



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	321000011243
School Name	West Bronx Academy for the Future
School Address	500 East Fordham Road, Bronx NY
District Name	NYC CSD 10
School Leader	Wilper Morales
Dates of Review	May 20-21, 2014
School Accountability Status	Priority School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet for 10X243

School Configuration (2013-14)			
Grade Configuration	06,07,08,09,10,11,12	Total Enrollment	611
		SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)			
# Transitional Bilingual	N/A	# Dual Language	N/A
		# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)			
# Special Classes	32	# SETSS	N/A
		# Integrated Collaborative Teaching	34
Types and Number of Special Classes (2013-14)			
# Visual Arts	23	# Music	14
# Foreign Language	24	# Dance	N/A
		# Drama	N/A
		# CTE	N/A
School Composition (2012-13)			
% Title I Population	85.5%	% Attendance Rate	86.2%
% Free Lunch	89.3%	% Reduced Lunch	4.6%
% Limited English Proficient	11.9%	% Students with Disabilities	19.0%
Racial/Ethnic Origin (2012-13)			
% American Indian or Alaska Native	1.0%	% Black or African American	23.5%
% Hispanic or Latino	71.1%	% Asian or Native Hawaiian/Pacific Islander	2.8%
% White	1.7%	% Multi-Racial	N/A
Personnel (2012-13)			
Years Principal Assigned to School	8.34	# of Assistant Principals	2
# of Deans	N/A	# of Counselors/Social Workers	4
% of Teachers with No Valid Teaching Certificate	1.9%	% Teaching Out of Certification	18.4%
% Teaching with Fewer Than 3 Years of Experience	20.4%	Average Teacher Absences	7.6
Student Performance for Elementary and Middle Schools (2012-13)			
ELA Performance at levels 3 & 4	8.9%	Mathematics Performance at levels 3 & 4	3.7%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	28.6%
Student Performance for High Schools (2011-12)			
ELA Performance at levels 3 & 4	56.5%	Mathematics Performance at levels 3 & 4	55.6%
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	74.4%
6 Year Graduation Rate	70.0%		
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	Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	Yes
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	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		

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	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		

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	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	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	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	No		

Describe the school's top priorities (no more than 5) based on the school's comprehensive plans (SCEP, SIG, DIP, etc.):

1. By January 2014, the school-wide professional development plan will be revised to meet the needs of teachers. By June 2014, all teachers will engage in observations and feedback using the Charlotte Danielson rubric that articulates clear expectations for teacher practice.
2. By June 30, 2014, there will be a minimum 3% increase in high school Graduation rate for Cohort 2014 from 74% to 77%.
3. By June 2014, all ELA teachers will improve instruction by developing common core aligned units of study, common core formative and summative assessments, and reviewing student work. All subgroups in grades 6 – 8 will have improved their ELA score to reduce the number of level 1 students by 5%.
4. By June 2014, there will be a minimum increase of 5% in the number of students proficient in mathematics grades six through eight, from 7% to 12%.
5. By June 2014, there will be a minimum increase of 3% in the number of students in Cohort 2017 who earn at least ten credits in the first year of high school from 75% to 78%.

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: EFFECTIVE			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: DEVELOPING				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: DEVELOPING				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: EFFECTIVE			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: EFFECTIVE			E		

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	E
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Debriefing Statement: The school leader articulates a shared vision focused on student well-being and college- and career-readiness that includes measureable, data-driven goals. The school leader engages in strategic decision-making to build staff capacity, to design academies, and to offer programs to address the immediate needs of the school community. Actionable feedback and consistent use of accountability structures to monitor the effectiveness of staff pedagogical practice has not yet led to delivery of rigorous, relevant instruction.

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).

Overall Finding:

School stakeholders articulate the school’s vision and the school-wide goals. In addition, the school comprehensive education plan (SCEP) goals are SMART and consistently promote school improvement in both academic achievement and cohort progress.

Evidence/Information that Lead to this Finding:

- The school’s vision and mission was created with representative input from all school stakeholders, as were the SMART goals for the 2013-14 school year. The members of the school leadership team (SLT) provide ongoing feedback and suggestions during their regularly scheduled monthly meetings and the student government class president, who is part of the SLT, reports that student suggestions to improve the school are heard and acted upon. For example, the students report and the school leader confirms that the school will add AP courses in physics and mathematics for the 2015 cohort, as well as a French class for students who have passed the Spanish Regents.
- The school cabinet, which is composed of school leaders, teacher leaders, the guidance counselors, and the academy team leaders, meets weekly to discuss the instructional and administrative items that impact school goals. The team proactively conducts cohort data analysis using the online program Datacation with an individualized student sorter component to monitor school-wide progress in meeting both SCEP goals and individual subgroup performance throughout the year. The interim progress reports reviewed by the integrated intervention team (IIT) are updated two or three times per semester. This information indicated that the current expected graduation rate is 80 percent based upon mid-year Regents results and provided the expected CUNY benchmark rate,

which had improved from 2013.

