



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

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



<b>BEDS Code</b>	190301040001
<b>School Name</b>	Cairo-Durham Elementary School
<b>School Address</b>	424 Main Street, Cairo, NY 12413
<b>District Name</b>	Cairo-Durham Central School District
<b>School Leader</b>	Marie Culihan
<b>Dates of Review</b>	February 17-18, 2015
<b>School Accountability Status</b>	<input checked="" type="checkbox"/> Focus School
<b>Type of Review</b>	<input checked="" type="checkbox"/> SED Integrated Intervention Team (IIT)

## School Information Sheet

School Configuration (2014-15 data)			
Grade Configuration	K-5	Total Enrollment	524
		SIG Recipient	Yes
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	0	# Dual Language	0
		# Self-Contained English as a Second Language	0
Types and Number of Special Education Classes (2014-15)			
# Special Classes	2	# SETSS	2
		# Integrated Collaborative Teaching	11
Types and Number of Special Classes (2014-15)			
# Visual Arts	1	# Music	1.65
		# Drama	0
# Foreign Language	0	# Dance	0
		# CTE	0
School Composition (most recent data)			
% Title I Population	65.07%	% Attendance Rate	92%
% Free Lunch	43.08%	% Reduced Lunch	6.65%
% Limited English Proficient	0	% Students with Disabilities	14.62%
Racial/Ethnic Origin (most recent data)			
% American Indian or Alaska Native	.38	% Black or African American	1.53
% Hispanic or Latino	6.68	% Asian or Native Hawaiian/Pacific Islander	.57
% White	86.5	% Multi-Racial	4.39
Personnel (most recent data)			
Years Principal Assigned to School	3 mos.	# of Assistant Principals	0
# of Deans	0	# of Counselors/Social Workers	2.5
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	0
% Teaching with Fewer Than 3 Years of Experience	19.61	Average Teacher Absences	4.14
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	20.97%	Mathematics Performance at levels 3 & 4	20.17%
Science Performance at levels 3 & 4 (4th Grade)	80.52%	Science Performance at levels 3 & 4 (8th Grade)	
Student Performance for High Schools (2013-14)			
ELA Performance at levels 3 & 4		Mathematics Performance at levels 3 & 4	
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits		% of 2nd year students who earned 10+ credits	
% of 3rd year students who earned 10+ credits		4 Year Graduation Rate	
6 Year Graduation Rate			
Overall NYSED Accountability Status (2013-14)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			

### Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	--	Black or African American	--
Hispanic or Latino	--	Asian or Native Hawaiian/Other Pacific Islander	--
White	No	Multi-Racial	--
Students with Disabilities	--	Limited English Proficient	--
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	--	Black or African American	--
Hispanic or Latino	--	Asian or Native Hawaiian/Other Pacific Islander	--
White	No	Multi-Racial	--
Students with Disabilities	--	Limited English Proficient	--
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	--	Black or African American	--
Hispanic or Latino	--	Asian or Native Hawaiian/Other Pacific Islander	--
White	No	Multi-Racial	--
Students with Disabilities	--	Limited English Proficient	--
Economically Disadvantaged	--		

#### SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:

1. Develop and implement grades PreK to five vertically aligned curricula.
2. Create and implement consistent progress monitoring tools following a data-driven instruction protocol.
3. Create common planning time on a weekly basis for all instructional staff.
4. Increase parental involvement activities to be inclusive of all families.
5. Develop and implement a professional development plan.

## Information about the review

- The review was co-led by an Outside Educational Expert (OEE) and a representative from the New York State Education Department (NYSED). The team also included a district representative and a Special Education School Improvement Specialist (SEIS).
- The review team visited a total of 29 classrooms during the two-day review.
- Reviewers conducted focus groups with students, staff, and parents.
- Reviewers examined documents provided by the school, including curriculum maps, lesson plans, school-wide data, teacher feedback, and student work.
- The school provided results of a student survey that 224 students (43 percent) completed.
- The school provided results of a staff survey that 56 staff members (100 percent) completed.
- In August 2014, the Board of Education voted to consolidate the two district elementary buildings (kindergarten to grade two and grades three to five) into one kindergarten to grade five building. The school leader is working to integrate staff, students, services, and culture into a seamless community. The school leader was hired in September 2014 as an assistant principal. Upon reassignment of the previous school leader by the interim superintendent in November 2014, the assistant principal assumed the role of acting principal.

