



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

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



<b>BEDS Code</b>	321100011272
<b>School Name</b>	The Globe School For Environmental Research
<b>School Address</b>	3710 Barnes Avenue, Bronx, NY 10467
<b>District Name</b>	New York City Public Schools, District 11
<b>School Leader</b>	Ms. Rashaunda Shaw
<b>Dates of Review</b>	April 8-9, 2014
<b>School Accountability Status</b>	Priority School
<b>Type of Review</b>	SED Integrated Intervention Team (IIT)

### School Information Sheet for 11X272

School Configuration (2013-14)					
Grade Configuration	06,07,08,SE	Total Enrollment	293	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	8	# SETSS	4	# Integrated Collaborative Teaching	8
Types and Number of Special Classes (2013-14)					
# Visual Arts	N/A	# Music	13	# Drama	N/A
# Foreign Language	13	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population		83.2%		% Attendance Rate	90.2%
% Free Lunch		90.9%		% Reduced Lunch	4.3%
% Limited English Proficient		10.5%		% Students with Disabilities	19.6%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native		0.8%		% Black or African American	62.6%
% Hispanic or Latino		32.3%		% Asian or Native Hawaiian/Pacific Islander	2.5%
% White		1.7%		% Multi-Racial	N/A
Personnel (2012-13)					
Years Principal Assigned to School		8 months	# of Assistant Principals		2
# of Deans		N/A		# of Counselors/Social Workers	1
% of Teachers with No Valid Teaching Certificate		2.9%		% Teaching Out of Certification	13.3%
% Teaching with Fewer Than 3 Years of Experience		17.1%		Average Teacher Absences	11
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4		9.9%		Mathematics Performance at levels 3 & 4	5.9%
Science Performance at levels 3 & 4 (4th Grade)		N/A		Science Performance at levels 3 & 4 (8th Grade)	45.7%
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	Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	
White		Multi-Racial	
Students with Disabilities	Yes	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	No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	
White		Multi-Racial	
Students with Disabilities		Limited English Proficient	
Economically Disadvantaged	No		

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

1. The school administration will conduct frequent cycles of formative observations and provide differentiated professional development to all teachers to improve instructional practice as evidenced by students' achievement data, and teachers' growth using the Danielson framework.
2. Based on assessment data from all content areas, all teachers will work collaboratively in the use of student achievement data to enhance the focus of implementation of the Common Core Learning Standards.

3. All the curriculum materials and programs for all subjects will be reviewed and scheduled for alignment with CCLS as evidenced by an increase in the percentage of students scoring proficient on the 2014 NYS ELA exam from 5% to 10%.
4. By June 2014, the vision for student social and emotional development will be articulated with positive student behavior and classroom management programs as measured by a 5% increase in improvement of tone and climate on the NYC School Survey as well as a 5% reduction in suspensions and student referrals in OORS.

**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	
<b>OVERALL RATING FOR TENET 2:</b>				<b>D</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>D</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	
X	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>D</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>D</b>
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**Debriefing Statement:** In her brief tenure at the school, the school leader has begun to develop a positive school culture and is in the initial stages of improving teaching and learning. The school has yet to collaboratively identify and articulate a unified school vision and mission. The school leader has deployed available resources to improve instruction, and increase opportunities for enrichment. An overarching plan to address students’ social and emotional developmental health has yet to be formulated. Further, many students are not academically challenged and a system for increasing community collaborations has not been realized.

**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 School Comprehensive Educational Plan (SCEP).

**Overall Finding:**

The school leader has not formally addressed the school’s vision/mission and is in the early stages of establishing a process to revisit the vision and school theme. There are some SMART goals but these are not shared sufficiently by the school community to drive improvement.

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

- The school leader reported that she inherited the school’s current vision/mission statement and it does not accurately reflect the school’s changing identity. Although a mission statement appears on the school’s website, the school’s constituents stated dissimilar visions/missions in their focus groups and did not articulate a common vision or mission. The school leader is in the early stages of establishing a process for revisiting and revising the school’s name, theme and vision/mission. Thus, the school’s unique identity and shared vision and mission are emerging but are not yet embraced by all school constituents and are not yet driving the school’s culture.
- The school leader stated that SMART the members of the school leadership team (SLT) collaboratively developed the goals; however, during discussion with the review team neither teachers nor parents confirmed this process. The Danielson Framework for Teaching instructional priorities were articulated by the school leaders but were inconsistently reflected in plans and

classroom instruction.

- The school leader is beginning to create a data-driven instructional culture through individual goal-setting meetings with all teachers where goals are established based on student achievement data. However, there is no system in place to monitor progress toward achieving goals. School leaders and consultants discuss assessment data and how to use these data to plan and deliver instruction. Most teachers observed by the review team had curriculum-data binders in their classrooms that contained assessment data to help drive instruction. The school's emphasis on data is also reflected in the School Comprehensive Educational Plan (SCEP), Quality Review, Progress Report, and other relevant documents. However, the review team found that teachers minimally use data during classroom instruction, which limits teachers' ability to measure progress towards reaching the school's improvement goals.
- The review team found limited evidence that the school leader monitors progress toward achieving SMART goals and SMART goals are not tied to the school's long-term vision. However, the school leader more consistently monitors and evaluates the school's progress toward achieving the Danielson priorities with the administrative cabinet, student support staff, and teachers.

**Impact Statement:**

The absence of a clear school vision/mission creates ambiguity regarding roles and expectations for all school stakeholders and negatively impacts 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:

- Complete a collaborative process to develop a shared vision and mission expressing the unique identity of the school. Establish SMART goals that are known, owned and implemented by all stakeholders and monitor progress towards achieving said goals; clearly communicate the school's vision and mission for student high academic and behavioral expectations to staff, students, and families.