- The three academy data specialists compile grade level information from school progress reports from middle school and high school marking period grades, Regents results, Measures of Student Learning (MOSL), and other formative data to measure SMART goal progress quarterly. School leaders also evaluate the effectiveness of current instructional strategies and provide professional development (PD) for teachers to implement additional interventions for specific subgroups.

Impact Statement:

The school leader established a long-term vision that is monitored and revised regularly by stakeholders to ensure progress toward SCEP goals and to improve student achievement.

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.

Overall Finding:

The school leader makes strategic decisions to build staff capacity, to re-structure the school into academies, and to allocate fiscal resources for programs, technology, and data supports to address the immediate needs of the school community.

Evidence/Information that Lead to this Finding:

- The school leader decided to re-structure the school into smaller learning academies (SLA) with a grade six and seven-cub academy, a grade eight and nine leopard academy, and a grade ten through twelve-jaguar academy. This structure ensures that all students are well known in the building. To further support the SLA, the school leader decided to fund an attendance teacher to address SCEP attendance improvement, and the current attendance rate improved to 89 percent.
- Teachers report that school leadership is responsive and ensures teachers are able to maximize instructional time, complete projects, and limit technology set up time and interruptions. Based on academy teacher feedback, the school leaders made instructional decisions to implement a block schedule in the middle school and to provide grade nine students with an additional writing and problem solving class. Electives are scheduled for the middle school first period based on attendance. High school schedules have core area subjects first period to limit tardiness, with electives at the end of the day to ensure greater credit accumulation for graduation. English language learners (ELL) and students with disabilities have a mandated ninth period for math/English language arts (ELA) support with attendance and follow-up. Two special education teachers were hired mid-year to address the number of integrated co-teaching classes (ICT) needed for the 153 students with Individualized Education Programs (IEPs) assigned to the school. The school leader hired an art teacher and a music teacher to support student engagement and interests.
- Leaders have made funding decisions to purchase programs to assist with data analysis and to monitor individual student goal achievement and intervention. For example: Datacation (Skedula)

has a cohort and individual data sorter, Achieve 3000 provides lexile-leveled texts for ELA and social studies, Rubicon Atlas has Common Core Learning Standards(CCLS)-aligned curricula, and Edmentum (Plato) provides opportunities for on-line independent practice for all subgroups.

Impact Statement:

The school leader collaborates with staff to make strategic decisions to ensure the best use of all available resources to meet the immediate needs of the school community, which helps improve student success.

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

Overall Finding:

The school leader uses and encourages the staff to use evidence-based systems to improve critical individual and school-wide practices.

Evidence/Information that Lead to this Finding:

- School leaders review and monitor the data compiled by the three SLA data specialists to measure SMART goal progress and evaluate the effectiveness of current instructional strategies. The school leader, SLT, the assistant principals (AP), and SLAs then provide feedback to the academy teaching staff, update them on targeted interventions, and help adjust instruction accordingly.
- The school has designed a report card structure that increases monitoring of student progress from quarterly to every five weeks, which ensures that APS have access to scholarship data regularly. The high school student transcript data helps to identify department trends and generate timely, purposeful conversations with teachers who do not have a 70 percent pass rate each report card period. Most teachers communicate with students and parents to ensure completion of homework assignments, project coursework, as well as extra credit opportunities. Parents report that communication of data is now and user-friendly. The reporting structure increases student and teacher accountability as well as parent engagement for their roles in student achievement.
- The attendance team, which is composed of the school leaders, the guidance counselors, the attendance teacher, the parent coordinator, an ESL teacher, and school support staff meets weekly to review and monitor attendance, provide updates on targeted population, and review individual attendance for students whose attendance may have a negative impact on promotion or graduation data. The daily attendance rate currently stands at 89 percent school-wide.

Impact Statement:

The school's ongoing use of evidence-based systems and structures to examine and improve critical individual and school-wide practices helps improve student achievement.

Areas for Improvement:

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

Overall Finding:

The school leader does not have a fully functional system in place aligned to the district's APPR to conduct observations and provide teachers with feedback.

Evidence/Information that Lead to this Finding:

- The school leader has completed the majority of formal and informal observations for the year, which included goal setting and pre- and post-conferences for all formal observations. However, while feedback is timely and at times actionable, it does not consistently hold teachers accountable for continuous improvement. For example, while school leaders suggest teacher attendance at PD sessions after observations, the PD calendar does not reflect the specific needs addressed in the school leader's feedback.
- School leader observation feedback is not consistently aligned to the rubric or consistently used to evaluate the relationship between pedagogy and student outcomes. School leaders do not use data to make specific actionable recommendations that address individual student needs.

