



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	662300010018
School Name	Scholastic Academy for Academic Excellence
School Address	77 Park Hill Avenue NY 10701
District Name	Yonkers City SD
School Leader	Ms. Taren Washington
Dates of Review	November 18-21, 2013
School Accountability Status	Priority School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet												
Grade Configuration	Pre K - 8	Total Enrollment	612	SIG Recipient	<input type="checkbox"/>	Title 1 Population	47.88%	Attendance Rate	94.6 %			
Free Lunch	87.3%	Reduced Lunch	3.3%	Student Sustainability	%	Limited English Proficient	13.9%	Students with Disabilities	10.8%			
Number of English Language Learner Classes												
#Transitional Bilingual	0		#Dual Language		0		#Self-Contained English as a Second Language					
Number of Special Education Classes												
#Special Classes	2		#Consultant Teaching				#Integrated Collaborative Teaching					
# Resource Room	1											
Number Special Classes												
#Visual Arts		#Music		#Drama		#Foreign Language		#Dance		#CTE		
Racial/Ethnic Origin												
American Indian or Alaska Native	.2%	Black or African American	21.6 %	Hispanic or Latino	71.2 %	Asian or Native Hawaiian/Other Pacific Islander	1%	White	6%	Multi-racial	0%	
Personnel												
Years School leader Assigned to School	11 years		# of Assistant School leaders		1		# of Deans		0			
Teachers with No Valid Teaching Certificate	0%		Teaching Out of Certification		3%		Teaching with Fewer Than 3 Yrs. of Exp.		% Average Teacher Absences		%	
Credit Accumulation (High School Only) and Performance Rates												
% of 1 st yr. students who earned 10+ credits	N/A		% of 2 nd yr. students who earned 10+ credits		N/A		% of 3 rd yr. students who earned 10+ credits		N/A		4 Year Graduation Rate	N/A
ELA Performance at levels 3 & 4	7.64%		Mathematics Performance at levels 3 & 4		3.64%		Science Performance at levels 3 & 4		No data		6 Year Graduation Rate	N/A

Did Not Meet Adequate Yearly Progress (AYP) in ELA			
	American Indian or Alaska Native	x	Black or African American
x	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
x	Students with Disabilities	x	Limited English Proficient
x	Economically Disadvantaged		All Students
Did Not Meet Adequate Yearly Progress (AYP) in Math			
	American Indian or Alaska Native	x	Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
x	White		Multi-racial
	Students with Disabilities	x	Limited English Proficient
x	Economically Disadvantaged		All Students
Did Not Meet Adequate Yearly Progress (AYP) in Science			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		All Students
Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective			
x	Limited English Proficiency		

Describe the school's top priorities (no more than 5) based on the school's comprehensive plans
(Source – School Comprehensive Education Plan (SCEP)/August 2013)

1. Administrators to write a proposal for ELT(English Language Training) focused on targeted sub-groups with specific goals and curriculum
2. School leaders and teachers to develop and use curriculum maps aligned to the Common Core Learning Standards (CCLS), and to craft instructional modules that provide curriculum and instructional resources targeted to address all learners' needs within any classroom setting.
3. Teachers to use instructional practices and strategies organized around annual, unit, and daily lesson plans which meet established student goals and promote high levels of student engagement and enquiry.
4. The entire school to share data in a way that empowers and encourages families to use and understand data and to promote dialogue between parents, students and school constituents centered on learning and success. To ensure that at least 30% of all parents take part in professional development from the beginning so that they can read and analyze data to support student learning at home.
5. Through school-wide initiatives, the school to build a professional community in which teachers, administrators, parents and community members work collaboratively to increase the number of students achieving mastery on state assessments by 10%.

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

Mark an "X" in the box below the appropriate designation for each tenet, and mark in the 'OVERALL RATING' row the final designation for the overall tenet.

