



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	280201030000
District	Hempstead Union Free School District
District Address	185 Penninsula Blvd.
Superintendent	Ms Susan Johnson
Date(s) of Review	December 12, 2013
Schools Discussed in this Report	Franklin School Alverta B Gray Schultz Middle School Hempstead High School (Modified Report)

District Information Sheet

District Grade Configuration	PreK-12	Total Student Enrollment	7,072	Title 1 Population	83%	Attendance Rate	95%				
Free Lunch	79%	Reduced Lunch	4%	Student Sustainability	%	Limited English Proficient	39%	Students with Disabilities	12%		
Racial/Ethnic Origin of District Student Population											
American Indian or Alaska Native	.14%	Black or African American	34%	Hispanic or Latino	64%	Asian or Native Hawaiian /Other Pacific Islander	.63%	White	1.2%	Multiracial	0%
Personnel											
Number Years Superintendent Assigned/Appointed to District	1	Number of Deputy Superintendents	1	Average Years Dep. Superintendents in Role in the District		# of Directors of Programs	8				
% 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		Average Teacher Absences in District					
Overall State Accountability Status (Mark applicable box with an X)											
District in Good Standing		Focus District	X	Number of Focus School Identified by District	5	Number of SIG Recipient Schools	2	Number of Schools in Status	0		
ELA Performance at levels 3 & 4	7%	Mathematics Performance at levels 3 & 4	8%	Science Performance at levels 3 & 4	4 th /81% 8 th /33%	4 yr. Graduation Rate (for HS only)	37%	6 yr. Graduation Rate (for HS only)	51%		

District Name
Date of Review

Did Not Meet Adequate Yearly Progress (AYP) in ELA			
	American Indian or Alaska Native	X	Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
X	Students with Disabilities	X	Limited English Proficient
X	Economically Disadvantaged		All Students
Did Not Meet Adequate Yearly Progress (AYP) in 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		All Students
Did Not Meet Adequate Yearly Progress (AYP) in Science			
	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		Limited English Proficient
X	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 leadership has a comprehensive and explicit theory of action about school culture that communicates high expectations for addressing the needs of all constituents.				X
1.3	The district is organized and allocates resources (financial, staff support, materials, etc.) in a way that aligns appropriate levels of support for schools based on the needs of the school community.				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 1.1: 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>Tenet Rating</p>	<p>I</p>
<p><u>Debriefing Statement:</u> While the district has a planned approach to hiring personnel, the district staff has limited authority to select personnel that meets the needs of the school communities. In addition, the review team found narrow evidence of the district’s plan to evaluate and sustain high quality personnel.</p> <p><u>Areas for Improvement:</u></p> <ul style="list-style-type: none"> • The district staff has some structures in place to recruit and recommend staff to fill vacant positions but lacks a coordinated approach to select, evaluate, and retain high quality staff. During interviews with the Integrated Intervention Team (IIT or review team), district leaders shared copies of job postings and reported that the district partners with Teach for Tomorrow, an organization that provides stipends to teachers to complete their education, to attract personnel. Evidence from interviews and a review of documents indicate that the hiring process begins with the screening of applicants. A Steering Committee composed of representatives from the Parent Teacher Associations (PTA), bargaining units (unions), curriculum specialists, teachers, and district representatives conducts interview of qualified applicants. The committee recommends three applicants to the superintendent who then interviews and ranks the candidates, and then shares the recommendations to the school board who makes the final hiring decision. Although district and school representatives serve on the steering committee, staff shared that both school and district staff has limited input in the final selection of candidates. During interviews with the IIT, various constituents at the schools and district expressed frustration about the school board’s selection process. Some constituents expressed that the best candidates as recommended by school and district representatives are rarely chosen. The review team found limited evidence of the district’s retention strategies. District leaders reported to the IIT that the district provides mentors for all staff with initial certification and staff new to the district. However, district leaders shared that although school leaders recommended mentors, the school board removed most of those names. While a review of documents show that mentor sessions occurred in the past, reviewers did not find evidence of how the program is monitored or evaluated for effectiveness. The lack of a coordinated approach to select, evaluate, and retain high quality personnel limits the district staff ability to address community and school needs. 		
<p>Tenet 1.2.: The district leadership has a comprehensive and explicit theory of action about school culture that communicates high expectations for addressing the needs of all constituents.</p>	<p>Tenet Rating</p>	<p>I</p>
<p><u>Debriefing Statement:</u> The district leadership has not articulated a plan of action to embrace all stakeholders to create a healthy school and district culture. There are different perceptions among different stakeholders about high expectations to meet the needs of all constituents. Consequently, students do not achieve high levels of success throughout the district.</p> <p><u>Areas for Improvement:</u></p>		

