



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	320800010424
School Name	Hunts Point Middle School – X424
School Address	730 Bryant Avenue, Bronx NY
District Name	NYC CSD 08
School Leader	Sonya Johnson
Dates of Review	April 8-9, 2014
School Accountability Status	Priority School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet for 08X424

School Configuration (2013-14)			
Grade Configuration	06,07,08	Total Enrollment	361
		SIG Recipient	Yes
Types and Number of English Language Learner Classes (2013-14)			
# Transitional Bilingual	N/A	# Dual Language	2
		# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)			
# Special Classes	38	# SETSS	N/A
		# Integrated Collaborative Teaching	12
Types and Number of Special Classes (2013-14)			
# Visual Arts	N/A	# Music	5
		# Drama	N/A
# Foreign Language	3	# Dance	N/A
		# CTE	N/A
School Composition (2012-13)			
% Title I Population	79.5%	% Attendance Rate	87.5%
% Free Lunch	89.6%	% Reduced Lunch	3.5%
% Limited English Proficient	17.0%	% Students with Disabilities	24.2%
Racial/Ethnic Origin (2012-13)			
% American Indian or Alaska Native	N/A	% Black or African American	30.1%
% Hispanic or Latino	68.4%	% Asian or Native Hawaiian/Pacific Islander	N/A
% White	1.5%	% Multi-Racial	N/A
Personnel (2012-13)			
Years Principal Assigned to School	0.3	# of Assistant Principals	1
# of Deans	1	# of Counselors/Social Workers	2
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification	7.9%
% Teaching with Fewer Than 3 Years of Experience	10.5%	Average Teacher Absences	6.8
Student Performance for Elementary and Middle Schools (2012-13)			
ELA Performance at levels 3 & 4	3.4%	Mathematics Performance at levels 3 & 4	2.1%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	28.0%
Student Performance for High Schools (2011-12)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2012-13)			
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate	N/A		
Overall NYSED Accountability Status (2012-13)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	
Priority School	X		

Accountability Status – Elementary and Middle Schools

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

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

Tenet 2: By June 2014, 70% of teachers will be rated effective or highly effective from the Danielson Rubric for Domain 2 as measured by the data from Advance.

Tenet 3: By June 2014, 100% of the teachers will participate and utilize professional development on how to align instructional goals with CCLS, technology and data effectively as measured by a 25% improvement in the number of teachers obtaining an E or HE rating in Advance for Domain 1.

Tenet 4: By June 2014, 60% of the students reading comprehension levels will increase by 1.5 grade levels as indicated within Achieve 3000.

Tenet 5: By June 2014, the school community will achieve a 50% decrease in the number of building occurrences due to behavior compiled within OORS.

Tenet 6: By June 2014, school leaders, SLT and Parent Coordinator will increase parental involvement and reciprocal communication by 50% of the families in the community.

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

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

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

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

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

	OVERALL RATING FOR TENET 3:				I
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:				I
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:				I
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:				I

School Review – Findings, Evidence, Impact and Recommendations:

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement.	Tenet Rating	D
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Debriefing Statement: The school leader has developed a school-wide vision and identified specific, measurable, ambitious, results-oriented, and timely (SMART) goals to guide school improvement; however, the vision and goals are not known by all stakeholders. While the school leader has implemented the district’s Annual Professional Performance Review (APPR) plan, inconsistent formative feedback and imprecise accountability efforts limit continuous improvement and student achievement.

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

Overall Finding: The school has established a vision and mission statement that focuses on students becoming twenty-first century learners, ready for college and careers. However, the vision and goals are not known or understood by all stakeholders.

Evidence/Information that Lead to this Finding:

- Teachers and school leaders reported to the Integrated Intervention Team (IIT) that a retreat was held in May 2013 to collaboratively establish the school vision and mission. However, during interviews with students, parents, and community partners, participants indicated that they did not have a voice in creating the vision or in developing the current SMART goals noted in the school comprehensive educational plan (SCEP).
- During interviews with staff, school leaders, students, and parents, participants articulated a vision, mission, and goals that were different from each other and the SMART goals listed in the SCEP. Although the SCEP outlines activities to pursue the goals, none of the stakeholders interviewed by the IIT articulated the formal plan for the school community to work together to realize the long-term vision.
- The school leader reported to the review team that the goals in the SCEP are monitored weekly. However, the IIT did not find evidence of formal protocols, meeting minutes, or adjustments to the SCEP plan that indicated formal analysis and reflection regarding areas for improvement.