### 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
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission, and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL RATING FOR TENET 2:</b>				<b>D</b>	

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

#	Statement of Practice	H	E	D	I
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>OVERALL RATING FOR TENET 3:</b>				<b>D</b>	

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

#	Statement of Practice	H	E	D	I
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL RATING FOR TENET 4:</b>				<b>D</b>	

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

#	Statement of Practice	H	E	D	I
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<b>OVERALL RATING FOR TENET 5:</b>				<b>D</b>	
<b>Tenet 6 - Family and Community Engagement:</b> The school creates a culture of partnership where families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.					
#	Statement of Practice	H	E	D	I
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL RATING FOR TENET 6:</b>				<b>D</b>	

<b>Tenet 2 - School Leader Practices and Decisions:</b> Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement.	<b>Tenet Rating</b>	<b>D</b>
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The school has received a rating of ***Developing*** for Tenet 2 – School Leader Practices and Decisions.

- In the few months since being appointed principal, the acting school leader has introduced processes and procedures that bring a greater focus on raising academic standards; however, these positive first steps have not yet resulted in sustained improvements in student achievement or instruction. One of the school leader’s first actions was to form a school leadership team (SLT) comprised of all interested families and staff. According to the school leader, the SLT’s first task was to create the building’s vision, mission, and Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals. However, reviewers learned that although families and staff are kept informed of progress toward goals and given opportunities for input, there are no formal evaluation procedures in place. The school leader has collaborated with teachers in each grade level, communicating her expectations for student academic success. With improvement as the focus, the school leader has asked teachers to develop their own grade-level SMART goals, which must include at least one goal each for English language arts (ELA), math, and parent engagement; as yet, the school leader has not monitored the impact of these efforts.
- The school leader reported making strategic decisions in a number of areas, which included modifying schedules to provide regular opportunities for teachers to meet vertically across grades, as well as daily for grade-level meetings. During common planning time, the school leader expects teachers to work on grade-specific SMART goals, curriculum mapping, and analyzing data from tests and exit slips. However, reviewers found the resulting work has not yet been evaluated for its impact in all classrooms. Reviewers learned that the school leader created an enrichment program, as well as an after-school ELA intervention program. Data documentation was also reportedly collected by the school leader and presented to the superintendent to justify the hiring of a half-time social worker to support students’ social and emotional developmental health needs. The leader emphasized that recent initiatives are focused on increasing school improvement, but recognized that it is too soon to measure the level of success being achieved.
- The school leader observes instructional staff formally once per year and informally via six walk-throughs. In their focus group, teachers noted the school leader provides a schedule for observations, as well as for pre- and post-observation discussions. Teachers said that the school leader’s feedback on such things as differentiating instruction to meet student needs, for example, is timely and helpful. Discussions with the school leader confirmed she uses information gathered from classroom observations to provide additional professional development (PD) during faculty meetings to address instructional weaknesses or highlight best practices she has observed. However, these efforts have not yet had an impact on consistently improving instruction.
- The school leader reported forming several committees that include groups to examine data and evaluate the impact of Response to Intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS) strategies, after-school programs, and curriculum development initiatives. However, reviewers found these committees have not yet appreciably affected student growth. For example,

some curricula have been developed in ELA, but little in math. Teachers told the Integrated Intervention Team (IIT) that they are not yet skilled enough in using assessment data to guide the progress of their work. While the school leader has begun the process of putting in place initiatives to improve the school’s academic performance, many programs and initiatives are new; and although students are showing some growth on interim assessments, it is too early to demonstrate long-term improvement.

