



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>	1615010600000
<b>District</b>	Malone Central School District
<b>District Address</b>	42 Huskie Lane
<b>Superintendent</b>	Wayne Walbridge (retired June 30) Jerry Griffin (effective July 1)
<b>Date(s) of Review</b>	April 26, 2013
<b>Schools Discussed in this Report</b>	Franklin Academy High School

District Information Sheet											
District Grade Configuration	PK-12	Total Student Enrollment	2399	% Title 1 Population	51%	% Attendance Rate	97%				
% Free Lunch	30%	% Reduced Lunch	21%	% Student Sustainability	80%	% Limited English Proficient	1%	% Students with Disabilities	30%		
Racial/Ethnic Origin of District Student Population											
% American Indian or Alaska Native	1%	% Black or African American	1%	% Hispanic or Latino	1%	% Asian, Native Hawaiian /Other Pacific Islander	1%	% White	95%	% Multi-racial	1%
Personnel											
Number Years Superintendent Assigned/ Appointed to District	13	Number of Deputy Superintendents	1	Average Years Deputy Superintendents in Role in the District	1	# of Directors of Programs	2				
% of Teachers with No Valid Teaching Certificate in District	0	% Teaching Out of Certification in District	0	% Teaching with Fewer Than 3 Yrs. of Exp. in District	3	Average Teacher Absences in District	6				
Overall State Accountability Status (Mark applicable box with an X)											
District in Good Standing		Focus District	X	Number of Focus Schools Identified by District		Number of SIG (a) Recipient Schools		Number of SIG (g) Recipient Schools		Number of Schools in Status	1
% ELA Performance at levels 3 & 4		% Mathematics Performance at levels 3 & 4		% Science Performance at levels 3 & 4		% 4 yr. Graduation Rate (for HS only)	78%	% 6 yr. Graduation Rate (for HS only)	79%		

Did Not Meet Adequate Yearly Progress (AYP) in ELA			
	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
X	Economically Disadvantaged		
	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
X	Economically Disadvantaged		
	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		
	Limited English Proficiency		

**Tenet 1 - District Leadership and Capacity:** The district examines school systems and makes intentional decisions to identify and provide critical expectations, supports and structures in all areas of need so that schools are able to respond to their community and ensure that all students are successful.

Mark an "X" in the box below the appropriate designation for each statement of practice (SOP), and indicate in the "OVERALL RATING" row the final designation for the overall tenet rating.

#	Statement of Practice	H	E	D	I
1.1	The district has a comprehensive approach for recruiting, evaluating and sustaining high-quality personnel that affords schools the ability to ensure success by addressing the needs of their community.			X	
1.2	The district is organized and allocates resources (financial, staff support, materials, etc.) in a way that leads to appropriate levels of support for schools based on the needs of the school community, which promotes school improvement and success.			X	
1.3	The district leadership has a comprehensive explicit theory of action about school culture that robustly communicates high expectations for addressing the needs of all constituents.			X	
1.4	The district has a comprehensive plan to create, deliver and monitor professional development in all pertinent areas that is adaptive and tailored to the needs of individual schools.			X	
1.5	The district promotes a data-driven culture by providing strategies connected to best practices that all staff members and school communities are expected to be held accountable for implementing.			X	
	<b>OVERALL RATING FOR TENET 1:</b>			<b>D</b>	

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

#	Statement of Practice	H	E	D	I
2.1	The district works collaboratively with the school to provide opportunities and supports for the school leader to create, develop and nurture a school environment that is responsive to the needs of the entire school community.			X	

**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
3.1	The district works collaboratively with the school to provide opportunities and supports that are connected to the implementation of a comprehensive curriculum appropriately aligned to the Common Core Learning Standards (CCLS) and are inclusive of the arts, technology and other enrichment subjects in a data-driven culture.			X	

**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
4.1	The district works collaboratively with the school to provide opportunities and supports for teachers to develop strategies and practices that lead to effective planning and account for student data, needs, goals, and levels of engagement.			X	

**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
5.1	The district creates policy and works collaboratively with the school to provide opportunities and resources that positively support students' social and emotional developmental health.				X