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

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

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

3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.		X		
OVERALL RATING FOR TENET 3:			E		

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

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

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

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

5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.		X		
OVERALL RATING FOR TENET 5:			E		
Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.					
#	Statement of Practice	H	E	D	I
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.		X		
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.		X		
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.		X		
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.		X		
OVERALL RATING FOR TENET 6:			E		

School Review Narrative:

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

Tenet Rating

E

Debriefing Statement: The school leaders have created and promoted a school culture that incorporates a vision of high achievement for all students. The school leaders encourage teacher ownership of the decision-making process. The School Comprehensive Educational Plan (SCEP) includes appropriate goals that prioritize increased parental involvement, improved teaching and learning aligned the curriculum and to the Common Core Learning standards (CCLS), and to increase extended learning time. The school is in process of achieving these goals. However, the school leaders do not clearly communicate the school vision, mission and goals across constituencies.

Strengths:

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

- The school leader is efficient and proactive in using a range of resources to meet the needs of the school community and plays an active role in working with the district to recruit and hire appropriate personnel to work at the school. The school leader stated that the district has supported the school in hiring appropriate personnel and in working collaboratively to meet the school’s goals. For example, she shared that the district recently provided a grant to the school to help close the gap for English language learners (ELLs). The school leader shared with the review team that the work of the recently formed Data Team has provided an opportunity for staff to share in decision-making and responsibility for the school’s improvement. Additionally, the school leader shared that she encourages teachers to be proactive in examining their own practice in order to raise achievement and supports them by providing planning time to work together on implementing the requirements of the CCLS. Likewise, staff is encouraged to visit each other’s classrooms in order to share expertise about instructional practices. Similarly, the school leader stated that the Special Educational Support Service specialist has helped teachers examine their practice to improve the level of student engagement in their classrooms. Document review shows that the school leader monitors and evaluates the impact of these resources on student learning through classroom observations and then uses that information to plan professional development (PD) for staff, which is followed-up on with feedback to improve practice. The school leader shared with the review team that she recognized student need for an enrichment program and that as a result the school offers both enrichment, such as INTELLIX and a leadership club for young men during the school day, as well as Extended Learning Time (ELT) at the end of the school day. The school leader shared with the review team that she is proactive in reaching out to other organizations to obtain resources, such as from the City University of New York (CUNY) and the Big Brothers Big Sisters program, which the school leader currently serves on the board of. These initiatives have allowed the school to consolidate resources and provide extra support for individual students. School leaders make strategic decisions to organize programmatic, human and fiscal capital resources in order to meet

the needs of the school community, which impacts student success.

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

- School leaders have a system aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted observations and to track the progress of teacher practices. The school leader shared with the review team that the district's non-negotiable goals are an acknowledged factor in the school's drive to raise the quality of instructional practices. As a result, the school leader utilizes district professionals, such as the Special Education Support Service specialist, to support the process of improving teaching and learning in the school. A document review by the review team indicated that the school leaders conduct both formal and informal observations on a regular basis and that they provide timely feedback to teachers. In addition, the school leaders informed the review team that they conduct monthly informal walk-through observations, and "chew and chat" sessions to support teacher understanding of the observation practice. School leaders and staff shared that the school leaders require teachers to keep data binders to monitor the progress of the students and to plan lessons. As a result, the school is able to use the information to provide continuing PD for the staff based on common strands for development. For example, the school leader shared that lesson planning to meet the needs of all students is a challenge for some teachers and is often a contributing factor towards a lack of engagement among students. Therefore, based on these observations, the school leader has made this a focus of development in the school including through both PD and one on one coaching. A fully functional system aligned to the district's APPR to conduct observations and provide teachers with feedback helps to shift instructional practices, which in turn impacts student academic achievement.

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).

- The school leader uses evidence-based systems to examine and improve critical practices outlined in the SCEP. A document review indicated that the school's SCEP includes goals that focus on creating a data-driven culture. The school leader shared that the leaders gather data from classroom visitations. Consequently, the school leader stated that leaders then use this data to make decisions to meet the needs of students. For example, one way that the school used observation data was to ensure that students are no longer pulled out of classrooms for extra tutoring, but are instead given assistance by having reading and ESL teachers push into classrooms to support student needs. This was in direct response to data showing that students were missing critical learning in grades three to eight during pullout programs. Additionally, the school leader uses data to create student goals based on percentages for proficiency and mastery in ELA and math assessments. Similarly, the school has used this data to target subgroups, such as students with disabilities, in goal setting for

assessments. The school leader shared with the review team that the Data Team, which she established, meets four times a month to conduct research and to develop curriculum maps. As one of the strategies of this team, they are creating a prototype booklet of sample questions to familiarize students with the demands of assessments such as time management. Through the effective use of data, the school's leaders are working to improve school-wide practices that help lead to student academic success.

