



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



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| BEDS Code | 310400011680 |
| School Name | The Heritage School/M680 |
| School Address | 1680 Lexington Avenue, New York, New York 10029 |
| District Name | NYC CSD 04 |
| School Leader | Mr. Dyanand Sugrim |
| Dates of Review | February 24-25, 2014 |
| School Accountability Status | Priority School |
| Type of Review | SED Integrated Intervention Team (IIT) |

| School Configuration (2013-14) | | | | | |
|---|-------------|---|-----|---|-----|
| Grade Configuration | 09,10,11,12 | Total Enrollment | 351 | SIG Recipient | Yes |
| Types and Number of English Language Learner Classes (2013-14) | | | | | |
| # Transitional Bilingual | N/A | # Dual Language | N/A | # Self-Contained English as a Second Language | N/A |
| Types and Number of Special Education Classes (2013-14) | | | | | |
| # Special Classes | N/A | # SETSS | N/A | # Integrated Collaborative Teaching | 62 |
| Types and Number of Special Classes (2013-14) | | | | | |
| # Visual Arts | 12 | # Music | 16 | # Drama | N/A |
| # Foreign Language | 20 | # Dance | N/A | # CTE | N/A |
| School Composition (2012-13) | | | | | |
| % Title I Population | 68.8% | % Attendance Rate | | 85.0% | |
| % Free Lunch | 80.0% | % Reduced Lunch | | 6.5% | |
| % Limited English Proficient | 8.9% | % Students with Disabilities | | 27.1% | |
| Racial/Ethnic Origin (2012-13) | | | | | |
| % American Indian or Alaska Native | 0.9% | % Black or African American | | 30.2% | |
| % Hispanic or Latino | 66.5% | % Asian or Native Hawaiian/Pacific Islander | | 0.6% | |
| % White | 0.3% | % Multi-Racial | | N/A | |
| Personnel (2012-13) | | | | | |
| Years Principal Assigned to School | 0.92 | # of Assistant Principals | | 2 | |
| # of Deans | N/A | # of Counselors/Social Workers | | 1 | |
| % of Teachers with No Valid Teaching Certificate | N/A | % Teaching Out of Certification | | 9.5% | |
| % Teaching with Fewer Than 3 Years of Experience | 25.0% | Average Teacher Absences | | 5.2 | |
| Student Performance for Elementary and Middle Schools (2012-13) | | | | | |
| ELA Performance at levels 3 & 4 | N/A | Mathematics Performance at levels 3 & 4 | | N/A | |
| Science Performance at levels 3 & 4 (4th Grade) | N/A | Science Performance at levels 3 & 4 (8th Grade) | | N/A | |
| Student Performance for High Schools (2011-12) | | | | | |
| ELA Performance at levels 3 & 4 | 71.4% | Mathematics Performance at levels 3 & 4 | | 42.4% | |
| 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 | | 60.6% | |
| 6 Year Graduation Rate | 76.6% | | | | |
| 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 – High Schools

| Met Adequate Yearly Progress (AYP) in ELA (2011-12) | | | | |
|---|-----|---|--|-----|
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | Yes | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | Yes | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2011-12) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | No | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | No | | | |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | No | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | Yes | | | |

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

1. Primary goal is to cultivate a college ready environment reflective of learning experiences that challenge, intellectually stimulate, and prepare all students for meaningful post-secondary opportunities.
2. Secondary goal is to routinely collect and use data to track academic progress of students within and across cohorts and grades to inform instructional practices and decisions.
3. Tertiary goal is to create a safe environment that addresses the social and emotional needs of all students, through trust and team building experiences and the re-integration of the arts, to support academic achievement.

4. Last goal is to engage at least 55% of the parent community to become an active and vibrant partner with the school. Parents will have the opportunity to engage with members of the school community to support student learning and growth.

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

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

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

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

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

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

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

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

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

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

School Review 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 | E |
|---|---------------------|----------|

Debriefing Statement: The school leader developed a vision that is shared and understood by school constituents. He allocates appropriate resources to ensure community needs are met and that all school members are held accountable for continuous improvement. As a result, progress toward school-wide goals is enhanced.

