



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	4118000100000
District	Rome City School District
District Address	409 Bell Road, Rome NY
Superintendent	Jeffrey P. Simons
Date(s) of Review	March 8, 2013
Schools Discussed in this Report	Gansevoort Elementary School and Rome Free Academy HS

District Information Sheet											
District Grade Configuration	PK-12	Total Student Enrollment	5238	Title 1 Population	86%	Attendance Rate			93%		
Free Lunch	38%	Reduced Lunch	8%	Student Sustainability	%	Limited English Proficient	1%	Students with Disabilities		15.1%	
Racial/Ethnic Origin of District Student Population											
American Indian or Alaska Native	0%	Black or African American	8%	Hispanic or Latino	5%	Asian or Native Hawaiian /Other Pacific Islander	2%	White	85%	Multi-racial	0%
Personnel											
Number Years Superintendent Assigned/Appointed to District	5	Number of Deputy Superintendents	0	Average Years Dep. Superintendents in Role in the District	0	# of Directors of Programs		4			
% 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	7	Average Teacher Absences in District		10			
Overall State Accountability Status (Mark applicable box with an X)											
District in Good Standing		Focus District	X	Number of Focus School Identified by District	9	Number of SIG Recipient Schools		3	Number of Schools in Status		
ELA Performance at levels 3 & 4	48.3%	Mathematics Performance at levels 3 & 4	54.1%	Science Performance at levels 3 & 4	80.5%	4 yr. Graduation Rate (for HS only)		74.6%	6 yr. Graduation Rate (for HS only)		77.77%

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
X	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		All Students
Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native		Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
X	Students with Disabilities		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			
	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.

#	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	

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(s) to ensure CCLS curriculum that provide 21st Century and College and Career Readiness skills in all content areas and provides fiscal and human resources for implementation.			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 and addresses 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>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.</p>	<p>Overall Tenet Rating</p>	<p>D</p>
<p>Statement of Practice 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.</p>	<p>SOP Rating</p>	<p>E</p>
<p>Debriefing Statement: The district has articulated recruitment and retention strategies that include external partners. These strategies have enabled the district to hire and retain highly qualified personnel.</p> <p>Strengths:</p> <ul style="list-style-type: none"> The district supports the development of school leaders’ skills in staff evaluation, implements processes that lead to high levels of staff retention, and uses recruitment strategies that include external partnerships,. In interviews with the integrated intervention team (IIT), the district leader stated that the district manages the recruitment, applicant screening, interview, and hiring processes of school staff. Employees of the Rome City School District have first employment rights for an open position, per the teachers' union contract negotiated by the district. When a position is available for external recruitment, strategies used by the district include electronic application systems, area colleges and universities, recruitment fairs, the local Chamber of Commerce, and communication with other area groups, schools, and district leaders. School and district leaders reported that district personnel screen applications for open positions, sort the applicants based on qualifications and certification, and then send school leaders a “pool” of resumes for their review. The school leader and staff conduct interviews and recommend the top two candidates to the district office following the interview. The district leader reported in interviews with the IIT, and indicated in the district’s DTSDE self-assessment that he interviews the finalists recommended by the school leaders before preparing a recommendation to the Board of Education (BOE) personnel subcommittee for their review and approval. The self-assessment document also indicated that the district provided substantial professional development to school leaders to ensure their preparation and competency for implementation of the approved Annual Professional Performance Review (APPR) process. The professional development opportunities also included teachers. In addition, the self-assessment document describes the recent reorganization of the district administrative structure. Three Assistant Superintendents now divide leadership by grade levels to facilitate more immediate and focused communications with school leaders as well as provide district support and attention to building needs and initiatives, such as implementation of the AAPR process. The district leader stated that he expects the assistant district leaders to strengthen the links between data and the use of instructional best practices as well as the generation of professional development opportunities focused on the individual growth and success of students and teachers. The district leader also described strategies leading to high levels of staff retention. For example, the district provides a teacher on special assignment to implement a mentoring program for teachers when they are initially employed by the district. The program matches a veteran mentor teacher with each new teacher for a period of three years. A new teacher “boot camp” during the first summer of employment initiates a yearlong professional development plan for each new teacher. The summer orientation includes information about support offered through the human resources office, the Common Core Learning Standards (CCLS), the district vision and goals, and information specific to the school 		

of assignment. Other professional development activities take place throughout the school year. Because of comprehensive and systematized procedures, the district is able to recruit, hire, support, and retain personnel qualified to enable schools to address the needs of their community.