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).

- While the school leader ensures that the school has SMART goals outlined in the SCEP, they do not clearly articulate the school's mission, vision and long-term goals to the school community. The school leader shared and a review of documents confirmed to the review team that the SCEP includes goals that focus on building a data-driven culture, increasing parental involvement, improving instruction, aligning curricula to the Common Core Learning Standards (CCLS), and developing extended learning time. However, while the school leader stated that she makes these expectations clear, the review team found that members of the school community are rather unclear about the school vision, mission and long-term goals. For example, staff and parents shared that a high priority for the school is for students to be more aware of technology, which is not a broad goal outlined in the SCEP. Thus, the school's ability to monitor and adapt SCEP goals is limited, as they have not communicated effectively those goals to all constituencies. Parents told the review team that knowing what the goals are would help them better understand what they need to do to help their children succeed. While the school is developing strategies to communicate the long-term vision with parents, the school leader stated that they would like to involve parents in workshops for English as Second Language (ELL) learners in the future. Additionally, the review team did not find evidence of the school leader effectively communicating the school's priorities for improvement or the plan to ensure college and career readiness to either students. The school leader stated that teachers must continue to make better use of data to improve their practice as part of the SCEP goals and therefore the school created a data team. While there is commitment to raising student achievement within the school community, stakeholders lack a clear understanding of the school's goals and vision for improving academics, which hinders student success.

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

E

Debriefing Statement: The school programs for ELA and math support rigorous, coherent curricula and the CCLS. The identified subgroups receive instruction with comparable materials to students in the General Education classes. The school leader allows time for grade level and vertical team meetings where teachers

share best practices and skills learned in PD. However, the school still needs. Teachers do not consistently give students specific goals to help them improve their work and do not always differentiate their instruction to enable all students to achieve.

Strengths:

3.2 **The school has received a rating of *Effective* for this Statement of Practice:** The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.

- The school leader ensures and supports a plan for rigorous and coherent curricula aligned to the CCLS. The review team found that appropriate resources, access to pedagogical support, and professional feedback contribute to raising student achievement. Teachers shared with the review team, and classroom observations confirmed, that the new reading program used in all classrooms aligns to the CCLS and that the program is meeting the academic needs of students including SWDs and ELLs. Likewise, the review team observed teachers using College Preparatory math lessons aligned to the CCLS, which outside consultants assisted teachers in the use of these math lessons. The school leader additionally shared that PD is an important factor in moving staff towards the rigorous alignment of the curriculum to the CCLS, and in meeting the needs of all students. Therefore, the school leader stated that she works with the Data Team to identify the gaps in both student achievement and instructional practices, and ensure that systematic plans are in place to work toward meeting those professional needs through training. Teachers informed the review team that they have time in their schedule to work together in teams, and to share both planning and expertise. Classroom observations showed that there is equality of opportunity for students and consistency in instructional practices where teachers worked together. The school leader is effective in supporting a system that provides curricula aligned to the CCLS and is adapted to meet the needs of all students, which prepares students for success.

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

- The school leader has developed a plan for teachers to partner within and across grades and subjects to create interdisciplinary curricula. The school leader shared with the review team that as the school has a focus on science and engineering, the school recognizes the need for students to have rich and varied experiences to enable them to be academically successful. Therefore, the school leader stated that various enrichment opportunities link to the school's daytime and ELT programs. The staff additionally shared in interviews that they also recognize the school's responsibility to provide enriching experiences for students during the school day and afterschool. As a result, the review team observed multiple instances of students using technology in learning such as iPads, the interactive white board, the visualizer, and noted that they are involved in