**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
6.1	The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families.			X	

**District Review Narrative:**

<p><b>Tenet 1 - District Leadership and Capacity:</b> The district examines school systems and makes intentional decisions to identify and provide critical expectations, supports and structures in all areas of need so that schools are able to respond to their community and ensure that all students are successful.</p>	<p><b>Overall Tenet Rating</b></p>	<p><b>D</b></p>
--	------------------------------------	-----------------

<p><b>Statement of Practice 1.1:</b> The district has a comprehensive approach for recruiting, evaluating and sustaining high-quality personnel that affords schools the ability to ensure success by addressing the needs of their community.</p>	<p><b>SOP Rating</b></p>	<p><b>D</b></p>
--	--------------------------	-----------------

**Debriefing Statement:** The district has a shared decision making approach for recruiting and evaluating personnel to ensure high quality staff. However, the high turnover rate of teachers and administrators indicates a less effective approach for sustaining staff. The selection of new hires is based on the particular needs of the building. District leaders support school leaders by assisting with staff and teacher observations and evaluations, providing them with an awareness of school-level needs. While the district’s system for selecting and evaluating personnel promotes staff quality, the district has not provided strategies that lead to high levels of staff retention, which limits schools’ ability to meet the needs of the community.

**Areas for Improvement:**

- The district has a process that considers school-level needs in the hiring process and helps support school leaders in the evaluation of staff; however, the district provides limited assistance for staff retention. The district leader reported to the Integrated Intervention Team (IIT) that the interview committee, made up of two administrators from each school, two teachers and a board of education member, creates a profile of requirements for the position. Selected candidates are interviewed and are required to teach a ten-minute lesson. The committee selects three candidates to send to the superintendent who makes the final hiring decision. He reported that he selects candidates based on the needs of the school and in keeping with the school philosophy. He indicated that his questions for the candidate attempt to “get to the heart of the building profile,” such as experience and success working with students in a rural high needs district. A document review indicated that the district offers a “higher than average” starting salary for teachers. The district leader indicated that recent high staff turnover, due largely to retirement, has resulted in large numbers of new teachers, and fewer veteran master teachers to act as mentors. The district leader reported that because of a high turnover rate of district staff, the district has not been able to focus on strategies to assist schools in sustaining and retaining school staff. District leaders support school leaders by completing some staff and teacher observations and evaluations, specifically for non-tenured teachers. The district leader reported that he also completed all 60 teaching assistant observations. Members of the district cabinet reported that they are also starting to use STAR data to determine the professional development (PD) needs of teaching staff. While district leaders’ involvement in staff and teacher observations and evaluations allows district

leadership to have an awareness of the staffing concerns, staff development needs, and instructional leadership priorities, the lack of strategies to retain teachers contributes to staff turnover, which limits the schools' ability to meet the needs of its constituents.

**Statement of Practice 1.2:** The district is organized and allocates resources (financial, staff support, materials, etc.) in a way that leads to appropriate levels of support for schools based on the needs of the school community, which promotes school improvement and success.

**SOP Rating**

**D**

**Debriefing Statement:** The district leadership is in a transition state; the director of pupil personnel services (PPS) started in January 2013 and the assistant superintendent will become the superintendent in July 2013. The district is in the developing stages of creating a district vision and a systematic method for resource allocation. Currently, the district has a process for resource allocation that solicits input from individual school leaders and considers general priorities, but allocation of resources is not specifically aligned to a comprehensive district plan. While the district considers general priorities in its resource allocation, the lack of a comprehensive plan limits its ability to meet school needs.

