



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	430700010002
School Name	North Street School
School Address	400 West North Street, Geneva, NY 14456
District Name	Geneva City School District
School Leader	Danielle Ouillette
Dates of Review	March 3-4, 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	3-5	Total Enrollment	492
		SIG Recipient	-
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	0	# Dual Language	2
		# Self-Contained English as a Second Language	0
Types and Number of Special Education Classes (2014-15)			
# Special Classes	2	# SETSS	
		# Integrated Collaborative Teaching	1
Types and Number of Special Classes (2014-15)			
# Visual Arts		# Music	
		# Drama	0
# Foreign Language	1	# Dance	0
		# CTE	0
School Composition (most recent data)			
% Title I Population	64%	% Attendance Rate	95.19%
% Free Lunch	60%	% Reduced Lunch	4%
% Limited English Proficient	6.7%	% Students with Disabilities	11%
Racial/Ethnic Origin (most recent data)			
% American Indian or Alaska Native	0%	% Black or African American	12.6%
% Hispanic or Latino	28.5%	% Asian or Native Hawaiian/Pacific Islander	2.6%
% White	46.4%	% Multi-Racial	9.9%
Personnel (most recent data)			
Years Principal Assigned to School	1	# of Assistant Principals	1
# of Deans	0	# of Counselors/Social Workers	1
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	0
% Teaching with Fewer Than 3 Years of Experience	1%	Average Teacher Absences	7
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	3 rd -16% 4 th -22% 5 th -23%	Mathematics Performance at levels 3 & 4	3 rd -27% 4 th -22% 5 th -32%
Science Performance at levels 3 & 4 (4th Grade)	79%	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		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	X
Hispanic or Latino	X	Asian or Native Hawaiian/Other Pacific Islander	
White		Multi-Racial	
Students with Disabilities	X	Limited English Proficient	
Economically Disadvantaged	X		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native		Black or African American	X
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			
Describe the school's top priorities (no more than 5) based on the school's comprehensive plans (SCEP, SIG, DIP, etc.): SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:			
<ol style="list-style-type: none"> 1. Create and use systems for data-driven planning and instruction. 2. Differentiate instruction to meet the needs of all learners. 3. Create and utilize common planning time to discuss student needs, differentiate instruction, and have collegial conversations to improve practice. 			

4. Develop, create, and implement a school community that is safe, conducive to learning, and fosters social and emotional health for all students.
5. Improve and strengthen communication with families and community partnerships.

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 a representative from the Regional Bilingual Education Resource Network (RBERN).
- The review team visited a total of 61 classrooms during the three-day review.
- Reviewers conducted focus groups with students, staff and parents
- Reviewers examined documents provided by the school, including curriculum maps, lesson plans, schoolwide data, teacher feedback, and student work.

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

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"/>
OVERALL RATING FOR TENET 4:				D	

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

	OVERALL RATING FOR TENET 5:		E		
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 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"/>
	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
<p>The school has received a rating of <i>Developing</i> for Tenet 2 – School Leader Practices and Decisions.</p> <ul style="list-style-type: none"> • The school leader is beginning to build a school culture in which teachers, staff, and families are collaborating to support student success. The school leader reported that all constituents of the school community were represented on the Site Council that developed the School Comprehensive Education Plan (SCEP). The school leader shared that, through a series of meetings, the SCEP was shared with the school community. The Integrated Intervention Team (IIT or “review team”) reviewed the “Plan of Work” document, which includes an outline of the school goals with a timeline for meetings to work on achieving the goals, a list of individuals responsible for each task relating to the goals, and a purposed schedule for periodic checks to monitor progress towards the goals. However, during classroom visits, the IIT found inconsistencies in the quality of teaching and learning across the school and saw few examples of embedded practices that would lead to overall improvements in instruction and student achievement. • Evidence gathered from staff interviews and a review a documents shows that resource decisions made by the school leader and staff are aimed at better meeting student needs. Examples of these actions include a change in the school schedule to create common planning time for teachers, the creation of a before- and after-school program that provides tutoring and support for students struggling with their assignments, and the development of math acceleration classes for students above grade level. The school leader said she chose these particular areas because, after reviewing student work and observing math classes, she noticed that some students were having difficulty completing homework assignments and class work, while other students were not being sufficiently challenged, particularly in math. The school leader collaborated with staff to design two different accelerated math programs; one for students one grade level ahead and another for students two grade levels ahead. Interim assessment data indicates that scores for both groups of students are improving. • A review of documents shows that the school leader has a detailed schedule of both formal and informal teacher observations that aligns with the Annual Professional Performance Review (APPR). The schedule includes pre- and post-observation meetings as well as opportunities for teachers to reflect on their performance. During discussions with the IIT, teachers told the review team that they receive timely feedback from the school leader. The school leader stated that through observations and other class visits, she determined teachers, particularly the less experienced one, needed more support in differentiating instruction and classroom management. Therefore, she has provided instructional coaches on the school staff to support teachers in areas such as sharing and modeling best practices and collecting and analyzing data to inform instruction. Although this approach has resulted in some student growth in math, this practice is not yet consistent or embedded across all grades and content areas. • While observations indicate some improvements in some areas of instruction, there is still work to be done so that the performance of the school shows significant and sustained growth. The school leader 		