projects such as The Yahoo Internship, where they make videos, and have cameras and laptops to use at home. Similarly, the school leaders shared that the school works with the Intellex enrichment program, which takes place regularly for a period of six weeks. Likewise, the school leader shared that additional enrichment initiatives include the I Believe, I Achieve project, the Science, Engineering and Math (STEM) project, and that students work in the GO store, where they use their skills to stock and run a school shop. Additionally, the school leader shared that the school works with community resources such as museums and theaters. Staff shared that students have the choice to join enrichment activities that they offer including music club, vocal / instrumental groups, crafts, design, and technology projects. The review team observed displays that show the models students have made during these programs. Parents reported to the review team that they are aware of the school's priority in developing students' technology skills, and that the school invites them to come celebrate their child's achievements. An interdisciplinary curriculum that targets the arts, technology and other enrichment provides opportunities for students to engage in activities that increase their ability to be academically successful.

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

- Teachers implement a system for using formative and summative assessments for short and long-range curriculum planning that involves student reflection and ownership of learning. During discussions with school leaders and interviews with teachers, the review team found that most teachers are using data to inform instructional practices. Teachers shared that they use assessments to identify gaps in students' learning including pre- and post-assessments to provide information for them about students' progress and the links between the old and new curricula. The school leader shared that the Data Team is helping teachers to embed this practice further by including representatives from all grade levels who then share information with their grade level peers. The school leader also shared that they look for the use of assessment during classroom observations such as the use of rubrics, and differentiated planning based on assessment outcomes for all groups, including ELLs. This monitoring enables them to give specific instructional recommendations to individual teachers and to plan PD. As a result, the review team found that teachers are accountable and have a system for using formative and summative assessment data. Students shared with the review team that rubrics help them check whether they have achieved the lesson objectives. Additionally, the review team observed teachers giving specific verbal feedback to students about how they are doing. Teacher links between assessment and curricula planning enable students to reflect upon and increase ownership of their learning which leads to improved student achievement.

Areas for Improvement:

3.3 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately

aligned to the CCLS and NYS content standards and address student achievement needs.

- Teachers are inconsistently developing unit and lesson plans aligned to CCLS that include data-driven instruction to meet the needs of all students. The school leader shared with the review team that teachers are currently working on developing their planning to align with CCLS, as well as developing their expertise in using data to support instructional practices. While documentation revealed some evidence of curriculum mapping in line with the CCLS standards, teachers did not demonstrate consistency in planning across classrooms. Similarly, while teachers use data from assessments with the Journeys and Envision programs, classroom instruction did not provide evidence that on-going assessment is having an impact on meeting the needs of all students or the demands of the CCLS. For example, classroom observations by the review team revealed that instruction is often teacher led and that students often work from the same text or on the same activity without differentiated learning. In some classes, the review team observed teachers using open-ended questioning, which led to student engagement, but this was inconsistent across classrooms. School leaders shared that they use classroom visitations to monitor teacher use of data and to gather information for organizing PD. Lesson plans that are not consistently aligned to CCLS and that do not include data-driven instruction protocols hinder student academic growth.

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

Tenet Rating

D

Debriefing Statement: The school is introducing changes to improve instruction and learning practices, and there is a commitment to improving practice through Professional Development (PD). Teachers share ideas through turnkey training and are responsive to feedback from school leaders. Although teachers share best practices with each other, classroom instruction is predominantly teacher-centered with limited opportunities for student engagement and minimal use of formative assessments. This means that whole class lessons do not always meet the needs of all students, and as a result, many students are passive and disengaged.

Strengths: all ratings for this tenet are developing. Therefore comments are listed under areas for improvement.

