



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	580513030005
School Name	Charles A Mulligan Middle School
School Address	1 Broadway Avenue, Central Islip, NY 11722
District Name	Central Islip Union Free School District
School Leader	Dr. Tracey Hudson
Dates of Review	March 10 - 11, 2015
School Accountability Status	<input checked="" type="checkbox"/> Focus School
Type of Review	<input checked="" type="checkbox"/> SED Integrated Intervention Team (IIT)

School Information Sheet

School Configuration (2014-15 data)					
Grade Configuration	6-8	Total Enrollment	708	SIG Recipient	
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	n/a	# Dual Language	n/a	# Self-Contained English as a Second Language	34
Types and Number of Special Education Classes (2014-15)					
# Special Classes	25	# SETSS	3(tcher count)	# Integrated Collaborative Teaching	3 tcher count)
Types and Number of Special Classes (2014-15)					
# Visual Arts	18	# Music	18	# Drama	n/a
# Foreign Language	11	# Dance	n/a	# CTE	16
School Composition (most recent data)					
% Title I Population		% Attendance Rate			94.2%
% Free Lunch	65%	% Reduced Lunch			11%
% Limited English Proficient	12%	% Students with Disabilities			12%
Racial/Ethnic Origin (most recent data)					
% American Indian or Alaska Native	1%	% Black or African American			24%
% Hispanic or Latino	7%	% Asian or Native Hawaiian/Pacific Islander			3%
% White	66%	% Multi-Racial			n/a
Personnel (most recent data)					
Years Principal Assigned to School	3	# of Assistant Principals			1
# of Deans	n/a	# of Counselors/Social Workers			3%
% of Teachers with No Valid Teaching Certificate	n/a	% Teaching Out of Certification			n/a
% Teaching with Fewer Than 3 Years of Experience	n/a	Average Teacher Absences			
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	11%	Mathematics Performance at levels 3 & 4			8%
Science Performance at levels 3 & 4 (4th Grade)	n/a	Science Performance at levels 3 & 4 (8th Grade)			n/a
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		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		Multi-Racial	
Students with Disabilities		Limited English Proficient	
Economically Disadvantaged			
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		Multi-Racial	
Students with Disabilities		Limited English Proficient	
Economically Disadvantaged			
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		Multi-Racial	
Students with Disabilities		Limited English Proficient	
Economically Disadvantaged			

SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:

1. To have teachers devote professional development hours studying the student assessment and work samples to determine progress toward targeted goals.
2. Summer projects (2015) will be designed for curriculum mapping in both ELA and mathematics.
3. A targeted goal is to ensure mastery by 75% of students in the State's academic vocabulary. Grade level meetings were held for teachers to review the State's academic vocabulary and determine which words students needed to master by the end of the year.
4. To improve the delivery of instruction so all students can reach their academic potential. On a weekly basis student use paired expository texts and close read passages to help develop students' stamina with appropriate grade level text.

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. The team also included a district representative, a district-selected Outside Educational Expert, a Special Education School Improvement Specialist (SEIS) representative and representatives from the Regional Bilingual Education Resource Network (RBERN).
- The review team visited a total of 79 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 640 (90%) completed.
- The school provided results of a staff survey that 48 (%) completed.
- The school has yet to receive the results of the parent survey.

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.

Mark an "X" in the box below the appropriate designation for each Statement of Practice. Provide the letter rating in the OVERALL RATING row as the final overall tenet rating.					
#	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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>
OVERALL RATING FOR TENET 2:				D	

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 type="checkbox"/>	<input checked="" 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"/>
OVERALL RATING FOR TENET 3:					I

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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>
OVERALL RATING FOR TENET 4:					I

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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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"/>

	OVERALL RATING FOR TENET 5:			D	
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
6.2	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 checked="" type="checkbox"/>	<input 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"/>
	OVERALL RATING FOR TENET 6:			D	

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.	Tenet Rating	D
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The school has received a rating of **Developing** for Tenet 2 – School Leader Practices and Decisions.

