



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

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



<b>BEDS Code/DBN</b>	32-09-00-01-1276
<b>School</b>	Leadership Institute High School
<b>School Address</b>	1701 Fulton Avenue, Bronx, NY 10467
<b>District</b>	New York City CSD 9
<b>School Leader</b>	Marta Colon
<b>Dates of Review</b>	May 21 – 22, 2013
<b>School Accountability</b>	Focus
<b>Type of Review</b>	SED Integrated Intervention Team (IIT)

School Information Sheet																							
Grade Configuration		9-12		Total Enrollment		223		% Title 1 Population		92%		% Attendance Rate		77.0%									
% Free Lunch		89.2%		% Reduced Lunch		3.5%		% Student Sustainability				% Limited English Proficient		25%		% Students with Disabilities		17%					
Types and Number of English Language Learner Classes																							
# Transitional Bilingual						# Dual Language						# Self-Contained English as a Second Language											
Types and Number of Special Education Classes																							
# Special Classes		8		# Consultant Teaching		0		# Integrated Collaborative Teaching				0											
# Resource Room		1																					
Types and Number Special Classes																							
# Visual Arts				# Music				# Drama				# Foreign Language				# Dance				# CTE			
Racial/Ethnic Origin																							
% American Indian or Alaska Native		.4%		% Black or African American		32.2%		% Hispanic or Latino		65%		% Asian or Native Hawaiian /Other Pacific Islander		.4%		% White		1.7%		% Multi-racial		0%	
Personnel																							
Years Principal Assigned to School		5 years 9 months		# of Assistant Principals		1		# of Deans		1		# of Counselors / Social Workers		1									
% of Teachers with No Valid Teaching Certificate		0		% Teaching Out of Certification		0		% Teaching with Fewer Than 3 Yrs. of Exp.		7		Average Teacher Absences		4									
Overall State Accountability Status (Mark applicable box with an X)																							
School in Good Standing				Priority School				Focus District				Focus School Identified by a Focus District		X		SIG Recipient (a)				(b)			
ELA Performance at levels 3 & 4		0		Mathematics Performance at levels 3 & 4		0		Science Performance at levels 3 & 4		0		4 Year Graduation Rate (HS Only)		47%									
Credit Accumulation (High School Only)																							
% of 1 <sup>st</sup> yr. students who earned 10+ credits		50%		% of 2 <sup>nd</sup> yr. students who earned 10+ credits		57%		% of 3 <sup>rd</sup> yr. students who earned 10+ credits		53.5%		6 Year Graduation Rate		71.2%									

<b>Did Not Meet Adequate Yearly Progress (AYP) in ELA</b> <b>(Mark an "X" in the field(s) where school is identified for not meeting AYP.)</b>			
	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		
<b>Did Not Meet Adequate Yearly Progress (AYP) in Mathematics</b>			
	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		
<b>Did Not Meet Adequate Yearly Progress (AYP) in Science</b>			
	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		
<b>Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective</b>			
	Limited English Proficiency		

**Describe the school's top priorities (no more than 5) based on the school's comprehensive plans (SCEP, SIG, DCIP, etc.): SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:**

**SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:**

- 1. School leaders will conduct at least six classroom observations per teacher by June 2013 to improve the teaching practice of all teachers.**
- 2. By June 2013, all teachers will continue to deepen and broaden the 2012-2013 citywide instructional expectations, while also expanding two common core units of study in Math, Science, Social Studies, and English.**
- 3. Departments will utilize National School Reform inquiry protocols to analyze student work during weekly department meetings in order to inform future instruction and grouping during Spring 2013.**
- 4. To improve our schools overall attendance rate from 77.3% to 80% by June 2013 by using and analyzing attendance trends identified in ATS reports.**
- 5. Parent involvement in our Parent Teacher Association will increase by 50% by conducting nine trainings and workshops for families and staff through community partnership by June 2013.**

**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	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).			X	
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.			X	
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.		X		
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.		X		
<b>OVERALL RATING FOR TENET 2:</b>				<b>D</b>	

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

#	Statement of Practice	H	E	D	I
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.		X		
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order		X		

	thinking and build deep conceptual understanding and knowledge around specific content.				
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.		X		
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.		X		
	<b>OVERALL RATING FOR TENET 3:</b>		<b>E</b>		