indicated and the review team’s observations confirmed that staff has not fully and consistently implemented the Response to Intervention (RTI) system across all grades. Classroom observations and discussions with the school leader indicate that those students that are most in need of focused interventions (Tier 3) do not consistently receive the level of academic intervention support necessary to help these students improve academically. Although the school leader has arranged for PD and support to help teachers differentiate instruction, class visits show that teachers inconsistently provide instruction that meets the needs of diverse groups of students.

Recommendation:

- The school leader should begin immediately to implement the RTI system using student data to identify and provide targeted instruction by:
 - using available resources including time, staff, and materials to ensure that Tier 1 instruction is well-planned, CCLS-aligned, that appropriate instructional strategies are implemented, and that students are assessed and resulting data used to modify instruction where necessary;
 - ensuring that Tier 2 instruction is differentiated for diverse groups with groupings modified as appropriate based on data; and
 - assigning certified teachers, or appropriate specialists, such as reading or math teachers, to carry out Tier 3 interventions with the goal of having students transition back to Tier 2 or Tier 1

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.

- During discussions with the review team, the school leader reported that she is well aware of the importance of and need for the implementation of a coherent curriculum across all grades. The school leader’s goals include developing and implementing a plan to provide PD for curriculum development as well as reviewing and revised curricula as necessary. The school leader adjusted the teachers’ schedule to enable them to have common planning time to review CCLS, analyze data, and develop curriculum. Teachers reported that the school leader offers support via instructional coaches and other PD providers, to equip teachers to plan for instructional shifts and to address the needs of all sub-groups of students. However, the review team found that teachers do not consistently plan for and use strategies that promote higher order thinking opportunities for students. In addition, teachers primarily planned low-level tasks and asked questions that did not require deep thinking or evidence-based work on the part of students.
- The review team attended a grade level and a data meeting with teachers. The IIT noted that teachers reviewed data from a variety of sources such as benchmark exams, Fountas and Pinnell tests, and unit tests and used some data to modify instruction and planning to meet the needs of students. However, discussions with teachers and the school leader confirmed that teachers have not made long-range

curriculum modifications based on these data. During classroom visits, while the IIT noted some teachers using instructional strategies that met the needs of English language learners, the IIT found that most teachers inconsistently planned and implemented differentiated instruction that met the needs of various sub-groups of students. Discussions with students indicated that few teachers provide them with feedback from tests and assessments to help them reach higher levels of academic achievement.

- A review of teachers' plans show that teachers use *Engage NY* modules as their curriculum for English language arts (ELA) and math. Evidence gathered from class visits and the school leader interviews demonstrate that most teachers minimally modify the modules to supplement the curriculum. While some teachers adapt the modules by changing focus or reducing the number of lessons, the IIT did not find evidence of an overall scope and sequence aligned to the standards.
- The review team saw some interdisciplinary instruction but mostly in the form of the interdisciplinary units within the *Engage NY* modules. The school leader confirmed that the staff has formed an interdisciplinary committee, but acknowledged that this committee does not meet regularly, and the school staff does not have a formal plan for the introduction of a more integrated approach to learning. Discussions with teachers reflect that the art and music teachers work with the classroom teachers to support instruction through connected projects such as designing a quilt based on a story students are reading or learning a song that was popular during some historic event. However, such activities rely on the initiative of individual teachers rather than a concerted whole school effort. During class visits, the review team saw some students using computers for remediation or skills practice. Although the IIT noticed SMARTBoards in every classroom, class sets of iPads in three of the classrooms, and two computer labs in the building, the IIT found that teachers inconsistently use technology to support learning.

