school and teacher leaders are beginning to engage teachers in conversations about aligning plans and instruction to data, staff does not yet ensure that instructional practices address all students' goals and needs. Teachers meet weekly in grade/inquiry teams during common planning periods with agendas to assess student work and inform the revision of their instructional units. School leaders meet bi-weekly with grade leaders and instructional team members to monitor student progress and coordinate this work across the grades. The review team saw an agenda for an extended day PD session for the staff facilitated by grade leaders. The PD focused on using student data to identify grade trends, sharing data, selecting a skill/standard that students struggled with and begin to research and devising a change strategy for re-teaching. During class visits, the review team found limited examples of the PD strategies in teachers' lessons. Teachers are not consistently providing instruction that takes full account of the differing abilities and needs of students. Evidence from discussions with teachers as well as lesson observations demonstrated that teachers do not make best use of test and on-going assessment to adjust and inform planning and instructional delivery. Coaches meet with teachers to plan lessons and identify resources to support instructions as they work as partners with teachers to unpack the curriculum but insufficient guidance and support has been provided for teachers in goal setting for students. As a result, most instructional plans did not include short or long term goals for students. When asked how they created goals for their students, six of eight teachers responded, "I know my students well." At the large group student meeting, students were asked what their goals were. The responses were general and included comments like "practice my division," and "just think about...remember the steps." School and teacher leaders do not yet ensure that all teachers use

plans that address student goals and needs, which limits opportunities for students to engage in their lessons at high levels to increase academic achievement.

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

- Some teachers use instructional practices aligned to CCLS lesson plans and reflective of the CCLS. Reviewers visited twenty of the twenty-three classes. Most classes contain at least one student designated as an English language learner (ELL). The review team noted that teachers' use of lesson plans varied considerably. On the first day of the review, some teachers provided reviewers with lesson plans, others did not. Plans were based on information in the Teacher's Edition from curricula aligned to the CCLS. Reviewers noted that lesson plans and lesson delivery did not consistently indicate a reflection of shifts used in instructional practice. Teachers across the school do not consistently ask higher-order thinking questions. In addition, reviewers noticed that teachers inconsistently used "wait time" was in providing students opportunities for responses to questions asked. Questions required students to provide "yes" or "no" responses. During a math lesson, a teacher engaged students by requiring them to discuss answers with a partner and/or ask another student for help. Another teacher asked questions that challenged the students and created a discussion among the students in the class. However, in most classes teachers asked the questions and a single student answered, following a teacher-student patterned response. Often the same students were called on throughout the lesson so that many students were not actively participating. Reviewers noted that most instruction was teacher directed and that students rarely participated in lessons. . Current instructional practices do not consistently promote high levels of student engagement, which hinders student achievement.

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

- Teachers have a program for acceptable student behavioral expectations in the classroom, but do not consistently enforce it. During class visits reviewers noted inconsistent use of PBIS by teachers. Five of eight classrooms visited showed evidence of students calling out, walking about the classroom and talking over teachers during lesson delivery. Teachers did not respond to student misbehavior and the teachers continued talking while ignoring the misbehavior. Some teachers mentioned earning scholar dollars as a reward and the students continued to engage in off-task behaviors. The lessons observed by the IIT included few opportunities for students to discuss and debate different topics or issues or to work together with other students to foster understanding. Teachers inconsistently promote learning environments that is responsive to the needs of students, which limits opportunities for students to learn in environments that are intellectually and physically safe.

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

- Teachers are in the initial stages of collecting data and some teachers are beginning to use plans for

adjusting student groupings and instructional strategies. The practice of using data sources and analyzing the information to inform instructional decision making is inconsistent and the feedback to students is limited. A review of lesson plans showed that the majority of teachers developed their plans directly from curriculum materials with limited use of data to form student groups. Reviewers observed lessons where whole group instruction predominated and teachers did not routinely make use of on-going assessment data to modify instruction or learning activities. During a review of unite assessments, the IIT noted that teachers were in the beginning stages of reviewing data and student work to develop action plans based on the gaps noted. However, this practice is not yet fully established to impact upon improving student achievement. Discussions with students, evaluation of student work, and lesson observations all confirm that quality feedback is not provided in all classrooms to help students improve. During class visits, the IIT found limited examples of teachers explaining exactly what was needed for a student to improve their work. Students were not always able to understand comments or check marks made. The minimal and inconsistent use of data to inform planning and provide feedback to students limits opportunities for teachers to provide the timely and purposeful instruction that lead to high levels of achievement.