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:**

Although the budget was in place prior to the school leader's arrival, the school leader has attempted to strategically allocate resources to support school improvement and student success but work remains to be done to ensure that the school community's needs are fully met.

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

- The school leader has done a considerable amount to allocate resources strategically to support student achievement. Upon her arrival at the school in August 2013, the school leader found the school without a workable master schedule. She re-programmed the school schedule to increase instructional time. In December 2013, she re-programmed the school a second time and in February

2014, she reorganized class placements homogeneously to enhance student learning.

- Teachers have a preparation period that is devoted to common planning time for subject meetings. Meetings are not yet producing effective curriculum and lesson planning to meet students learning needs.
- The school leader has made resource allocation decisions that positively affect teacher professional growth and student life. To supplement the weekly meeting time for common planning, the school leader allocated significant per session funding for each inquiry team and special education team members (teachers and an AP) to meet weekly after school to discuss student work, develop rubrics and benchmarks, and plan instruction. Further, Generation Ready consultants were hired to work with strategically identified teachers to improve their instruction.
- The school leader has identified staff members who require support and a plan of action has been developed for each staff. Further, consultants from Generation Ready provide weekly professional development (PD) for individual and groups of teachers and network staff provide monthly PD activities for the staff. Accordingly, the staff receives some support to improve their planning and instruction but this is not yet impacting enough on improvements in student achievement.
- The school leader has taken some steps to secure personnel to meet students' academic and social needs. In order to increase staff support services internally, the school leader has recently accepted an absent teacher reserve (ATR) assistant principal who contributes to the professional growth of the teachers he supervises. The school leader worked closely with her network human resources liaison to fill two vacancies that appeared during the school year.
- Saturday and after-school academies were established to provide Regents Examination preparation for grade eight students and test preparation for the NYS assessments. However, no program exists to provide academic intervention services (AIS) for levels one and two students, for ELLs and for students with disabilities.

**Impact Statement:**

The school leader has started to put systems in place to modify and re-allocate resources to meet the needs of the community; however, additional adjustments are needed to ensure that staff resources consistently meet the needs of all students.

**Recommendation:**

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

- Hire additional staff to provide social and emotional developmental health supports for students and staff particularly those at risk; Schedule common planning time for subject teachers to plan with each other and with grade-level teachers to meet the immediate learning needs of all students; evaluate strategic resource decisions for the impact on bringing improvements to student achievement.

2.4 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to

conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.

**Overall Finding:**

The school leader has made supervision of staff a priority in order to foster continuous improvement in instructional practices. To this end, the school leader established an observation cycle, and administrative evaluation and support in implementing the Danielson Framework and the Annual Professional Performance Review (APPR). However, these efforts are not fully established and so not yet sufficiently reflected in improved teacher practices.

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

- The school leader has sought to create a climate of greater accountability for all staff members. Based on the Danielson Framework, teachers completed a self-assessment, established professional goals, and identified areas in which they would like additional support. The school leader reported that during the first month of the school year, teachers met individually with her to establish individual goals and identify priorities for PD. The school leaders submitted Advance reports as evidence of the administration's completed observations. However, based on a review of documents, reviewers noted that some assistant principals (APs) had not completed the number of required observations and some of the APs' observations contained feedback that had minimal impact on teaching and learning.
- Evidence from discussions with teachers and a review of documents showed that school leaders do not consistently provide timely and actionable feedback to teachers. Teachers reported in their focus group that they usually receive emails providing written feedback within 24 hours of an observation. However, this feedback does not consistently identify strengths and weaknesses in planning and instruction, thus, limiting teachers' ability to build on their strengths and address their deficiencies.
- The school leaders monitor observations at weekly cabinet meetings and use Advance reports to identify patterns of need in individual and groups of teachers. The school leaders use information gathered from feedback to target PD and to establish priorities to address in classroom observations. The school leader reported that she is beginning provide limited opportunities for grouped PD based on teachers' common instructional needs. The school leader stated that she directly supervises the English language arts (ELA) teachers in the school, for who she provides PD based on her expertise as a former ELA teacher and coach.
- School leaders are beginning to utilize Skedula, an on-line school management tool, to identify and respond to PD needs. The school leader reported that action plans have been collaboratively developed for teachers who need additional support. Although a review of documents confirmed the existence of action plans, during class visits reviewers found limited evidence of PD strategies in teachers' instructional practices.

**Impact Statement:**

The school leader has started to institute a system for teacher observations, feedback, and professional development. However, the inconsistent implementation of this system hinders the school leader from a

holding all staff accountable for improvements in instructional practices.

**Recommendation:**

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

- Provide targeted support/PD for school leaders and coaches in implementing observations cycles and providing consistent, actionable, and timely feedback to teachers; provide additional opportunities for grouped PD for teachers with common instructional concerns; monitor all staff implementation of PD strategies.

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).

**Overall Finding:**

The school leader has some structures in place to review school practices; however, the school leaders lack an overarching system that connects these structures and ensures that consistent monitoring occurs to improve school-wide practices.