**Areas for Improvement:**

- District leadership is in a transition state; the district appointed the PPS director in January, and the assistant superintendent will become the superintendent in July. The transition in leadership has impeded the creation of a clearly articulated district vision to guide resource allocation. The district leader reported in interviews with the IIT that the district has a process for resource allocation that involves soliciting input from individual school leaders and "considering their general priorities." He reported that the district responded to the need for additional reading intervention at the elementary school level to give the youngest students and those most in need a "jump start." The district was able to build the school's capacity by bundling resources through the creation of a Response to Intervention (RtI) team composed of a teacher, teaching assistant (TA), and reading specialist. The business manager stated in interviews that he takes direction from the Board of Education (BOE) and administration to create a budget to meet district funding priorities. He reported that his job is to consider the most efficient use of resources, such as the use of BOCES services if it results in BOCES aid, and to calculate how much shortfall will need to be addressed by cuts. The business leader added that he looks for possible non-instructional cuts while the district leader directs school leaders to look for possible instructional cuts that could address the budget shortfall. District cabinet members reported that federal aid grants were solely under the discretion of the PPS director, and there was no coordinated effort to plan for the allocation of those resources to meet the needs of the school community. District staff stated that this process would change with the new administrative team. The district is in the developing stages of creating district-wide mission critical priorities that will drive the budget process and resource allocation decisions in the future. Without a clearly articulated plan to guide resource allocation, the district is not optimally supporting school improvement, which is limiting student success.

**Statement of Practice 1.3:** The district leadership has a comprehensive explicit theory of action about school culture that robustly communicates high expectations for addressing the needs of all constituents.

**SOP Rating**

**D**

**Debriefing Statement:** The district does not have an existing theory of action that is well communicated to all members of the school community. The new leadership is planning to develop an updated theory of action with goals that will address district-wide needs for improvement. Because the district is in the developing stages of articulating and communicating an updated theory of action, staff’s ability to put high expectations into practice is limited.

**Areas for Improvement:**

- With the new administrative team that will take over leadership, the district is poised to develop an updated theory of action that communicates high expectations for meeting the needs of students. The district’s strategic planning document states, “It is the belief of the District that education should develop habits, attitudes, understanding and skills necessary for a productive, satisfying life in civilized society.” However, the IIT found no evidence of an articulated theory of action that was well communicated to all members of the school community. The current district leader reported the need for complete transparency and a willingness to reflect on current practices in a collaborative process. The assistant district leader, who will become district leader in July, stated that he intends to have an administrative retreat during the summer to focus on an updated vision that communicates high expectations and goals for meeting the needs of students. He wants to consider each administrator’s beliefs and to review the results of the school and district reviews to set improvement goals based on the Tenets in the DTSDE. The PPS director, recently appointed to that position, stated that the results of the STAR data have begun to illustrate student needs, helping teachers see that many students, in addition to special education students, are struggling. The PPS director also indicated the belief that as teachers look more closely for the cause of these difficulties, they will recognize the need to learn more about differentiated and specially designed instruction. She added that the district should have a comprehensive team approach, whereby school leaders, district administration and department leaders meet to identify student needs and devise a plan to improve the outcomes for all students. While not yet in place, the district has a plan for the development of a theory of action that will address the needs of the school community as they attempt to align their professional practice to student outcomes. Because the district is in the developing stages of articulating and communicating an updated theory of action, staff’s ability to put high expectations into practice is limited.

**Statement of Practice 1.4:** The district has a comprehensive plan to create, deliver and monitor professional development in all pertinent areas that is adaptive and tailored to the needs of individual schools.

**SOP Rating**

**D**

**Debriefing Statement:** The district’s PD plan is driven by the Regent’s Reform Agenda initiatives and regional offerings. The district utilizes A+ Educators, Franklin Essex Hamilton (FEH) BOCES Office of Instructional Support Services, Teacher Center, regional Inquiry Team Training, and Champlain Valley Educational Services (CVES) BOCES among others to provide PD. The district has developed a curriculum network of teacher

leaders who have received training and who then train department/grade level groups. While PD is taking place across the district, the lack of a comprehensive needs-based plan has resulted in inconsistent teacher practice.