**Recommendation:**

The school leader and appropriate teams should review current systems and processes to ensure they are interconnected and focused on increasing student achievement. Areas to review during the remainder of this school year could include:

- the process for curriculum development and curriculum mapping that is horizontally and vertically aligned across all grades and subject areas;
- building-wide, consistent use of one specific system for the data collection and monitoring of data-driven instruction;
- the use of data to differentiate instruction to address diverse academic and social and emotional needs of all students in their classrooms; and
- intervention strategies developed to support students’ social and emotional developmental health.

**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.

**Tenet Rating**

**D**

The school has received a rating of ***Developing*** for Tenet 3 – Curriculum Development and Support.

- The school leader, with teachers, has begun to take steps toward offering students curricula aligned to the Common Core Learning Standards (CCLS). The IIT learned that the school leader has identified a lead teacher for each grade and formed grade-level teams, as well as vertical teams, to promote the development and delivery of the curriculum. Through regular pedagogical support from the school leader and outside coaches, teachers at each grade level are increasing their knowledge of curriculum development and are in the process of creating grade-level curriculum maps for ELA. Maps are developed for ten-week periods, so teachers are currently producing maps for the third quarter of the school year. Reviewers also learned that teachers revise unit plans, as needed, during grade-level meetings. However, since little curricular work has occurred in the recent past, curricula currently being developed are a work in progress.
- The school leader expects teachers to create plans that include a minimum of the learning objective and assessment to be used during each lesson. Although the school leader does not currently require more detail, the IIT noted during classroom visits that some teachers develop more thorough planning materials. An IIT review of teacher lesson plans showed a limited inclusion of complex materials or

scaffolded lessons that take into account the diverse needs of students. Teacher survey results showed that only half the teachers self-reported that they understand anchor standards addressing college and career readiness.

- The school leader reported arranging teacher schedules to allow art, music, and physical education teachers to attend grade-level meetings whenever curricula is being developed to support interdisciplinary connections. However, half the teachers surveyed responded there is little opportunity to integrate technology or provide a more integrated overall approach to student learning. During classroom visits, the IIT saw students in some classes using software programs on laptops, but reviewers found little evidence of students using technology to support project-based or complex learning. Reviewers noted that curriculum development is currently focused on ELA; the leadership plans to address math, social studies, and science beginning in Summer 2015. Until curricula in core content and enrichment areas are fully developed, and with the exception of some lessons within *EngageNY* modules that incorporate interdisciplinary content, teachers reported they are not yet addressing cross-curricular opportunities for students.
- Teachers and the school leader explained a variety of assessments is used to monitor learning, such as running records, Fountas and Pinnell reading assessments, and the Compass Learning system. The school leader stated that she expects teachers to use exit tickets and adjust their planning for instruction accordingly. During class visits, the IIT saw some examples of formative assessment as teachers circulated among students or asked for “thumbs up” to show understanding of the content and a majority of teachers reported using data to inform lesson planning; however, only 20 percent reported being trained on data-driven inquiry. Teachers told reviewers, and results from the teacher survey confirmed, that not all teachers feel skilled in using assessments to guide their work. In addition, students stated they do not always understand how they can improve their understanding and skills. The leader has documented the need for *iReady*, a software program that captures and analyzes student data. Currently, reviewers found that teachers are not consistently using assessment data to inform planning or give students feedback about their learning.

**Recommendation:**

Teachers and curriculum specialists should complete curriculum maps in ELA by the end of the 2014-15 school year. They should pay attention to the consistent use of:

- multiple types of formative and summative assessments;
- a system to analyze assessment data and use that information to adapt curricula;
- feedback to students based on their assessment data to help students understand how well they are learning and what they can do to improve their achievement; and
- core content curricula to provide the basis for interdisciplinary curricula.

**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

**Tenet Rating**

**D**

The school has received a rating of **Developing** for Tenet 4 – Teacher Practices and Decisions.