Impact Statement:

The inconsistent implementation of an observation system aligned to the district's APPR 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 APs receive additional PD to develop a common language and consistent observation practices.
- Schedule school leaders to frequently observe teachers and provide high quality feedback aligned to the Framework for Teaching and the school's expectations to promote higher-order thinking skills.
- Align feedback to the areas of need so that PD opportunities support teachers. Include actionable next steps so that teachers are empowered to progress to the next stage of their personal and professional development in order to create rigorous, relevant, and coherent curricula for all subgroups.

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
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Debriefing Statement: The school has adopted CCLS-aligned English language arts (ELA) and math curricula at the middle school level, while high school unit revisions are beginning to reflect the instructional shifts. The school leadership has provided weekly opportunities for planning and collaborating around the CCLS. However, there is an absence of clear modifications of lessons and student performance tasks to address the needs of English language learners (ELL) and students with disabilities, thus limiting opportunities for multiple points of access to learning.

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 CCLS that is monitored and adapted to meet the needs of students.

Overall Finding:
 The school leader does not consistently ensure that teachers implement rigorous curricula aligned to the CCLS that meets the needs of all students.

Evidence/Information that Lead to this Finding:

- The school is in the first year of CCLS curricula implementation and the school leadership provides weekly opportunities for PD and collaborating around the CCLS. The middle school has adopted the Connected Math Program 3 (CMP3) curriculum, a district approved CCLS program for math, and CodeX, a CCLS-aligned program for ELA. The high school is also in the initial stages of CCLS implementation and math teachers use EngageNY and a2i as resources to align curricula with the CCLS. However, despite school and teacher leaders participating in PD on CCLS implementation and the instructional shifts to ensure effective implementation of the selected CCLS curricula, an inconsistent use of higher-order questioning and rigorous application of content was noted by the IIT.
- School leaders provide one period per week of common planning time to look at student work in order to reflect on teaching practice. The IIT observed a math department meeting whose learning target was to identify “Regents readiness activities” and articulate why they would be helpful to move students to the next level. However, teachers made few suggestions other than, “do a similar problem, but change the numbers.” The session goal was student re-engagement in content not

mastered at the Regents level, but meeting participants spent time on shout outs and wonderings about the work of students who were close to passing the Regents, and spent little time reflecting on effective strategies to promote mastery and engagement in learning. While school leaders monitor common planning time by collecting meeting minutes and follow-up reports provided by PD coaches, there were inconsistencies between lesson and meeting documents and instructional practice.

- The school leaders indicate that lesson plans are expected to contain certain elements. The review team noted that many teacher lesson plans include elements, such as a “brain-starter” or a “do now,” essential questions, a lesson objective or teaching point, the CCLS standards, and a closing debrief activity, such as exit slips, or questions that check for understanding. However, there were few references to the CCLS during instruction and many lessons did not demonstrate differentiation to meet the needs of all learners, such as student specific accommodations for Individual Education Program (IEP) students or language acquisition goals for ELLS.

Impact Statement:

The curriculum does not consistently meet the needs of all students and this 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:

- Monitor common planning time to ensure that all teams plan CCLS-aligned lessons and add rigor and relevance to meet the needs of all students.

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

Overall Finding:

Teachers do not consistently ensure that unit and lesson plans include DDI protocols and align to the CCLS to meet student needs.

Evidence/Information that Lead to this Finding:

- School and teacher leaders attend PD on the CCLS and the instructional shifts and turnkey information to their departments to ensure effective implementation of the selected CCLS curricula. However, limited CCLS alignment was seen in work displayed on bulletin boards. For example, while a content area rubric promoted a literacy focus, the written research reflected basic knowledge rather than deep conceptual understanding, analysis, or synthesis. Similarly, while a focus on the instructional shifts was provided in some lesson plans, the student work produced from the lessons did not reflect the rigorous CCLS.
- All teachers are assigned to a data inquiry team during common planning time. Teams work to

develop data-driven instruction and determine how to best support students. However, collaborative efforts to design plans to differentiate instruction in ICT classes were inconsistent and rubric feedback was limited.