**Areas for Improvement:**

- The district provides PD opportunities for school staff; however, there is not a comprehensive plan for all pertinent areas. The district cabinet reported that the sources of PD have been inquiry team training provided by FEH BOCES Network Team, mathematics training provided by CVES BOCES Network Team, and A+ Educators. During superintendent’s days, the district provides PD on CCLS and enables teachers to collaborate on aligning curriculum to the CCLS through their summer program. Document review indicated the district has compiled a strategic planning document, which was created by department teams who worked on isolated plans. However, the IIT noted upon examination of the planning document, that it was not a comprehensive and cohesive plan for delivering and monitoring PD. Staff in each individual department created a mission and goals, action steps, PD plan and summary statements related to how these will contribute to preparing students to be college and career ready. While all grade levels, providers and/or subjects, pre-Kindergarten through grade twelve, developed a plan, the plans were not consistently detailed, or in some cases, completed. There was no district-wide PD plan developed from these individual departmental planning documents. The district offers PD through regional and district options, but does not strategically select PD based on identified school needs. As a result, PD does not always meet the needs of the school community.

**Statement of Practice 1.5:** The district promotes a data-driven culture by providing strategies connected to best practices that all staff members and school communities are expected to be held accountable for implementing.

**SOP Rating**

**D**

**Debriefing Statement:** The district is in the early stages of adopting district-wide data use but has not provided a clear strategy for the creation of a data-driven culture. As a result, the ability of the district to hold staff and schools accountable is limited.

**Areas for Improvement:**

- The district is in the early stages of developing a district-wide strategy for data use. The district cabinet reported that this year the district began to review Star Math and Star Reading individual assessment data. They anticipate the analysis of this data will help establish goals for students and schools. The elementary school uses data to a greater degree than the middle and high schools. District staff reported that the elementary school has a long history of data collection and evaluation through its implementation of RtI practices, but data use at the middle and high school levels is a newer and less widespread practice. The district-wide use of Star Reading and Star Math assessments has provided the first opportunity for middle and high school teachers to review data, which has resulted in new discussions regarding use of this information to improve instruction and

student outcomes. District staff indicated that Annual Professional Performance Review (APPR) processes are resulting in all schools collecting and analyzing more performance data. Individual school leaders are exploring data related to their constituency, but overarching examination and planning resulting from that isolated review of data is not consistently in place. District staff reported it is in the process of planning a data-driven school improvement plan, which would include input from students, parents, and educators, to create and share four to five goals. Because the district is in the early stages of implementing strategies for the use of data, its ability to hold staff and schools accountable is limited.

This section provides a narrative that communicates how the school communities perceive the support provided by the district.

<b>Tenet 2 - School Leader Practices and Decisions</b> Statement of Practice (SOP) 2.1: The district works collaboratively with the school to provide opportunities and supports for the school leader to create, develop and nurture a school environment that is responsive to the needs of the entire school community.	<b>SOP Rating</b>	<b>D</b>
---	-------------------	----------

**Areas for Improvement:**

- Review of documents by the IIT indicate that the district leader creates monthly memos entitled, “A Few Words From the Superintendent,” which address current education information for stakeholders in the district and contain updates on Common Core Learning Standards (CCLS) and other reform initiatives. The assistant district leader, who was the high school principal last year, reported that he is working closely with the new principal to provide support for him to adjust to the new role. The current district leader provided support to the previous school leader by assisting with teacher evaluations and through monthly cabinet meetings. The district provides teachers an Extended Work Year program, which is paid time in the summer for teachers to work on data analysis and curriculum alignment. The high school leader indicated that the district-provided PD is often menu driven and offered through FEH BOCES and neighboring BOCES. Teachers reported that district provided PD tends to be a one-time offering without follow-up. They indicated that when there is any follow-up, it is often months before it is provided and is dependent on the district’s scheduled PD days and half days. There is no system designed to provide job embedded follow-up or coaching. However, the school leader at the high school reported that the district is beginning to work with A+ Educators to provide additional PD support, but they are only in the beginning stages of this work. The school leader also indicated that the district has established the district-wide system of STAR Reading and STAR Math for assessing student achievement and progress. The district supports the school leader by assisting with teacher observations and evaluations and through monthly cabinet meetings. While the district provides support to the school leaders, it does not address specific needs identified by teachers, limiting the creation of school environments that are responsive to the needs of all

stakeholders.