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

#	Statement of Practice	H	E	D	I
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.		X		
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.		X		
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.		X		
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.		X		
	<b>OVERALL RATING FOR TENET 4:</b>		<b>E</b>		

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

#	Statement of Practice	H	E	D	I
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.			X	

5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.				X
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.			X	
5.5	The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.				X
<b>OVERALL RATING FOR TENET 5:</b>				<b>D</b>	
<b>Tenet 6 - Family and Community Engagement:</b> 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 atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.		X		
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strengths and needs are identified and used to augment learning.		X		
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.		X		
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.			X	
<b>OVERALL RATING FOR TENET 6:</b>			<b>E</b>		

School Review Narrative:

<b>Tenet 2 - School Leader Practices and Decisions:</b> Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.	<b>Tenet Rating</b>	<b>D</b>
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**Debriefing Statement:** The school leader creates a school community and learning environment with some input of stakeholders, which promotes student achievement.

**Strengths:**

2.4 **The school has received a rating of *Effective* for this Statement of Practice:** Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.

- The school leader has made strategic decisions regarding fiscal capital, staffing and programming. The school leader makes budget decisions taking into account student needs and required resources. To recruit potential candidates, the school leader uses tools such as the Absent Teacher Reserve (ATR) pool. According to document reviews, the school leader recruits highly qualified teachers with multiple certifications, including special education and bilingual education. Additionally, she works with district staff to plan budgetary allocations to address student needs, including those of subgroups of students. During interviews, the school leader reported that strategic decisions about resources focus on flexible programming to address the needs of students, developing rigorous literacy units supporting the CCLS, professional development (PD) through coaching, monthly bilingual parent workshops, and after-school enrichment programs. The leader’s strategic decisions foster student achievement and overall school improvement.

2.5 **The school has received a rating of *Effective* for this Statement of Practice:** The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.

- The school’s system for teacher observations includes feedback, teacher improvement plans, and opportunities for relevant PD. During the 2012-13 school year, the school conducted 62 observations, including formal, informal and “walkthroughs.” Teachers reported that they receive observation feedback prior to the end of the day of each observation. Interviews revealed that the school leader conducts frequent observations and assists teachers in setting and reassessing goals at the mid-year point. School staff collects data from the New York City Department of Education’s (NYCDOE) Achievement Reporting and Innovation System (ARIS), to track student progress. As a result, the school’s observation system holds administrators and staff accountable for continuous improvement.

**Areas for Improvement:**

2.2 **The school has received a rating of *Developing* for this Statement of Practice:** Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Education Plan (SCEP).

- According to the school leader, when the school was founded, students and the community jointly developed the school’s vision for achievement. During interviews, the school leader stated that the vision had been articulated and posted throughout the school building. At the time of the visit, there was no evidence that families or community members collaborated in establishing the goals or were aware of and embraced the goals. Interviews with students and parents revealed that they had a difficult time articulating the vision and goals. According to documents reviewed, the school leadership team develops school-wide goals in collaboration with the United Federation of Teachers (UFT), PD committee, other school leaders and staff approved the goals. The lack of a shared understanding of the vision and goals and the lack of effective collaboration impedes the urgency toward achieving the school-wide goals.

2.3 **The school has received a rating of *Developing* for this Statement of Practice:** Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement; curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.

- The school leader communicates school goals to all stakeholders to examine program outcomes and identify and support best practices. According to school leaders, school staff collects data from ARIS. During interviews, the school leader talked about the adoption of protocols to address critical areas that support school improvement, identifies achievement trends and uses ARIS and other data tools. At the time of the visit, the school was implementing the teacher effectiveness pilot program to guide instruction and improve teacher practice and development. The school leader and teachers reported that they share best practices during teacher team meetings. Although the school leader examines school-wide practices, there is limited adoption of school-wide goals in critical areas, which impedes progress toward mission-critical goals and practices as outlined in the School Comprehensive Education Plan ( SCEP).

**Tenet 3 - Curriculum Development and Support:** The school has rigorous and coherent curriculum 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 has adopted curricula that supports the CCLS and uses formative and summative assessments to determine student progress.

