



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code/DBN	662300010000
District	Yonkers City School District
District Address	One Larkin Center, Yonkers, NY 10701
Superintendent	Bernard P. Pierorazio
Date(s) of Review	March 4, 2013
Schools Discussed in this Report	Enrico Fermi School For The Performing Arts Family School 32 Martin Luther King, Jr. Elementary School 13

District Information Sheet											
District Grade Configuration	Prek-12	Total Student Enrollment	25,527	% Title 1 Population	34.91	% Attendance Rate	93.2%				
% Free Lunch	69%	% Reduced Lunch	6.5%	% Student Sustainability		% Limited English Proficient	10.6%	% Students with Disabilities	14%		
Racial/Ethnic Origin of District Student Population											
% American Indian or Alaska Native	.3%	% Black or African American	20.6%	% Hispanic or Latino	54.4%	% Asian, Native Hawaiian /Other Pacific Islander	5.5%	% White	18%	% Multi-racial	1.1%
Personnel											
Number Years Superintendent Assigned/ Appointed to District	8 yrs 7/1/05	Number of Deputy Superintendents	0	Average Years Deputy Superintendents in Role in the District	N/A	# of Directors of Programs	5 Executive Directors 8 Directors 5 Asst. Dir.				
% 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	4%	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	6	Number of SIG (a) Recipient Schools	2	Number of SIG (g) Recipient Schools	Number of Schools in Status		6
% ELA Performance at levels 3 & 4	40.7%	% Mathematics Performance at levels 3 & 4	40.7%	% Science Performance at levels 3 & 4	80.8% grade 4 56.4% grade 8	% 4 yr. Graduation Rate (for HS only)	72.1%	% 6 yr. Graduation Rate (for HS only)	72.2%		

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

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	
	OVERALL RATING FOR TENET 1:		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 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:

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 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.

Strength:

- The district has a systematic approach for recruiting, evaluating and retaining high-quality personnel. Interviews by the Integrated Intervention Team (IIT) with district staff indicate that the district is contractually obligated to recruit teachers from a Preferred Eligibility List (PEL). District staff reported to the IIT that the PEL consists of certified teachers formerly employed by the district and released for budgetary reasons. The district leader reported to the IIT that the district has hired 54 certified teachers from the PEL to work as teaching assistants. During district personnel meetings with the IIT, staff reported that the human resources department accepts resumes from the district's various external recruitment sources when it cannot fill a position from the PEL. The IIT examined district guidebooks for the recruitment of teachers, teaching assistants, and staff, which the district has provided for public use, and reviewed documents concerning retention incentives. District staff stated to the IIT that teacher-mentorship opportunities are available to staff. In addition, staff reported to the IIT that teachers have a choice between two mentorship experiences: one through the Teacher Center and one offered by the district. The school leader reported to the IIT that the district offers school staff professional development (PD) opportunities through partnerships with Mercy College, the College of New Rochelle, and Columbia University. The district leader provided information to the IIT about the educational and career advancement opportunities for staff provided by Fordham University, Iona College, Mercy College, and Pace University. According to district representatives meeting with the IIT, school staff understands how various recruitment and retention strategies directly relate to the district's goals of raising standards and instruction to improve student achievement. Consequently, the district has structures in place for recruiting, evaluating, and retaining high quality staff, which enhances its ability to meet the needs of the community.

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.

Strength:

- The district annually assesses the needs of its community stakeholders to determine appropriate resource allocations to promote school and student improvement. During interviews with district staff and through and document reviews, the IIT found that district staff, in collaboration with school leaders, monitor school enrollment throughout the year and each spring in order to

determine staffing, equipment and supply, and facility needs for the following school year. District staff also reported to the IIT that if school leaders need additional fiscal, human, or physical resources, they submit a proposal to the district for evaluation and consideration. The IIT noted that the district has supported and encouraged schools to increase the number of programs serving students with disabilities and English language learners (ELLs) as well as develop technology laboratories and replace school libraries with classroom libraries. District staff reported to the IIT that there is a parent advisory council on the district level. In addition, the IIT noted that the district has three community centers that offer families English as a second language (ESL) courses, medical and mental health services, and other adult-education programs. As a result, the district's system for resource allocation enhances its ability to meet stakeholder needs, which promotes school improvement and 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.