Impact Statement:

Not all stakeholders know or understand the school's vision and goals, which hinders the school leader's ability to improve 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:

- Ensure the vision and mission are known and understood by all stakeholders; develop and implement a formal plan with timeframes to evaluate progress toward the SMART goals.

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

Overall Finding:

The school leader makes some strategic decisions regarding the allocation of resources that support school improvement goals. However, there is no comprehensive plan or strategy for managing the available fiscal, programmatic, and financial resources.

Evidence/Information that Lead to this Finding:

- The school leader has not consistently made strategic decisions for the deployment of resources and has not put in place procedures to assess the impact of decisions for improving student achievement. The school leader indicated to the IIT that formal expanded learning time (ELT) is being accomplished through the use of 37.5 minutes of optional tutoring after school, three days each week, and on Saturday. Since attendance is voluntary and a formal curriculum has not been identified, many students that need additional supports are not receiving them. School-wide attendance was reported by the school leader and confirmed by staff to be approximately 50 students out of a total enrollment of 370. The review team found that there were no precise measures in place to assess student progress or increase attendance with these ELT options although the school leader felt that student attendance at these sessions ensures some additional learning.
- The school leader has hired some staff and made changes in assignments within the school to meet student needs. However, staff indicated that this planning has not been strategic and proactive in addressing staffing issues before they become a matter of concern. Grade-level changes and co-teaching arrangements have been employed in an effort to make the best instructional matches of teacher skills with student needs, although this effort has met with limited success.
- With network support, the school leader has analyzed available fiscal resources to prioritize the use of tax levy allocations and grant funds to accomplish the goals of the SCEP and school improvement plans. After the official ELT, per session payments are allocated for staff for the Saturday program and for professional development (PD) activities. Fiscal resources have been set aside for materials and resources to implement curriculum, instruction, and communication activities.

Impact Statement:

The school leader's lack of a strategic plan to allocate resources to meet the immediate needs of the school community limits school improvement efforts and student success.

Recommendation:

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

- Ensure that the school leader and leadership team analyze available resources and data regarding student and teacher needs and use the information to deploy and expend programmatic, human, fiscal, and capital resources. Develop and implement a comprehensive plan for allocations with short and long-term priorities, and evaluate the impact of the implementation of these priorities on 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 leaders use the district APPR plan to assess teacher progress and provide feedback to staff related to the teaching rubric. However, feedback is not always targeted to the needs of individual teachers and not all staff are held accountable for implementing the PD provided.

Evidence/Information that Lead to this Finding:

- During interviews with the IIT, teachers reported that the school leaders regularly assess teacher practice and provide feedback to staff. Teachers and school leaders report that feedback is timely and helpful. However, the IIT review of feedback in APPR documents indicates that some feedback had an inconsistent focus and unclear priorities. In addition, observation reports showed that there was a lack of specific, actionable feedback aligned to individual teacher goals and performance. Feedback to teachers inconsistently identified skills, knowledge, and practices needed to accelerate student learning.
- The school leader reported and document review confirmed that multiple PD offerings were provided to meet the needs of staff and students. However, the review team found that the PD opportunities do not consistently indicate a direct alignment to the goals and individual needs of staff that were identified during informal and formal observations. School leaders reported that due to a collaborative approach to school improvement and an attempt to provide staff with time to integrate practice and adjust to increased expectations presented in the PD, formative walk-throughs with dialogue have been facilitated by school leaders and coaches. However, evidence from classroom observations and discussions with teachers indicate that it does not yet reflect rigorous accountability for continuous improvement.

Impact Statement:

Inconsistent, actionable feedback and limited monitoring of the implementation of PD minimize the ability of

the school leader to hold staff accountable for continuous improvement, 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:

- Ensure that feedback is specific and actionable and is related to the goals and needs of staff identified in the observations. Provide targeted PD with clear expectations for classroom practice and create progressive mechanisms to hold staff accountable for implementing the content and skills gained in PD.

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

Overall Finding:

Although some members of the school staff are beginning to consider some data points to monitor student progress, the school does not generally use evidence-based systems and structures to assess and adjust school-wide or classroom practices.

Evidence/Information that Lead to this Finding:

- Some staff consider student data, such as daily attendance and student incident referrals to monitor daily rates and intervention needs, and observations of grade/subject meetings indicated that a few staff members are beginning to review student performance data in the Achieve 3000 computer software for instructional purposes. However, the IIT found that systems of collection, protocols for analysis and monitoring of practices are not in place. In addition, plans for integrating current review procedures were not evident during the IIT review. There was limited evidence of a system to address students' instructional needs and to revise and adjust school practices based on the data to promote progress toward clear and measurable objectives.