- District leadership has not created a clear vision of high expectations for all students. District leaders have not created Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals. A review of the District Strategic Plan and the District Comprehensive Improvement Plan (DCIP) show that these plans do not address SMART goals. In addition, plans do not clearly state how all staff members should establish a set of high expectations for connecting their instructional practices and strategies to student achievement and learning, which limits the district and school leaders ability to hold staff accountable for improved student outcomes. In two of the three schools visited, team interviews of school leaders, students, staff, and parents demonstrated that few constituents know and or understand the district’s explicit theory of action about a school culture that supports high expectations for all students. During interviews with the IIT, district leaders spoke of stopping student failure and a vision of all students reading on grade level by third grade, but did not specify the plan to meet this goal. During visits to classrooms in all three schools, the IIT found little or no evidence of high expectations for all students. Reviewers noticed few examples of teachers employing higher-order thinking questions in their instruction. Targets for student achievement were universally low. The district leaders report that they hired Scholastic Inc. to conduct district and school assessments. While the district leaders shared that, they purchased the International Center for Leadership in Education (ICLE) and Math Solutions programs from Scholastic Inc., the leadership did present evidence of a plan to address the results from assessments. The district does not support a clear vision or plan that connects professional practices with improved student outcomes. Additionally, there was no evidence of an established routine for communicating a theory of action to any constituents. Consequently, constituents know of neither a theory of action nor the roles of constituents in formulating or meeting high expectations for all students resulting in little or no growth in student achievement.

Tenet 1.3: The district is organized and allocates resources (financial, staff support, materials, etc.) in a way that aligns appropriate levels of support for schools based on the needs of the school community.

Tenet Rating

I

Debriefing Statement: The district staff does not allocate resources to adequately address the unique needs of each school community, which limits school improvement and success throughout the schools in the district.

Areas for Improvement:

- The district does not have a coordinated plan to align resources based on the needs of each school. When interviewed by the IIT, the district leaders described a formula-based funding process they use to allocate resources to include any additional mandated supports such as speech therapy, counseling, or English as a Second Language (ESL). However, evidence from school reviews demonstrates that the district inconsistently allocates resources to meet individual school needs. During interviews with both the district and school leaders, reviewers learned some elementary and middle school classes are housed in portable classrooms. The district reconfigured the schools with one by reopening one building to accommodate kindergarten students and expanded another building to include grades four and five. A school leader stated that the middle school is overcrowded and that students in grade six are in portable classrooms. Some school leaders expressed concerns about the safety of these facilities. Although the district leaders acknowledge that the portable classrooms are not optimal

space for teaching and learning, there are currently no plans in place to relocate the grade six students into permanent classrooms. The district leader said that school leaders must let the central office know the needs of the school. District staff shared that that health and safety facility needs are reviewed with the school leaders. Additionally, the district leader reported that there is a feedback loop with the school leaders regarding budget issues. However, when interviewed by the IIT, two school leaders stated that they did not know the status of their furniture and structural repair requests. While district staff discussed formula funding, district staff provided limited evidence of how staff addresses the needs of specific sub-groups of students, particularly English language learners (ELL). The district staff reported that staff ordered 200 Spanish – English dictionaries; however, during the school review the IIT did not see these resources in ESL classrooms. The lack of a coordinated plan to distribute and monitor resources results in unmet needs in the schools, which hinders students' chances of academic success.

Tenet 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.

Tenet Rating

I

Debriefing Statement: The district does not have a systematic plan to create, review, monitor, and evaluate professional development targeted to specific schools and their needs. Therefore, professional development does not enhance teacher effectiveness.