- The AP reports that teachers received PD on differentiation of instruction for ELLs and students with disabilities. However, although most lesson plans include the word differentiation, they do not explain the strategies to be used or include scaffolded questions to help students access the more rigorous CCLS-aligned complex texts. Instead, lesson plans include keywords like grouping, visual, kinesthetic, or auditory activities, but rarely indicate specifically what the modified activity will be, or identify the student subgroup to be addressed. One plan noted that ELLs would be seated next to native speakers for support. Another lesson plan stated that students would be grouped heterogeneously based on strengths or weaknesses. However, the lesson plan did not indicate what each group would do differently in order to attain the lesson’s objective.

Impact Statement:

Curriculum modifications to address the different needs and abilities of students are inconsistent and lack rigor, 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 teachers work together to analyze and use data to effectively plan lessons to meet the needs of students.

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:

Teachers do not consistently partner to create interdisciplinary curricula.

Evidence/Information that Lead to this Finding:

- While the grade six, seven, and eleven humanities teams designed interdisciplinary curriculum aligned to the CCLS, a school-wide plan to create interdisciplinary connections across subjects has not yet been developed.
- Some teachers participated in PD that provided training on incorporating technology and the arts into classroom instruction to build student engagement. However, no written curricula were provided to reviewers. Teachers are beginning to collaborate on the creation of online courses, such as the grade 11 and 12 ELA and Advanced Placement (AP) English courses. These courses use technology to enhance individual learning by providing “real-time” feedback for essay writing, as

well as suggestions for deepening student understanding of critical themes.

- While teachers have weekly content meetings to vertically align curricula, and school leaders indicate that teachers plan cross-curricular lessons, teachers inconsistently provide students opportunities to integrate art and music or to use technology, such as iPads, laptops, and on-line learning experiences, to develop 21st century research skills and critical thinking to deepen conceptual understanding.

Impact Statement:

Teachers do not consistently provide students with multiple opportunities to engage in thoughtful cross-curricula activities and this 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:

- Utilize common planning time for teachers to develop rich, integrated learning opportunities that embed the arts, technology, and other interdisciplinary enrichment into the curriculum in order to increase student engagement and learning.

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

Overall Finding:

Teachers do not consistently use data to plan curriculum or to involve students in the ownership of their learning.

Evidence/Information that Lead to this Finding:

- Teachers report that they use quarterly exams and September MOSL assessment data to create lesson plans that address learning gaps and to design interventions. However, there were no interim MOSL assessments during the year to benchmark progress in skill development and the results of the May MOSL administration were not available for reviewers to measure growth.
- Teachers report use of the data student sorter to make informed decisions about individual student's academic needs, as well as the PupilPath online grade-book to monitor achievement. However, the review team found that teachers do not consistently use data to inform curricula and lesson planning. For example, in a foreign language class, all students were creating a collage and labeling vocabulary, despite evidence of 100 percent fluency among some student groups, while other groups were not able to do the work at all, and peer tutoring was not encouraged.
- A review of teacher feedback demonstrated that most feedback was general and not specific and did not provide students with next steps to improve their learning.

Impact Statement:

Limited use of data to make curricular decisions and to provide students with specific feedback hinders student academic growth.

Recommendation:

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

- Ensure teachers use data to plan curricula and to provide students with actionable feedback that encourages students to become active participants in their own learning.

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
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Debriefing Statement: School and teacher leaders engage in conversations about student progress, attendance expectations, and instruction. However, teachers are not systematically using data-driven protocols and scaffolding strategies to modify instruction and address the gap between what students know and what they need to learn. As a result, the academic needs of all students and subgroups are not addressed to ensure high levels of student engagement and inquiry.

Strengths:

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

Areas for Improvement:

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

Overall Finding:

Teachers do not consistently ensure instructional practices are organized around plans that address all student needs.

Evidence/Information that Lead to this Finding:

- The school leader sets expectations for rigorous CCLS-aligned instruction, but lesson plan documents and classroom visits reveal that teacher questions do not consistently promote critical thinking or provoke deep understanding. Some teacher questions require single word responses. Further, discussions with students and teachers indicate that teachers do not set long and short-term academic goals for students.

- The AP for the one academy indicated that the teachers in grades six and seven use the learning style inventory to increase engagement and gain access to lesson content. However, the activities observed in classrooms demonstrated limited evidence of multiple intelligences or the depth of knowledge (DOK) questioning techniques described by the school leader. None of the strategies used by teachers provided direct teacher/student interaction to activate learning, nor did teachers monitor whether individual students benefitted from rereading a posted strategy.
- While most teachers are aware of the ELL students in their classes, they were unfamiliar with what data they could use to inform appropriate interventions for this subgroup.

Impact Statement:

The school's instructional practices do not consistently promote high levels of student engagement and inquiry, 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 teachers identify and use strategies to improve instruction and student outcomes. Address the need for teacher training in using higher-order questioning during classroom instruction
- Ensure that students set differentiated long and short-term academic goals in order to enhance their learning.