Impact Statement:

The lack of effective evidenced-based systems and structures to guide decision-making hinder the ability of the school community to make progress toward improving critical school-wide practices.

Recommendation:

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

- Ensure the development and implementation of formal, evidenced-based systems and structures for data collection and cycles of analysis to drive critical school improvement efforts. Hold all staff accountable for implementing the data cycles to make key decisions concerning teaching, learning, and student support.

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

Tenet Rating

I

Debriefing Statement: While the school has recently adopted some commercial programs in some core areas, a comprehensive plan to implement curricula aligned to the Common Core Learning Standards (CCLS) across all areas is not in place. Little formative assessment, inadequate monitoring and adjustment, and limited interdisciplinary curricula hinder increased student 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:

The school has adopted some commercial programs to implement the CCLS, but a formal plan to systematically implement CCLS -aligned curricula to meet the needs of all students across all subjects is not yet in place.

Evidence/Information that Lead to this Finding:

- Preliminary efforts have begun to implement the CCLS, such as adoption of district-approved curricula, Code X for English language arts (ELA) and Connected Math Program 3 (CMP3) for mathematics, and one period is scheduled each week for horizontal and vertical team planning. However, the review team did not find evidence of a comprehensive plan to implement coherent CCLS- aligned curricula across all subject areas.
- The school leader has organized and provided PD for teachers related to implementation of the textbook programs, the APPR system, and recently adopted technology equipment. Internal PD to attend to strategies for literacy skills has been conducted on a few occasions. However, this PD is not consistently aligned to the needs of the identified subgroups of students in the school. While one to-one coaching by consultants is provided, discussions with teachers indicate that this effort has not fully prepared them to effectively implement the instructional shifts of the CCLS. While the school leader encourages staff to use the adopted textbook programs, expectations for quality unit planning with support and focused, actionable feedback to implement those programs is not evident. In addition, the IIT did not find evidence of the CCLS expectations for subjects other than ELA and mathematics.

Impact Statement:

Limited implementation of curricula aligned to the CCLS does not meet the needs of all students and minimizes

students' opportunities 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:

- Ensure the development and implementation of a written plan to develop and align curricula to the CCLS across all grades and subject areas; provide relevant PD to all staff to build their capacity to complete this task and hold them regularly accountable for doing so.

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

Overall Finding:

Teachers inconsistently develop lesson plans and generally do not use formal protocols to sequence and scaffold the acquisition of content and skills aligned to the CCLS in curricula materials.

Evidence/Information that Lead to this Finding:

- Teachers reported to the review team that a few staff members attended PD in summer 2013 to learn about the newly adopted textbook programs. Collaborative meeting structures are held afterschool, weekly for each of the vertical and horizontal teams to meet. The review team's examination of meeting agenda and minutes, indicated the inclusion of curricular topics, but formal structures to collaboratively develop units and lessons were not evident.
- The review team found that lesson plan use is inconsistent across the school. A few well-developed plans that unwrapped the CCLS were submitted for review to the IIT, some of which were from commercial sources, and a few were locally developed by skilled instructors. However, most of the planning evidence submitted included scope and sequence documents, photocopies from textbooks, worksheets, and lists of page numbers with the content standard and learning target noted. Most locally developed planning materials did not address procedures for lessons, support material for multiple entry points for students, or scaffolding of information and questions so that all students have access to information and skills.
- Although some teachers in the vertical meeting indicated they were making adjustments to the pace of delivery of the commercial curriculum, the review team found that expectations, plans, or protocols for formally monitoring and adjusting curricula to meet the needs of students were generally not evident across all subject areas.

Impact Statement:

Teachers do not use lesson plans that reflect CCLS standards and expectations, which hinder 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:

- Ensure that teachers collectively develop unit and lesson plans that meet the expectations and standards of the CCLS; provide focused PD and monitor implementation.

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.

Overall Finding:

While there are some opportunities for integration of technology in the curriculum and afterschool programs in the arts, there is no comprehensive plan for teachers to work together to create interdisciplinary curricula across all subjects to enrich students' learning opportunities.