- Discussions with the school leader reflect that she is in the process of revising the school’s Specific, Measurable, Attainable, Realistic and Timely (SMART) goals to better align to the school’s vision, because the existing ones do not sufficiently focus on driving forward school improvement. The school leader stated that since the goals are in the developmental stage she has not shared the goals with different members of the school community. In addition, the school leader has not established monitoring and evaluation systems for tracking progress towards the goals. During discussions with the Integrated Intervention Team (IIT or “review team”) most teachers, students, and parents were able to articulate the school’s mission “Educating students for college career and beyond, we are all in this together;” however, the IIT did not find evidence to show how progress towards the mission is supported by a data driven culture.
- The school leader has made some strategic decisions that support student achievement. The school reported that she has created a counseling schedule to support student’s academic and social needs and initial data shows that, attendance is improving. The school leader has extended, The Youth Enrichment Services (YES), an after-school support program in ICT and mathematics to support targeted student sub-groups. The school leader shared that she collaborated with staff to restructure the Saturday and Vacation Academies. A review of attendance and other data shows that between 60 and 70 students attended the 12-week Saturday Academy and that students’ showed improvements in some areas, but not consistently across grades and subject areas. Although teachers have common planning time to collaborate and develop their planning, class visits show that teachers’ minimally use data-driven instruction across the school.
- Evidence gathered from a review of documents and staff interviews demonstrate that the school leader’s classroom observations and review of classroom data are insufficiently rigorous to bring about sustained improvements in instruction. The school leader conducts two formal classroom observations, in accordance with the district Annual Professional Performance Review (APPR), and does frequent walk-throughs. The school leader said and a review of eight observations reports showed that all except one teacher received a rating of effective or highly effective during the past year. This evaluation of the quality of instruction differed from the walk-throughs conducted with the school leader during the review and with the 79 classroom visits conducted by the review team, which indicated significant and consistent weaknesses in teaching and learning across the school.
- The systems to track and monitor the impact of school strategies are recent and not yet effective at driving school improvement. The school leader shared that she has invited other school staff, who demonstrate good instructional skills as well as the capacity to drive school improvement, to join the school leadership team. Although staff collects data on attendance, behavior, and student achievement, the IIT found no evidence to show that school leader has systems in place to ensure staff robustly analyzes and uses academic data to improve school practices.

Recommendation:

- The school leader must drive, monitor and rigorously evaluate the work of the leadership team, and all teachers, by:
 - recognizing and building upon existing best instructional practices to ensure consistent application school-wide;
 - checking that teachers are using data to target and strengthen students’ skills to adjust instruction and are using the Assessment Reporting Software for item analysis reports of individual students ; and
 - meeting with individual teachers to analyze data specific to their students and develop a plan that targets specific skills.

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

I

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

- Discussions with the school leader and teachers confirm that the school leader is supporting teachers in developing and using lesson plan templates, and curriculum maps to help improve the quality of planning. The school leader is working collaboratively with staff to develop integrated systems using Rubicon Atlas. Although teachers’ lessons plans show and teacher interviews confirm that they have mapped and linked the secondary curriculum to the elementary curriculum, this initiative is very new, and the impact on student learning is not yet evident. During discussions with the review team, the school leaders shared and teachers confirmed, that they received professional development (PD) focused on Thinking Maps, Go Math, Journeys, and State modules. However, during class visits, the IIT noticed that teachers inconsistently implemented these programs, which minimizes the impact of the programs on raising student achievement.
- The IIT found that teachers insufficiently use data to plan and implement lesson and unit plans that include complex and rigorous learning opportunities to lead all students to academic success. The school leader has created a master schedule which enables teachers to have common, vertical and horizontal planning time. However, observations indicate that this time is not used effectively to ensure planning and instruction is aligned to the Common Core Learning Standards (CCLS) and New York State content standards. The IIT found evidence of differentiated instruction in only eight out of the 79 lessoned. In addition, the review team noted that teachers primarily planned and implemented whole-class instruction, and minimally incorporated higher-order questioning or modifications for sub-groups.
- The school leader and the leadership team confirmed that they have collaborated to develop interdisciplinary units for grades six and seven but because there is no formal planning of interdisciplinary lessons, teachers lack a shared understanding of the vision of in integrated curriculum in practice. Teachers have scheduled planning time but observations indicate that teachers do not maximize the opportunities provided to share ideas as to how students could benefit from the development of their core skills across different content areas.