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

Tenet Rating

D

Debriefing Statement: The school community recognizes the need to support students’ social and emotional development as an integral component to increasing student achievement but is in the initial stages of designing a strategic and systematic approach to address the social and emotional barriers to academic success by building the capacity of staff and families to address student needs.

Strengths:

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

Areas for Improvement:

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

- The school leader is in the initial stages of working with staff to develop systems that will allow each student to be known well by an adult. However, staff inconsistently uses the current systems across the school to address the needs of the students. A review of SCEP showed that the school has allocated funds to implement the PBIS program school-wide to include resources for guidance counselors to provide training on PBIS strategies for students and teachers. However, interviews with staff indicated that the PBIS program is inconsistently used by staff members. When discussing PBIS with the IIT, staff members could not specifically describe how strategies to support teachers were provided. Some staff reported using data to promote student social and emotional

developmental health. Although each individual interviewed reported on their role in the school such as, developing Individualized Education Programs (IEP), meeting with parents, making appointments with parents and teachers, dealing with compliance issues, coordinating events, and sharing communication with stakeholders, few commented on how they collaborate as a staff to systematically address students' needs. Parents that met with reviewers expressed concerns with the level of support their children were receiving and reported that they notified the school more than the school notified them of academic struggles. While the school staff is developing programs to promote the teaching of social and emotional developmental health, staff do not yet have fully developed systems in place to consistently address barriers to students' social and emotional developmental health and academic success, which hinders students' growth and development.

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

- The school leader is in the early stages of implementing PBIS to support the teaching of student social and emotional health development. The school provides some PD to build adult capacity to support student social and emotional developmental health but the impact of this PD is not evaluated. Statements in the school's self-assessment document detail core beliefs about student learning including "Meeting the individual needs of students will be the focus of staff and parents" and "Our goal is for all students to become proficient in the core subjects and the arts, to develop decision making skills, critical thinking skills, independence, and positive self-esteem." A review of the SCEP showed that plans for PD for teachers primarily focused on analyzing student assessment data related to performance in ELAs and math. The school leader and the staff share that training for PBIS is ongoing throughout the year. One of their partnered agencies, Western Queens, provides training and shares strategies with teachers to use on managing students. Although the school provides PD for PBIS, reviewers found limited evidence that staff monitors the PD plan to ensure that strategies are implemented effectively. The school staff is in the early stages of implementing PBIS and has not yet ensured that all adults have the capacity to support student social and emotional developmental health, which hinders students from learning in a consistently safe and healthy school community.

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

- Although the school community is using a plan to address student social and emotional developmental health, across the school community, students, teachers and parents do not uniformly understand their role in ensuring the school's vision pertaining to student social and emotional health. When parents commented in a parent interview meeting about their knowledge of the "Scholar Dollar" program, their statements reflected an acknowledgement of its existence but not any understanding that their support could help contribute to the success of the program. No one mentioned encouraging their child's participation or if their child's behavior was being

influenced by the program. In the Vertical Teacher Meeting, teachers' comments were also related to the existence of a new behavior program that focused on positive behavior. While teachers shared that incentives were provided to encourage positive behavior, they did not comment about the impact the incentives had on student behavior. In the middle school, students could get additional time in the gym or see movies, while in the lower grades students could earn a pizza party. There was no explanation of how teacher decisions were formulated and shared with their students. Students explained that they got the dollars for specific behaviors but not what the allocations were, how they were redeemed and for what prizes could be earned. The school leader said she introduced the program in an assembly and that she provides ongoing support by offering workshops, articulating her vision at parent meetings, faculty conferences, school leadership meetings (SLT), and school assemblies and through school newsletters. However, reviewers found that not all school constituents understand their role in supporting students' social and emotional developmental health, which impacts their ability to clearly articulate how the school community provides a learning environment that, meets students' social and emotional developmental needs.