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

- The school leader and teachers do not consistently ensure that instructional practices are organized around unit and lesson plans that address the needs of all students. While the school leader shared with the review team that they she asks teachers to keep data files to inform instruction, the review team found only some staff are beginning to use this data to find the gaps in student learning. Further, the review team found little evidence that teachers use this data to adapt their plans to meet the needs of all students. In most classroom observations, the review team found instructional practices were teacher directed with minimal group work that allowed for differentiated activities. Likewise, the review team often observed students working alone on the

same set task, listening to the teacher or answering low-level questions. While some teachers asked open ended questions that required students to think deeply, which led to high levels of student engagement, this was inconsistent across classrooms. In several classrooms, the review team observed teachers checking for student understanding and scaffolding the learning, however, again this was inconsistent. Most frequently, the review team observed classroom instruction where students were all carrying out the same task, there was little teacher intervention and instruction did not meet individual student specific needs. Some teachers reported on the strategies the school uses, such as the New York State English as a Second Language Assessment Test (NYSESLAT), summative assessments and Individual Education Plans (IEPs), to provide information to help address the differing needs of students. Additionally, teachers shared that they receive PD to improve instructional practices through the Data Team and that the school has purchased resources to help them transition their instruction toward CCLS aligned lessons. However, instructional practices not consistently organized around lesson plans designed to meet the needs of students, limits both high levels of student engagement and academic achievement.

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

- Teachers provide inconsistent instruction aligned to the CCLS that leads to multiple points of access for some students. Staff shared with the review team that they are beginning to structure their lessons to take account of the CCLS and the curricula shifts. Additionally, they informed the review team that PD is taking place to support this transition and that some teachers work to support one another by sharing instructional expertise. As a result, the review team found that instructional practices are beginning to take account of the differing needs of the students and that in some classrooms, group discussions provide opportunities for all students to become involved. However, instructional practices vary across the school and lessons are currently predominately teacher led with limited opportunity for group work provided. In most of the classrooms observed by the review team, teachers directed discussions, questioning was low level, and resources did not stimulate or were not appropriate for the age of the students. Consequently, the review team observed students not engaged and bored by filling out of worksheets, which did not require them to think deeply. Although some interactive white boards are in use, the review team observed that teachers tended to use them as a blackboard. While in some classrooms, teachers asked students to share their work, they simply described the activity, but not the method or thought behind their work. As teachers are beginning to develop coherent instruction aligned to CCLS, inconsistent practice across the school does not presently provide multiple points of access for all students, which limits student success.

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.

- The school is developing a culture in the school in which all stakeholders know and understand the expectations of student behavior; however, the school provides students with limited opportunities to be active participants in their learning environment. School leaders informed the review team that they stress the importance of mutual respect between all constituencies within the school community. Teachers shared with the review team that they are pro-active and know students well. Additionally, some staff reported that they support one another to uphold the school's expectations of student behavior. However, while students stated that they feel safe in the school, the review team did not observe teachers consistently tailoring their instructional practices to the strengths and needs of all students. For example, in most classes observed by the review team, the learning environment does not allow high levels of student participation and students tend to be passive and disengaged. Additionally, teachers tended to dominate the learning in these classrooms while students did the same work with limited differentiation and responded to low-level questioning. This results in an academic environment where achievement and progress are limited. Students shared with the review team that they need more teacher intervention and support in helping them to identify and achieve their individual learning goals. Parents shared with the review team that they support the school and that they receive timely, even daily, feedback about their child's progress and behavior. The review team observed that teachers post class rules and responsibilities in classrooms. The school leader shared that the school offers multi-cultural assemblies and school-based programs, such as the Intellex initiative, to build on students' differing experiences and to the diverse needs of the students represented at the school. While the school has created an environment that is physically safe, teachers are not responsive to individual student intellectual needs, which limit student academic achievement.

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

- Teachers are using beginning to use data to adjust plans and to inform instructional practices. Staff informed the review team that school leaders expect them to use data when grouping students. Additionally, teachers shared that school leaders ask them to keep data binders with pre- and post-assessment information, which the school leaders monitor. However, instructional practices observed by the review team in classrooms provided evidence that teachers do not consistently use this data to adjust instruction. School leaders shared that they have a scheduled plan for monitoring progress, which includes class visitations to collect data that then informs PD decisions and that they hold teachers accountable for putting PD strategies into practice. However, school leaders acknowledged that using data to plan differentiated lessons in order to meet students' needs and teacher application of giving timely, substantive feedback to students were consistent practices across the classrooms. Students interviewed shared that they would welcome more support and guidance to identify their areas for improvement, learning goals, and guidance on how to achieve them. Inconsistent data based instruction that is not timely and purposeful leads to limited student academic achievement.

Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.	Tenet Rating	E
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Debriefing Statement: The school has several systems of support and referral to support student well-being and is a safe environment that meets student social emotional health needs. The staff has created and sustained community partnerships to provide experiences that lead to healthy relationships between all stakeholders. As a result, the school environment is conducive to learning.

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.

- The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health. Teachers and school leaders shared with the review team that there are systems in place to ensure that every student is known by an adult at the school. The school leader stated that she is aware of the importance of student social emotional health and the role it plays in student achievement and academic success. Teachers reported that they have close connections to families. Parents similarly shared with the review team that they have a good rapport with the school and that teachers inform them about their child’s well-being. Parents stated that they receive phone calls, texts and daily reports to keep them up to date. Additionally, parents reported that they have opportunities to help the school with events and trips. Consequently, this reciprocal communication is effective in supporting students’ social and emotional development. School leaders shared with the review team how the school monitors student success through the collection of information such as attendance, student behavior, and academic achievement data. School leaders then use the information they have collected to organize internal and external resources to support students and their families. For example, the school participates in the "I Believe / I Achieve" project, which links students to a mentoring program supported by both Manhattanville and Mercy Colleges. Students report that they feel safe in school, that teachers support them, and that an adult is available to talk to when necessary. Overarching systems that support and sustain student social and emotional developmental health lead to increased student achievement.

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

- The school articulates and promotes a vision for social and emotional developmental health, tied to the district’s code of conduct. The school leader shared with the review team that the school shares the District Code of Conduct with all new parents and students and asks them to sign a document that indicates they are committed to keeping the students and the school safe. Additionally, the

school leader stated the school then supports teachers in their use of the District Code of Conduct and the Board of Education's policies, which gives the school guidance on staff-student relations, dealing with abusive situations, and procedures for reporting such incidents. School leaders and teachers stated to the review team that are aware that students need to learn in a safe and healthy environment. As a result, the review team found that school leaders ensure that there is mutual respect between all members of the community, by modeling and monitoring accepted behavior welcome such as welcoming students each morning, addressing them by name, and inquiring after their welfare. Within the curricula, students are learning about what they need to do to maintain a healthy heart. The review team observed that the school set up an anti-bullying program, which was reflected in students' art posters. Staff stated that they are aware that students do not always eat regularly and, and have attempted to address the problem by offering a variety of food choices in the school cafeteria to encourage students to think about the importance of making healthy choices. Staff reports that they know the school community well, and that strong parent relationships effect student behavior. Students shared with the review team that they feel safe in school. Likewise, parents indicated they have confidence in the school. The school leader shared that she uses data to monitor the success of social emotional strategies teachers use to support student learning and then develop PD to equip staff with necessary skills based on this information. A systematic vision for student social and emotional developmental health enables students to learn in a safe environment, which impacts academic achievement.

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

- The school community is effectively working together to make the school a safe environment conducive to learning in which all stakeholders understand their roles. Students interviewed shared with the review team how they feel that the school delivers them a positive environment where they respect their teachers. The school leader and staff indicated that a low turnover rate for staff helps contribute to this because teachers know the students and their families. Similarly, parents shared that in some cases, several generations of family members have attended the school, and that therefore families have no hesitation about approaching the school to talk about an issue. Parents went on to state that they see the teachers as second parents. Additionally, the school leader stated that she has an open door policy. During classroom observations, there was no disruptive behavior observed by the review team and classrooms were well organized, clean and orderly. This led the review team to determine that students have a sense of ownership of their school, which student comments supported during the interview. Teachers reported that they work together and look after one another. In a situation where a student does disrespect a member of staff, teachers shared that they all make it clear to the student that this behavior is not acceptable. Students report that they have adults to turn to when they have problems, and that some teachers set up role-play situations to help them articulate their difficulties. The school works to meet the needs of all students, including subgroups such as those with special needs, by providing a safe environment supported by close contact the school has with parents and, where appropriate,

integrated special education students into general education classrooms and activities. Students shared that they are able to access and participate in extracurricular activities through the Intellex program and clubs including student government, cultures from around the world, cheerleading, and sewing. Consequently, all stakeholders work together to promote student social and emotional well-being, to extend students' experiences, and to raise achievement in a safe environment tied to the school's vision.