Strengths:

3.2 **The school has received a rating of *Effective* for this Statement of Practice:** The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.

- The Integrated Intervention Team (IIT) observed structures in place that enabled teachers to meet together and receive PD to develop curricula supporting the CCLS across the content areas. Teachers meet daily in common planning sessions that include vertical and horizontal collaboration. Teachers indicated that teacher teams meet regularly to analyze the rigor in units and lessons. Interviews with school leaders indicated that teacher lesson plans address the CCLS to address and work toward expected academic outcomes. Document reviews indicated that curricula includes rigorous units of study aligned with appropriate grade-level standards, and include complex texts and connections to other content areas. The support provided by the school leader enables staff to develop rigorous and coherent curricula supporting the CCLS across grades and subjects. Because the school provides consistent development and implementation of CCLS-aligned curricula, students experience rigorous and coherent CCLS curricula across grades and subject areas.

3.3 **The school has received a rating of *Effective* for this Statement of Practice:** Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking.

- According to teachers, they collaborate to create and examine curriculum unit plans, develop curriculum maps and pacing calendars in order to expose students to complex materials that foster higher-order thinking. School leaders and staff participate in weekly grade-level meetings to create and examine curriculum unit and lesson plans. Document reviews showed the use of CCLS pacing calendars and unit plans. Teachers reported using sequential materials that include complex texts. According to school leaders, the staff develops higher-order thinking questions through appropriately planned scaffolds for struggling students to participate in all learning activities such as text-based seminars, real life applications, and close reading of informational texts. Student work observed in the classrooms reflected the use of complex tasks. As a result, teachers use unit plans to support the implementation of the CCLS to build deep conceptual understanding and knowledge around specific content.

3.4 **The school has received a rating of *Effective* for this Statement of Practice:** The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.

- According to school leaders and teachers, teachers attend vertical and horizontal curricula development meetings daily to share and develop new and effective instructional strategies. Documents reviewed included daily third-period common planning times for teachers to collaborate regarding curriculum development. Staff reported that they engage in daily collaborative activities.

Teachers infuse the arts into the curricula through these collaborative weekly meetings. Documents reviewed included a US History class homework assignment with poems, songs and student generated political cartoons. Classrooms and hallway bulletin board displays reflected department initiatives with colorful artwork, process charts and projects created by students. Teachers indicated that English as a second language (ESL) classes presented to the school community, sharing work products that included poetry readings and the interpretation of Shakespeare’s Merchant of Venice by students. According to documents reviewed, focused lesson-planning strategies included technological resources, such as whiteboards, web-quests, student-generated presentations, and electronic response systems allow teachers to gather “real time” feedback from students using a combination of keypads and interactive software. Teacher collaboration within and across grades and subject areas provides students with curriculum that incorporates the arts, enrichment and technological resources.

3.5 **The school has received a rating of *Effective* for this Statement of Practice:** The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.

- Teachers meet weekly to focus on and analyze multiple data sources, to develop and adjust instructional plans. Documents reviewed indicated that teachers hold weekly department meetings to analyze student data from formative and summative assessments. In addition, teachers use this information to adjust daily lesson plans and curriculum maps. Teachers of English language learners (ELLs) measure proficiency levels and assess progress for these students. According to interviews with the school leader and teachers, as well as document reviews, teachers use multiple data sources which include but are not limited to teacher-created assessments, periodic assessments/interim assessments, ARIS data, Individualized Education Programs (IEP) documents, The New York State English as a Second Language Achievement Test (NYSESLAT) scores, scores of Regent examinations, and teacher observations to design instructional plans. As a result, the analysis of student data leads to strategic action planning that informs instruction.

**Areas for Improvement:**

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

**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 sub-groups experience consistent high levels of engagement, thinking and achievement.

<b>Tenet Rating</b>	<b>E</b>
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**Debriefing Statement:** Teachers have created positive learning environments that have begun to address the identified gaps between what students know and need to learn in order to improve achievement for all students.

**Strengths:**

4.2 **The school has received a rating of *Effective* for this Statement of Practice:** Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.