Evidence/Information that Lead to this Finding:

- Although common meeting time has been established after school on two days each week, staff reported to the review team and document review of meeting minutes confirmed that the time is not used to address the planning of interdisciplinary curricula. Although grade six is self-contained and has programmatic opportunity to integrate subject areas, the IIT observed little cross-curricular connections. The IIT visitations of grade seven and eight classes indicated little evidence of a focus on interdisciplinary curricula beyond some class visits to the computer lab to use computer software and the introduction of some literacy strategies to support improved reading skills, such as academic vocabulary and textual evidence to support a claim.
- Technology resources and materials are available in the school, including iPad technology and SMART Boards in most classrooms. However, strategies for using the technology to enhance teaching and learning were not observed in most classes visited by the IIT. Computer labs are available to staff for enhancement of instruction, but teachers reported they are primarily used to implement the programmatic software of the textbook programs and Achieve 3000. Some opportunities for music instruction are offered at some grade levels, and the school leader plays music over the loud speaker in the homeroom period. Additional, extra-curricular enrichment programs are provided afterschool through community-based organizations (CBOs) located at the school, such as the Stella Adler acting company, Dance, Step, Spirit. However, student interviews and documentary evidence indicated that there are limited opportunities for cross-curricular connections with the arts or enrichment provided to students during the school day.

Impact Statement:

Teachers are not working together to connect the curriculum across subjects, limiting opportunities for students to engage in thoughtful, cross-curricular activities, which hinders students' ability to be academically successful.

Recommendation:

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

- Ensure that teachers consistently collaborate within and across grades and subjects to deliver

interdisciplinary curricula and have opportunities to formally collaborate and reflect on the effectiveness of the implemented curriculum in order to make appropriate adjustments when needed.

3.5 **The school has received a rating of *Ineffective* 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 do not have a comprehensive plan for using formative and summative assessments for curriculum planning to ensure alignment between assessments and learning and student ownership of learning.

Evidence/Information that Lead to this Finding:

- The school has adopted the software tool, *Achieve 3000*, to provide interventions and to track student growth in Lexile scores. The IIT observed in the grade level subject meeting that teachers reviewed reports of student performance using the tools; however, formal protocols and procedures for adjusting curriculum based on the information were not evident. Teachers indicated that they did not have knowledge of the New York State English as a Second Language Achievement Test (NYSESLAT) data for English language learners (ELLs), to enable them to develop and adapt curricula to meet student needs.
- Review of curricular materials by the IIT indicated that few formative assessments were planned in the locally developed materials for daily instruction. The self-assessment indicates that this is a priority area of the school. Commercial programs provided opportunities for formative, interim, and summative assessments, but implementation within and across the subject areas and grade levels were limited and inconsistent. Common, citywide interim benchmark exams were administered to students. However, the school leader reported that due to the gap between standards tested and student mastery, the performance data was not helpful for making curricular and instructional plans and adjustments and that the school will begin to develop local formative assessments.
- The IIT observed written feedback to students on the display bulletin boards in the hallways of the school, which included rubrics and task descriptions. Feedback frequently noted descriptors, such as “excellent,” and check marks. Many papers were ungraded, while others had only a numerical percent correct with no additional information. Some examples of student work had recommendations for next steps. However, they were limited in the usefulness to students, with comments such as, explain next step or show another strategy and did not reference data or short- and long-term goals.

Impact Statement:

The lack of alignment between the curriculum and assessments and limited feedback to students hinders student ownership of their learning and academic success.

Recommendation:

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

should:

- Ensure that teachers create and use a variety of formative and summative assessments to drive instructional planning and practices. Provide PD to teachers and hold them accountable for regularly providing relevant and actionable feedback to students regarding their progress in meeting the demands of the CCLS.

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

Tenet Rating

I

Debriefing Statement: Teachers have recently begun using commercial programs to implement the CCLS in some core subjects. However, informal and inadequate planning and delivery of the instructional shifts results in low levels of student engagement, minimal cognitive rigor, and limited student 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 *Ineffective* for this Statement of Practice:** School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.

Overall Finding:

Instructional plans are not informed by data, do not include goals for students based on assessments, and are not tailored to meet the needs of all students.

Evidence/Information that Lead to this Finding:

- School and teacher leaders have communicated in interviews that the school is focused on considering data as a basis for planning. However, formalized expectations, protocols, procedures or accountability mechanisms for implementing this focus are not evident from the IIT review of lesson plans, interviews, and observations of teacher team meetings.
- Teacher leaders and consultant coaches are frequently deployed to support planning and instruction as part of the implemented PD model. However, formal protocols, outcomes, and artifacts to reflect implementation of quality planning and instructional delivery are limited across the school.
- Students reported that teachers help them devise goals for their work, but students described them generically, such as “Improve my reading,” or “study more for math.” They could not articulate the specific steps required to get to a clear outcome. During teacher meetings, staff described how they are addressing the diverse needs of students. However, the IIT found that plans or activities to conduct instructional goal setting based on performance data is not evident as a formal expectation or regular practice for staff.