Strengths:

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

- The school leader ensures that all staff members are aware of and are practicing the school vision for implementing the Common Core Learning Standards (CCLS) and that they are communicating with students’ families. In interviews with the Integrated Intervention Team (IIT), the school leader shared that creating a curriculum that guarantees graduation and college readiness for students is the school’s top priority. He indicated that parental engagement is important for getting students more engaged with their learning and becoming college and career ready. The review team found that the school leader’s distribution of roles and responsibilities encourages all stakeholders to be part of the plan for progress. For example, in the staff focus group meetings, participants reported that teachers have a role in determining how to address the academic, social, and emotional needs of students. The school leader and the teachers shared that all staff are required to be part of an inquiry team meeting for academic or social and emotional support for students. There are weekly meetings among teachers, between teachers and school support staff, and between teachers and school leaders to review students’ work and their professional practices. The grade level team, for instance, meets with its designated assistant principals (APs) to debrief on the previous week’s work with students. Parents also shared similar sentiments as the school leader in terms of the school’s vision, and many parents articulated that they believe the school is on track to graduate more students. Parents indicated that they see shifts in the graduation rates, the emphasis on the school’s curriculum goals, and how the staff works to make the school a conducive learning environment for students. The school leader ensures that stakeholders know, understand, and practice the school’s vision, which promotes the achievement of school goals and student success.

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

- The school leader makes strategic decisions regarding programmatic, human, and fiscal resources that meet the needs of the school community, especially for students. In terms of programmatic resources, all staff members interviewed by the IIT shared that Wednesdays have been shortened to

provide time for professional development (PD), both on- site and at external sites. Through the school's relationship with a nearby university, teachers are able to go to Teachers College, Columbia University for professional workshops on CCLS. Three school leaders share the responsibility of conducting observations, based on their areas of expertise: mathematics/science and English language arts (ELA)/humanities. In addition, both the school leader and student support team reported that meetings to address students' academic and social and emotional needs occur on a weekly basis. The IIT found through document review that these meetings occur weekly and that they were structured based on students' needs and goals. To meet school needs, the school leader was able to hire some additional teaching staff and instructional coaches. Interviews with school community members also indicated that the school leader used his partnerships with local community-based organizations to hire additional clinicians to address the social and emotional needs of students. His partnerships with those organizations also resulted in more extracurricular activities for students. The school leader hired English as a second language (ESL) teacher who also teaches Spanish. In addition, some programmatic efforts have been made to address the needs of subgroups. The school leader makes strategic decisions so that available resources address the needs of the school community and impact student achievement.

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 implemented an observation system that the school community members are aware of, and staff are practicing how to be reflective and evaluative of their professional practices. In interviews with the IIT, the school leader and staff members aligned their responses with their awareness of how they were to be observed, and how they were to receive feedback. All participants reported that they received feedback within days of being observed and that they could arrange meetings with the school leaders to discuss the Annual Professional Performance Plan (APPR). Three school leaders are assigned according to their designated academic specialties to observe teachers. Based on reviews of the observation logs, the review team found that when a teacher receives a score of ineffective or developing, she or he is given an explanation, as well as feedback on steps for improvement. The feedback notes are written with comments, along with HEDI scores. All staff members interviewed by the IIT shared that they also receive frequent walk-through observations and that their assigned school leaders monitor their next steps. When asked by the review team how the observation data is used to inform professional development (PD) opportunities for staff, the school leader indicated that PD is generally available for all teachers, particularly for teachers who indicate an interest or who show leadership qualities, although teachers indicated that observation data is primarily used for their own reflective practices. The use of the school's observation system and practices ensures that staff are held accountable for continuous improvement, which promotes student achievement.

Area for 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).