- The IIT found that teachers had developed daily lesson plans based on unit plans and they used instructional strategies that accommodated the needs of student subgroups. At the time of the visit, teachers had created short-term and long-term goals that promoted student engagement. According to teachers interviewed, CCLS-supported daily lessons plans corresponded to unit plans and curriculum maps that were data-driven. In classrooms observed by the IIT, teachers used multiple instructional strategies to address the needs of students. These strategies included visual support, peer partnering, double-entry journals, exit slips, graphic organizers, accountable talk, and native language supports. According to interviews with school leaders and teachers, teachers developed goals based on data from Regents exams, and grade eight mathematics and English language arts (ELA) assessments. Student goals reviewed in electronic portfolios reflected high levels of student engagement. Overall, teacher instructional practices and strategies enabled students to meet goals which promoted high levels of student engagement and inquiry.

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

- Document reviews of instructional strategies showed alignment to curriculum maps that included modifications for all students. Additionally, opportunities to accomplish challenging lessons that reflect CCLS curricula were also reviewed. Classroom practices included visual support, modeling, word walls, peer partners, grouping, graphic organizers, repetition, accountable talk, wait time, native language supports, sentence strips/starters by content areas, vocabulary packs, double-entry journal/anticipatory guide (Quality Teaching for English Learners strategy), and the use of exit slips. Classroom visits revealed that students in the ESL classes engaged in accountable talk around figurative language including simile, metaphor, hyperbole, personification and onomatopoeia. Additional differentiation for students with disabilities was also observed and included student work in ability leveled groups with the use of scaffolded instructional materials. Documents reviewed indicated cohesive and comprehensive curricula for ELLs that included multiple entry points for various proficiency levels. As a result, teachers provide instruction that reflects the CCLS, and the instructional shifts and provides multiple points of access for all students to achieve targeted goals.

4.4 **The school has received a rating of *Effective* for this Statement of Practice:** Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.

- The IIT observed posted behavioral norms and expectations in all classrooms visited. Teachers

reported that the students assisted in creating the acceptable behaviors listed on the posted charts. Teachers were observed using common instructional strategies such as discussion techniques and prompts to engage diverse needs of students. Classroom visits revealed ELLs engaged in “accountable talk” around figurative language. Other literacy strategies observed in classrooms were graphic organizers for comprehension and double entry journals for citing textual evidence and providing explanations of evidence recorded. Teacher interviews indicated that teachers stimulate student thinking by asking questions that relate to complex instructional materials. As a result, teachers use varied instructional strategies and learning opportunities for all students, including students in pertinent sub-groups which have led to high levels of student engagement and inquiry.

4.5 The **school has received a rating of Effective for this Statement of Practice**: Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.

- Teachers use data from multiple sources to develop instructional strategies and provide students with data-driven feedback and next steps. According to the school leader and teachers, staff uses multiple data sources, including a learning-styles inventory, teacher-created assessments, periodic assessments/interim assessments, ARIS data, IEP documents, NYSESLAT scores, Regents item analysis data and scores, exit slips, and teacher observations to inform instruction. Teachers reported using data to adjust student grouping. In interviews, teachers reported giving pre and post assessments in the form of entrance and exit slips to students and grouping students according to proficiency levels. Students indicated that teachers provide feedback about their grades and projects on a regular basis. Student portfolios reviewed included student work products that included teacher comments, rubrics and specific next steps, as well as student goals and reflection sheets. As a result, the teachers’ use of data from multiple sources to develop instructional strategies and provide specific feedback to students, which fosters student participation in their own learning.

**Areas for Improvement:**

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

<p><b>Tenet 5 - Student Social and Emotional Developmental Health:</b> 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.</p>	<p><b>Tenet Rating</b></p>	<p><b>D</b></p>
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**Debriefing Statement:** The school has a number of supports and partnerships that promote the social and emotional developmental health of students; however, the absence of coordinated data usage, a solid curriculum or program, and related PD for staff impedes the development of an effective plan to address

student needs in this area.

**Strengths:**

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

**Areas for Improvement:**

5.2 **The school has received a rating of *Developing* for this Statement of Practice:** The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.