Strength:

- The district's has developed a theory of action that communicates high expectations for meeting the needs of constituents. District staff reported to the IIT that each August, the district leader shares district goals at the State of the District presentation. A document review by the IIT also indicated a PowerPoint presentation, in which district goals are communicated to the community. The presentation includes data in the areas of English language arts (ELA), mathematics, graduation rate, teacher ratings, and student success rates. During interviews with district staff and through document review, the IIT found that the district distributes a pamphlet, which is in both English and Spanish, to constituents that outlines the district goals. The pamphlet outlines the district's five goals: educate all students for academic excellence; implement systemic PD; maintain an environment that welcomes parents/guardians and the community; maintain fiscal responsibility, and enhance student support services. The IIT noted during interviews and through a review of documents that district leaders visit schools monthly and meet with school leaders about the district goals and expectations and the PD attended by teachers. District leaders reported to the IIT that they also conduct classroom walkthroughs to ensure that teachers implement strategies and practices learned in PD. The district's articulation of specific goals and high expectations for stakeholders enhances efforts to improve professional practice to meet the needs of all constituents.

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.

Area for Improvement:

- While the district, in collaboration with various stakeholders, has developed a PD plan to train staff members, raise standards, and increase student achievement, PD training is not available for all staff. Based on interviews and a document review, the IIT noted that the number of seats available for particular PD offerings is insufficient to meet the needs of staff. District staff indicated to the IIT

that they meet with school leaders every summer to ascertain the PD needs of the school staff. Document reviews and interviews by the IIT indicated that the district offers PD to teachers in specific grades from kindergarten through grade 12 across various content areas. Review of the district PD calendar for 2012-13 by the IIT indicated approximately 110 PD sessions on various topics. The IIT noted that frequently, PD on a particular topic occurs once, with an attendance capacity of 25 to 30 participants. Because seating in PD sessions is limited, many staff members do not have the opportunity to attend PD or follow up PD in areas that meet their individual needs. This limitation hampers PD development for staff in pertinent areas, including student support services. The district leader reported to the IIT that the schools also provide PD in weekly meetings. He noted that the elementary schools conduct PD three hours per week and the secondary schools provide PD 90 minutes per month. During interviews with the IIT, the district leader cited the need to offer additional PD sessions in the area of special education to increase the 36 percent proficiency rate among students with disabilities. Although the district has a comprehensive PD plan, the absence of sufficient access to relevant PD for some staff members limits the district's ability to deliver and monitor PD to meet the identified needs of schools in pertinent areas.

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.

Area for Improvement:

- The district has developed a plan to promote a data-driven culture by requiring school data teams, providing written instructions, and offering PD. However, the district has not fully implemented this plan. The district staff reported to the IIT that the district requires each school to create a data team to help collect, analyze, and use data. The district staff also reported to the IIT that school leaders determine the format of their data team. The district leader stated to the IIT that the district has a testing committee, which reviews assessment data and holds schools accountable for progress on meeting the goals. In addition, the IIT noted that the district expects teachers to review assessment data quarterly and to adjust instruction based on the data. A document review and interviews by the IIT indicated that the district collects, analyzes, and provides the schools with various data. In addition, during August of each year, the district communicates how schools should use data. The IIT noted that the district provides schools with a data guide. However, PD concerning data analysis and expectations for teachers is not scheduled to begin until the spring of 2013. Although the district has begun to implement expectations for data use and strategies for promoting a data-driven culture, the lack of full implementation limits its ability to hold staff and schools accountable for student achievement and school improvement.