<p>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.</p>	<p>SOP Rating</p>	<p>D</p>
<p>Debriefing Statement: While the district is working to improve their system for resource allocation, there is currently no formal structure in place to ensure that the allocation of resources is providing focused support to fully address the needs of individual schools. As a result, there is uneven distribution of resources, which impedes school improvement and does not consider the needs of all constituents in each school community.</p> <p>Areas for Improvement:</p> <ul style="list-style-type: none"> Recently, the district adjusted its organizational structure to improve resource allocation that meets the needs of each school community. The district’s self-assessment document indicated that it allocates resources to schools based on student enrollment, with consideration of student achievement in school programs serving students with special needs. One of the ways the district responds to the changing needs of schools due to enrollment shifts is to adjust staffing assignments during the summer to ensure appropriate support in each building. In addition, the district leader states that he meets with each school leader to assess building needs and create a budget plan that prioritizes how to address the needs. The district leader reported to the IIT that he believes this process fragments the deployment of resources across the district. The current process of allocating resources does not consider the needs of students, staff and families, but is instead dependent on the numbers of students in each school and the persuasiveness of the school leader. He also stated that the implementation of the adjusted district structure plan includes assistant district leaders meeting with school leaders regularly to review data, identify student, staff, and family needs, and developing a plan to address the needs. In that way, the design ensures additional support to school leaders in using school and student data to organize and deploy building resources to maximize the efficiency and effectiveness of benefits that address identified needs. However, the recent reorganization of the district administrative structure is not fully implemented yet so there is no evidence of the impact it may have in the future. Until the reorganization of the district administrative structure is implemented and monitored for effectiveness, the needs of all constituents are not met and some schools do not experience improvement and success. 		
<p>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.</p>	<p>SOP Rating</p>	<p>D</p>
<p>Debriefing Statement: District leadership has a comprehensive plan of action, including high expectations for all students. However, the plan is in its early stages of implementation, and has not yet been effectively communicated to all constituents throughout the district community. Therefore, there is confusion among constituents regarding the expectations and implementation of recent changes.</p> <p>Areas for Improvement:</p> <ul style="list-style-type: none"> District leadership designed a comprehensive theory of action and changed the administrative organization and structure of the district to implement the theory of action in order to address the needs of all 		

constituents. The district’s self-assessment document indicated that the BOE has recently refined the district’s goal setting and monitoring process. The change yielded overarching goals to improve student achievement and academic growth over the next three years. District leaders stated, in interviews with the IIT, that the vision of all students experiencing measurable “...positive growth in their academic and social lives,” drives everything toward establishing a culture and climate of learning and support. Leaders reported that they understand that a big part of their role is to remain “mindful” of the big picture and implement it into everyday practice, including the use of a common vocabulary during every conversation. They also stated that they understand the “non-negotiables” involved in melding the requirements of regulations with the goals of the district’s BOE. The self-assessment document outlines an approach to begin communicating the theory and expectations to school constituents. However, district and school leaders reported that some staff learned of the theory, goals, and accompanying changes through the local public media before the implementation of the district’s communication plan. The district leader also acknowledged that he is aware of nine primary languages among members of the school community but does not routinely translate all communications into all pertinent languages. Although the district leader has a theory of action, which includes high expectations for the alignment of professional practice to student outcomes, implementation is only beginning, and the theory has not been effectively communicated to all constituents. Therefore, professional practices are not aligned to student outcomes, and the communication needs of all constituents are not met.

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 comprehensive PD plan for teachers is reflective of the Regents Reform Agenda. The role of school leaders to support shifts of instructional practice is not clearly defined. Because PD provided is not adaptive and tailored to the needs of individual schools or based on the assessment of school staff practices, the success of all students is not ensured.