- The school has mechanisms in place to address the social and emotional health of students; however, there is no comprehensive system that connects student social emotional developmental health needs with academic and school-wide goals. The school leader indicated that the staff has a reactive approach to addressing student’s social-emotional issues as they arise. According to staff, teachers and staff share the responsibility for student well-being, and support students on an “as needed” basis. During interviews, members of the student support team (SST) indicated that staff members address student needs during weekly meetings. The school psychologist works with students to support them in areas related to social and emotional health and the guidance counselor meets with every student multiple times throughout the year to also address related needs. In addition, the school leader reported that the school collaborates with outside agencies and community based organizations to address social and emotional health concerns. During the interview with the SST, the team stated that they make referrals to local community based organizations when needs arise that cannot be handled by school staff. Partnerships include; Leadership Program, Inc. that provides leadership development through afterschool programs that support social-emotional growth as well as academics, GRAFIC program for targeted young men, the Phipps program that provides guidance and employment opportunities to students, and Sistas & Brothas United Incorporated, an agency that provides tutoring and leadership development programs for students. Because the school has not established a cohesive system to address student social and emotional developmental health needs, the school has not been able to effectively and efficiently promote student social and emotional developmental health.

5.3 **The school has received a rating of *Ineffective* for this Statement of Practice:** The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.

- At the time of the visit, the school had not developed a vision for social and emotional health connected to student learning. In interviews, the SST could articulate the schools’ vision; however, they were unable to address how student’s social and emotional developmental health aligns with the school vision and goals. During the visit, there was no evidence found that parents were aware of any school effort to support students’ social and emotional health. During interviews, teachers

did not articulate a set of acceptable behaviors supportive of student's academic success that also demonstrated the standards enforced school-wide for academic success. The IIT were not provided with evidence that the school has a program that teach and support social and emotional health. Additionally, the school does not provide PD for staff members to build adult capacity to support social and emotional health. Teacher interviews revealed that teachers could not articulate, a curriculum in place to support the social and emotional developmental health of students. The absence of a school vision which includes social and emotional health, connected to learning experiences for students prevents the school from building the capacity of staff to foster a safe and healthy environment for families, teachers and students.

5.4 **The school has received a rating of *Developing* for this Statement of Practice:** All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.

- Although most stakeholders interviewed by the IIT agreed that they felt safe, not all stakeholders expressed a high level of safety and security. Parents indicated that the school was safe, however they shared that they felt the school needs more security. The school learning survey indicated that 90% of the students feel safe in classes, 86% feel safe in hallways and 78% feel that the staff help resolve conflicts. Students interviewed expressed that they have the support of guidance counselors and other adults. Students also reported that they could identify an adult in the building to support them if they have a problem and that there are opportunities to see the guidance counselor when students have specific needs or concerns. Teachers interviewed were unable to articulate how the social and emotional developmental health is related to the school's vision. As a result, the inability of all school stakeholders to articulate how the school is safe has led to a lack of ownership among stakeholders which limits student outcomes.

5.5 **The school has received a rating of *Ineffective* for this Statement of Practice:** The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.

- Although generic data is readily available (such as attendance and student referral data) to address social and emotional health, not all members of the school community utilize data to provide targeted support and interventions. During interviews, staff reported having data available to identify and address students' social and emotional needs; however, there was no documentation available to support that school leaders and student support staff work with teachers to develop their understanding of how to use the data to support student social emotional developmental health needs. At the time of the visit, some social and emotional data was being collected, but not all staff was working collaboratively to analyze the data and use the information to address student social and emotional developmental health needs. The lack of a school-wide system for all staff to use data to respond to students' social and emotional developmental health needs hinders support to students in this area and limits student academic and social success.

<b>Tenet 6 - Family and Community Engagement:</b> 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.	<b>Tenet Rating</b>	<b>E</b>
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**Debriefing Statement:** The school has developed partnerships among families, external community members, and school staff to foster a collective responsibility for students’ success, academically and socially.

**Strengths:**

6.2 **The school has received a rating of *Effective* for this Statement of Practice:** The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.