**Tenet 3 - Curriculum Development and Support**

Statement of Practice (SOP) 3.1: The district works collaboratively with the school to provide opportunities and supports that are connected to the implementation of a comprehensive curriculum appropriately aligned to the Common Core Learning Standards (CCLS) and are inclusive of the arts, technology and other enrichment subjects in a data-driven culture.

**SOP Rating**

**D**

**Areas for Improvement:**

- The district has established a curriculum network with curriculum leaders to support the schools in implementing CCLS aligned curricula. The district provides opportunities for teachers to collaborate and align curriculum over the summer through the Extended Work-Year project. However, the school leader reported that the project is voluntary and teachers self-select their projects. School staff at the high school reported that curriculum mapping training for department staff will occur on the next Superintendent’s Day. The school leaders stated the PD will focus on embedding English language arts (ELA) CCLS into the social studies and science curricula. There is some use of data district-wide, but it is not yet part of the culture in the high school. The high school leader reported that the district has initiated the use of STAR Reading and STAR Math assessments. Teachers reported they are in their first year of using STAR data to inform teachers in all departments regarding students’ reading levels. The school leader reported that teachers review Regents data and do item analysis, but do not analyze the outcomes for AP examinations. Teachers reported that the use of data to drive instruction varies widely from teacher to teacher. Some teachers reported that they regularly collaborate with other core subject area and enrichment area departments. While English and social studies teachers reported collaborating with art teachers and the librarian, they also stated they have to do this on their own time due to a lack of scheduled common planning time. While there are some district-wide initiatives to support teacher implementation of the CCLS, there are no district-wide expectations regarding CCLS infusion of the arts, technology and other enrichment areas, which limits students from benefitting from a rich educational experience.

**Tenet 4 - Teacher Practices and Decisions**

Statement of Practice (SOP) 4.1: The district works collaboratively with the school to provide opportunities and supports for teachers to develop strategies and practices that lead to effective planning and account for student data, needs, goals, and levels of engagement.

**SOP Rating**

**D**

**Areas for Improvement:**

- The school leader reported that the district provides a menu of PD opportunities offered through the regional BOCES and district staff. He indicated that the curriculum coordinators and A+ Educators provide additional targeted PD to school staff regarding instructional strategies. Examination of district documents by the IIT confirms these PD training opportunities for staff; teachers reported

that these training sessions are not always communicated to teachers in a timely manner. Additionally, teachers noted that PD tends to be a one-time offering. If there is follow-up, teachers stated that it is often months before follow-up PD is provided because the schedule is predetermined, based on district scheduled PD days and half days. However, staff indicated that the district is becoming more aware of the need for timely, focused, follow-up support. Document review also indicated that the district provided one-half day release time and substitute coverage to allow teachers time to work together to look at data to identify student needs. Because job embedded follow-up or coaching is limited, teachers reported they are sometimes left on their own to identify best practices and strategies. As a result of inconsistent communication between the district and the schools regarding PD opportunities and the lack of systematic follow-up to PD provided to staff and school leaders, the school staff is not always able to effectively plan and support student achievement goals.

**Tenet 5- Student Social and Emotional Developmental Health**

**Statement of Practice (SOP) 5.1:** The district creates policy and works collaboratively with the school to provide opportunities and resources that positively support students’ social and emotional developmental health.

**SOP Rating**

**I**

**Areas for Improvement:**

- The district does not have an articulated policy related to student social and emotional developmental health and does not provide PD opportunities for school staff in this area. The high school had a robust Positive Behavioral Interventions and Supports (PBIS) program up until four years ago, but according to staff at the high school, “ it has been essentially abandoned.” District leaders reported that there has been discussion about whether there is a need to bring back the PBIS program, but the district has not taken any action to do so. The high school leader reported that the district has a contract with Northstar Mental Health to provide counselors in grades kindergarten through grade twelve. While the high school principal and assistant district leader indicated they are aware of the need for a system to address the students’ social emotional health, the district has not developed a formal or articulated plan to date. The school leader reported that the school leadership team at the high school will draft their own vision statement that will address student social-emotional health and that they would like PBIS reinstated at the high school level. They stated they would like to look at ways to reward students who always do well. Because the district does not have a vision or a policy to promote or support student social-emotional developmental health, its ability to provide support to the schools is hindered, which negatively impacts student well-being.