- While the school leader has some structures and systems in place to identify and improve critical school needs based on the SCEP, there are limited evidence-based systems that are used to modify school-wide practices. The review team found that this was particularly evident in areas addressing the needs of subgroups, such as English language learners (ELLs) and students with disabilities. In terms of student achievement, curriculum, and teacher practices, there are aspects of a structure as staff meet regularly to work with students in subgroups that require intervention for academic and social and emotional support; however, those meetings addressed mainly the immediate needs of the students and not ways to adapt learning in the long term. During grade-level teacher meetings and interviews with instructional coaches, staff members articulated their own teacher practices, but did not express or present how they would modify their practices based on the evidence they discussed. Interviews with instructional coaches also indicated that the meetings were more teacher-reflective than student-responsive. This confirmed observations from classroom visitations by the IIT that although the school leader encouraged staff to use evidence for their practices, they were not interconnected or consistent in practice in terms of how they were used to modify plans for teaching. The inconsistent use of an evidence and data-driven approach to school improvement limits the school’s ability to make measureable progress toward 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: School leaders provide teachers with structures to develop curricula that reference the CCLS. However, the inclusion of CCLS instructional shifts and cross-curricular development are evolving. Consequently, the curriculum provides limited opportunities that lead to college and career readiness, particularly for identified student subgroups.

Strengths:

All ratings for this Tenet are either **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.

- While the school leader has a plan to help teachers implement CCLS curricula, with structured and consistent collaborative meeting times as well as in-house and external coaches and PD opportunities, the plan does not include targeted goals that address the needs of all students.

When the IIT inquired about the school's subgroups, both the school leader and the staff defined subgroups as students that need academic and social and emotional interventions. Thus, although an intervention team holds weekly meetings to discuss plans for these students, the use of differentiated instruction to meet student needs was not observed in all classrooms. Interviews and observation of practices indicated that modified work plans for ELLs and students with disabilities are included in more generic subgroups. There was limited evidence of teachers considering the linguistic and learning needs of ELLs and students with Individualized Education Programs (IEPs). The school leader's hiring of an ESL teacher may help to fill the gap, but discussions with staff and observations of ELLs in the classroom did not indicate that the goals are consistently targeted to address the linguistic and learning supports these students need. While the school leader's use of Teachers College's PD opportunities and instructional coaches may have been planned to provide teachers with support for CCLS implementation, in the 16 classrooms visited by the IIT, only two demonstrated instructional practices with evidence of CCLS instructional shifts and rigor. Interviews and document review indicated that although there is a robust language for CCLS curricula and inclusion of more electives in recent years, there were limited curricula that provided for interventions that address different students' learning needs. Consequently, the current curricula do not meet the needs of all students, particularly for ELLs and students with disabilities, which limit college and career readiness.

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.

- Although teachers met frequently and work collaboratively in grade-level meetings, there is limited evidence that data-driven instruction (DDI) protocols are used to help them conduct ongoing analysis of formative and summative assessments for students. In one grade-level meeting, the review team found that teachers were able to discuss a mathematics lesson plan and to delineate the choices of a student's work, but they were not able to assess the linguistic and learning strengths and weaknesses in the student's work. In both the grade-level meeting and the teacher focus group, when the participants were asked when and how they undertook formative and summative assessments, they responded that it all depended on the lessons and units studied, and that they performed them on a case-by-case basis. In the student focus groups and classroom observations, although there were unit plans and rubrics available for students to use in order to gauge their work, students in Advanced Placement (AP) courses or in more advanced grade levels had more written feedback from their teachers than their counterparts in less advanced classes. In 16 classroom visited by the IIT, two exhibited evidence of instruction supporting CCLS instructional shifts with curriculum modifications for diverse learners. In the visits and in the review of lesson plans, the IIT found evidence of complex texts and notes of CCLS although the incorporation of sequenced and scaffolded skills was limited. Although there are some supports in place for teachers to develop curricula to support CCLS, these supports do not consistently indicate how to adjust curricula for all groups of students. As a result, not all students show consistent growth in meeting the demands of CCLS, which limits improvements in achievement.

3.4 The school has received a rating of *Developing* for this Statement of Practice: The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and

subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.

- The school leader and teachers are at the beginning stage of developing curricula that promote interdisciplinary work. There are existing partnerships with grade-level and subject-area teachers, but teachers do not regularly meet for the planning of cross-content areas. The school leader and teachers reported that that they would like to allocate additional time so that collaboration would occur on a regular basis. During classroom visitations, the IIT found that SMART Boards were used for instructions and to encourage student participation. However, there was limited support for students to use technology themselves or for enhancing the quality of instruction in innovative ways. For example, while the school leader reported that there were a number of laptop carts, the review team found limited evidence of their use in classrooms. Besides the science lab, there was limited evidence of manipulatives, hands-on tools, or other instructional aides that could help diverse learners develop a deeper understanding of a subject. In a Spanish classroom, while the teacher appeared to be using music for language development, the teacher translated texts and the song for the students and did not engage the students in foreign language conversation. The school leader and teachers are in the beginning stages of collaborating to develop interdisciplinary curricula that engages students and provides enrichment opportunities. As a result, students have limited opportunities to engage in thoughtful cross-curricula activities, and this hinders their ability to be academically successful.