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

Overall Finding:

School leaders have provided teachers with PD on CCLS-aligned curricula implementation in core content areas as well as training on questioning and inquiry protocols, but the implementation of strategies that support students with disabilities and ELLs are limited.

Evidence/Information that Lead to this Finding:

- The school leader and teachers emphasized effective questioning as part of their focus in using a research-based framework to inform instruction; however, instructional practice in a number of classrooms demonstrated rapid-fire questioning that did not invite student thinking or discussion. In addition, strategic use of scaffolded questions that lead to higher-order thinking was not consistent and academic vocabulary development was not observed in all classrooms to ensure multiple points of access for ELLs or students with disabilities.
- Teachers received PD in Quality Teaching for English Learners (QTEL), however, classroom visits demonstrated an inconsistency in providing multiple entry points for students. In classrooms with

large numbers of ELL students, all students were performing the same tasks with little differentiation, demonstrating missed opportunities to engage and meet the needs of all learners and increase student thinking. Additionally, turn and talk or think-pair-share activities were conducted with inconsistent evidence of purposeful grouping. Further, in classes where students were grouped, teachers delivered whole-class instruction.

- A math coach is assigned to assist middle school math teachers in implementing the CMP 3 program. Another coach assists high school math teachers in creating teacher-generated curricula that is aligned to the CCLS. The coaching focuses attention on the instructional shifts in order to improve instruction. School leaders and teachers report progress in these areas and classroom visits reflected the initial stages of CCLS shifts, as evidenced by student use of mathematical academic vocabulary and explanations of processes.

Impact Statement:

The inconsistent alignment between instruction and the CCLS limits 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:

- Increase teacher capacity to align instructional practice to the CCLS shifts.
- Promote rigor in CCLS-aligned instruction and improve questioning that requires higher-order thinking skills to engage students.

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

Overall Finding:

Teachers do not consistently implement a plan to create a learning environment that is responsive to the needs of all students.

Evidence/Information that Lead to this Finding:

- Teachers establish class rules and expectations at the beginning of the school year with students, and positively reinforce behavior with an incentive calendar of trips and parties. The teachers and school leaders state they share pedagogical beliefs regarding hands-on project-based learning with high levels of student discussion and collaboration. However, during classrooms visits, instruction was teacher-directed and did not demonstrate a student-centered environment.
- While students report they feel safe in school, and during classroom visits, interactions between students and teachers were respectful, there are few opportunities for students to share ideas,

views, opinions, values, and perspectives.

Impact Statement:

The school environment is not consistently responsive to student academic needs, which hinders 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 all stakeholders reinforce appropriate behavior and academic expectations within the school community.
- Provide opportunities for students to engage in discussion in order to share their ideas, values, experiences, points of view, and opinions.

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 (screening, interim measures, and progress monitoring, for example).

Overall Finding:

Teachers do not consistently use data to inform planning or to involve students in the ownership of their own learning.

Evidence/Information that Lead to this Finding:

- School leaders state that teachers use data to inform their daily instruction, such as Regents, MOSL, teacher-generated quarterly exams, unit assessments, and student performance tasks. Additionally, data specialists collect data from the Achievement Reporting and Innovation System (ARIS), Special Education Student Information System (SESIS), and High School Scheduling and Transcripts (HSST) every five weeks. Further, school leaders monitor data and conference with teachers whose passing rates are below 70 percent to assess the interventions in place to support student needs. However, the review team found that teachers do not consistently use data to modify instruction across the school. While ELA and social studies teachers used lexile levels from Achieve 3000 to plan, there was limited evidence that other teachers were clear on how to use this information to meet student needs.
- Most teachers use some form of ongoing checks for understanding, such as exit slips. However, teachers do not consistently engage students in self-assessment. For example, students report that not all teachers use rubrics or do not review work with students against the rubric until the work product is complete. A review of portfolios indicated that teacher feedback to students was not consistent in providing actionable next steps to increase student growth.

Impact Statement:

Inconsistent use of data to modify instruction to meet student needs limits student achievement.

Recommendation:

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

- Provide support for teachers to analyze and use data to modify instruction to meet student needs.
- Ensure that teachers provide students with actionable feedback to increase student ownership of learning.

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
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Debriefing Statement: The school community creates an environment that provides all stakeholders with experiences that promote student social and emotional developmental health. The school community reviews attendance data and behavior expectations to respond to the individual needs of students. As a result, barriers toward success have been significantly reduced and students benefit from a safe instructional setting, healthy relationships, and enrichment opportunities that promote social and academic success.

Strengths:

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

Overall Finding:

The school community has overarching systems and understandings to support student social and emotional developmental health.