Impact Statement:

Teachers' instructional strategies and practices do not promote high levels of student engagement and inquiry that lead to the meeting of student goals and increased 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:

- Establish formal expectations, procedure, and protocols for reviewing student performance data as a basis for designing specific goals for student achievement, and ensure the development of instructional plans for all groups of students to meet the goals. Include these expectations and procedures in the PD activities to ensure translation of the professional learning into appropriate instructional planning activities.

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

Overall Finding:

Teachers are generally not providing lessons that are reflective of the CCLS shifts and do not include higher-level questioning and context complexity.

Evidence/Information that Lead to this Finding:

- The analysis of ten randomly selected unit and lesson plans by the IIT, using the Tri-State Quality Review Rubric, indicated that three were rated, "Exemplar if Improved," indicating plans approaching CCLS quality. Two were rated, "Revision Needed," indicating the plan is approaching CCLS quality, and five were rated, "Not Ready for Review, indicating they were not representative of the CCLS expectations. Those plans rated, "Not ready for Review," omitted several critical categories of best practice planning. These omissions included the provision of appropriately developed instructional scaffolds and activities to address the diverse students and the use of formative assessment strategies aligned with the identified standards of focus.
- In practice, limited connections to the instructional shifts of literacy were observed in approximately 20 percent of the classes and were represented by the use of "academic vocabulary" and "building knowledge in the discipline." The mathematics shifts were observed in few classes, represented primarily by activities to build "fluency" in approximately ten percent of classes visited by the review team.
- From the observation of over 30 classes, the IIT found that instructional delivery was generally scripted and teacher-directed, thus limiting the opportunity to differentiate for emerging student needs. Of all classes visited, approximately one-third attempted to differentiate the instructional activities by "student interest" and one-quarter by "process" strategies, which were mostly seen in special education settings. During lessons, teachers generally asked questions at the recall and

remember level. A few lessons had promising beginnings with higher order questions. However, the rigor and effectiveness of questioning declined when teachers did not allow wait time, answered the question for students, or immediately followed it with less challenging follow up questions that undermined the thinking processes.

Impact Statement:

Teachers' instructional practices do not promote student engagement and inquiry that lead to high levels of academic achievement for 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:

- Ensure that teachers use instructional practices aligned to CCLS expectations, including appropriate scaffolds for mastering high levels of text and content complexity and multiple opportunities for challenging higher-order thinking prompts. Provide on-going PD, actionable feedback, and rigorous accountability mechanisms to ensure that all students experience and engage with demanding instructional experiences.

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:

While the school has identified school-wide and classroom expectations, there is inconsistent enforcement of the expectations, limited student input and perspective, and minimal strategic planning to meet the needs of the diverse subgroups of students.

Evidence/Information that Lead to this Finding:

- Document review by the IIT indicated that the school has adopted a Positive Behavioral Interventions and Supports (PBIS) approach and developed a set of school behavioral expectations, which are displayed in the hallways. Teachers and leaders report that although this school-wide approach is increasingly understood by students, it has not yet formed the basis for classroom expectations and is not universally enforced. Rules were posted in most classrooms, and students were generally compliant across the school. However, side-bar conversations, off-task and disengaged behaviors, and lack of work completion were seen in several classes visited by the IIT.
- All stakeholders referenced the particular needs of the school community and prioritized the implementation of strategies for supporting student and family needs in the learning environment. Students reported feeling physically safe, but generally not intellectually challenged. Observations by the review team indicate that in some classes, students' posing questions results in other students laughing, and some teachers respond by encouraging other students to help and suggesting extra help after-school. During interviews with parents, some participants reported that their children were physically safe from outside threats, but not always from other students. Both parents and

students reported that displays of student disrespect of staff sometimes occur. Students and parents noted that teachers are generally supportive and helpful to students, and reviewers observed that teachers generally respond positively to students.

- Grade level and subject meetings and interviews with the support staff indicated that teachers consider the demographic needs of students and discuss strategies and approaches to support those needs. However, the IIT did not observe the implementation of best practice strategies or those that reflect the diverse needs of the identified subgroups in the instructional settings.