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

- While teachers are mutually supportive and converse with each other about how to use data to make curricula decisions, there was limited evidence of a comprehensive system for formative and summative assessment use linked to curricular modification. Although the school leader indicated that all teachers are well versed in the operation of DataCation and Pupil Path, and that they were able to read the analysis report of the students' work from the software printouts, the review team's observations of classroom practice indicated a lack of evidence of teachers adapting lesson plans in response to data analyses. In most of the classrooms observed by the IIT, all students were given the same types of work. However, in classrooms with paraprofessionals and Integrated Co-teaching (ICT) staff, there were signs of accommodations. According to the school leader and school staff, subgroups are defined as cohorts not meeting the grade-level standards, not by the breakdown of specific subgroups, such as students with disabilities or ELLs with specific learning and linguistic needs. When the review team asked if the defined subgroups were further broken down into specific categories, staff indicated that they were not. Thus, students were grouped in terms of test data or behavioral data; they were not grouped according to specific learning needs. In the teacher focus group, as well as the grade-level meeting, the participants reported that there were no indications of sequencing of students in terms of how data is analyzed and used to move them to the next level. This was observed by the review team during classroom visits and was noted by participants in the student focus group; students were able to explain what they were doing, but not what they needed to do to move to the next level. During interviews with the IIT, teachers acknowledged that lesson plans indicate targets and standards, but lack details of how to support

instructional shifts. Although some more advanced students received and were able to understand constructive feedback on their writing, students who were less advanced did not receive detailed feedback. Inconsistent alignment between the curriculum and assessments as well as feedback that does not provide all students with opportunities to improve and take ownership of their learning minimizes 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 meet regularly concerning the use of instructional practices, interventions, and extensions. They provide effective support for a safe learning environment. However, staff is at the beginning stages of analyzing data and employing protocols to meet students’ academic needs. As a result, the application of differentiated practices for students and identified subgroups is inconsistent, and not always based on student work and learning outcomes.

Strengths:

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

- Teachers and students work together to create a learning environment that is safe for students. In the students’ focus group, participants shared that they feel safe in school and are able to share their views in class. Behavioral expectations are displayed in multiple areas in the school and respect and adherence to the expectations were practiced in all the classrooms visited by the IIT. The review team found that teachers respond to students’ varied life experiences and many of the lesson plans observed in practice showed real-world linkage. In the student support group, all students shared that they knew whom to turn to when they need help academically or for social and emotional issues. They also expressed to the review team that the teachers make them feel comfortable and safe in approaching them and that teachers address students’ comments and perspectives. Because of high expectations for students’ behavior and support for students’ perspectives and needs, the learning environment is intellectually and physically safe for students.

Areas for Improvement:

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

- The school leader and teachers are allocating time to engage in discussions about the development of lesson and unit plans and the use of student data. However, the process is in the beginning stage of development, and teacher practices are not consistently organized around plans that address all student goals and needs. Although teachers are aware of how to read and analyze student test data, the IIT found that the response to this data in terms of lesson planning centers more around

general curriculum, and does not consistently address students' learning needs. Most practices in classrooms observed by the IIT did not align with what had been articulated in the teacher focus group and the school leader interview where it was reported that they were able to engage in responsive planning based on the data analysis. The instructional coaches' interview also indicated that their primary work with the teachers involved formulating the general curriculum, with more limited focus on looking at data to help modify planning. During the grade-level teachers' meeting, participants noted certain incorrect aspects of a student's work; however, they did not differentiate between the student's linguistic and/or learning strengths and weaknesses. Although ESL teachers and school leaders understand the New York State English as a second language achievement test (NYSESLAT) scores used to group students, they did not plan lessons based on the groupings. Participants in the teacher focus group stated that they do not always use data to seek multiple access strategies for students. The instructional coaches' logs of their work with teachers showed that the work plans are primarily for the teachers' practices, and not to establish short- or long-term goals for groups of students in their classes. Teachers' inconsistent instructional practices and goal setting procedures limit high levels of student engagement and 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.