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>Area for Improvement:</u></p> <ul style="list-style-type: none"> While the district works with the schools to support some school improvement efforts, it is not always responsive to specific needs identified by school leaders and staff. According to school and district leaders, the district assigns staff to support efforts at school improvement. School leaders reported to the IIT that with this assistance, they have begun to implement systems and strategies to address the needs of the community stakeholders. The district staff indicated to the IIT that they meet with school leaders every summer to ascertain the PD needs of the school staff. The schools reported that the district offers various PD opportunities; however, PD sessions are limited to 25 to 30 participants and some sessions are canceled and not re-scheduled. The 1,600 staff members have experienced varying levels of instructional support, which hinders opportunities to meet the district’s school improvement goals of training staff, raising standards, and positively impacting student achievement. District and school leaders reported to the IIT that the district allocates the staff to the schools. Some schools indicated to the IIT that the lack of student support staff to meet social and emotional developmental health needs impedes student growth. A few schools shared with the IIT that because staff assignments are determined according to district policy, the school leadership does not have the authority to re-assign staff, when needed. The absence of sufficient district PD and other instructional supports for staff limits school leaders’ ability to develop school environments that are responsive to the needs of all constituents 		
<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>Area for Improvement:</u></p> <ul style="list-style-type: none"> The district leaders reported to the IIT that they hired directors this year to provide monthly support to schools on implementing the Common Core Learning Standards (CCLS). However, many schools shared with the IIT that the resources they receive to support their instructional program are sometimes dependent upon the school leader’s advocacy skills and relationship with district representatives. These resources include additional funds, technology, and various academic, and enrichment programs to support all students. While district leaders provided the IIT with a list of various data sources that they analyze to determine the financial, human, and material needs of each school to ensure support for implementation of the CCLS, many teachers reported that they did not 		

have sufficient PD to implement the CCLS. Despite school efforts to develop curricula that support the CCLS, not all lessons include differentiation or opportunities that incorporate the arts, technology and other enrichment areas. Consequently, the district’s inconsistent support for the implementation of the CCLS, limits students’ access to 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

Area for Improvement:

- While the district creates, and schedules PD opportunities for teachers focusing on strategies for effective teacher practice, these opportunities are not available for all staff school staff across the district. A review of the PD calendar by the IIT indicated there were several learning opportunities to help teachers identify best practices and strategies. The IIT noted that these PD sessions included two sessions on an introduction to the CCLS in ELA for kindergarten through grade two teachers, with a capacity of 25 participants per session. Another two-session PD opportunity entitled, “Using TI84 in the Integrated Algebra Class, was available to all grade seven and eight mathematics teachers, with a capacity of 30 participants per session. Based on interviews and a document review, the IIT noted that these sessions did not have sufficient seating capacity to include all targeted teachers. Many teachers reported to the IIT that they must rely on turnkey training from colleagues when they are unable to secure a seat in the district-led PD. Although school and district leaders reported to the IIT that district representatives visit schools to conduct classroom walkthroughs to ensure that teachers implement strategies and practices learned in PD, the IIT did not find any teacher observations or notes that contained information related to post-PD observations. Because the district does not provide sufficient learning opportunities and supports for all teachers, school staff is not always able to effectively plan instruction that leads to high levels of student engagement and inquiry.

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

Area for Improvement:

- While the district has developed plans aimed at improving student social and emotional health needs, implementation of the plans and collaboration with the schools has been limited. District plans focus on the evaluation of student needs, the analysis of data, and providing PD for all school staff. Based on interviews with district and school leaders and a document review, the IIT noted that the district delivers some PD topics focused on meeting the social and emotional developmental health needs of students. In the school district goals pamphlet for 2012-2013, the district outlined a plan to enhance student-support services. However, a review of documents and interviews with the IIT also indicated

that despite the district’s objective to reduce out-of-school suspensions, in one of the three schools visited by the IIT the suspension rate increased. The IIT found documentation of a three-part PD series offered in December, January, and February entitled, “Teacher Strategies – Classroom Management and Behavior Modification,” for all general and special education teachers of grades pre-kindergarten through two . This workshop series, however, addressed a select group of teachers across the district and provided only 30 seats. The limited training and support provided by the district, limits the ability of schools to provide opportunities and resources that positively support students’ social and emotional developmental health.