Evidence/Information that Lead to this Finding:

- The school leader re-structured the school into three small learning academies, each composed of an AP, a guidance counselor, a data specialist, and grade level teachers. Three guidance counselors share responsibility for scheduling and monitoring the progress of one-third of the twelfth grade each, approximately 25-30 students, to ensure they remain on track for graduation. This structure ensures that all students are known by an adult in the building and looping in core areas allows teachers to address needs and learning styles. Teachers meet weekly as in small learning academies to develop and implement consistent academic policies and behavior procedures across the content areas. Teams also design and facilitate grade level town hall meetings to share information with students regarding academic progress and social and emotional developmental health.

- To further support the small learning community structure and student social and emotional developmental health, the school leader hired an attendance teacher to promote attendance improvement and support dropout prevention, and the current attendance rate is 89 percent overall. This is the result of proactive school-wide attendance monitoring and outreach by the attendance team, composed of the APs, the guidance counselors, the attendance teacher, the parent coordinator, an ESL teacher, and school support team (SST) staff. The attendance team meets weekly to review and monitor student attendance, particularly those with 60-79 percent attendance who are incentivized to attend school by bi-monthly mini-celebrations if their attendance improves sufficiently. The team also provides updates on the targeted long-term absentee population, and meeting minutes reflect home visits and interventions as appropriate.
- The school leader funds a SPARK counselor position who works staff and counsels students regarding substance abuse.

Impact Statement:

The systems established by the school leader help create an environment that provides all stakeholders with experiences that promote student 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.

Overall Finding:

The school promotes a vision aligned to programs that promote student social and emotional developmental health.

Evidence/Information that Lead to this Finding:

- School leaders and small learning academy teams design and facilitate grade-level town halls to share information with students relevant to their development, college readiness, high academic standards, behavior, and other concerns brought forth by the student council and other stakeholder groups. The monthly meetings aim to build a school community with consistent high-level expectations concerning behavior, character education, and academics. Community-based organizations (CBOs) and the student government organization (SGO) actively partner with the SST to provide student support and training on topics presented during the town hall meetings. For example, SST members received PD on suicide prevention from Lincoln Hospital and the Union Community Health Center supports student mental health, drug abuse, and teen pregnancy needs, and offers workshops to students on HIV and other health issues.
- After participating in network PD, the school psychologist and guidance counselor turnkey information to staff on topics, such as child abuse, gangs, and bullying. The IEP and ESL coordinator

provide PD on academic and behavior interventions for their specific subgroups, while the AP offers PD for teachers on how to capitalize on student strengths.

- Many high school students participate in the campus-wide Junior ROTC program, which supports students in building leadership, healthy peer relationships, discipline, and responsibility. The school piloted the College Board advisory program this year for grade 11 students, which focused on building a goal-oriented advisory program to support the social and academic success of students.
- The school provides a number of after-school activities designed to foster healthy relationships among students and between students and staff. In response to the social and emotional developmental health concerns encountered by the deans, one dean started Girls INC, an extracurricular club designed to address common issues facing adolescent females in grades six through twelve to provide them with support strategies to overcome barriers to success. In addition to extended learning time for AP, SAT, and Regents prep, the school participates in intramural athletic tournaments facilitating healthy competition and activity among the six schools in the building. For middle school students, the cheerleading team supports social and emotional developmental health by promoting a healthy lifestyle and positive self-esteem, while the Science Explorers program on Saturdays offers students the opportunity to build relationships with professionals in the field of science.

Impact Statement:

Students learn in a safe and healthy school community, which improves 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.

Overall Finding:

All stakeholders work together to develop a common understanding of their roles in supporting student social and emotional developmental health.

Evidence/Information that Lead to this Finding:

- The middle school and high school have implemented School Intervention Teams (SIT) that meet bi-monthly to discuss student IEPs and design schedules for the upcoming school year that meet the needs of students. An AP who knows both the students and the interventions needed to support their well-being and future success monitors the team. The school psychologist also meets with students with IEPs to discuss any stresses or anxieties they are experiencing and designs strategies to address them. The SPARK counselor provides social and emotional developmental health support to students. This program empowers youth through the Gemini Youth Group in which high school students mentor their middle school counterparts. The counselor organized an anti-bullying rally for students and holds intervention meetings for students who are experiencing issues with

substance abuse.

- Teachers state that the small school academies and looping system have allowed them to know the students better, which enables teachers to identify needs. Teachers added that this has allowed for greater personal growth for students who may have struggled previously. The ESL teacher coordinates a mentoring program for beginner ELLs.
- The student council and student government take an active role in the school community, meeting weekly with the coordinator of school activities (COSA), and SLA leadership and parents to discuss and plan activities for the school community. Activities include, school spirit weeks, a talent show, fundraisers for educational trips, participation in the New York City AIDS walk, and the annual commencement ceremony. Seniors regularly design and participate in activities to celebrate their growth and success, such as the annual senior trip, senior luncheon, and senior awards breakfast.