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

- The school leader works with teachers to establish structures for the use of data to respond to student social and emotional developmental health needs. The school leader shared that the school monitors attendance data and that teachers report whether a student is late or absent for more than three days, at which point the school contacts the family. Additionally, the school leader shared that the school uses data regarding student behavior to check the effectiveness of current systems and procedures. Likewise, the school leader reported that the school collects data to determine parent engagement such as parent attendance at school events and workshops. As a result, school leaders and the Data Team then use this information to address areas of concern regarding student academic, social and emotional needs and to encourage family and community support. These supports include initiatives with external partners such as Big Brother and Big Sisters, CUNY, and the Intellex program. Furthermore, school leaders and staff reported that the work of the school psychologist and social worker help contribute to student well-being. The school leader shared that low turnover of staff helps provide stability to the school community. The school leader and staff work together to support the use of data to respond to student social and emotional developmental health needs, which leads to increased opportunities for student success.

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

Tenet Rating

E

Debriefing Statement: The school community is successful in creating a positive school environment. Stakeholders are working together and share responsibility to meet the needs of students in making progress toward achieving college and career readiness. The school is working towards their goal of increasing parental involvement and engagement. As a result, the positive relationship between home and school promotes parental skills in supporting their children's academic achievement and social emotional 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.

The school leader ensures communication with families that foster high expectations for student

achievement. Parents and staff shared with the review team that the school leaders have built strong relationships with the community and that they are trusted and respected. School leaders shared that they operate an open door policy, and that they are committed to the school building being a pleasant environment with student work on display as a means of communicating expectations. For example, the review team observed a kindergarten display board titled, “We go to college in 2026!” which demonstrated that the school is encouraging its students to aspire. Parents reported to the review team that the staff inform them of the school’s expectations and contact them in a variety of ways such as through texts, newsletters and other written communication, translated into Spanish as well as English. Parents stated that they are enthusiastic about the way they are included in assemblies, events celebrating students’ work, workshops and information sessions. They shared that they additionally have regular opportunities through conferences, open nights, curriculum evenings or simply by visiting the school to meet teachers to talk about their children’s progress. School leaders and staff shared with the review team that parent attendance at school events is high. For example, the school leader reported that at one recent event, approximately 250 parents attended. Students in grades six and seven, many of whom attended the school since kindergarten, shared with the review team during interviews that they want to continue studying and pursue careers in areas such as medicine and teaching. The relationship between the school and families contributes to student needs being met, which impacts student academic achievement.

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

- The school engages in reciprocal communication with family and community stakeholders to meet student needs. School leaders, staff and parents shared with the review team that the school’s staff knows both the students and families well, which helps enable open communication regarding students’ strengths and needs. Discussions and documentation provided evidence for the review team that the school uses many strategies to communicate with families including the school website, newsletters, the district cable channel, annual reviews to support students with special educational, parent-teacher conferences, workshops, special initiatives and programs, and information sessions. A document review revealed for example that at one of the school’s information sessions for parents focused on explaining to them the CCLS. The school leader also shared that the Parent Center offers workshops for parents and welcomes them three times a week. Families reported that the Parent Center supports them by providing advice about specific issues, such as immigration, which affect family life. Furthermore, the review team found that the school leader’s success in obtaining a CUNY grant has had an impact on the work the school is doing on trans-language in the bi-lingual classroom. As a result, the school has established a culture of reciprocal communication with parents, who express confidence that the school is actively seeking to include them as partners in their children’s education and well-being and this enables families to support their child’s academic 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.