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

- The school leader reported that the staff has participated in training activities, such as the workshop on the Kagan learning techniques that focus on evidence-based decision-making. In addition, the school has structures such as team meetings, student conferences, monitoring forms to collect and share information. However, the review team did not find evidence of an overarching system to monitor the structures to ensure that staff effectively uses data to inform decisions.
- The school leader reported that the network data specialist and school leaders have provided assessment data and have conducted analyses of these data with staff; however, the review team observed little evidence of data-driven instruction (DDI) during visits to classes and attendance at team meetings. The school leader stated that school leaders attend and monitor teacher vertical team meetings. During the visit, the IIT attended The ELA team meeting at which the team reviewed student work. The team noted that the staff did not employ any specific protocols in examining the student work samples. In addition, staff did not discuss establishing goals or actions plans for students.
- Although some students confirmed attending individual conferences with teachers, student action plans were absent in most classrooms and reviewers saw few examples of students taking ownership for their learning. Two students who shared their portfolios with the review team reported that, at their teachers' request, they had written goals that morning to include in their portfolios. Further, the portfolios included only two pieces of student work. During discussions with the review team, students shared and parents confirmed the school issues four report cards but no progress reports during the course of the school year. The parents interviewed by the IIT expressed that while they receive data they do not understand all of the data shared by the school.

- The school leader shared that she, the guidance counselor, and dean debrief daily to monitor students' behavior and discuss pressing needs. However, evidence gathered from student support staff meeting did not confirm the occurrence of these daily meetings. The school leader stated that a school aide collects and files section sheets that teachers use to monitor student attendance and behavior, weekly. A review of these section sheets showed that most sheets contained incomplete or no data.

**Impact Statement:**

The school leader has some structures to review school practices; however, the lack of an overarching system to sufficiently monitor and adapt school practices hampers staff's ability to achieve measurable progress toward critical school-wide goals.

**Recommendation:**

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

- Establish an overarching monitoring system that connects and brings congruence to the school's improvement efforts including professional development (PD) in the use of data to improve instructional practice, a collaborative process to create and monitor SMART goals, and protocols to guide effective work by teacher teams.

**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:** While many staff members use a common lesson plan template, staff has not developed and implemented a systematic plan for comprehensive curricula that aligns to CCLS incorporating targeted goals, DDI, reflection, and revision, across all content areas. As a result, students have minimal opportunities to benefit from rigorous and coherent curricula and assessments, which limit students' achievement.

**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.

**Overall Finding:**

Although the school leader provides support to teachers to implement CCLS-aligned curricula, the school staff

lacks a systemic plan to consistent implementation of rigorous and coherent curricula aligned to the CCLS. .

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

- Although most unit and lesson plans reviewed by the review team were aligned to the CCLS, the IIT did not find evidence of a formalized plan to ensure that these plans translated into effective classroom instruction. The team found inconsistencies between written plans and classroom instructional practices. The school leader reported that CodeX and CMP3 curricula were adopted prior to her arrival. Although school leaders and teachers reported that implementing the instructional shifts was a priority, during classroom visits the review team found minimal evidence of teachers implementing practices that align to the CCLS and instructional shifts.
- The school leader has designated meeting time for vertical teacher team meetings during the regular school schedule and for inquiry teams after school to facilitate the collaboration of teachers in meeting the demands of the CCLS and its instructional shifts. However, no time has been scheduled for horizontal grade and interdisciplinary teams to meet. Although special education teachers meet weekly after school and attend content team meetings, evidence from observations and documentation indicates that the curriculum provision for students with disabilities is uneven because there are inconsistent adaptations in place to address their instructional needs.
- When interviewed by the review team, the school leader and both the ELA and mathematics teachers voiced concerns about the quality of the curricula and the need to adapt the curricula. During class visits, the IIT found evidence of curricula adaptations in some mathematics classroom, but did not find evidence of adaptations in any ELA classrooms. Evidence from discussions with the school leader and a review of the PD calendar confirmed that teachers received training in aligning curriculum to the CCLS; however, reviewers saw limited evidence of the strategies from PD implemented during the team meetings or classroom instruction.
- The school has adopted the Kaplan curriculum to support academic intervention services (AIS). However, evidence from discussions and a review of documents demonstrated that the staff minimally uses the materials from Kaplan and the AIS provided are unrelated to the CCLS and instructional shifts. While grade six special education students completed a level one vocational assessment that was placed in their portfolios, the review team found no evidence of levels two and three vocational assessments in later grades. Additionally, teachers do not provide sufficient scaffolding for ELLs or students with disabilities in their classrooms. The school staff is beginning to address the needs of ELLs by developing individual student action plans to monitor students' progress and by programming push-in support for ELLs by a teacher of English as a second language (ESL). However, during the review the IIT found limited evidence of the services provided to students and of the ESL teacher collaborating with core subject teachers.

**Impact Statement:**

Teachers are beginning to align curricula to the CCLS and instructional shifts. However, the lack of a comprehensive plan to ensure teachers uniformly develop and modify curricula limits opportunities for students to experience curricula that meet their specific 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:

- Revisit the curricula selected to support the CCLS and instructional shifts. Ensure that staff uniformly adapt curricula to address the needs of students, particularly subgroups.
- Provide further targeted PD to individual and groups of teachers on developing classroom activities aligned to the CCLS and instructional shifts. School leaders should regularly monitor the impact of these initiatives through walk-throughs and observations and evaluate their impact on improving student achievement.

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.

**Overall Finding:**

There is limited data-driven instruction to address the achievement needs of subgroups and individual students. There is minimal use of complex content and minimal evidence of classroom activities that promote higher-order thinking.