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.

SOP Rating

D

Area for Improvement:

- While the district and schools work to create welcoming environments for families, there is no comprehensive plan for family and community engagement. Observations, interviews, and a review of documents indicate that the district has developed policies, systems, and structures to increase family involvement through regular communications in various formats: superintendent forums, telephone notification, district code of conduct, social media, letters sent home, district and school websites, and a cable television program. However, the IIT received conflicting reports from families and school staff members with regard to the dissemination of information aimed at providing supports to promote student success and to ensure parental involvement. Some stakeholders reported to the IIT that not all schools have a parent-teacher association, that information is not available in all pertinent languages, that families are unaware of volunteer opportunities, and that many constituents do not understand school data and are unaware that school improvement data are available to the public. Various school stakeholders reported to the IIT that neither the schools nor the district provides PD for staff on how to develop partnerships with families and community stakeholders. Therefore, the lack of a comprehensive district-wide family and community engagement plan limits the schools’ ability to ensure family and community engagement in the schools and student success.

SYNTHESIS OF STRENGTHS ACROSS ALL SCHOOLS REVIEWED IN THE DISTRICT:

Tenet 2: School Leader Practices and Decisions

- None of the schools received an Effective or Highly Effective rating regarding this Tenet.

Tenet 3: Curriculum Development and Support

- None of the schools received an Effective or Highly Effective rating regarding this Tenet.

Tenet 4: Teacher Practices and Decisions

- None of the schools received an Effective or Highly Effective rating regarding this Tenet.

Tenet 5: Student Social and Emotional Developmental Health

- None of the schools received an Effective or Highly Effective rating regarding this Tenet.

Tenet 6: Family and Community Engagement

- One out of four schools received an Effective rating for this Tenet. During interviews and a review of documents, the IIT noted that the school is a welcoming space responsive to the needs of families and community stakeholders. Additionally, the school staff indicated that regular communication occurs with families concerning student achievement using various formats. As a result, families feel encouraged to engage with the school fostering a feeling of belonging and trust.

SYNTHESIS OF RECOMMENDATIONS ACROSS ALL SCHOOLS REVIEWED IN THE DISTRICT:

Tenet 2: School Leader Practices and Decisions

- Four of the four schools received recommendations for this Tenet. Recommendations include but are not limited to the following:
 - Create a team of representatives across the schools (i.e., school leaders, teachers, parents, students, community-based partners) to discuss and develop specific, prioritized, long- and short-term goals and develop a cohesive vision for the schools based upon these discussions. Identify the means and systems used to attain the goals and create and monitor measurable benchmarks with realistic timelines for achievement. Regularly share this information across the school community and articulate it in the SCEP.
 - Continue to develop and implement a comprehensive system of teacher evaluation that includes observing teachers frequently; providing targeted feedback, teacher improvement plans, PD, and monitoring progress based on student data.
 - Monitor and support data team efforts to analyze and share outcome data and provide opportunities for instructional staff to learn how to use data to improve programs and instructional practices.