**Tenet 6 - Family and Community Engagement**

**Statement of Practice (SOP) 6.1:** The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families.

**SOP Rating**

**D**

**Areas for Improvement:**

- While there is currently no comprehensive district-wide family engagement plan, the district provides a home school coordinator for each school who works directly with families to facilitate communication between families and their child’s school. The coordinator also works in conjunction with the Parent Student Teacher Organization (PSTO) on a variety of activities and services. The high school leader reported that the district provides latchkey services for families who need it. While there is a charge for the service, accommodations can be made for those who cannot afford it. District leadership indicated that the district uses One Call Now to relay important information to families and posts daily announcements and upcoming events on the school website, which is updated each morning by 7:30 a.m. The high school leader indicated that the district partners with Toys for Tots and Holiday Helpers, organizations that raise money for needy families in the community. He indicated that the district also partners with Northtstar Mental Health, which provides counselors for student in grades Kindergarten through grade twelve. Staff at the high school reported that while some parents are very involved, there are a large number of parents who are not involved. They noted that typically, economically disadvantaged families are less involved. The school leader of the high school reported that teachers need PD on how to work with parents from various backgrounds. There was no evidence of district provided PD in this area. While the district provides some services and supports for families through internal and community resources, the lack of a district-wide family and community engagement plan limits the district’s ability to ensure family engagement in the school and student success.

## **DISTRICT LEVEL RECOMMENDATIONS:**

### **Tenet 1: District Leadership and Capacity**

In order for the District's strategy and practices to align fully with the concepts in the Effective column of Tenet 1, the District should:

- 1.1: Identify reasons for teacher and administrator turnover through exit interviews with former staff and develop strategies to ensure improved staff retention rates.
- 1.2: Develop structures for assessing the needs of the school community. Create a clearly articulated vision for the district to guide resource allocation based on identified needs.
- 1.3: Implement the plan articulated by the district leadership to address the district's needs through a comprehensive team approach, including school leaders, district administration and department leaders, meeting together to identify the gaps/needs to create a comprehensive explicit theory of action. Ensure that the plan includes an organized approach for the timely communication of the theory of action to all school constituents.
- 1.4: Provide and communicate PD opportunities based on the assessment of school staff practices, and establish mechanisms for providing timely follow-up support.
- 1.5: Ensure collaboration among district and school leaders concerning the use of data by staff members for supporting, instructing and establishing goals for students and regularly communicate these expectations to the school community.

### **Tenet 2 - School Leader Practices and Decisions**

- 2.1: Continue the dialogue that has been established between the assistant superintendent and the new high school principal. Ensure the establishment of a vision to create, nurture and sustain a school community that is responsive to the needs of its constituents.

### **Tenet 3 - Curriculum Development and Support**

- 3.1: Provide support for the instructional needs of teachers in the district and their use of CCLS curricula that incorporates the arts, technology and other enrichment subjects. Establish procedures for using assessment and accountability systems to assess school-wide effectiveness, monitor school progress, and determine patterns in student learning, and share the findings with the schools.

### **Tenet 4 - Teacher Practices and Decisions**

- 4.1: Establish procedures for identifying PD needs of teachers regarding instructional practices and decisions aligned to school data. Provide teachers with PD opportunities so that teachers can identify and use best practices and provide systematic follow-up support.

### **Tenet 5 - Student Social and Developmental Health**

- 5.1: Conduct a gap analysis focusing on data use to identify student social and emotional health related needs as well as the efficacy of programs and practices. Provide PD to school leadership teams on the use of data to identify areas of need so that key partnerships can be cultivated that impact student social-emotional health.

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

- 6.1: Create a district-wide community and family engagement plan, in collaboration with school and community stakeholders that states expectations for all stakeholders around the creation of a welcoming environment, mechanisms for reciprocal communication, and the creation of partnerships in order to meet the various needs of the school community.