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

- Although teachers meet weekly to collaborate on plans, reviewers found minimal evidence that teachers use this time to that plan CCLS-aligned data-driven unit and lesson plans. The school leaders, instructional coach, and consultants work with teachers on analyzing and integrating data into instruction. However, the review team found little evidence of DDI in the classroom. Although reviewers saw exit slips in one classroom, during discussions with the IIT when asked about formative assessments, teachers did not describe the types of formative assessments they use during instruction.
- Content teams have written subject-specific curriculum maps by grade. Some subject teams have developed grading criteria and the review team observed rubrics displayed for student work in nearly every classroom visited. Although most teachers had curriculum binders, the review team saw no data charts in any classrooms. While the IIT noted goals in some students' portfolios, students interviewed by the IIT shared that these goals had been written early that day.
- Although unit and lesson plans are generally CCLS-aligned and some include scaffolding, during classroom visits, the review team found minimal evidence of teachers implementing instruction that targeted students' needs, particularly ELLS. Reviewers noted that teachers inconsistently scaffolded activities, used NYSESLAT data or addressed the students' four modalities – listening, speaking, reading and writing. Observations by the review team indicated that while teachers in self-contained classes employed different strategies to address the needs of students with disabilities teachers in integrated collaborative (ICT) classes generally did not..
- The school is in the early stages of creating protocols to monitor and adjust curricula to meet the needs of all subgroups of students. Although one of the school's instructional priorities is to increase

students' higher-order thinking skills through complex questioning and persuasive writing, the review team saw limited evidence of these instructional activities. The review team observed a content team at its weekly meeting discussing students' written work. The IIT noticed that the team did not discuss establishing short- and long-term goals to improve students' writing skills or increasing activities that promote students' critical thinking skills.

**Impact Statement:**

Teachers inconsistently provide curricula that include DDI protocols and align to the CCLS. As a result, students have limited opportunities to experience instruction that prepares them to meet the demands of the CCLS, 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:

- Develop and implement protocols and monitoring systems for reviewing unit and lesson plans to assure consistent alignment with the CCLS. Use master teachers to lead teacher teams during common planning time; provide time for inter-visitations, within and outside the school, so teachers can observe colleagues that are successfully using DDI protocols to target learning including the use of complex materials that scaffold and sequence 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:**

There is minimal interdisciplinary planning and instruction, which impedes students' engagement and achievement.

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

- The review team found no evidence of interdisciplinary planning and instruction including the integration of the arts and technology. A review of documents and interviews with staff confirmed that teachers have not developed any interdisciplinary curriculum maps. As a result, there is minimal opportunity for students to make connections between subjects and work on interdisciplinary projects.
- There was no evidence that the music teacher and technology teacher collaborate with core subject teachers to promote integration of the arts and technology into regular classroom instruction. The school leader purchased 25 desktop computers to create technology centers in classrooms and reported that about half of the school's teachers make use of these computers. However, the review team observed the computers being used in only one classroom. The review team also noted that few teachers used the SMART Boards or the cart of notebook computers. Overall, the school has not yet integrated technology as a learning tool in classroom instruction.

**Impact Statement:**

The school leader and teachers have not developed a formal plan to create interdisciplinary curricula, which

diminishes students' ability to make connections between subjects, lowers student engagement, and hampers 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:

- Schedule common planning time for horizontal teams to develop interdisciplinary curriculum maps by grade and plan at least one interdisciplinary unit per semester; ensure arts and technology teachers meet with vertical and horizontal teacher groups to facilitate integration of core subjects with the arts and technology.

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

**Overall Finding:**

Teachers are at an early stage of using pre- and post- assessments to guide and inform their curriculum planning. Some teachers give students useful feedback to promote students' ownership of learning but these practices are not consistent throughout the school.

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

- During discussions with the IIT, school leaders shared that they provide teachers with disaggregated data and item analyses to plan instruction. Additionally, teachers receive PD on using data to drive instruction from school leaders, the coach, and consultants. However, the review team observed limited use of data in lesson and unit plans and classroom instruction.
- The school leader has identified teachers creating and analyzing formative assessments as an area requiring additional PD. However, teachers in their focus groups made no mention of this priority and during class visits, the review team noted minimal use of purposeful grouping and exit slips. The review team saw limited evidence of students taking ownership for their learning and statements at the student focus groups and conversations with students inside classrooms confirmed this.
- The school leaders reported that teachers have made significant progress in using baseline data and creating summative assessments but are in the early stages of developing formative assessments. Teachers in their focus group reported that they rely on CodeX and CMP3 curricula to provide formative and summative assessments. However, reviewers found limited evidence of teachers using assessment data to inform or modify instruction.
- Reviewers found that feedback to students is uneven. Although the ELA and mathematics teachers created unified grading criteria, individual rubrics displayed in their respective classrooms were inconsistent. Rubrics for specific assignments were generally posted near the displayed student work in hallways and classrooms, and the work frequently had comments from the teacher that contained "next steps" for the students. However, much of the work contained errors that were not corrected. The work students shared with the team in the small focus group contained actionable teacher

feedback. However, the portfolios contained only two pieces of student work and final drafts of written work contained many uncorrected errors. Further, teachers and students in their focus groups stated that they have not created rubrics for specific assignments together, missing a clear opportunity for students to take greater ownership for their learning.

- Some students and staff indicated that students confer individually with their teachers. However, teachers do not have uniform protocols to conduct these conferences. In addition, reviewers found limited evidence to demonstrate how the conferences positively impacts students' taking ownership for their learning.

**Impact Statement:**

A lack of alignment between assessments and curricula hinders teachers' in their ability to use data to monitor student progress, provide timely feedback and adjust instruction, which impede improvements in 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:

- Provide targeted PD to assist teachers in developing formative assessments that can inform their planning and instruction and facilitate their making adjustments based on student progress.

**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:** Although teachers meet in teams, and have participated in some targeted professional development, their instructional practices insufficiently address all students' academic needs. The CCLS instructional shifts have not been sufficiently internalized and implemented. Teachers have not consistently implemented the instruction shifts or data protocols, which hinders student academic achievement.

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

**Overall Finding:**

School leaders are making initial efforts to ensure teachers' instructional plans and practices are informed by data, reflect students' needs and learning styles and lead to increased achievement. However, the effects of these efforts are not yet reflected in higher student achievement.