- Students have limited ownership of their learning. Only one out of ten students interviewed could talk about their academic goals, and discussions with teachers indicate a lack of understanding of how to utilize formative assessment to direct their conferencing with students. Examination of written feedback to students indicates brief non-specific guidance insufficient to help students improve their learning. Students interviewed by the review team reported that they are not challenged academically. Teachers reported that they work with the data team, to discuss data and to look at ways of adapting planning to meet the needs of all students. However, evidence from class visits and teachers’ planning documents shows that except for transitional classes for students with disabilities and or bilingual students, teachers do not make use of the data to make or inform curricular decisions or adjustments or to look for trends or patterns in student achievement.

Recommendation:

- Starting with the mathematics department, the coaches will model best practices in delivery of the curriculum that engages students in the learning. The school leader and coaches should monitor the implementation of the Go Math curriculum to ensure fidelity.
- School leaders should provide feedback and activities that will help teachers guide and inform their curriculum planning and encourage and support teachers to use a wide variety of formative assessment opportunities, which engage students’ interests and give students opportunities to develop higher-level skills. School leader should monitor student engagement through weekly walkthroughs.

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.

Tenet Rating

I

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

- Instruction is ineffectively aligned to the CCLS and not informed by data or reflective of student needs. The school leader and teachers confirmed that they meet quarterly to review teachers’ goals, which focus on raising student achievement. However, this process has not led to increased student achievement in classrooms across the school. Evidence from class visits and planning documents indicate that few teachers differentiate instruction to meet the needs of sub-groups such as students with disabilities and English language learners (ELLs) or individual students. In addition, teachers are at different stages of development in understanding the learning needs of students with disabilities and ELLs. Although evidence shows that grade six and English Language arts teachers match learning tasks and learning resources to the individual needs of students, the IIT found that most teachers do not.
- The IIT found evidence of students grouped by ability for collaborative work, or engaged in adapted activities to support different learning styles in only eight out of the 79 class visits. Students were not sufficiently engaged in their learning in grades seven and eight because the work did not align to students’ ability level. The school leader reported that 90 percent of teachers have agreed to the new lesson template introduced by the school leader. However, the IIT found that teachers do not rigorously apply the template, and in many lessons delivered by teachers did not match their lesson plans. While teachers are expected to plan for student engagement activities, in practice, there are minimal activities that take place. Teachers are encouraged to use Thinking Maps and to promote the

CCLS to engage students in more complex thinking. However, few teachers provided opportunities for higher order thinking, and asked questions to check for understanding that require a deeper synthesis of information as many teachers asked questions that required one-word responses from students.

- Evidence gathered from class visits and student interviews show that not student learn in an environment that is intellectually safe. . Instruction is teacher-centered and teacher-driven, which provides students with inadequate opportunity to discuss or debate a range of different issues. Parent and student interviews as well as classroom visits confirmed inconsistent practices relating to how some teachers spoke to and treated students. For example, reviewers witnessed some teachers who shouted and screamed at students, to “get out,” “do it now,” “shut up,” and “you are embarrassing the school.” This behavior modeled by staff was reflected in some student behaviors exhibited by students. The review team noted that some students walked out of classrooms, shouted at each other, at the teachers, talked over teachers and refused to work. In many lessons, ELLs were unsupported or ignored and they rarely had translated text. The same was true for students with disabilities where there were few support structures in place to help them to learn.
- A review of documents along with class visits demonstrates that teachers minimally use data to inform instruction and that teachers’ inadequately adapt instructional plans and their delivery lessons that match the needs of students. Teachers do no use test and assessment data to make adaptations or adjustments to instruction or to inform student groupings and instructional strategies. In addition, there is limited evidence to suggest that goals are impacting on student achievement because few students can articulate or recall their academic goals. Discussions with students and an analysis of student work note that teacher feedback to students about their work is minimal and provides little or no guidance on what students need to do to improve their work.

Recommendation:

- Improve the quality and consistency of instructional practice by:
 - teachers using the Assessment Reporting Software item analysis report specific to individual students to create small flexible groups to create collaborative learning;
 - academies developing strategies to enhance teacher skills in giving specific feedback to students on how to write and monitor their SMART goals to improve individual learning and achievement ;
 - the consistent use of rubrics by teachers to evaluate student work, use of student friendly rubrics so they can self-monitor their progress, and use of explicit feedback and student conferencing (via binders) to increase student ownership of learning; and
 - the school leader monitoring student progress and binders and teacher conference logs through weekly walk-throughs.