Areas for Improvement:

- The district provides professional development (PD), but does not have a written PD plan. Although the district has allocated five half days to provide PD for staff throughout the district, discussions with district leaders and a review of documents showed that there were no listings of PD or a plan for meeting the needs of the individual schools. Interviews with the school leaders and staff in all three schools reflect that staff had no input into PD sessions provided by the district. Some school staff shared that they learned of PD assignments on the day the PD occurred. Additionally, staff consistently described the PD as being inadequate in addressing their needs in implementing the Common Core Learning Standards (CCLS) and the CCLS shifts. The district hired Scholastic Inc. to carry out district and school assessments and to make PD recommendations based on their findings. Although the district staff informed reviewers that ICLE and Scholastic would provide PD, the IIT found minimal evidence of the specific planning and follow-up for such training events. While the IIT reviewed minutes from an orientation session for new teachers; the IIT found that the information recorded primarily focused on routine or procedural information. Discussions with district leaders indicated that the district earmarked Title III funds, for staff development, but could not offer evidence of this PD. There was also no evidence of monitoring, evaluating, or using feedback from participants to inform future PD sessions. Consequently, district led PD does not support staff in developing a professional learning culture that leads to increase teacher effectiveness, which limits teachers ability to prepare students to become career- and college- ready.

Tenet 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.

Tenet Rating

I

Debriefing Statement: The district does not promote a data-driven culture where staff members and school communities are held accountable for providing strategies connected to best practices. Stakeholders across the district do not have a deep understanding of how students are performing. As a result, stakeholders do not adjust their practices, which impede student achievement.

Areas for Improvement:

- District leadership has mandated data teams in all schools, but discussions with district and school leaders as well as a review of documents show that the district has not provided modeling, a clear system, protocols, PD, monitoring or evaluation for these data teams. In all three schools visited, reviewers found that the data teams lacked focus and did not utilize data to address student or sub-group needs in planning. During the school reviews, the IIT attended grade level team meeting and noted that staff did not present or analyze data to drive instruction and promote best practices. Discussions with district leaders indicate that the district lacks expectations or protocols for a district-wide system for supporting the use of data for informing instructional planning and establishing goals for students. As a result, staff sporadically uses data and inconsistently differentiates lessons to meet the needs of individual or groups of students. The lack of district focus on utilizing data to drive instruction and raise student achievement was further reflected in the three school visited as instructional practices were inconsistent. The majority of lessons observed by the IIT were teacher-rather than student-centered. In classrooms where teachers grouped students for instruction, teachers did not group students based on specific student data and most groups were homogeneous or organized by overall skill level in reading and not flexible if achievement levels changed. Although the district implemented baseline assessments in ELA and math, there are no interim assessments in place and reviewers noted that the staff has not analyzed baseline assessments for alignment with the skills being tested. As a result, staff does not use data in planning instruction, does not effectively share, and is not held accountable for utilizing data and implementing practices to promote student achievement.

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

Tenet 2.1 - School Leader Practices and Decisions: 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.

Tenet Rating

I

Areas for Improvement:

- According to the school leaders, the district has not provided consistent support to enable school leaders to meet the varying needs of their school communities. Although one school leader reported that district staff helped in constructing a school vision, reviewers found limited evidence of either the district or any of the schools visited by the IIT developing clear visions and specific goals. School leaders stated that district has reconfigured schools without consideration of the varying needs of schools within the district. District-wide decisions, with little or no input from the schools, are made for the schools in numerous areas including curriculum, PD, and staffing. A school leader expressed concerns about the district use of an outside consultant with limited knowledge of the school operations to create the school’s schedule. In two of the schools with persistent safety issues, school leaders, staff, and parents voiced concerns to the IIT about the district’s neglect of facilities. The district does not work with school leaders to create PD within their schools to implement district initiatives. School leaders indicate that the PD offered does not adequately support the instructional needs of the schools. The lack of consistent support structures hampers school leaders in their ability to respond to the needs of the entire school community.

Tenet 3.1 - Curriculum Development and Support: 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.