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

- School leaders have provided teachers with an array of assessment data as well as PD on the use of data in planning instruction but teachers' do not consistently use data to inform or adjust instruction. Although the review team observed a few teachers using data to create purposeful groups to address the needs of specific individual students and subgroups, this practice is not consistent across the school and some students needs go unmet.
- The review team observed that content teachers did not identify their ELLs and did not provide structured support for them. Further, the push-in model being utilized was not uniformly effective because ELLs and the ESL teacher were not always engaged. In ICT classes, the needs of students with disabilities were not always well-served as plans did not contain targeted activities for this subgroup. During class visits reviewers found limited differentiation of instruction to address students' varying needs and learning styles. The review team found inconsistencies between the level of differentiation in unit and lesson plans reviewed and classroom instruction observed.
- The school leaders, coach, and consultants provide support to teachers on aligning plans to the needs of students and the school's Danielson instructional priorities. The Kaplan data analysis was intended to facilitate academic interventions for subgroups of students. However, there was minimal evidence that teachers in subject teams identify intervention strategies to address students' academic needs. The school leader and teachers reported that the six hour February 2014 workshop on cooperative learning was well-received by the staff. However, during classroom visits, the review team found limited evidence of subsequent implementation of purposeful grouping, the Danielson priorities, and intervention strategies.
- Teachers shared they have identified measures of student learning (MOSL) as part of Advance, the APPR. However, although some student goals were present in portfolios, individual action plans and academic goals have not been established for all students. The review team saw little evidence that all subject teachers have established grade-level benchmarks. School leaders state that they monitor lesson plans after observations by conducting random classroom checks; however, there is no overarching record-keeping system for these reviews.

**Impact Statement:**

School and teacher leaders do not ensure teachers organize and implement plans to uniformly establish goals for individual and groups of students. As a result, not all students have set goals to focus on targeted needs, which limit students from engaging in their learning at optimal levels.

**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 subject departments establish grade-level benchmarks for their students. Identify purposeful grouping as a school-wide priority and put strong supports in place.

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.

**Overall Finding:**

Teachers are in the initial stages of planning and providing engaging, CCLS-aligned lessons that incorporate higher-order questions and contain high levels of text and content complexity.

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

- Although there were some examples of CCLS-aligned activities, such as persuasive essay writing on thoughtful topics and OMNI Learn’s mobile science laboratory providing hands-on science activities, the review team noted a disconnect between written plans, which were generally CCLS-aligned, and classroom instruction. Some of the student work shared during the small student focus group reflected activities that fostered critical thinking and contained textual complexity but this was not uniform across all grade levels and subjects. Although the school leader and teachers mentioned PD and support in implementing the CCLS instructional shifts, little evidence of the shifts was observed in classrooms.
- During classroom visits, reviewers found that teachers primarily provided instruction that did not promote high levels of student engagement for all students. Although, the school leader identified the development of students’ higher-order thinking skills as a school priority, most classrooms observed by the review team showed little evidence of this best practice. Reviewers noted that teachers in most classrooms did not ask questions or incorporate activities that required rigorous reflection or thoughtful discussion nor did teachers model critical thinking and problem-solving strategies.
- Most classrooms were teacher-dominant, providing students with few opportunities to work together. There was little evidence of purposeful grouping and student-to- student discourse that required critical thinking. The review team also noted limited evidence of teachers using complex instructional materials. Lesson plans and classroom instruction reflected some awareness of the diverse needs of students but did not provide multiple points of access for them. Additionally, there was a general absence of scaffolding instruction for subgroups of students, which limited student engagement in many classrooms.

**Impact Statement:**

While teachers are beginning to align instruction to the CCLS, teachers do not consistently provide instruction that includes multiple points of access and incorporates rigorous questioning techniques. As a result, students do not engage in instruction at high levels, which hinders their 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:

- Evaluate planning and instruction for continuity, scaffolding and developmental sequencing from lesson to lesson.

- Provide targeted PD on the teacher's role as facilitator of student discovery to help teachers move away from teacher-dominant instruction to the use of questioning strategies and activities that promote higher-order thinking, use problem solving strategies and complex content materials, reflection and thoughtful student discussions.

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.

**Overall Finding:**

Teachers and students are in the initial stages of establishing a school environment that is academically and emotionally safe for students. However, teachers do not regularly tailor instruction to address students' varied backgrounds and individual learning needs.

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

- The school is in the process of establishing clear expectations for student behavior. The school is in the initial stages of implementing the Positive Behavior Intervention and Supports (PBIS) program and has already established an incentives committee that meets weekly after school to plan activities and other incentives to be used as rewards for academic and behavioral achievements. Although, the school leader reported that teachers and students collaboratively developed classroom rules, the during classroom visits, the review team noted that only a third of all classrooms had rules displayed. In addition, reviewers noted teachers did not uniformly implement behavioral expectations.
- Students reported that classrooms are academically safe, that they can ask questions and give incorrect answers without ridicule or embarrassment. However, the review team did notice that in a third of classrooms, there were severe distractions caused by disruptive students that prevented other students from focusing and learning. In addition, the IIT saw few examples of teachers implementing activities that allowed students to engage in critical discussions to voice their opinions or to share their values, and heritage with each other. The school participates in the DOE's Respect for All initiative and celebrated Respect for All Week in February 2014. However, the review team saw minimal evidence of school-wide classroom instructional activities celebrating cultural diversity.

**Impact Statement:**

The school has not yet established a sufficiently safe environment that removes classroom management obstacles to student learning. Thus, opportunities for students' voices to be heard and student engagement to flourish

**Recommendation:**

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

- Provide targeted PD and collaboratively create action plans for teachers who continue to struggle to create safe and orderly classrooms through engaging classroom activities and best practices into classroom management; provide more opportunities for students to be given a voice where their

values, opinions, and perspectives are shared and valued.