Impact Statement:

Inconsistent enforcement of behavioral expectations and the limited attention given to the diverse needs of students minimizes the development of a learning environment that is physically and intellectually safe for 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:

- Expedite the expansion of the implementation of the PBIS model to classroom environments and ensure that the implemented behavioral and interpersonal expectations are consistently enforced. Ensure that teachers are responsive to students' varied experiences and provide expanded access to learning opportunities.

4.5 **The school has received a rating of *Ineffective* 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 generally not using data and assessments to inform and adjust their instructional planning or to group students to foster student participation in their own learning.

Evidence/Information that Lead to this Finding:

- Review of documents and interview reports reflected informal consideration of some data to inform instruction. However, the student grouping arrangements that were observed by the review team had little or no connection in practice to relevant student data. Students reported to the review team regarding the composition of student groups, "We just work with those near us, as long as we can get along."
- Some teachers attempt instructional formative assessments in the form of checks for understanding, student journals, and limited use of student rubrics to assess student writing. However, checks for understanding were rarely connected to the targeted learning standard and did not fully provide information about the degree of student mastery. Journals were outdated in many classes, where entries were last made in the fall 2013 semester and had unrelated feedback attached.
- The school receives data based on Achieve 3000 and benchmark testing by the New York City

Department of Education (NYCDOE). However, formal analysis protocols and procedures are not in place to support teachers' reflection on practice, identify curriculum strengths and weaknesses, adjust daily instruction, group students based on item analysis, or further identify interventions that need to be put in place for students. Teachers reported a lack of awareness of the NYSESLAT levels and how to use this information to support the students in their classes.

- Student work folders had limited student work, and approximately half of the work presented had ratings that included checks, check plus and minus, stars, levels or percent correct. Students reported that they know that they are doing well because their teacher tells them or that they need to work harder because their teachers say they need to do so. Students stated during interviews that they do not know their weaknesses, and they were not able to describe specific steps to take for improving their understanding or performance beyond restating the directions. During instruction, few classes used formative feedback to guide the learning process. Exit tickets were seen in approximately twenty percent of classes visited by the IIT.

Impact Statement:

Due to the limited use of assessments and formal data analysis and the lack of pertinent feedback to students, instruction is not timely and purposeful, which hinders the ability of students to reach high levels of 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:

- Ensure that teachers provide relevant feedback to students based on analysis of data and ensure that teachers use available data to inform instructional decisions, including student 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 has attempted to implement programs to provide supports and interventions related to students' social and emotional developmental health needs. However, the lack of a comprehensive system and limited PD for staff hinders opportunities for stakeholders to promote student well-being and address the needs of all students.

Strengths:

Areas for Improvement: All ratings for this tenet are **Developing or Ineffective** and therefore comments are listed under **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:

While there are some structures to support the emotional and social needs of students, a formal overarching system of referrals and supports is not fully in place.

Evidence/Information that Lead to this Finding:

- The student support staff reported to the IIT that the school is in the early stages of implementing a school-wide PBIS model to set expectations for student behavior. There is a matrix that can be seen around the school; it is referenced by some staff, and badges are awarded for positive behavior. The staff received PD in fall 2013 for the overview of PBIS and receive peer support from the school dean. However, currently, this model does not provide for staff to formally collect and analyze behaviors aligned with tiered intervention plans and procedures.
- A teacher referral form can be used to request additional interventions for students who present with high frequency or intensive issues. However, a ladder of referral or a set of workflow and protocols are not yet evident or widely known. Support staff reported to the review team that they often receive notes in a mailbox indicating a student crisis.
- Although some staff report that assorted data points, such as the Alternative Learning Center (ALC) sign-in book, attendance, and incident referrals are considered when targeting student needs, formal empirical data is not collected in an organized way that can be used as a basis for analysis, intervention, and monitoring student progress.
- Staff and leaders indicated that they are sensitive to the needs of the community and groups of students, including economically disadvantaged populations, temporarily housed students, English Language Learners (ELLs) and students with disabilities. Students stated to the review team that systems are in place that enables them to be well known by a designated adult.

Impact Statement:

While some supports are in place, the school lacks a universal and comprehensive system to address students' well-being. Consequently, the school's ability to address barriers to students' social and emotional developmental health and academic success is limited.

Recommendation:

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

- Ensure the development and implementation of a comprehensive, school-wide system to address students' social and emotional needs; ensure that staff use the system for referral and support that includes research-based practices to identify and address areas of need.

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 the school community is sensitive and aware of student social and emotional developmental needs, the school does not have a vision with a curriculum or program to support a safe and healthy school environment for all constituents.