- Although teachers' lesson plans are comprehensive in terms of citing CCLS, instructional practices do not consistently reflect these shifts. Reviewers observed that while some teachers provided exit slips before the end of class for the purpose of assessment, they did not follow up on them. In the classes with the most ELLs, teachers did not conduct lessons that were for language development, as there was minimal scaffolding and few modifications. The majority of teachers have organized lesson and unit plans but the expectations of CCLS are not consistently followed in connecting lesson plans with classroom practice. In discussions with teachers regarding how to provide CCLS-based instruction to students, they were able to indicate to the review team the process of lesson planning, but when asked to articulate the purpose of the lesson in terms of student learning, teachers spoke reflectively of teaching, rather than learning. The majority of classrooms observed by the IIT indicated some evidence of teachers making real-world connections; however, lessons generally did not have the complexity that could lead to next-level sequencing. In the student focus groups, only advanced students were able to demonstrate what higher-order questioning skills techniques involved. In observing students in the classrooms and in during discussions with students, there was limited evidence of teachers asking challenging questions that promoted the development of higher-order skills. As a result, students are not consistently provided with rigorous and engaging learning opportunities that promote increased academic achievement.

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

- While there is evidence of plans for groupings, the plans are directed more toward practicing a general curriculum than the creation of instructional strategies for different learners. During the grade-level teacher meeting and the teacher focus group, participants shared that each teacher

belongs to a team with a cohort of students who are not performing at grade-level standards. This cohort of students has a work plan and targeted goals. Although there is a plan for intervention and monitoring, it was not clear how instructional strategies or practices in the classrooms were geared toward these students, as they shared the same entry points to the shared curriculum with their fellow students. In a small number of classrooms visited by the IIT, there was evidence of small groupings, but the purpose of the groupings was not evident in the lesson plan. With the assistance of one school leader who is familiar and well versed in data analysis, the school has recently begun to use data in providing feedback to students on their mock Regents examinations. It is used more for grouping test takers, rather than for informing instructional practices. There was inconsistent use of feedback on written work and classroom responses. In a small number of instances, feedback was constructive, developmental and enhanced improvements in students' work. The school is in the early stages of using assessments to inform instructional planning and to provide specific feedback to students, which limits students' participation in their own learning and academic progress.

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

Tenet Rating

E

Debriefing Statement: The school community has identified the social and emotional health of students as a top priority. School stakeholders have collaborated to create a school environment that supports and sustains student social and emotional developmental health.

Strengths:

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

- The school leader and staff have a systematic approach and practice that allows each student to be recognized and monitored by a group of adults. In interviews with school staff, participants shared that any students in need of additional support for academic or social and emotional interventions are part of a cohort assigned to a group of adults. Each group of adults includes both teachers and student support staff. With the PupilPath software, the school leader is able to allow teachers, students, and parents to access and view appropriate aspects of each student's academic and attendance record. The IIT found that on various occasions, the school leader or a counselor wrote an alert on the PupilPath regarding a student's chronic absence, or if a student was going through a family problem. For example, a few days before the review, a student had a family member pass away. The school leader wrote an alert on PupilPath so that the student's teachers would know what was happening when the student came to class. The use of PupilPath has enabled all staff members to share information and to document the progress of each student. Parents are also able to access their children's data online. The guidance counselor makes phone calls to the home every day to check on students who are absent. Based on the review of documents, the IIT found that the counselor's phone logs contained descriptions of why each student was absent and how many

attempts had been made to contact the student by phone. The school leader reported in an interview and staff members also noted that he ensures that when a meeting with parents is scheduled, there are various sets of data to be shared, such as a printout of data on the student's attendance, the student's test scores, and the student's report cards. In previous years, the staff noted that the school leader and the dean had conducted these meetings regarding data. For this current year, guidance counselors, the school leader, and the dean are all involved. The established system is understood by all community members, and is practiced by all staff members, which enables the school to address barriers to students' social and emotional developmental health.