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 are in the early stages of using data and assessments to inform and adjust their instructional strategies to provide timely feedback to students.

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

- The school leaders reported that she provided staff with multiple forms of data and that each teacher has a curriculum data binder that contains numerous assessment charts for students. However, the review team noted minimal use of assessment data in classroom instruction. Some teachers used baseline and summative assessments to plan instruction; however, formative and interim assessments are largely undeveloped. During discussions with the review team teachers reported that they use ARIS online resources to record and analyze data. Some teachers said they use data to grouped students by ability levels. However, reviewers found limited evidence of teachers using data to establish or adjust groups based students' ability level.
- The school leader said she recently reorganized class enrollments homogeneously in order to narrow the range of abilities in each class. The review team observed minimal classrooms with purposeful grouping and instructional strategies adjusted to students' needs. At the vertical teacher focus group, some teachers said they used methods to adjust student groupings and instructional strategies. Most lesson plans did not include targeted student groupings and teachers are in the early stages of developing formative assessments to help them adjust instructional strategies.
- Student assessment data are sometimes analyzed at individual teacher conferences with APs, the instructional coach and Generation Ready consultants. The school also received network support from a data specialist who has provided relevant PD and administrative support. Consequently, teachers are receiving some support in using data to plan instructional activities but are not using it sufficiently to implement data-driven strategies.
- Some students and teachers reported participating in individual conferences with each other. However, this practice is not consistent school-wide and there is no system in place to organize or monitor the effectiveness of these conferences. Consequently, only a limited number of students have goals and action plans. The review team noted that most students interviewed did not articulate their goals and those who did, merely said their goals were, "To pass their classes," or "to be promoted to the next grade." Thus, the goals were not individualized and specific. Additionally, some student portfolios contained action plans, while others did not. Pupil Path, the student online portal of Skedula is not yet active, thus, preventing students from monitoring their academic progress, daily.
- Students receive report cards four times a year but do not receive interim progress reports. Evidence gathered from student interviews and classroom visits confirmed that that most teachers

provide limited data-based feedback. Although most teachers posted rubric for student work in classrooms, not all comments on work included actionable feedback. Reviewers also noted that student work displayed in classrooms and hallways contained errors and did not show any corrections.

**Impact Statement:**

While some teachers are beginning to use data, teachers do not consistently use data to implement purposeful grouping, planning and to provide timely and purposeful feedback to students. Consequently, students take limited ownership for their learning, which hampers opportunities for them 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:

- Ensure teachers plan and implement lessons based on assessment data, and provide regular and relevant feedback to students that provide them with specific guidance to improve their work and reach identified goals.
- Complete the process of implementing Skedula to ensure constituents have access to the appropriate portals.
- Provide opportunities for teachers to visit and observe colleagues in other schools who are effectively implementing purposeful grouping.

**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 is in the beginning stages of creating a more positive environment to address social and emotional developmental health needs. However, the staff does not uniformly provide interventions and supports within the classrooms. There is limited data-driven dialogue to respond to students' social and emotional developmental health.

**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 *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.

**Overall Finding:**

The school leader is in the initial stages of developing systems that identify and address students' social and

emotional developmental health needs and ensure that appropriate supports are in place for students.

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

- Students, teachers, and parents reported that the school is becoming a safer environment where students have at least one adult they can approach for assistance. All school constituents credited the school leader with noticeably improving the school's tone and climate. Although the school leader has introduced a new referral form, evidence from interviews with various constituents did not confirm that the school has implemented an overarching system for student referrals. Teachers and parents in their focus groups reported that student support staff responds quickly to student referrals. However, the members of the student support team shared that they do not meet regularly and they did not describe a monitoring system for tracking students' referrals and services.
- During discussions with the IIT, staff reported that the social worker, psychologist, and guidance counselor focuses primarily on servicing mandated students. The social worker and psychologist serve all four schools within the campus. Staff did not cite community-based agencies that they routinely refer families to for additional services. The review team found uneven evidence of the staff use of the Response to Intervention (RTI) protocols, including the functional behavioral assessment (FBA) that drives the behavioral intervention plan (BIP). There is no mechanism in place to identify needs and evaluate effectiveness of the school's programs that address students' social and developmental emotional health needs.
- The school leader reported that students who require additional supervision receive a conduct card from the dean, and that both parents and teachers must sign daily to attest to the student's behavior and completion of work. Additionally, the staff do not consistently complete data on the class section sheet that is intended for monitoring class conduct through the day and providing communication between teachers. Although some constituents report that there are some structures for data collection, the school leaders and student support staff did not report a system for analyzing cohort data to identify needs and next steps.

**Impact Statement:**

Although constituents articulate that the school climate has improved, the school staff lacks an overarching system to coordinate consistent referrals and monitoring protocols to address students' social and emotional developmental health, which does not ensure the needs of all students are addressed.

**Recommendation:**

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

- Define school-wide behavioral expectations for students; uniformly implement these standards and display them in all classrooms and hallways; conduct weekly student support team meetings with a school leader present to implement a system for referring and tracking the progress of students with multiple social and emotional developmental health needs.

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:**

Although school members of the staff are pursuing various initiatives to address behavior expectations, the school staff has not fully implemented a program/curriculum to promote students' social and emotional needs.