Tenet 3: Curriculum Development and Support

- Four of the four schools received recommendations for this Tenet. Recommendations include but are not limited to the following:
 - Ensure that lesson plans and classroom instruction support the CCLS by conducting regular classroom visits and providing teacher evaluations with relevant feedback and PD support.
 - Ensure that lessons that promote higher-order thinking skills are a priority and require students to analyze information.
 - Provide teachers with the opportunity to meet across grades, and with special area teachers, to ensure that students are exposed to rich curricula that include the arts, technology, and other enrichment opportunities.
 - Develop a comprehensive system for all instructional staff to collect, analyze, and use timely data. Use the system to assess school effectiveness, identify student needs, and identify patterns of student learning that lead to the adaptation of instruction. Create opportunities to enhance teacher understanding of the meaning of a “data-driven culture.” Develop instructional plans and map out a path for progress and growth for groups of students based on current levels of student achievement and analysis of data collected.

Tenet 4: Teacher Practices and Decisions

- Four of the four schools received recommendations for this Tenet. Recommendations include but are not limited to the following:
 - Ensure, through PD and monitoring, that teachers connect the analysis of data with instructional decision-making, student grouping, and targeted lesson planning. Use formative assessments, progress monitoring, and frequent feedback to students to empower and encourage students to actively participate in, and take ownership of, their own learning process.
 - Provide focused systemic PD to help all teachers incorporate differentiated, CCLS-aligned instruction that leads to multiple points of access for all students to achieve targeted goals.
 - Explicitly teach and reinforce clear behavioral expectations. Develop a system to monitor regularly the enforcement of the behavioral expectations so that teachers may focus on instituting strategies to infuse higher-order questions, student inquiry, and higher levels of student collaboration into instruction.

Tenet 5: Student Social and Emotional Developmental Health

- Four of the four schools received recommendations for this Tenet. Recommendations include but are not limited to the following:
 - Create a comprehensive system for referral and support of all students that address barriers to social and emotional developmental health and academic progress. Explore designating a specific adult to

identify and address the needs of each student. Develop partnerships to promote student social and emotional developmental health and track their effectiveness.

- Develop a communication system that educates all stakeholders about the school vision for student social and emotional developmental health and how it connects to academic success. Implement a rigorous curriculum to teach and measure social and emotional developmental health for students. Provide PD and explicit training for stakeholders to build adult capacity to support students that results in a safe and respectful learning community.
- Share with families and community stakeholders the school vision to develop and foster a safe learning environment. Describe to all constituents how the school will work toward achieving a sense of safety and ownership and how this work links to student social and emotional developmental health and positive student outcomes.
- Prioritize and develop a system to collect, analyze, and use data to respond to students' social and emotional developmental health needs. Provide all school leaders and staff with PD on the use of this system.

Tenet 6: Family and Community Engagement

- Three of the four schools received recommendations for this Tenet. Recommendations include but are not limited to the following:
 - Design and implement family and community engagement policies and procedures to include safe open-door policy that is responsive to families and other community members. Develop strategies that engender trusting and respectful relationships with all constituents. Provide opportunities for parent and community volunteering and engaging with the schools focused on student academic, social, and emotional development.
 - Develop and implement a system that allows all families to participate in multi-language reciprocal communication in their native language with teachers and other staff members about their child's academic, social, and emotional developmental health progress.
 - Create and provide a wide range of opportunities for families to receive and understand individual student, school, and State data. Encourage families to advocate for necessary and sustainable student support.
 - Provide PD to targeted staff members related to strategies for developing and sustaining partnerships with families and community stakeholders that support student academic and social and emotional developmental health needs.

DISTRICT LEVEL RECOMMENDATIONS:

Tenet 1: District Leadership and Capacity

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

- 1.4: Establish a calendar of PD opportunities that ensures that the needs of district and school staff are addressed. Ensure that all staff members have an opportunity to participate in district-level PD so that all stakeholders can acquire new skills and knowledge. Provide post-PD observations or supports to school staff, whenever necessary or requested.
- 1.5: Ensure that the district communicates to staff members the expectations to use data to establish and monitor short-and long-term goals for students. Provide PD to all stakeholders on how to collect, analyze, and use academic, social, and emotional development data and provide follow up PD observations and supports, when necessary or requested.