- The school leader reported adjusting the schedule to provide time for teachers to share best practices during grade-level meetings. According to staff, special education and ELA coaches from the Board of Cooperative Educational Services (BOCES) are frequently available to model lessons and help teachers align instructional practices with student needs. The school leader formed a professional learning community (PLC) for teachers to read and discuss the book *Data-Driven Instruction* to increase their use of data in guiding their work. An IIT review of planning confirmed that teachers are beginning to use data to inform their instruction. Reviewers learned that teachers continue to have PD around the CCLS provided and align some lessons to the standards. During classroom visits, the IIT saw several teachers incorporating instructional shifts into ELA lessons. Reviewers noted that some teachers asked follow-up questions of students; however, questioning did not usually require higher order thinking or an application of content and skill to real situations. In classrooms, the team saw teacher-centered, whole group instruction in the majority of viewed lessons; students had few opportunities to use complex materials or work in groups to hypothesize and explore real-world problems. Reviewers noted that classroom routines were well established and students knew what was expected of them in terms of visiting learning centers and completing work. However, at the time of the review, centers were only differentiated in math to address students' diverse needs.
- Students in the focus group shared that their teachers care about them and want them to be successful when they grow up. While teachers acknowledged they see a change in the demographics of the area, reviewers found little evidence they are using specific strategies to address students' diverse needs or adjusting lessons to make them relevant to student experiences.
- Teachers are beginning to use formative and summative assessments to inform decisions about student understanding of lesson content, but this practice is presently inconsistent across grades. At the school leader's direction, teachers regularly use exit slips to assess student learning and inform re-teaching, when necessary; reviewers confirmed that most teachers use this type of assessment at the conclusion of a lesson. However, reviewers found little evidence of other types of formative assessment being used. A review of student work showed that teachers provide little data-based feedback to students, and the student survey showed only 68 percent of students reporting that after a test their teachers explain to them what they did not understand.

**Recommendation:**

The school leader and instructional coaches should support and monitor teachers right away as they begin to increase the use of successful practices to ensure that:

- lessons are more student centered than teacher centered;
- intervention strategies addressing students' strengths and needs are identified and implemented within the classroom;

- high expectations are in place for all students where every student is challenged with higher order thinking questions, complex texts and other materials, and assignments that require application of content and skill to real-world situations; and
- varied opportunities are provided for students to be engaged with their peers to process information and take ownership of and demonstrate their learning in multiple ways, such as think-pair-share, response cards, white boards, jigsaw, and carousel.

**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.

**Tenet Rating**

**D**

The school has received a rating of **Developing** for Tenet 5 – Student Social and Emotional Developmental Health.

- The school leader revamped the existing instructional support team (IST) to address the social and emotional developmental health needs of students; a list of team members and meeting minutes were outlined in documents the team reviewed. The school leader meets with the school psychologist and counselor weekly to discuss all staff referrals of students. A pupil personnel services log that documents behavior, academics, referrals, and implemented interventions is kept for each student as a Google document that staff and the superintendent can access. A series of character education assemblies are regularly held featuring a variety of behavioral and coping skills. The school leader, in collaboration with student support staff, established a “check and connect” program to allow at-risk students to check in with an adult periodically throughout the day. Data shared with the IIT showed that disciplinary referrals have steadily decreased this school year, as compared with the previous year.
- The school has a PBIS program; however, teachers inconsistently implement it. Teachers explained that before amalgamation PBIS was fully implemented in the now closed building, but there has been little PD on PBIS this school year. However, the school leader reportedly recognizes the merits of the program, refers to the strategies, and has a plan to strengthen implementation in the coming months. While some teachers are using some PBIS strategies, many teachers reported they have their own behavioral expectations and systems for use within their classrooms. Reviewers learned that one facet of PBIS implemented with fidelity is the “caught being good” slips. Students receiving these slips are celebrated each day during announcements and parents told the review team they particularly value this program. Parents and teachers discussed a former mentoring program they would like to see reinstated, in which every adult in the school has a group of five or six students whom they mentor. Although no data was available to document the success of this program, parents and teachers believed it resulted in the entire school community focused on achieving the school’s vision for the social and emotional success of each student.
- The school staff acknowledged that mental health issues are a growing concern within the school. The school leader reported she has successfully secured a half-time social worker who starts work shortly. During focus groups with teachers and staff, they explained how they have provided students and families with needed supports in numerous ways, such as providing snacks for students who come to school hungry, organizing a “turkey shoot,” where Thanksgiving turkeys were provided to over 80

families, holding clothing drives, and adopting families for the holidays. However, these informal actions are not part of a strategy that the school leader and staff can monitor and evaluate.