Tenet Rating

I

Areas for Improvement:

- The district does not consistently work with schools to ensure staff across all schools implements curricula appropriately aligned with the CCLS. Evidence from discussions with school leaders and teachers, class visits, and a review of lesson plans demonstrate that the district relies primarily on textbooks and commercial programs such as *Reading Street* and *Math Solutions*. Although the math curriculum for the district is CCLS aligned modules from EngageNY, reviewers found little evidence of the district providing consistent PD to help the schools use these modules and design lesson plans adapted to students’ needs. The review team’s interviews with staff confirmed that teachers were unsure of how to implement the CCLS and felt they received inadequate PD. District staff shared with the IIT, that the Assistant Director for Curriculum Development is creating an ELA curriculum; however, staff did not share evidence of a defined process that included the involvement of staff from all grade levels to assure CCLS alignment. Although baseline assessments have been issued for all grades, no uniform assessments for benchmarking have been developed and staff is expected to develop their own. The district does not collect and analyze performance data to provide feedback to schools. Despite the hiring of Scholastic, Inc. for schools and district assessments and recommendations, no PD plan has been developed. According to school leaders, district assigned directors and curriculum specialists do not provide even support to all schools, which impacts some teachers’ ability to

consistently provide instruction that is CCLS aligned.

Tenet 4.1 - Teacher Practices and Decisions: 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.

Tenet Rating

I

Areas for Improvement:

- The district does not coordinate and implement professional development in a manner that meets the individual needs of schools. School staff reported that they had limited input into district led PD. Recommendations by Scholastic Inc. have not been used to develop a strategic plan to coordinate district-wide PD. Interviews with school staff confirm that staff planned PD at the school level without oversight by the district. A structure for supporting school-based PD has not been developed and most school staff reported that they felt unprepared to implement the CCLS and that district PD was not responsive to their needs. The district staff reported to the review team that they observe classrooms along with school leaders and provide formalized, written feedback; however, there is no evidence that this has occurred in all schools. Although the IIT reviewed some PD feedback forms, most of the comments were negative, and there was no evidence that staff used this feedback to plan future PD sessions. The district staff's lack of collaboration with individual school leaders to coordinate, implement, and monitor PD that meets the needs of school-based staff, limits staff across the district from providing students with consistent rigorous learning opportunities that improve student learning and achievement.

Tenet 5.1 - Student Social and Emotional Developmental Health: The district creates policy and works collaboratively with the school to provide opportunities and resources that positively support students' social and emotional developmental health.

Tenet Rating

I

Areas for Improvement:

- The district does not have a defined policy addressing the unique social and emotional health development needs of students throughout the district, which results in inconsistent support to schools. During school visits, some Instructional Support Teams (IST) reported that they had received pertinent district led PD while members of other ISTs reported not having had appropriate PD. Reviewers found that the district lacks a formal system to provide PD to all stakeholders to build adult capacity to support student social and emotional developmental health. Additionally, there is no formal system of protocols to delineate roles of stakeholders in support for all groups of students. Data is not collected, disaggregated, and analyzed to link student success with social and emotional developmental health. Resources are not uniformly shared or known by all stakeholders. District staff identified the Health Clinic housed at the high school and funded by a grant from Winthrop as a community resource. Although constituents at the high school were aware of this opportunity, school leaders, staff, students and parents from other schools did not indicate that they were aware of the Health Clinic or that it was available to them. Additionally, reviewers found that district supported programs, such as DASA and Safe and Civil Schools Initiatives were not evident in all schools and staff seemed unaware of many of these programs. The district does not have a uniform policy to ensure consistent coordination and support of students' social and emotional developmental health, which

results in some unmet needs for students and families in the school communities.

Tenet 6.1 - Family and Community Engagement: 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.