Areas for Improvement:

- The district professional development committee has expanded its membership and is beginning to update the district plan during this school year. The district leader reported to the IIT that the professional development committee has developed and distributed a calendar of opportunities for the summer and the 2013-14 school year. There are four superintendent conference days and five half days, totaling 10 hours, built into the calendar of required professional development. The district leader reported that the professional development committee surveys staff members regarding the perception of their own training needs, and the committee considers those opinions in the planning of professional development activities. However, district and school leaders stated that PD opportunities do not reflect the use of data to align PD with APPR recommendations for improving instructional strategies connected to student needs. Currently, each school leader identifies three goals, develops teaching and learning support teams, including instructional coaches, and delivers follow-up professional development. The district leader also stated that he expects each school leader to shift into the role of instructional leader. For example, he expects each school leader to provide the professional development and support necessary for staff to implement the goals and activities contained in the School Comprehensive Education Plan (SCEP). The district’s self-assessment document describes the past planning process,

includes a description of this year’s committee activities, and outlines the district expectations of the new assistant district leaders’ roles in connecting staff performance review, professional development planning, and increased student achievement in the future. However, currently, professional development opportunities are not consistently based on the assessment of school staff practices, or address the needs of concentrated areas of a school community. Because the district’s comprehensive approach to professional development is not fully implemented, opportunities are not consistently adapted and tailored to the needs of individual schools.

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 leader and staff are developing a data driven culture that promotes linking data to inform best instructional practices. However, district leaders have not communicated clear expectations around data use to inform instruction nor have they developed strategies to hold staff and school communities accountable for its implementation. Therefore, staff members do not consistently use data-driven strategies connected to best instructional practices, which limits student achievement.

Areas for Improvement:

- The district collects data from a variety of sources, although expectations communicated regarding the analysis and use of data to inform instruction are unclear; staff members and school communities are not held accountable for implementing best practices based on data. District leaders reported to the IIT that data collection systems are in place. However, they also reported that the skills of school leaders to develop school and student goals based on the analysis and use of data varies, so the process is inconsistent throughout the district. The district leader stated that he expects the new assistant district leaders to guide school leaders in processes for collecting, analyzing, and using relevant data to develop school, staff, and student goals. However, following document review by the IIT, reviewers noted that none of the BOE’s priority goals explicitly promotes the development of a data-driven culture. Because the district does not clearly articulate expectations and does not hold staff accountable for informing and adjusting their instructional practices and strategies based on data, a data-driven culture does not exist and instruction inconsistently supports student success.

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

<p>Tenet 2 - School Leader Practices and Decisions 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.</p>	<p>SOP Rating</p>	<p>D</p>
<p><u>Areas for Improvement:</u></p> <ul style="list-style-type: none"> While a new district administrative organizational plan is being implemented to improve effective collaboration, currently collaboration between schools and the district have not effectively resulted in a school environment that is responsive to the needs of all segments of the school communities. School leaders reported that they have historically had limited access to, and support from, district leaders. They reported that they expect the recent change in the organization, structure, and personnel at the district level to result in an increased level of support and resources for the collaborative creation of school environments that are responsive to the needs of the school community. School leaders stated that the demographics of the school communities have changed dramatically over the last decade, resulting in decreased socio-economic wellness and high student mobility rates. However, district management and the deployment of resources have not changed to encourage school responsiveness to the changes in student populations, until recently. The district self-assessment document stated that collaboration between district leaders and school leaders has not been effective in the past. As a result, the BOE developed a new vision and goals for the district. The school leaders reported being hopeful that the new organization of district leaders will result in the district becoming more active in developing partnerships and broadening the range of available resources to school communities through the partnerships. The district leader and the self-assessment document stated that one expectation of the new assistant district leaders includes regular engagement with school leaders to set school goals and expectations based on data. While the district recently articulated the goal for district leaders to collaborate with school leaders to provide high-quality support and to assist in the creation of school goals, it is not yet operational, resulting in school environments that are not consistently responsive to the needs of the entire school community, which limits school and student improvement. 		
<p>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.</p>	<p>SOP Rating</p>	<p>D</p>
<p><u>Areas for Improvement:</u></p> <ul style="list-style-type: none"> Although district collaboration with schools regarding the implementation of a comprehensive curriculum has been intermittent, the implementation of initiatives increasing district engagement, support, and leadership has begun. The district leader reported, and a review of the self-assessment document indicated, that work on a district comprehensive curriculum aligned to the CCLS has started and, in some areas of study, been completed. The self-assessment document also indicated that the district is availing itself of programs and partnerships that support teacher transition to CCLS aligned 		