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 has established systems to ensure that each student is known by an adult who monitors their social and emotional well-being. Discussions confirmed that the Child Study team meets each student regularly to review any concerns individual students may have. The school staff instituted processes to identify students at risk and established protocols to refer such students for support. The school staff has implemented programs, such as Be a Mentor (BAM), to provide support to students. The school leader reported that since these programs and practices have been in place attendance has increased and there are fewer reported incidents and a reduction of attendance in the onsite suspension room. The school has however not yet made a strong enough link between academic data and other forms of data to explain why some students are not achieving at a high enough level.
- During discussions with the IIT, staff confirmed that coaches have provided PD on “Character Counts,” a framework for teaching good character composed of six ethical values and “Pillar of the Month,” a program that builds a positive culture. However, during class visits the review team found minimal evidence of the strategies learned from PD to support the teaching of student social and emotional developmental health. In addition, while the IIT found that grade six, social studies lesson plans support student's health and personal choices; the IIT did not find comparable evidence in the grade seven and eight lesson plans.
- Evidence from discussions with students, parents, and staff reflect that they are not aware of the role they are expected to play to ensure that the school’s vision for social and emotional security is achieved. Observations confirmed not all students learn in a supportive environment. For example, classroom visits confirmed a difference in the quality of relationships and respect between grade six and the seven and eight grade rooms. Student groups articulated that some teachers’ behaviors towards them changed significantly during the review than that which occurs daily. Reviewers heard cafeteria staff communicating with students in an inappropriate tone and volume. Cumulatively these events did little to meet the needs of students or to create an atmosphere of mutual respect between students and adults.
- The school leader reported that she is developing a plan to collect information and data to share with teachers to help address students’ social and academic growth. The PD calendar indicates that while staff has received training on the use of data including on attendance, behavior and student achievement, a review of documents and classroom visits show that few teachers use data in a cohesive and concrete manner to identify and meet the diverse social, emotional and academic needs of all students.

Recommendation:

- The school leader should utilize the Academy structure, which includes student support staff, teachers, students and parents, to implement with fidelity the Character Counts curriculum. Implementation should include positive behavior initiatives, training for parents, teachers, and staff. The school leaders and support staff should be accountable for the implementation, support and monitoring of the program.

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

- The school staff uses newsletters, curriculum informational sessions, and meetings with parents to share information with students and families about the school's high expectations for student success; however, parents state that there is variability in how individual teachers convey the school's expectations to parents. The school leader confirmed that she has not evaluated its strategies for communicating its expectations to parents so does not know how effective it has been in helping parents to support their child in reaching those expectations.
- The school staff communicates with families and community stakeholders in a variety of ways including sending multi-lingual newsletters, using translator kits, and offering parent conferences. Some parents interviewed by the IIT reported that they appreciate the school efforts student agenda books for two-way communications between teachers and parents. The school responds to parent concerns and holds periodic workshops to assist parents in understanding the Common Core, Castle learning, an on line assessment program, and the importance of attendance. However, the school has not yet carried out an evaluation of its strategies for communicating with parents to ensure that its efforts are reaching the optimum number of families and forging a sustainable home-school partnership.
- The school leader is developing support and training programs and works collaboratively with the support staff and community organizations to host monthly Parent University workshops, to help train parents to support their child's learning. Attendance figures provided by the school indicate that participation rates can vary from eight to over 200 depending on the content of the workshops. . Members of the school support team shared that the school leader is developing partnerships with a range of external agencies and programs. One example is the Rights Law, a parent advocacy program that provides families with information to help parents better understand how to support their child. The school leader provided no evidence of PD designed to equip teachers and support staff with skills and knowledge to build lasting partnerships with parents.
- The school provides data to parents about student achievement, but does not ensure all parents understand available data. The school provides attendance data at "Meet the Teacher Night." A review of documents shows that last year 277 parents attended this event and this year 377 parents attended this event. Parents interviewed by the IIT said they use the school's website to access information on their child's achievement as well as data on attendance, suspension, and detention, but shared that sometimes the information on the website is incorrect or unclear. In addition, parents reported that they find the formal mid-quarter progress information and report cards useful, but that the school does not consistently provide guidance on what the data means.

Recommendation:

- The school leader and teachers should strengthen reciprocal communication with parents, specific to students' academic progress and identify ways to support parents at home in promoting student growth.
- Revisit the training provided by the district on cultural sensitivity to help teachers to develop the skills to understand the cultural diversity of students, their backgrounds, and learning needs.