Tenet Rating

I

Areas for Improvement:

- The district does not have a comprehensive family and community engagement policy. Schools and the district report low levels of parent engagement. During discussions with the IIT, the district leaders indicated that parents were not invited to participate in the last three school board meetings. When interviewed by the IIT parents expressed that they felt disregarded by the school board. Although parents have attended open forums led by the district staff and individual school leaders, parents interviewed during school reviews stated that they are not receiving and discussing data pertinent to student achievement and need. While parents receive standardized data, specific data to target student need is not shared. A review of correspondence sent to parents, as well as meetings with school leaders demonstrates that the district translates communications into Spanish, the prevalent second language. However, the IIT found that the district's efforts to engage families lacks coordination, and not all families receive timely receive timely data. For example, there is no district policy for distribution of interim progress reports. In addition, the second parent-teacher conferences occur in June, which limits opportunities for parents to address any issues or concerns before the school year ends. The lack of a comprehensive family and community engagement plans, limits opportunities for some families to work in close partnership with schools to provide supports needed to improve student achievement.

Synthesis of Strengths across All Schools Reviewed in the District:

None of the schools were rated Effective in Tenets 2, 3, 4, 5, or 6.

Synthesis of Recommendations across All Schools Reviewed in the District:

Tenet 2 – School Leader Practices and Decisions

- Both schools received recommendations for this Tenet. Recommendations include but are not limited to the following:
 - Develop specific, measurable, ambitious, results oriented and timely (SMART) goals that reflect a sense of urgency, a vision, and high expectations for all students. These goals should be shared with all constituents so that Instruction and achievement can be monitored, evaluated, and adjusted to create high expectations for all students.
 - In areas where the district does not make decisions regarding resources, develop a protocol utilizing monitored distribution and collection of needs assessments for input from all constituents to make strategic decisions to organize programmatic, human, and fiscal capital resources.
 - Implement an observation plan to provide on-going, actionable feedback to staff and plan appropriate PD. Monitor the implementation of the schedule to ensure that all staff implements the schedule consistently and comprehensively.
 - Develop, implement, and evaluate an interconnected system using set protocols to assure that collected data is shared by staff and monitor progress toward critical school-wide goals to ensure that they are met in a timely manner.

Tenet 3 – Curriculum Development and Support

- Both schools received recommendations for this Tenet. Recommendations include but are not limited to the following:
 - Develop a PD plan that targets support for staff to align instruction with the CCLS and the CCLS shifts. Where the district provides curriculum, implement protocols to assure that staff utilizes specific lesson plans to implement CCLS aligned units. Monitor the effectiveness of this plan and the impact that it has on improving the curriculum, instruction and student achievement.
 - Develop and implement protocols and monitoring systems for reviewing unit and lesson plans to assure that student data is used for alignment with the CCLS and NYS content standards. Focus meeting time on the rigorous implementation of the CCLS and the use of data to adjust curricula to ensure growth in student achievement.
 - Monitor the use of regular teacher meeting times across grades and content areas to develop interdisciplinary units of instruction that incorporate the arts, technology, and other enrichment areas to enable all students to discover, create, and communicate information through a variety of modes and media. Ensure that these units are consistently embedded in practice.
 - Develop a system and protocols to utilize formative and summative assessments to ensure alignment between curriculum and assessment, and to allow teachers to provide targeted and data-based feedback to address student ownership of learning and improve student achievement.

Tenet 4 – Teacher Practices and Decisions

- Both schools received recommendations for this Tenet. Recommendations include but are not limited to the following:
 - Develop a structure where teachers are provided with in depth analysis of individual and group data and PD to analyze data for teachers to create targeted goals for all students. Create systems to monitor unit and lesson plans, and monitor instruction to assure that students are provided instructional interventions that lead to improvements in achievement and learning.
 - Monitor instructional practices, especially in the core subjects to ensure that teachers provide CCLS instruction with multiple access points for students and higher order thinking skills that lead to high levels of student engagement and achievement.
 - Develop, implement, and monitor instructional strategies to assure sensitivity to diverse groups of students and their needs. Make representation to the district that some classes are overcrowded and that the modular accommodation, in particular, is not conducive to creating an intellectually and physically safe environment for all students.
 - Develop and implement protocols and provide PD for analyzing individual and group data to inform planning and to provide targeted and actionable feedback so that students take ownership of their learning. Utilize a variety of summative and formative data sources in order to lead to higher levels of achievement.