Evidence/Information that Lead to this Finding:

- Student support staff reported that they debrief with staff about beliefs, but the school does not articulate a vision, use curricula or a program to teach behaviors and strategies to students, families or teachers that supports social and emotional developmental health.
- The student support staff indicated that they use strategies, such as “check-in, check-out,” and they are visible and engaged at common times to support student needs and identify a crisis. This includes student arrival and dismissal times and the lunch hour. Individual staff members generally interact in a positive manner with students. But overall, the school has not identified the skills and behaviors of students and staff that are needed to address social and emotional developmental health. Plans to address this issue or monitor the effectiveness of efforts were not evident during the IIT review.
- The school has provided initial PD, such as an introduction to PBIS models and “Sensitivity” by Counseling in Schools, a CBO. Student support staff reported that they model behaviors and skills for staff when they teach lessons directly to students on occasion in the classrooms. However, building adult capacity to support social and emotional developmental health is not included in the formal PD plan and not monitored for implementation and effectiveness.

Impact Statement:

The lack of a vision and curriculum and program that focus on the social and emotional needs of students and the limited PD provided to staff hinder the building of a healthy school environment that promotes student progress.

Recommendation:

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

- Formalize and communicate a vision for social and emotional developmental health and adopt a corresponding curriculum. Provide appropriate PD for all staff and hold them accountable for teaching and modeling the skills and behaviors of the curriculum.

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 has not prioritized the development of a system that ensures student social and emotional needs are consistently met; most constituents are not collaborating or aware of their specific role in building a safe

learning environment that meets student needs.

Evidence/Information that Lead to this Finding:

- While there are some activities in place to respond to student needs, there is no comprehensive plan to develop stakeholders' understanding of their specific roles in supporting students' social and emotional needs. The student support staff reported that they meet regularly to consider relevant student data, such as attendance and incident referrals, and that they identify appropriate interventions. The Parent Association (PA) regularly meets with school leaders to identify volunteer opportunities. The partnership with the CBO, Counseling in Schools, has offered initial training to school staff to provide awareness in cultural sensitivity issues via embedded counselors. However, stakeholders do not all collaborate to consider their role in supporting the social and emotional needs of all students. In addition, the review team did not find evidence of mechanisms in the school for facilitating collaboration or for articulating the specific role of all stakeholders.

Impact Statement:

The lack of a coordinated plan and a common understanding among stakeholders of their specific role in building a healthy school community conducive to learning hinders the school's ability to support student needs and progress.

Recommendation:

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

- Develop a coordinated plan, identify the specific roles of stakeholders, and ensure that there are opportunities for stakeholders to understand their specific roles and collaborate to support the social and emotional developmental health needs of students.

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:

There are no specific plans or systemic protocols for collecting or using data to formally support the social and emotional developmental health needs of students.

Evidence/Information that Lead to this Finding:

- The school has recently adopted the student management software, *Skedula*, for housing and reviewing all student information, including grades, attendance, interventions, and relevant student communication logs. Stakeholders are beginning to adopt procedures for using this tool to collaborate and communicate internally and with parents. However, this is a developmental process and as yet no specific plans or systemic protocols have been established for collecting or using data to formally support student needs. The IIT noted that the lack of formal procedures outlining how data is to be used hinders the delivery of timely services supports and interventions targeted to meet the individual needs of students. It also limits the ability of staff to discern how to appropriately

address any emotional and academic areas of concern.

Impact Statement:

Because systemic data collection and analysis protocols related to student social and emotional developmental health are not yet in place, students’ opportunities to become academically and socially successful are hindered.

Recommendation:

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

- Prioritize the development of formal plans and systems to use data to support student needs. Provide PD to staff to support this effort, and implement procedures and mechanisms to hold all staff accountable for using this system.

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

I

Debriefing Statement: The school uses various tools to communicate with parents and has some partnerships with CBOs. However, the absence of a formal plan to communicate high expectations, train parents and staff to build reciprocal relationships, and monitor progress of outreach efforts results in many unmet student and family needs.

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 *Ineffective* 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:

Although the school has some regular reporting mechanisms, high expectations for academic achievement are not regularly communicated to all stakeholders.