Recommendation:

- The school leader should monitor the development and implementation, by teachers, of curricula and assessments that are CCLS aligned and address the needs of all students. Curricula should:
 - be comprised of units and lessons plans in which students are expected to engage in complex tasks and higher order thinking;
 - include differentiated learning opportunities, such as scaffolded content and skills and enrichment opportunities, to optimize the academic growth of each and every student;
 - include differentiated language development strategies to address the individual specific needs of ELL students;
 - expand the range of instructional resources beyond the exclusive use of Engage NY modules to ensure students become college and career ready; and
 - Implement a data process that uses the results of formative and summative assessments to indicate student learning and serves as the basis for continued short- and long-term curriculum revision.

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

- Discussions with the school leader and teachers reflect that the school has made clear her expectations with regard to differentiated, data-driven instruction, but class visits show that few teachers implement these expectations in their instruction. The review team found that the majority of teachers are not challenging students with higher order questions or complex instructional materials or texts. Students, for the most part, were compliant, even though the tasks set were simple in content and complexity. The IIT noted that most teachers do not provide students with opportunities to discuss issues or topics where their views, opinions, or values could be shared, listened to, or valued. Students in the focus group meeting told reviewers that they are often bored in class and when they finish their work before other students, they seldom have other assignments on which to work. While the IIT noticed a few lessons, where students were engaged in higher level and differentiated CCLS aligned work, in most lessons students were asked to complete the same low-level assignment.
- During discussions with the IIT, students shared that they find the accelerated math classes challenging at times but they understand the work and are proud of themselves for working and succeeding above grade level. Academic Intervention Services (AIS) providers are available to support lower performing students. However, observations indicate that AIS tasks vary in quality and, at times, the providers, who are not always certified teachers, over direct the students by giving them answers too readily. The IIT found that most teachers’ inconsistently differentiate instruction, which results in unmet student needs, particularly for the large number of student in the middle ability band. There is English as a Second Language (ESL) class as well as a dual-language program in Spanish and English for grade four, which began this year. However, teachers expressed concerns about the slower pace of instruction in the ESL class, and during class visits, the IIT noted that the pace of instruction in this class was not rigorous enough to prepare students for increased academic achievement.
- During both the large and small student focus groups, students shared that many of their teachers use rubrics to grade assignments. Some students reported that they do not understand the scores they received on their assignments or the aspects of their work most in need of improvement. Only a few students in the group said they worked with their teachers to establish goals, other than the goal to get a higher score on the next assessment. Evidence indicates that teachers are beginning to use benchmark and interim assessments to track student progress and coaches and the AIS team provide support for teachers in the use of data to drive instruction. However, this support is not yet reflected in classrooms, as teachers do not consistently use data to ensure that work is matched closely to the differing needs and abilities of all students.

Recommendation:

- The school leader, Student Support Team, and AIS providers should start reviewing AIS programming to ensure that interventions are based on data, strategically planned, and provide targeted individual and

group instruction to address skills and proficiency deficits.

- Using a common lesson design model, grade-level teachers and coaches should begin to create lessons together to ensure consistency among teachers and provide lessons that are standards-aligned, relevant, and provide opportunities for growth in all subgroup areas.
- Before the end of the school year, instructional coaches should develop a process for teachers to visit colleagues' classes, within and between grades, to see a variety of instructional strategies that result in student academic growth.
- Teachers should provide students with timely and specific feedback about the strengths and areas of growth of their work, so they can take ownership of their learning. Students should set themselves goals and strive to achieve them using this feedback.