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.

- The school community lacks a comprehensive plan to use data to support students' social and emotional development. During the school support team members of the staff shared that they collect data such as incident reports to monitor student behavior. However, reviewers found limited evidence of how this data is used to meet the needs of students and provide targeted interventions and supports. Although staff has a process to report students in need of guidance or psychological support, and staff use IEP's to record data for individual student needs, there is minimal evidence that staff collaborates to analyze data collected to clearly identify and address students' needs . As a result, staff is limited in their ability to use data to respond to students' needs, which hinders opportunities for greater student achievement.

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

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Debriefing Statement: The school seeks to partner with families, external community members, and school staff to formulate a strategic approach to support students' academically and socially but its efforts is not effective. The limited engagement of the school community impedes the partnership of home and school connections.

Strengths:

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

- The school is devising a plan to better communicate to parents its expectations regarding academic achievement. Presently, only a few teachers are having these conversations with students and families to foster high expectations. The school leader has clearly communicated her vision of increasing student achievement through establishing and allocating double periods for grade teams to meet regularly to plan and analyze work. However, reviewers found limited evidence of regular communications between home and school that consistently reinforces academic expectations. The school does not monitor how well it is doing in establishing strong relationships with parents. A review of results from a recent Learning surveys showed that the school received marks that were lower in partnerships with parents than in other categories. While teachers in the vertical teacher meeting reported regularly e-mailing chapter tests and other test results to parents as well as providing progress reports with comments, the parents in attendance at the parent meeting stated they did not receive those documents. During interviews with the IIT, the school leader, the parent coordinator and members of Parent-Teacher Association (PTA) all reported low levels of participation on the part of parents and agreed that the relationship between families and the school needs further attention. The school is developing a plan to improve communication with parents; however, the current outreach efforts do not ensure all families can support their students at the levels required to become college- and career- ready.

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.

- The school communicates with families about school and student issues and concerns using the most prevalent languages for select documents. The school leader takes advantage of Department of Education translations and communicates with families in their native language. The school also has some staff members who translate select documents. Samples of translated documents are posted near and inside the main office on bulletin boards. Learning surveys indicate high scores for (90%) parent satisfaction with their child's education. However, staff reported attendance at parent meetings and events is often as few as five. The IIT found minimal evidence that the school reflects on its strategies for communicating with parents. With limited information families are unable to support their child's academic achievement and social emotional growth.

6.4 **The school has received a rating of *Ineffective* 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.

- Although the school leader spoke of multiple efforts to partner with families and the frustration she has encountered, there was no indication there was a plan to teach parents ways to support student learning and growth or provide PD for staff concerning developing partnerships with families and/or

the community. The school leader indicated that bringing parents into the building for workshops and meetings is very challenging but the school has not explored ways in which to better engage parents and families. The lack of a structured and formalized plan to help parents support their child's learning or PD to staff to better reach out to families limits the partnership and bond between home and school.

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.

- The school staff is beginning to use data but is not working with the school's partnerships to share and respond to data pertaining to family needs. The parents that met with the reviewers expressed that if an incident occurred they would be contacted by the guidance counselor. Some of the parents expressed concerns about teacher attentiveness to the learning needs of their children. One parent indicated her belief that her child's IEP was updated only because she questioned it. Others expressed concerns about the implementation of the CCLS. The curriculum was judged as "too hard" with not enough help, especially for struggling students. When commenting on the afterschool BELL program, parents shared that the program lacked structure and did not include "teaching."". Discussions with parents indicated that the school does not provide support for them in accessing and understanding data. As a result parents are limited in their ability to support the school in meeting their child's learning or to advocate for services to support them.