Tenet 5 – Student Social and Emotional Developmental Health

- Both schools received recommendations for this Tenet. Recommendations include but are not limited to the following:
 - Develop and implement protocols and provide PD for all constituents that clearly articulate behaviors that promote positive interactions that result in greater social and emotional developmental health for students. Monitor interactions to assure that students are developing behaviors linked to engagement in learning and academic achievement.
 - Develop and implement opportunities and protocols that assure that all stakeholders share data and understand strategies to enable them to provide support of student social and emotional developmental health.
 - Develop staff understanding of how to collect and analyze student social and emotional data to address all student needs and promote academic achievement.

Tenet 6 – Family and Community Engagement

- Both schools received recommendations for this Tenet. Recommendations include but are not limited to the following:
 - Develop a vision of student achievement that focuses on high expectations for all students and insure that these expectations are promoted in student, parent, and staff communications. Provide PD for staff and parents on building family-school relationships centered on high expectations for student achievement.

- Develop and implement systems and protocols for communicating student data, strengths and needs with families and community stakeholders so that families can support their children's academic achievement. Monitor the effectiveness of the communication in different languages and consider other ways of communicating, for example, webinars, student-led presentations at PTA meetings, and focused forums for parent meetings with school leaders and staff.
- Develop relationships with community services and agencies to address family needs. Provide PD for staff on developing partnerships with families and/or the community. Monitor partnerships and feedback from staff, family, and the community to increase services that aid families in supporting the student achievement.
- Collaborate to develop a school-based parent plan that includes systems for families to participate in reciprocal communication with school staff to understand how to read, use, and analyze school and student data to enable them to understand and support their children's education.

DISTRICT LEVEL RECOMMENDATIONS:

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

Tenet 1: District Leadership and Capacity

- 1.1: Develop a system where the school board is responsive to staffing recommendations from district and school leaders. Develop a system and protocols that ensure a collaborative approach with school leaders regarding hiring and placement of personnel.
- 1.2: Collaboratively create a clear vision of high expectations for all students with all stakeholders. Ensure that this vision for high expectations is articulated, understood, and supported by all members of the school community.
- 1.3: Develop structures for accurately assessing the needs of the district, including all sub-groups, to ensure that resources are in place to address school and student needs. Ensure that there is an equitable distribution of resources to support schools in order to promote school improvement and student success.
- 1.4: Develop a comprehensive PD plan for the district that utilizes surveys and feedback from school leaders, staff and parents, and supports all sub-groups. Monitor and evaluate feedback to accurately assess and adjust PD to address school, staff, and parent needs and to coordinate and tailor PD with individual schools.
- 1.5: Develop district-wide systems and protocols for collecting, disaggregating, analyzing, and sharing pertinent data with schools, staff, and the school community in order to create a data-driven culture. Develop and support protocols for schools to analyze and utilize data to develop and share best practices and increase student achievement.

Tenet 2: School Leader Practices and Decisions

- 2.1: Develop a system and protocols that ensure a collaborative approach to addressing the instructional needs of the school community. Work with all school leaders to create a vision that is responsive to the needs of all stakeholders.

Tenet 3: Curriculum Development and Support

- 3.1: Collaborate with school leaders to create plans and necessary supports to create, implement, and monitor curricula that align with the CCLS. Utilize district fiscal and human resources; including district directors and content area specialists, to help develop, monitor, and evaluate CCLS aligned curricula.

Tenet 4: Teacher Practices and Decisions

- 4.1: Develop a plan to provide PD based upon district and school needs, utilizing feedback in order to address teachers concerns regarding instructional practices aligned to school data. Develop systems and protocols to collect and evaluate feedback to support PD offerings that address areas of instructional practices aligned to data.

Tenet 5: Student Social and Emotional Developmental Health

- 5.1: Develop and implement a PD plan that uniformly addresses topics to school staff regarding student social and emotional developmental health needs.
- **Tenet 6: Family and Community Engagement**
- 6.1: Develop and implement protocols allowing parents to be active participants in School Board meetings to engender communication and create a welcoming environment for families. Develop a plan for outreach to parents in all pertinent languages to allow for the exchange of information. Create, articulate, and implement a plan to share district resources and partnerships with community agencies to address the needs of all students and families.