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

- The school is partially participating in the DOE's Respect for All Program and has implemented brain bucks and respect bucks as an incentive program to foster positive student behavior. However, school constituents could not explain the relationship between the two types of bucks, although there was a price list for various items posted on the school store door. Additionally, there was no system in place to determine when bucks should be distributed and how their distribution should be monitored. The staff is in the early stages of implementing an advisory program, is scheduled to take place during the first 15 minutes of the school day. The premier advisory curriculum and workbooks were purchased. However, the review team found minimal evidence of the staff and students' use of the materials.
- The school leader reported that behavioral occurrences have fallen dramatically since she became school leader. However, comparative statistics were not provided. The school is in the early stages of implementing PBIS. Students, teachers and the school leader reported that respect between adults and students and between students and students were low. This confirmed the results of the 2012 – 2013 School Survey that indicated that 69 percent of the school's students felt that students do not treat each other with respect and 64 percent of the students reported that students do not treat adults with respect.
- Although guidance staff reported that they are involved in implementing Respect for All, they did not indicate PD that they have provided to staff on establishing an empathic classroom environment through positive classroom management practices. Discussions with staff confirmed that there has been limited PD on the skills needed to consistently meet the social and emotional needs of students.

**Impact Statement:**

The school inconsistently addresses students' social-emotional developmental health and, as a result, students' academic achievement has not been optimized.

**Recommendation:**

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

- Collaboratively establish a clear vision regarding the school's goals for and identify and adopt a research-based curriculum that addresses students' social and emotional developmental health; ensure that staff are provided with the PD necessary to give them the required skills to identify and meet the needs of 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's stakeholders have not developed a shared understanding of how their contributions fit together to maintain a school community that creates a sense of ownership for the school and grows an environment that is safe and conducive to learning.

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

- The school's vision and goals are in the early stages of being revised and the school does not have a system in place to raise stakeholders' awareness of their unique roles in addressing students' social and emotional developmental health needs and how their roles are interwoven. The review team saw no evidence of school activities that expand stakeholders' ownership for the school and create opportunities to develop a shared vision of how to address students' needs.
- Teachers stated in their focus group that they voice their concerns at staff conferences, subject team meetings and to the SLT, and welcome the open-door policy of the school's leaders. However, the members of the student support staff reported that they do not meet regularly. Additionally, there is no system in place for the student support staff to work together with other stakeholders to develop a common understanding of the importance of their contributions in creating a school community that is safe and conducive to learning. Evidence from interviews with stakeholders confirmed that limited numbers of parents are active participants at parents' association and school leadership team (SLT) meetings.

**Impact Statement:**

All stakeholders do not know and understand their unique roles in, establishing an environment that is conducive to learning and providing effective social and emotional developmental health supports.

**Recommendation:**

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

- Collaboratively develop a new school vision and mission with all school stakeholders that defines the stakeholders' unique roles in addressing social and emotional developmental health and how those roles are interconnected.
- Create a system for continual communication between all stakeholders regarding social and emotional developmental health.
- Establish protocols to monitor and evaluate the work of the student support staff and develop opportunities to expand their interaction with, and support of, other staff members.

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 leaders and support staff have not developed a system to ensure all staff collect and use data to respond to student social and emotional developmental health needs.

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

- The review team found minimal evidence of the structures members of the staff use to access and share data to effectively address students’ social and emotional developmental health needs. Student support staff does not systematically analyze student academic and non-academic data to address students’ social and emotional developmental health.
- Teachers refer students for services via the dean or guidance counselor; however, there is no evidence-based tracking system to monitor student progress or the efficacy of the services they receive. The school leader recently implemented a new referral form for teachers that require teachers to outline intervention steps they have taken prior to referral. Teacher teams are beginning to share statistical and anecdotal data on Skedula in order to address students’ needs uniformly across all the students’ classes, but a lack of systemization reduces its effectiveness.
- The school staff makes limited use of multiple sources of data to deliver services to students. Teachers and support staff in their focus groups cited limited use of data at regular team meetings. Some students and teachers meet for individual conferences; however, neither students nor teachers indicated that students’ social and emotional developmental health needs were discussed at these times. Parents access student data via the ARIS online portal that is updated periodically. However, behavioral occurrences and teachers’ anecdotal information are not part of the ARIS system. Consequently, students and parents have limited access to updated academic and social and emotional developmental.

**Impact Statement:**

The lack of school structures to ensure the staff uses data to address students’ social and emotional developmental health hinders staff from supporting students at optimal levels.

**Recommendation:**

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

- Provide teacher and support staff teams with multiple sources of data regarding students so that teams can effectively provide a consistent evidence-based approach to students’ social and emotional growth; utilize academic and behavioral data for incoming grade six students to most effectively organize homerooms and target students for intervention services.

**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 community has made attempts to create a school culture of reciprocal

communication with families, partnerships that result in shared responsibilities to improve student academic progress and social and emotional growth have not yet been fully realized.

**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:**

The school leader is in the early stages of ensuring that families and students are aware of the school's high expectations; however, school staff lacks a formal plan to ensure all students and families know and articulate the school's expectations for student achievement..

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

- The school leaders and most teachers generally communicate high academic and behavioral expectations. Evidence gathered from interviews and a document review showed that that no all constituents have a clear understanding of college- and career-readiness. Students in their focus groups had difficulty expressing the connection between what they are learning now and how it affects their success in the future. Parents and students reported at their respective focus groups that the school and some teachers push students to achieve. However, students sharing their work stated that the work was not especially challenging. Students reported that individual conferences with some teachers occurred and were helpful in focusing them toward reaching specific academic goals. However, the goals reviewed by the IIT did not reflect high expectations.
- The school leader shared that the small school size helps to facilitate communication with students and families. The school staff uses multiple forms to communicate academic information, including through mailings; the ARIS parent portal; the phone messaging system as well as through conferences with teachers, student support staff, and school leaders. Although the parent coordinator sends home a monthly calendar of school activities, the calendar contains includes minimal information about academic related activities. Whiles some parents shared they access can access data from ARIS, some parents reported not being able to access data from the parent portal in Skedula.
- The review team found limited evidence of how the school staff currently monitors and evaluates efforts to build relationships with parents. However, the school leader has identified methods to increase the parent participation rate in the DOE's School Survey from 37 percent in 2012 – 2013.