Impact Statement:

All constituents are able to articulate their roles in creating a school environment that supports student social and emotional developmental health, which improves student success.

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.

Overall Finding:

The school uses data to support student social and emotional developmental health.

Evidence/Information that Lead to this Finding:

- The attendance team meets regularly to discuss intervention strategies for students who have attendance issues, to track daily attendance patterns, and to contact the homes of students who have chronic absenteeism. A review of documents demonstrates individual monitoring of students with 65-80 percent attendance with daily sign-in required in the office. As a result, the number of students who are absent has decreased and students articulate that they know their teachers and parents want them to be in school every day.
- Deans report a decrease in suspensions and incidents, and the Online Occurrence Reporting System (OORS) data confirms suspensions have been reduced from approximately 150 to 49. Each member of the SST has a specific role and the team meets weekly as a team to discuss cases using a structured referral process. These meetings have specific agendas, online follow-up documentation, and next steps to address the identified social and emotional developmental health needs.
- The members of the support team work with teachers and share data as it pertains to special education and ELLs. Additionally, data drives mandated attendance at the after-school and Saturday school programs, as the school provides academic intervention services (AIS) for the lowest quartile, ELL, and special education students.

Impact Statement:

Students have increased opportunities to become academically and socially successful.

Areas for Improvement:

All ratings for this Tenet are either **Highly Effective** or **Effective** and therefore, comments are listed under **Strengths**.

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

E

Debriefing Statement: The school creates a culture of open and frequent communication among staff, students, parents, and community agencies. This culture serves to foster student social-emotional well-being, ensuring an environment of mutual trust and respect. As a result, families and the community are empowered to become active participants in supporting student academic progress and personal growth.

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

Overall Finding:

The school leader ensures that regular communication with students and families fosters high expectations for student academic achievement.

Evidence/Information that Lead to this Finding:

- There is a systematic approach to school-wide communication about high expectations for student achievement that is conveyed in all communication with the parents and school community. The school regularly reviews its strategies for building strong relationships with parents and families. At the start of each school year, the school leaders send a welcome letter home establishing the goals, initiatives, and expectations for the start of the semester.
- The school leadership, with one AP in each academy, ensures that staff and the parent coordinator meet with students and their parents individually, in teams, and at school-wide assemblies to maintain high expectations for student achievement. They also meet with the parents for the Meet the Counselor night and hold individual student and parent conferences to discuss promotion and credit accumulation requirements, college readiness, the college application process, FAFSA, and Regents graduation requirements. School leaders and staff log parent contacts and student interventions in Pupil Path/Skedula so that stakeholders can access data to monitor student goals.

APs report that small academy staff proactively contacts parents to address academic and behavior expectations during the school year.

- The school leader ensures that teachers issue a grading policy, goals, and objectives for the year at the September open house. Communication of strengths, needs, and learning styles are also discussed during parent-teacher conferences. Conduct cards are issued to middle school students that provide ongoing feedback on student behavior and preparedness in class. This system was revised to be more proactive to monitor and improve student behavior, instead of being reactive. The lateness policy, which is a new initiative to improve attendance and punctuality, also involves parents and students. All stakeholders were informed of the new lateness policy before its implementation.

Impact Statement:

The school leader establishes strong partnerships with parents and families and communicates high expectations for student achievement, which improves student 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 strengths and needs are identified and used to augment learning.

Overall Finding:

The school creates a culture of open and frequent communication among staff, students, parents, and community agencies in multiple languages to maximize parent engagement in student academic progress.

Evidence/Information that Lead to this Finding:

- The bilingual parent coordinator facilitates monthly and individual meetings on a variety of topics, such as bullying, gangs, computer skills, and technology access to school portals. The Parent Teacher Association (PTA) parents state that they incentivize attendance at workshops and PTA meetings by providing over 30 free NOOKS through a community partnership, and this allow parents technology access to school online technology resources. One parent stated, “I now can contact teachers directly to help my son with his math homework when I cannot help figure out the problem.” While the parent coordinator indicated that a relatively small numbers of parents attend workshops, she is continuing to look for ways to engage parents and keep them informed through letters, which are written in English and Spanish, email, phone calls, and texts. Additionally, the parent coordinator varies the times of the meetings in order to accommodate parents’ schedules, and provides one-on-one training to parents in reading their children’s transcripts to help understand and monitor progress. Attendance and academy staff confirm that they contact 100 percent of parents over the course of the school year to maximize parent engagement and support student learning.
- The Substance Abuse Prevention and Intervention Specialist (SAPIS) works with referred students and their families. The attendance teacher tracks daily attendance patterns and calls the parent of

students who have chronic absenteeism. As a result, the number of students who are absent or late has decreased.