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

- The school is practicing and promoting a learning environment that is welcoming and safe for all school stakeholders. In the student focus groups, most participants shared that they felt comfortable asking their teachers questions. Students also indicated that the school is practicing anti-bullying initiatives, and that they do not feel there are any bullies in the school. In walking the hallways, review team members observed various staff members assisting in moving students through the transition from one period to the next. During interviews, students and their parents described the hallway environment as safe. Students also shared in their focus groups that their teachers articulate to them every day in class the importance of focusing and taking ownership of their education. Both students and parents reported that the school's learning environment had shifted, with the goal of not "just having students graduate high school" but "having them go to college." In terms of PD for staff, the student support team receives training on and off- site, focusing on how they can better address the social and emotional needs of students. Teachers reported that when they have a question, they talk to a clinician or a counselor on- site about how they can work with a student who is having problems. The student support team indicated that because they have daily conversations with each other, as well as with the teachers and the school leader, they get feedback on revised plans. The IIT review of documents relating to team intervention meeting records illustrated the various steps that the student support team takes when working with students who need their support. This cohesive system and on-going training for staff, promote a safe and healthy learning environment for students, which enhances student success.

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

- The school leader ensures that all staff members and school stakeholders are aware of and are consistently practicing the protocols that have been put in place regarding their contributions in creating a safe learning environment conducive to learning. When meetings with parents occur, the expectation is that all staff members share relevant student data sets. In addition, in the student and parent focus groups, participants reported the various steps that must take place before a larger team intervention is held. There are thresholds for how many days of absences would

prompt a “red alert” and how many times the school must attempt to reach the parents before eventually contacting the Administration for Children’s Services (ACS). Staff members, parents, and students reported that the school leader has an open-door policy, and all participants interviewed by the IIT stated that the system for responding to students’ needs fosters a sense of ownership and a safe learning environment. Because there is a well-articulated and practiced school protocol and system in place, all stakeholders are able to express and participate in the creation of a healthy and open school environment that addresses the social and developmental health needs of students.

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

- The school leader ensures that school staff members work in collaboration with each other in using data to address student social and emotional developmental health needs. IIT review of documents and interviews with stakeholders indicated that there is a social and emotional support plan and structure to address student social and emotional needs, especially in relation to the operation of the crisis intervention team. For example, there is collaboration between a clinician, a counselor, the teacher, a school leader, and other members of the school staff. The IIT found evidence of data collection and use for interventions to address student social and emotional needs. Structures to support the use of data to respond to student social and emotional developmental health needs enhances student success.

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: The school leader has created and implemented a comprehensive system to ensure reciprocal communication among all school constituents. In this way, families are encouraged to play an active role in promoting and monitoring student academic, and social and emotional developmental health. However, additional workshops and training are needed to ensure that all parents are able to advocate on behalf of their children’s needs.

Strengths:

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

- The school leader has emphasized high-school graduation and college readiness as a school-wide priority and has disseminated communications to families about the school’s high expectations for student achievement. In the parent focus groups, participants explained that the school leader and staff have consistently shared with them outreach information about college, Regents examinations, and afterschool and Saturday programs that could benefit the students. The hiring of a bilingual parent coordinator, as well as the appointment of additional clinicians and guidance counselors to

serve the students provided more staff to ensure adequate communication with parents. The school leader has successfully instituted an open-door policy, and parents articulated that they were able to come to the school at their convenience to speak to any of the school leaders and/or teachers. There are workshops and outreach materials, and the guidance counselor makes phone calls to remind parents of those resources. Guidance counselors contact and meet with students who are currently failing, as well as with their parents, to discuss various steps to move them forward; one example of such a step is the creation of a targeted work plan, such as “come to school on time.” Additionally, access to PupilPath, along with the guidance of teachers on how to interpret the information that has been displayed, allows parents to track what and how well their children are doing in school. Regular communication between the school and families about the school’s expectations for student achievement enhances the relationship between families and the school, which contributes to students’ academic success.