**Impact Statement:**

The school staff communicates with families in different ways; however, the lack of a formal plan to ensure all stakeholders understand the school's expectation for student achievement, limits families in their ability to

contribute towards preparing students to become college- and career- ready.

**Recommendation:**

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

- Create a unified system for communicating high expectations that fosters students' future success in high school, college and career readiness; evaluate its efforts for how well it is building relationships with parents and make improvements where weaknesses are identified.

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 has provided parents with opportunities for reciprocal communication, collaborative efforts to address student needs are limited and parent engagement remains low.

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

- The school staff report that the school has an open door policy and encourages reciprocal communication with parents. The school staff utilizes multiple tools to communicate with families including mailings, the website, the ARIS online parent portal, phone messaging, emails, texts, and face-to-face conferences with parents. During discussions with the IIT, although parents confirmed that they meet face-to-face at parent-teacher conferences, parents indicated that they have few other opportunities for regularly scheduled meetings. Teachers call parents to address immediate issues that arise in class or to provide positive feedback. Parents confirm that the school responds in a timely manner to parents' requests for meetings and information. However, parents acknowledged that few parents participate in most of the school activities planned for them.
- The school leader shared that because the school's student population is 32 percent Hispanic school leaders and teachers translate all written communication into Spanish, including field trip consent forms, letters, report cards and calendars. However, the review team viewed no teacher lesson plans that contained support for ELLs such as Spanish translation. Oral and written communication at parents' association and SLT meetings include Spanish translations; however there was no evidence that individual conferences with parents are conducted in Spanish when necessary. In addition, some parents shared that they do not have access via Pupil Path to updated academic, attendance and anecdotal data regarding their children.
- Through individual feedback, the school environmental survey, and feedback at parents' association and SLT meetings, school leaders assess the relative effectiveness of their communication efforts. The school leaders and parents agree that there is no strategic plan in place to increase parent engagement and provide parent education.

**Impact Statement:**

Opportunities for reciprocal communication, which negatively impacts parents' engagement in school life and

their children's education; thus limiting identification of students' strengths and needs in order to facilitate learning.

**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, written and oral, between home and school are in families' home language; evaluate strategies for communicating with parents, take on board parental comments and concerns and make adjustments where needed.

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.

**Overall Finding:**

The school has minimally collaborated with families and community based organizations (CBOs) to train parents to increase their engagement in their children's education and to increase parental support of their children's academic growth and social and emotional developmental health.

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

- The school has established some initial relationships with community social service agencies such as The Montefiore Mental Health Clinic to support families. Despite these limited efforts, the school has no overarching plan to increase academic growth and social and emotional developmental health through focused and unified collaborations. Additionally, the student support team members did not identify any community social service agencies that they routinely refer families in need of assistance.
- There is no detailed plan in place to grow parent engagement. A parents' association was formed after the new school leader's arrival with more than 125 parents attended an evening holiday cultural celebration. The parent coordinator provides workshops after school in an effort to increase parent engagement in their children's education. Workshop topics include: self-defense; using ARIS; health and fitness and CCLS. However, school leaders confirmed that attendance at all workshops is low. Parents cited no presentations on college and career readiness and addressing adolescent social and emotional developmental health issues.
- Teachers in their focus group stated that the school and network provide some PD activities in students' social and emotional well-being and development, such as the recent Respect for All initiative. However, during discussion with the IIT, teachers, the school leader, and support staff did not cite any PD the school offered to increase the staff's efforts to create partnerships with families and the community.

**Impact Statement:**

Limited parent engagement and minimal teacher training to create partnerships with families hinders a strong home-school connection, and does not promote increased student achievement and improved student social and emotional developmental health.

**Recommendation:**

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

- Provide targeted PD to staff to develop partnerships with families; provide training for parents to increase their engagement in their children's education in order to promote their children's academic success and social and emotional growth.

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

**Overall Finding:**

The school has made some efforts to share data with school stakeholders; however, school staff has not ensured that all families can understand and use available data to support students' success.

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

- The school shares accessible student data via print and digital media and face-to-face conferences. Report cards, data and information are shared in Spanish when necessary to assure understanding and foster parent engagement. When interviewed by the review team, parents reported that teachers communicate with them to provide positive reinforcement as well as alert them to issues.
- Parent access to student anecdotal and assessment data is limited. Parents receive academic and non-academic data regarding their children via ARIS. However, school leaders did not provide evidence to indicate how many parents or how frequently parents access ARIS. Although parents received some training on accessing the ARIS parent portal and school website, school leaders did not provide the review team with data regarding its usage by parents. The school purchased the Skedula Pupil Path parent portal and has plans to provide parents with training on its usage. Parents who spoke to the IIT were unsure of how to access the school's website. Report cards are issued four times a year; however, there are no interim progress reports issued. The parent coordinator provides minimal information to families regarding their children's academic needs and provides minimal assistance in accessing services.

**Impact Statement:**

The school staff shares data with families but does not have an overarching plan in place to train parents to understand the data they are receiving in order to increase engagement in their children's academic lives. Consequently, families are not sufficiently empowered to intervene for their children and collaborate with the school to serve their children's needs.

**Recommendation:**

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

- Implement Pupil Path as the primary parent online portal. Provide parents' training in accessing, navigating, and understanding the available data; provide workshops to parents on understanding assessment data so that parents can more fully engage in their children's education.