Evidence/Information that Lead to this Finding:

- The school has standard events, such as a welcome back letters, open house opportunities, parent conferences, and a website to communicate information to parents and families. The use of the student management system software, *Skedula*, with the Pupil Path portal has also been implemented with the intent of communicating about student progress with parents and families. However, during interviews, parents and students reported little use of the Skedula tool and teachers estimate that approximately 50 percent of parents have logged on, noting obstacles in accessing the

schools website as a possible reason. Parents reported that the school has low expectations for academic achievement, and students indicated during large and small group interviews a generalized lack of challenge to their work.

- Although the SCEP notes the goal of increasing reciprocal communication with parents, examination of documents and discussions with school leaders indicate that communications and correspondence with parents and families do not generally focus on communicating high expectations for student academic achievement. The IIT found that the school has not identified, collected data, nor formally evaluated the effectiveness of their communication efforts with families and is generally unaware that high academic expectations for achievement are not widely known by all families.

Impact Statement:

Although there is some communication with families, many families are not aware of the school's expectations regarding their children's academic performance, which hinders families from partnering with the school to support students' becoming 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:

- Prioritize and develop a focused plan to communicate the academic expectations to students and families and regularly monitor the effectiveness of the activities and strategies selected.

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

While the school has provided some opportunities for communication with families, these strategies are not fully implemented and monitored to facilitate reciprocal communication between the school and families about school and student issues.

Evidence/Information that Lead to this Finding:

- Parents reported and documentary evidence confirmed that school letters are produced in the most prevalent languages of English and Spanish. However, school posters and signs are only displayed in English.
- Staff and parents reported that tools, such as phone blasts, telephone, letters, email, and the PupilPath portal for the Skedula tool are used to communicate with parents with variable effectiveness. The school leadership team (SLT) has parent representation, but the school leaders report that the team's capacity to guide and monitor school improvement planning is still in development, minimizing its use as a mechanism for reciprocal communication. Low participation in the Parent Association (PA) also prohibits this group from being a reliable tool for widespread collaboration with all parents and families served by the school. The review team found no evidence that the school has evaluated the effectiveness of its strategies for communicating and reaching out to parents.

Impact Statement:

Lack of reciprocal communication between the school and families hinders families' ability to support their children's academic progress and social and emotional growth.

Recommendation:

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

- Conduct action research in the school community to identify target strategies for generating increased collaboration with the families served by the school. Develop an effective plan to regularly engage parents, staff, community partners, and students to augment learning in different languages where necessary.

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:

There is no significant training to provide parents and staff with the skills to develop a collaborative and supportive partnership.

Evidence/Information that Lead to this Finding:

- The school's primary mechanisms for connecting with parents are through the full time staff position of parent and family engagement coordinator. Through this connection, the PA has offered opportunities for parent activities, such as English as a second language (ESL) classes, jewelry making, Zumba, mother/son, and father/daughter dances. However, these efforts do not provide families with strategies, tips or mechanisms focusing onto how they can work with the school to best support their child's academic achievement.
- Staff reported to the IIT that the school has not provided any PD to build their capacity to develop partnerships with parents or the community or to support increased student achievement. In addition, the review team's examination of the PD plan did not include any offerings to target this need.

Impact Statement:

Because the school has not prioritized building the skills of all stakeholders to collaborate to support student success, students are not benefitting from a robust, home-school connection, which hinders students' progress.

Recommendation:

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

- Prioritize, identify, and communicate opportunities to build the capacity of parents, families and staff to collaborate to best serve the needs of all students; provide PD for the school staff and hold them accountable for using best practice strategies to partner with families and the community in support

of student social well-being and academic success.

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

Overall Finding:

Limited progress data is shared with families; however, data is not shared in a way the enables parents to understand their children’s needs and advocate for services to address these needs.

Evidence/Information that Lead to this Finding:

- The school leader indicated that implementation of the new student management system, *Skedula*, is the school’s approach to data integration. However, the IIT found that limited procedures and protocols hinders integration of critical school data.
- The school uses progress reports, report cards, and semi-annual parent conferences to communicate student progress to parents. During interviews with the review team, parents and students indicated that progress is understood as a numeric grade, but that they would welcome more information about the specific strengths and weaknesses in academic performance and how parents can support improved academic achievement of their child.

Impact Statement:

Although the school has begun to consider the sharing of information with school constituents, the lack of sharing data in a way that enables parents’ to take action to support their children’s learning needs hinders higher 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:

- Ensure that data is shared in a way that enables families to understand student learning needs. Expand the use of the new student management system to include protocols, procedures, and templates for meaningful feedback to parents about student progress. Ensure that all staff are held accountable for using the established tool and regularly reflect on the effectiveness of this tool in improving parent advocacy and engagement for increased student achievement.