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

E

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

- The school leader has established a comprehensive system including data collection and analysis, what action planning, and monitoring of the strategies, to address the social and emotional developmental health needs of all students. Discussions with the school leader, support staff and teachers confirm that there are many committees in the school to gather and analyze data from different sources to determine the root causes of students' successes and challenges. Examples include the Positive Behavioral Interventions and Supports (PBIS), student support team (SST), PST, instructional support team (IST), and Character Academy steering committee. Evidence gathered from a review of documents and school leader and support staff interviews demonstrates the school has a comprehensive system of data collection and analysis, established protocols for thoroughly documenting next steps as well as a formal process to involve key individuals such as parents, counselors, and psychologists to solve identified issues with individual students. Staff members are alerted to issues and/or interventions related to individual students as part of the *iCare* program where adults are responsible for knowing and supporting each student in the school. Staff shared data with the IIT that showed a decrease in the number of discipline referrals since the implementation of the *iCare* program.
- Discussions with teachers and the PD calendar indicate that teaching and support staff have benefited from PD aimed at equipping them with the skills to tackle student behavior and to meet the social and emotional needs of students. In addition to PBIS and the school's Patience and kindness, Academic excellence, Working together, Safe (PAWS), the school has a character education curriculum comprised of lessons all teachers deliver throughout the year. Parents told the reviewers about several opportunities their students had to serve in leadership roles such as student government. They said that as more students take on positions of responsibility around the school, they have seen more parents become involved as well. During discussions with the IIT, student and parents articulated their awareness of the role they can play in making the school a safe and secure place and of the school

leader’s expectations that all members of the school community have a part to play in making the school’s vision in relation to social and emotional developmental health a living reality.

- The school leader reported that staff developed the Character Academy Program to keep students in school who might otherwise be suspended. This program has its own classroom and teacher dedicated to supporting students who have difficulty learning in the usual classroom environment. Using data and teacher referrals, students are admitted to the Character Academy for a short time or for longer periods. Students have a list of responsibilities they must agree to such as being respectful and cooperative, completing all assignments, and reflecting on daily behavior with a teacher at school or an adult at home. When reviewers visited the Character Academy classroom, they found students following these guidelines. Parents must agree to work as a partner, attend meetings, and reflect daily with their child. Interim data shows that achievement for this group of students is improving and discipline referrals are decreasing.

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 stated that she communicates the school’s expectations for academic success to parents through meetings and newsletters. Parents stated that some teachers make clear their academic expectations but other teachers do not. In an effort to build family-school relationships, the school leader said staff hosted events such as family nights and monthly PAWS assemblies, which parents attend in large numbers. However, a review of sign-in sheets show attendance at other events is low. The school leader has yet to evaluate the school’s outreach strategies to determine is the reasons for low parent engagement or to make adaptations to practices.
- The school leader reports that some members of the staff translate school documents into Spanish, the second prevalent language spoken by students in the school. In addition, the school leader reports that several Spanish speakers are on staff to help with translations during meetings. During discussions with the review team, teachers shared that they sometimes use the Google translating function to write a note or speak with students, but that these translations are not always accurate. Discussions with the school leader indicate that she is planning to ensure a more rigorous check on the quality and accuracy of translations and to examine the school’s overall strategy of communication with parents and to make improvements where needed.
- Teachers shared with reviewers that there is no PD offered to them currently to explicitly help build partnerships with families to help them advocate for their child’s needs or to work in unison to better guarantee academic and social success for all students. The school staff sends newsletters to parents that include tips to help support academics and behavior at home. Newsletters routinely contain a “coaches’ corner” with hints from the ELA and math coaches to support students with schoolwork, a letter from administration, and a list of people around the community to contact for help for different situations such as health and psychological services. However, no formal training is given to parents apart from the occasional parent education night to help them form partnerships with school staff to foster a stronger home-school connection.

- School committees such as IST, SST, and PST share data about individual students to develop interventions for students and school staff invite parents to join in these meetings. The parents who attend the IST, SST, and PST meetings receive information about academic, behavioral, and counseling intervention plans as well as strategies to further student success. Some parents also participate in committees such as PBIS, Site Council, and Geneva Family and Student Association (GFSA), in which staff members share and explain school-wide data, such as state assessment results, used for decision-making about programs. The school leader shared that parents can access “School master”, to view grades, assignments, and attendance but the district is transitioning to “School Tools” which the school leader stated has a friendlier parent portal. While there are opportunities for all parents to become involved and to access data about their children, school staff and parents state that not all parents fully understand the data or what it is designed to be telling them about their child.

Recommendation:

- The school leader, Student Support Team, and select community agencies should begin collaborating to create a plan to bring parents and teachers together to work as partners to support student learning.
- The school leader, teachers, and staff should increase efforts to engage all parents by sharing current student data in a format that is easily understood in order to help them advocate for any necessary services.