- The school partners with families and community agencies to promote and provide training to support student success. Staff stated to the review team that school leaders are systematic and proactive in working with both them and the wider community to form partnerships with families, and to provide training and supports that benefit student academic, social and emotional needs. Teachers shared with the review team that they understand their responsibility to pass on information and training to parents to support the school-home connection regarding student achievement. As a result, teachers informed the review team that they have led workshops for parents on the requirements of the CCLS. Similarly, school leaders informed the review team that they plan training sessions for parents that run concurrent with social events and document review showed that, as a result, the school has demonstrated effective strategies for reaching out to parents to support student success. Initiatives and programs such as Big Brothers and Big Sisters, I Believe, I Achieve, and the CUNY grant, provide additional resources and opportunities for further parent training. The Community Planning Council is another agency the school leader shared that is available through the school to provide classes to parents on a regular basis and to help them with education, health, housing and immigration issues, and to provide translation services. As the school partners with families and community agencies to support student success, students benefit from a robust home-school connection, which increases 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.

- The school shares data to promote a dialogue among stakeholders in order to encourage student success. The school leader shared that the school monitors attendance and academic data, and shares this information with parents through various modes such as parent/teacher conferences. Likewise, parents reported that they are happy with the school's approach to sharing information and that they feel that they are well informed. Teachers shared that they provided workshops to explain the CCLS and assessment information to parents. However, some parents stated that they need additional help in understanding this data. As a result, the school leader is continuing to monitor and revise the plan to inform parents on student learning in order to raise achievement. Teachers reported that the Data Team, which meets regularly, uses data to identify learning gaps and to plan PD to support teachers. To assist teachers in meeting increased instructional standards, school leaders indicate that they have established goals regarding proficiency and mastery for students and have communicated these goals to families. The school community works to empower families with information in order for families to support student learning, which leads to student success.

Recommendations:

Tenet 2: School Leader Practices and Decisions

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

- 2.2:
 - a) Revisit the school mission, vision statements and long-term goals with all stakeholders so that all constituents are included in developing school priorities and share ownership in raising student achievement.
 - b) Make sure that all stakeholders have a clear understanding and can articulate and communicate the school's mission, vision statements, and long-term goals for raising student achievement.
 - c) Display the school mission, vision statements, and long-term goals, throughout the school so that all stakeholders have a constant reminder of the school's priorities and aspirations for its students.
 - d) Devise a system for all stakeholders to monitor progress in achieving priorities by establishing benchmarks and timelines for all constituents.

Tenet 3: Curriculum Development and Support

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

- 3.3:
 - a) Ensure that all teachers' unit plans and lesson plans align to the CCLS and that instructional practices consider the different entry points for students.
 - b) Continue to provide opportunities for staff to work collaboratively, in appropriately organized teams, to plan, develop and modify data-driven unit and lesson plans based on the analysis of student assessments.
 - c) Increase staff efforts in monitoring student achievement and emphasize high expectation for all by providing students with clear and specific goals and next steps for improving their work.

Tenet 4: Teacher Practices and Decisions

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

- 4.2:

- a) Ensure that teachers in all grades and content areas meet the needs of all students by planning lessons with clear, achievable, learning objectives, and that activities are informed by the successes in students' previous learning.
 - b) Provide professional development opportunities for teachers to improve their instructional practices so that they extend beyond whole class, didactic approaches and include more opportunities for students to work in groups to increase student engagement.
 - c) Provide professional development opportunities for teachers to improve questioning skills that challenge students to think for themselves, and develop an investigative and inquiry approach to learning and ensure that questioning skills are monitored in the observation process.
- 4.3:
 - a) Ensure that all students' learning needs are met by the further development of a school program to help teachers fully understand how to incorporate the CLLS shift into their planning.
 - b) Continue to develop teachers' and students' skills in using technology to enhance learning, and to give all students the opportunity to show how and what they have learned.
- 4.4:
 - a) Create a learning environment supported by student data to enable teachers to plan lessons that will raise the achievement of all students, taking into account their differing strengths, and needs.
 - b) Create systems that enable teachers to identify students' individual learning goals, and further develop planning strategies and feedback to students, which help them achieve the goals of raising achievement and standards.
- 4.5:
 - a) Ensure that data is used in a consistent way by all staff to add rigor to teachers' planning and to ensure that attention to the differing needs of all students is robustly addressed both within and outside the classroom.
 - b) Ensure that teachers have scheduled opportunities to provide students with feedback to recognize their achievements, assess their learning goals and to determine how to improve their work, and establish a timeline for students to address recommended improvements.