- School leaders, deans, parents, and students report a safe school environment. Parents and students indicate that the school is fair in addressing behavior infractions, and parents state they like the use of the behavior sheet because it provides them with timely feedback on how their child is doing in class. Further, parents state they appreciate the comments that the teachers make and the fact that they have to sign it and return it to guidance or the dean indicates that the school recognizes the importance of their role in supporting student success. The school psychologist also meets with parents and guardians to explain IEPs, assessments, and helps them to understand what the data means for their children's academic progress and social development.

Impact Statement:

Reciprocal communication between the home and school improves student success.

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

Overall Finding:

The school partners with family and community agencies to provide training to support student success.

Evidence/Information that Lead to this Finding:

- The school's partnership with Montefiore Hospital helps provide parent, teacher, and student workshops on a variety of health care issues, and the on-site clinic provides health care screening, health information, glasses for students, and assistance to families for the middle school application process to the Fresh Air Fund. Further, Montefiore offers a Teen Battle Chef ten-week program to high school students, which teaches them how to prepare healthy dishes and assists middle school teachers in writing curriculum for Proud Choices, which promotes good nutritional eating habits.
- The parent coordinator provides parents with information about programs. These include the Helen Keller Foundation, which provides glasses to students in grades six through eight; CASA's housing legal clinics, which assists families with housing-related questions; Bronx Health Link, which engages parents and students through public schools to improve community health; and YAIP, which provides young adults with paid internships and GED preparation. The Lehman College Gear Up program sends a specialist to the school to work with students and families around the college application process.
- Fordham University offers the Strive for College One-on-One Mentoring program, which assists juniors and seniors in the college application process, and the Saturday OELL College Bound program, which offers SAT prep, technology, math, and ESL support to ELLs in grades nine through

twelve. The school also partners with the Theatre Development Fund's Open Doors Theatre program, which is a highly competitive theatre arts scholarship program that allows eight students the opportunity to view six performances throughout the year with a professional theatre mentor. Partnerships have been built with the Lehman College Art Gallery, the Whitney Museum, and the International Center of Photography to support student interests as well as their academic and behavioral growth.

- Each year two students are selected for a competitive internship program with Capital One bank. The program provides mentorship and support in the college application process and job skill development for the interns, as well as banking services for families on the school campus. This partnership also offers an elective course in financial literacy that is taught by the school leader to help build life skills. In addition, the school leader provides PD for parents on financial literacy. Further, staff confirms that they are offered numerous PD opportunities to develop their skills in building sustained partnerships with parents and families.

Impact Statement:

All students benefit from a robust home-school partnership, which improves student success.

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

Overall Finding:

The school shares data in a way that promotes dialogue among parents and the school community to support student success.

Evidence/Information that Lead to this Finding:

- Data is communicated in a variety of ways, such as through the SLT, cabinet meetings, PTA meetings, inquiry meetings, grade level meetings, academy meetings, town hall meetings, and conferences with the coaches. In addition, the information is shared through progress reports, quality review reports, memos, bulletins, and newsletters in all pertinent languages. Technology is used to share information to all stakeholders about school data on Advance, Skedula, ATS, SESIS, ARIS and STARS and it is monitored regularly to revise school-wide systems and structures. The school leader refocused the efforts of the attendance teacher to address the lateness of students with 65-80 percent attendance in order to minimize dropouts, and increase credit accumulation in all grades, which has led to increased attendance.
- The school uses PupilPath to communicate student progress to students and their parents, and the school conducts workshops to assist parents in using Pupil Path. Parents communicate directly with teachers through PupilPath to ask questions about their children's progress and to get feedback on behavior and schoolwork. Some parents received NOOKS to increase their use of technology in supporting student learning. Further, parents received individualized training on student transcripts

and IEPs.

- The staff uses the Skedula program to communicate with parents and students about student academic progress on multiple platforms, which allows for up-to-date notifications about grades, missing assignments, or enrichment opportunities. Some teachers communicate with their classes through Google Docs, while others call, tweet, or e-mail as needed to share progress or concerns. A Powerpoint presentation outside the main office celebrates student college acceptance, academic and community accomplishments, and provides reminders for upcoming school events.

Impact Statement:

The school community empowers families to support student learning, which improves student success.

Areas for Improvement:

All ratings for this Tenet are either **Highly Effective** or **Effective** and therefore, comments are listed under **Strengths**.