- According to parents, the school has an open-door policy and sponsors a number of family events. The school leader and staff reported that families are encouraged to engage with the school. Parents reported that they feel welcomed and supported by the school community. Additionally, parents reported that they feel welcomed at the school and that the school addresses their concerns in a timely manner. The Parent Coordinator stated that the school encourages parents to become more involved at the school. According to document reviews, the school offers numerous events for families to attend, such as the ELL Gala Night, which highlighted ELL work projects. As a result, the school is a welcoming atmosphere that encourages family engagement and partnership.

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 students' strengths and needs are identified and used to augment learning.

- The school provides families with frequent progress reports and report cards, with translations into all pertinent languages represented. During interviews conducted by the IIT, parents, teachers and school leaders reported that the school ensures that all communications with families, including phone calls, are in languages widely understood and spoken by families. The school leader reported that each year 6 progress reports and six report cards are distributed to parents. The parent coordinator stated that these reports are also translated for parents who are not fluent in English. The IIT reviewed the school’s weekly parent outreach log which tracks school communication with families. The school’s communication system with families empowers parents and teachers to work collaboratively to identify strengths and needs to support and augment learning.

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

- During interviews with stakeholders groups it was reported that the school has partnerships with community organizations to address the needs of students and families. The school leader reported

that the guidance counselor provides PD as needed to staff on key strategies for communicating with families so that students feel safe and supported. According to document reviews, the school and community-based organizations offer families Saturday events and workshops on understanding data in report cards and transcripts, as well as how to secure financial aid for college. The partnerships with community organizations assist families and support student success.

**Areas for Improvement:**

6.5 **The school has received a rating of *Developing* for this Statement of Practice:** The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on learning and success.

- The school and community provides opportunities for families to increase their understanding of data, through written reports and workshops. The school leader reported that teachers disseminate student achievement data to parents through periodic written progress reports. The school provides workshops to parents including sessions on how to access and understand student data through ARIS, and the use of smart boards and calculators, math Regents courses, graduation requirements, and the college application process. According to the documents reviewed and interviews with the school leader, the parent coordinator offers workshops to parents, including, interpreting report cards and transcripts, understanding the Learning Environment Survey and IEPs and understanding student data in ARIS. The school leader reported that the turnout for these events has been low which limits the widespread understanding of student performance data. As a result of limited successful communication to encourage and empower families, the school has not established sufficient dialogue focused on student learning and 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: Ensure the members of the school community uniformly understand, know, and can articulate the schools vision and goals. Ensure that school goals, which are specific, measurable, ambitious, results oriented and timely, are developed with input of staff, students and families, and that they are widely shared.
- 2.3: Implement systems that are dynamic, adaptive, interconnected and lead to the collection and analysis of outcomes to inform practice. Espouse and support evidence-based practices that foster student progress and achievement. Establish ongoing feedback loops to evaluate practices. Ensure that goals are timely, transparent and widely available to all stakeholders.

### **Tenet 5: Student Social and Emotional Developmental Health**

In order for the school's strategy and practices to fully align with the concepts in the Effective column of Tenet 5 the school should:

- 5.2: Create a coordinated comprehensive support structure for all members of the school community to address the barriers to student's social and emotional health. Designate a specific adult to coordinate addressing the social and emotional developmental health needs of each student.
- 5.3: Inform and educate all stakeholders about the school vision for student social and emotional developmental health and how it connects to academic success. Implement a rigorous and transparent curriculum to teach and measure student skills and behaviors to reinforce positive social and emotional health. Provide PD and training for all adults stakeholders to build adult capacity to support students' social and emotional health.
- 5.4: Develop an evidence-based plan for responding to students' needs, improving behavior, and creating a safer environment. Share this plan with families and community stakeholders and explain how it links to the social and emotional developmental health of children and positive student outcomes.
- 5.5: Develop a system to provide school leaders and staff PD in using data to respond to students' social and emotional health needs. Ensure that school leaders and student support staff support and expect staff members to use data effectively to address student needs.

### **Tenet 6: Family and Community Engagement**

In order for the school's strategy and practices to fully align with the concepts in the Effective column of Tenet 6 the school should:

- 6.5: Provide a wide range of learning opportunities for families to increase their understanding of student data. Develop strategies to share school and individual data with parents in a way that enables families to understand student learning needs and successes. Foster greater family engagement in children's educational experience through more teacher-initiated contact with parents.