Recommendations:

Tenet 2: School Leader Practices and Decisions

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

- 2.2: Ensure goals represent the school mission and vision and that the vision is known and contributed to by all stakeholders.
- 2.3: Ensure that decisions regarding resources are made strategically and that the impact of these decisions are monitored and evaluated throughout the school year, for the impact on improving student outcomes.
- 2.5: Ensure that the work of the school is closely monitored using evidenced-based systems and that staff rigorously address identified weaknesses.

Tenet 3: Curriculum Development and Support

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

- 3.2: Ensure that CCLS is implemented consistently across the school and that teachers continue to have training and support to effect this implementation for all subgroups.
- 3.3: Ensure that all lesson and curriculum plans are aligned to CCLS and that all lessons and planning reflect data driven instruction protocols that support better student learning and achievement; teachers should collaborate with colleagues across grades to determine what further professional development supports to request of the school leaders to develop units and lesson plans to meet the demands of the CCLS and curricula shifts.
- 3.4: Collaborate with the established school partnerships to deliver interdisciplinary curricula. Share the newly developed units and develop an extended learning community that formally reflects on the impact of the interdisciplinary curricula and the use of technology by students. Set a schedule to make revisions when needed and ensure there is a common understanding about what is taught and why it is taught.
- 3.5: Increase collaboration across grades to evaluate data tools and their effectiveness. Ensure that data is used to drive curriculum planning and instructional practices; ensure feedback provided to students helps them improve their learning and achievement levels.

Tenet 4: Teacher Practices and Decisions

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

- 4.2: Increase opportunities for leaders, coaches and teachers to work together in classrooms to ensure that all teachers develop and implement instructional practices that are adaptive and aligned to short- and long- term goals that meet the needs of all students.
- 4.3: Ensure coaches and/or school leaders regularly monitor planning sessions to collaborate with teachers to analyze CCLS-aligned instructional practices that reflect the instructional shifts, and visit classrooms to provide feedback related to instructional practices and questioning.

- 4.4: Ensure that a school-wide system to foster positive behavior is consistently implemented across the school; provide opportunities for students to discuss and share their values and opinions across a wide range of issues so that all students feel physically and intellectually safe in their learning environment.
- 4.5: Ensure that data is used by all teachers for setting and adjusting student groups and informing instructional strategies; ensure that teachers provide feedback to students that makes clear what is needed for improvement and in doing so places a greater onus on students to take some responsibility and initiative for their own learning.

Tenet 5: Student Social and Emotional Developmental Health

In order for the school's strategy and practices to align with the concepts in the Effective column of Tenet 5 the school should:

- 5.2: In collaboration with the School Support Staff and outside agencies that regularly support students' social and emotional developmental health, evaluate current systems for referral and support. Examine data related to school incidents and students in need of support and establish a system that allows students to be known by a designated adult.
- 5.3: Ensure that PBIS is implemented school-wide with fidelity. Ensure that staff receives PD that equips them to fully support students' social and emotional developmental health needs.
- 5.4: Ensure that all stakeholders are aware of their roles and the expectations in meeting the social and emotional needs of students.
- 5.5: Develop, implement, and monitor a plan in collaboration with the student support staff to use data to address student needs and deliver services and supports.

Tenet 6: Family and Community Engagement

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

- 6.2: Develop a plan with staff members that will raise parental awareness of school-wide expectations and provide families with age appropriate information regarding college and career readiness. Ensure the plan includes strategies to foster conversation with families and students as well as embed assessments to enable adjustments to strategies that prove ineffective.
- 6.3: Ensure that all parents are given multiple opportunities to participate in school life. Develop a plan to use multiple tools to communicate with parents. Enlist parents' assistance in translating, selecting topics of information and circulating the information. Incorporate a monitoring system and a vehicle for two-way communication to ensure all parents engage in their children's education.
- 6.4: Develop and implement a plan for training teachers in building strong and effective relationships with parents and families; provide guidance for parents on how they can work in partnership with the school in supporting their child's education and learning.
- 6.5: Research ways that schools can help parents access and interpret data that is provided by the school relating to the academic and social development of students; adopt best practices and monitor the effectiveness of the strategies utilized.