- The school leader and support staff explained they are in the process of introducing protocols for the collection and use of data to support student needs. The student support staff has developed processes for the collection of data before referring students to the IST, as well afterward, to monitor the outcomes of interventions. Teachers stated they are becoming familiar with the procedures they are expected to follow and the data they are required to collect to address students’ social and emotional developmental health needs.

**Recommendation:**

The school leader should support the school’s vision for student social and emotional development health by:

- working with the school leadership team to reiterate the role of each member of the school community, including school leaders, teachers, parents, school staff, and students, in achieving the school’s vision;
- working with student support staff to establish a mentoring program where students are assigned to specific adults within the building to develop positive relationships;
- working with student support staff to develop and consistently monitor a building-wide curriculum or program to address social and emotional developmental health in all students; and
- supporting staff on the use of data to address student social and emotional developmental health needs.

**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.

**Tenet Rating**

**D**

The school has received a rating of **Developing** for Tenet 6 – Family and Community Engagement.

- The school leader shared that she and the staff communicate high expectations for students in a variety of ways, including through newsletters, the school and district websites, blogs, and parent-teacher conferences. Teachers shared that the Parent-Teacher Association (PTA) is active in communicating information and sponsoring events for the school community. The school leader and teachers have held several events to explain the CCLS for ELA and math to parents. However, interviewed parents told the IIT that a number of factors contribute to low attendance, such as childcare issues or a lack of transportation. School staff reported an awareness of these obstacles and said they have been creative in devising ways to overcome them. Implemented strategies include having high school students provide childcare so that parents with younger children at home can attend school events, scheduling meetings at dismissal time when parents are already at school to pick up their children, or meeting parents at the baseball field when students are being signed up for teams.
- The school leader recognizes that information sent home might not always be in languages parents understand. For example, in addition to informing parents of student reading levels such as B, C, or D

in the Fountas and Pinnell system, which may not help parents understand their child's ability, the school leader is now sending suggested book titles, at those levels, for parents to access at the library. The school leader assured the review team that letters are translated, when necessary, and that she reads and explains pertinent parts of the school newsletter to parents by phone. While many attempts are made to communicate with parents, the school leader and teachers agreed that only a small percentage of the school's population is engaged.

- Parents in the focus group praised the responsiveness of staff in returning phone calls, emails, and text messages. Parents reported that most teachers share their cell phone numbers and write personal notes about student successes and challenges in student journals or notebooks that go back and forth from school to home each day.
- The school leader and support staff shared examples of partnerships that exist between the school and some community agencies, such as the Catskill Community Center, which provides the after-school program, and Greene County Mental Health, which provides health-related services for students. Neither the school leader nor the community agencies with whom the staff works are currently providing PD for staff and families on how to develop home-school partnerships or to expand the scope of leaders and staff to reach other community agencies, businesses, or industries within the area.
- School staff shares some academic and behavioral data with parents, such as progress reports and attendance patterns. Student support staff and teachers reported that they gather information anecdotally about family needs and address them as best they can. However, there is no fully integrated system allowing staff to meld these data to provide a holistic approach to student support. Reviewers found the school staff is not yet working consistently with community partners to share information with parents on how they may advocate for services for their children. Until families are empowered to advocate for their children's needs, higher student achievement is difficult to obtain.

**Recommendation:**

School leaders, staff, and teachers should strengthen the partnerships with families and community agencies. This can be accomplished by having:

- school leaders and teachers communicate expectations for student achievement to a larger group of parents and families who represent the demographics of the student population;
- school leaders develop community partnerships in which training is provided for parents and staff on strategies to support student growth and development; and
- student support staff identify family needs and develop a data-based protocol to ensure that appropriate services are accessed.