instruction. For example, a district leader is designated to ensure that teachers of art, music, physical education, and technology are included in information and training relative to CCLS curricula alignment. However, school staff members reported that directives and information originate at the district level, resulting in professional development opportunities that may not meet the needs of all teachers. The self-assessment indicated that the district is in the process of refining the assessment and accountability tools most effective for monitoring school progress and identifying patterns in student learning. School leaders reported that while a great deal of data is available to them, there is no district-wide system in place to identify the most effective or reliable way to use the data to monitor school progress, identify student learning needs, or inform instruction. While the district is beginning to support development of a CCLS curriculum, support is not yet provided to all teachers so that all curricula and instruction, across all grade levels and content areas, incorporates the arts, technology, and other enrichment subjects; and, an assessment and accountability system is not yet in place. As a result, a district-wide comprehensive curriculum aligned to the CCLS does not exist in a data-driven culture.

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:

- Although professional development opportunities are available to teachers, data does not inform instructional planning, strategies, and practices. The district leader and self-assessment document indicated the following: there have been improvements in the functioning of the professional development committee; staff members are offered learning opportunities; additional time for professional development has been added to the teachers' calendars; the district supports staff participation in opportunities outside of the district; and, instructional coaches provide some follow-up support. However, school staff reported that data use is inconsistent, and the development of professional development opportunities does not always consider school or student data. School leaders stated that there is a newly adopted lesson plan format. However, classroom visitations in the schools indicated that not all lesson plans reflected the use of data to align instructional strategies to student needs, and most instructional activities did not provide multiple points of access for individual learners. Although school leaders and staff reported that they are aware of best practices, the IIT noted during classroom visitations that teachers' use of data to effectively plan, develop student goals, and increase levels of engagement, were inconsistently implemented across classrooms. Reviewers noted during classroom visitations that many students were not actively engaged in the learning process and, in some classrooms, students were not paying attention to the lesson. While the district provides some PD opportunities for teachers, the lack of PD and follow-up support to ensure teachers use data for effective planning, instruction and monitoring, results in teacher practices that do not consistently foster high levels of student engagement and positive learning outcomes for all students.

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	D
<p><u>Areas for Improvement:</u></p> <ul style="list-style-type: none"> The district creates policy in some required areas, but it has not created policy that includes a commitment to providing resources that positively support the social and emotional developmental health of all students. The district leader reported and the self-assessment document indicated that leaders are in the process of developing policy to comply with the Dignity for All Students Act (DASA) and providing related training to school leaders and student support staff. Some schools in the district also implement the Positive Behavioral Interventions and Supports (PBIS) system to plan support and intervention strategies for some students. The district also hired a behavioral specialist, who is shared by all schools, and designated a safe schools coordinator for the district; both of these professionals provide training for some staff. However, staff in the schools say they are unaware of any comprehensive district-wide policy or plan to address the continuum of social and emotional developmental health needs of all students, and data is not universally used to identify student needs. Staff members also reported they received professional development regarding some pieces of specific programs, or selected topics, related to student social and emotional health. However, school staff, as well as the self-assessment document, and the district leader, indicated that additional awareness and skill training would be beneficial to students and the schools. Some district leaders stated that it would be a relief to staff for the district to develop a comprehensive, proactive, preventative approach to discussing, identifying, and responding to student social and emotional developmental health issues. Students reported that bullying, particularly of students with disabilities, does occur and that awareness assemblies do decrease the incidences for a little while. District leaders reported to the IIT that they were concerned that the prevalence of unmet student social and emotional health needs contributes to the poor morale evident in some schools. While the district has provided some supports to schools to address student social and emotional developmental health, there is not a district-wide comprehensive approach and commitment to delivering professional development to all staff in order to positively support the social and emotional developmental health of all students, resulting in student needs not being met consistently which limits positive student outcomes. 		
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
<p><u>Areas for Improvement:</u></p> <ul style="list-style-type: none"> Although the district goals include a desire to strengthen parent engagement and community partnerships, a comprehensive strategic plan does not exist. The district leader, school leaders, and the self-assessment document indicated that there have been a variety of attempts to engage families in reciprocal communication and involvement in their children’s learning and academic success. The 		