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

- The school engages in planning and reciprocal communication with families to support students’ needs. The school leader and staff ensure that there are a number of communication methods for reaching parents. All members of school staff are aware of and are practicing the protocols for communication with parents: first, several attempts are made through phone calls, then a letter is sent to the family at home, then a home visit is conducted, and as a last resort contact is made with authorities or the ACS. All staff members maintain a log of calls and the reasons for the calls. There is also WebConnect, an automated phone system that reports if a student is absent or late. For parents that do not speak English, the school leader and staff seek the help of a translator provided by the city. The school also has a few bilingual Spanish-speaking staff members, and materials are produced and phone calls conducted in English and in Spanish, as needed. In the student support team focus group, at least one clinician and one guidance counselor fluent in Spanish and English reported using their language skills to discuss children’s social, emotional, and academic progress with parents. In their focus group, parents also shared that the school leader and staff are always available to meet with them to discuss concerns. School leaders reported they are committed to reviewing the strategies for communicating with parents and making adjustments where necessary to ensure reciprocal communication. Because there are various communication modes and staff members available to meet with parents, families feel that they can participate and support their child’s academic, social, and emotional growth with the school staff.

Areas for Improvement:

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

- The school leader ensures that juniors, seniors, and their families, are aware of the resources and processes for college readiness. However, plans for training families how to support student learning growth in several other areas are in the developmental stage. The school leader reported

to the IIT that there are a number of plans in various stages of development to create additional college readiness programs and activities for freshmen, sophomores, and their families. Additionally, the school leader indicated that there is an ESL class for adults in development. There are also non-academic workshops and resources that the school leader and staff are interested in developing for parents, such as public health resources. The school leader has also identified the need to provide additional training for teachers on building strong links with parents and for exploring more ways of providing strategies and mechanisms by which parents can better support their child's academic journey. Because some training plans are in the developmental stages, not all students benefit from a comprehensive and robust home-school connection.

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.

- Although parents are able to access and understand some data points from their children's PupilPath accounts, this process is at the beginning stage. At the parents' focus group meeting, participants expressed that not many parents are logging in to look at the information on their children's grades, attendance, and behavior. The school leader indicated that about 50 percent of the parents are logging into the grade book on PupilPath. The school is aware of the need to share and integrate data into parent conversations, and their early intentions on parental engagement are framed in their SCEP plan. As only half of the parent population is accessing the grade book, there is inconsistency in how data is being shared. While there are attempts from the school community to share data with parents, the practice is at the beginning stage, and is not being monitored for its impact. Consequently, not all families are empowered to advocate on behalf of their children's needs, which minimizes student achievement.

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:

- 2.5: Develop a more cohesive evidence-based system that allows staff to monitor and revise their own practices; allocate time and space for discussion and revision.

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: Develop a targeted PD plan and feedback on improving CCLS curricula and assessments with emphasis on differentiated instruction for ELLs and students with disabilities to enable them to progress to the next level.
- 3.3: Emphasize grade level and subject area meetings that focus on discussing and using data to adjust curricula. Monitor students' responses and progress to the adjusted curricula as well as teacher practices.
- 3.4: Develop regular meeting times for grade level teachers and subject area teachers, including the arts, music, technology and physical education, to develop interdisciplinary curricula that support CCLS and NYS standards.
- 3.5: Develop a feedback system for teachers that also addresses areas using data for adjusting curricula and for providing concrete, actionable feedback for all students.

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: Enhance the use of data to modify curricula and classroom practices. Develop a monitoring plan to ensure that teachers are consistently and systematically providing academic interventions based on the data examined.
- 4.3. Structure meeting times for more practice-based demonstrations of lessons with CCLS instructional shifts. Ensure that concrete and actionable feedback is given at those demonstrations to enhance practices in the classroom that address the learning needs of students.
- 4.5. Create systematic and cohesive curricula developmental plan so that teachers can learn how to adjust instructional practices based on the data examined. Monitor and adjust the plan based on students' responses to the lessons. Provide effective, constructive feedback to all students.

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:

- 6.4: Provide families with opportunities focused on supporting student growth and additional PD for staff on how to seek and sustain healthy partnerships with families and community organizations to better meet the needs of all students.
- 6.5: Ensure that parents are provided with more support to enable them to access and understand academic data so that they can advocate for their child's success.