district leader stated that he is aware that the district and school cultures do not foster partnerships with families. Therefore, the district has reorganized the staff structure to include home-school coordinators and instructional coaches who are required to log incidences of parental involvement and/or any contact with parents via phone or other modes. School leaders reported that there are some parents who volunteer when the school specifies that parental involvement is needed. Some students reported that their families engage with the school through attending school activities and telephone calls with school staff, although other students stated that school staff do not call or interact with their parents unless there is a problem. School staff members reported that limited translation efforts are made to engage families with diverse backgrounds, especially those that do not speak English. Some district leaders stated that a community center for parent education provides opportunities for families to discuss education-related issues. However, the center does not offer language translation during those opportunities. One parent noted that the district's level of commitment to children is appreciated, and that the BOE and district leader are committed to the improvement of student achievement. While the district has made some attempt to improve family outreach and ongoing communication, the district lacks a comprehensive family and community strategic plan that includes professional development for all staff on how to develop and sustain partnerships with families and community organizations. As a result, parent and community engagement with the school is not always fostered to support student success.

DISTRICT LEVEL RECOMMENDATIONS:

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

Tenet 1: District Leadership and Capacity

- 1.2: Develop a monitoring and evaluation system to support the district's theory of action and changes in organization and structure. Examine processes for the allocation of district resources to schools and ensure that the district process is equitable based on the needs of school communities rather than equal based on the number of students enrolled.
- 1.3: Implement the district's theory of action and a plan for continual communication, monitoring, evaluation, and feedback related to the high expectations and connection between professional practices and improved student outcomes. Also, communicate progress and effectiveness data regarding plan implementation throughout the district on a regular basis.
- 1.4: Complete the creation of a comprehensive professional development plan informed by the regular use of data, the assessment of school staff practices, and a mechanism for consistent follow-up support. Distribute the plan throughout the district community.
- 1.5: Revise district goals to include expectation(s) linked to data, including monitoring and evaluation systems. Develop a clear, non-technical, district-wide use-of-data plan that articulates district expectations for the use of data by staff to inform instruction and establish school and student goals.

In order for the District's strategy and practices to align with the concepts in the Effective column of Tenets 2-6, the District should:

Tenet 2: School Leader Practices and Decisions

- 2.1: Implement the plan for regular collaboration and communication between assistant district leaders and school leaders. Monitor and evaluate school progress as the plan is implemented. Provide high-quality support to school leaders as they evolve into instructional leaders that are responsive to the needs of all school stakeholders.

Tenet 3: Curriculum Development and Support

- 3.1: As the administrative reorganization plan is implemented, ensure that the relationships developed with school leaders lead to high levels of ownership and accountability for shifts in CCLS curriculum and instruction. Develop the necessary assessment and accountability systems to assess school effectiveness and progress, and share the findings throughout the school community.

Tenet 4: Teacher Practices and Decisions

- 4.1: Develop and implement systems of school and district level data review and analysis that result in professional development and classroom instruction planning targeted to addressing student and school improvement needs and establishing relevant goals. Provide targeted professional development based on the needs of groups of teachers, and ensure a system of follow-up support that addresses areas of best instructional practices aligned to data.

Tenet 5: Student Social and Emotional Developmental Health

- 5.1: Create a team of school and community representatives to develop district policy and procedures regarding the delivery of professional development that will increase student, staff, and family awareness of the connection between student social and emotional developmental health and academic success. Collaborate with community partners to deliver the professional development and continually provide follow-up support to increase staff's ability to implement effective strategies that address student needs.

Tenet 6: Family and Community Engagement

- 6.1: Create a family and community engagement team that includes students and their families. Designate a facilitator, either internal or external as deemed necessary, to facilitate discussions and engage the team in problem-solving activities to determine how to fully address the needs of all students and families. Develop a comprehensive district strategic plan that provides guidelines for schools in adopting the plan and creating welcoming cultures. Increase and improve written and oral translation services throughout the district community.