



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	660411020003
School Name	Greenburgh Eleven Middle School
School Address	175 Walgrove Avenue, Dobbs Ferry, New York 10522
District Name	Greenburgh Eleven Union Free School District
School Leader	Margaret Robstad
Dates of Review	February 10-11, 2015
School Accountability Status	<input checked="" type="checkbox"/> Priority School
Type of Review	<input checked="" type="checkbox"/> SED Integrated Intervention Team (IIT)

School Information Sheet for Greenburgh Eleven Middle School

School Configuration (2014-15 data)					
Grade Configuration	6-8	Total Enrollment	32x	SIG Recipient	Y
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N	# Dual Language	N	# Self-Contained English as a Second Language	N
Types and Number of Special Education Classes (2014-15)					
# Special Classes	4	# SETSS	N	# Integrated Collaborative Teaching	N
Types and Number of Special Classes (2014-15)					
# Visual Arts	N	# Music	1	# Drama	N
# Foreign Language	1	# Dance	N	# CTE	N
School Composition (most recent data)					
% Title I Population	100	% Attendance Rate	96		
% Free Lunch	100	% Reduced Lunch	100		
% Limited English Proficient	0	% Students with Disabilities	100		
Racial/Ethnic Origin (most recent data)					
% American Indian or Alaska Native	N/A	% Black or African American			
% Hispanic or Latino		% Asian or Native Hawaiian/Pacific Islander	N/A		
% White		% Multi-Racial			
Personnel (most recent data)					
Years Principal Assigned to School	2	# of Assistant Principals	0		
# 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	0	Average Teacher Absences			
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	0	Mathematics Performance at levels 3 & 4	0		
Science Performance at levels 3 & 4 (4th Grade)	1	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			
Priority School	X				

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N
Hispanic or Latino	N	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		Multi-Racial	
Students with Disabilities	N	Limited English Proficient	N/A
Economically Disadvantaged	N		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N
Hispanic or Latino	N	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		Multi-Racial	
Students with Disabilities	N	Limited English Proficient	N
Economically Disadvantaged	N		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N
Hispanic or Latino	N	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		Multi-Racial	
Students with Disabilities	N	Limited English Proficient	N/A
Economically Disadvantaged	N		

SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:

1. Implementation of the NYS CCLS and modules in both ELA and Mathematics, which includes continued PD for the teachers in modifying/adapting the modules to meet the needs of the students.
2. Formative and summative assessments will be conducted to drive instruction; SRI and STAR academic data will be collected three times a year to monitor growth and drive instruction.
3. Monthly review of SWIS data and target positive behavioral assemblies/rewards.
4. Daily walkthroughs in the classrooms and immediate feedback to the teachers in addition to two formal observations using the Danielson model.

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, and a Special Education School Improvement Specialist (SESIS) representative.
- The review team visited a total of eight 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.
- On the first day of the review the school opening was delayed for two hours due to inclement weather. In addition, one of the school's four core teachers recently resigned and was unavailable during the review.

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 type="checkbox"/>	<input checked="" 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 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 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"/>
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 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:				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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 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 type="checkbox"/>	<input checked="" type="checkbox"/>
OVERALL RATING FOR TENET 5:					I

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 type="checkbox"/>	<input checked="" 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
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The school has received a rating of **Developing** for Tenet 2 – School Leader Practices and Decisions.

- The school’s vision, which is described in the school’s self-assessment and posted in the hallways, focuses on “offering a data-driven, differentiated, effective and rigorous curriculum aligned with the CCLS.” During interviews, staff indicated they were aware of the vision. However, the review team found that the school has not developed clear metrics to determine if the school is achieving its mission. The school leader has not established specific, measurable, ambitious, results-oriented, and timely (SMART) goals with the input of the school community to drive sustained school improvement. Although the self-assessment indicates that the school leader and teachers plan to develop SMART goals, the school comprehensive education plan (SCEP) includes only one specific target for reading, and staff interviewed by the review team were not able to articulate SMART goals for the school. In addition, the student learning objectives (SLOs) required as part of the Annual Professional Performance Review (APPR) process indicate low expectations for students. For example, one SLO document included a growth target of only five percent, yet baseline data indicated approximately one half of the students refused to take the pre-assessment, and the majority of the other half scored below 50 percent. The lack of explicit, ambitious, and measurable goals that promote high expectations for student learning hinders progress in student achievement and school improvement.
- To support implementation of the Common Core Learning Standards (CCLS), the school leader has used School Improvement Grant (SIG) and Title I funds to purchase curriculum modules and materials. She has also hired Expeditionary Learning consultants to enhance literacy planning and instruction, which teachers have found helpful. Review of the school leaders’ monitoring reports and curriculum planning show teachers are now planning around the Expeditionary Learning modules. The school leader reported she is working to match teachers and their assistants and to hire dual-certified staff to ensure content knowledge. However, teachers shared that there has been little support for implementing the new mathematics curriculum. While core teachers have a daily common planning period, they indicated they do not have clear protocols for using this time to plan data-driven, differentiated, and rigorous curriculum as noted in the vision statement. Staff also noted there is little opportunity for core teachers and teachers in special areas, including health, Spanish, the arts, and physical education to collaborate. Despite the small class sizes and large adult to student ratios, the school’s use and deployment of its resources is not raising student achievement.
- While the school leader noted she examines a range of data, including student performance and behavior referrals, the review team found the school does not have a systematic approach for using data and providing feedback to teachers to promote continuous improvement. For example, although the school leader is a regular presence in classrooms, feedback and evaluation are not often translating into improved instruction. The school leader has introduced a formative walk-through system that entails strengths, which the school calls “Wows and Wonders.” She shares the information with teachers and documents findings for follow-up. However, she reported that she has not yet analyzed trends to inform decisions about professional development (PD). In addition, some teachers interviewed indicated the feedback they receive does not contain specific, actionable steps for

improvement and growth. The school uses the Danielson rubric, but both the school leader and teachers indicated that it is not driving improvement. Teachers noted the support and guidance of the Expeditionary Learning consultants, but expressed concern that they have focused primarily on literacy with little attention paid to mathematics. The lack of actionable feedback, focused PD, and in-depth data analysis to inform instruction, impedes the school leader’s ability to hold staff accountable, which hinders progress in student achievement.

Recommendation:

- The school leader should immediately facilitate adoption and dissemination of a school-wide definition of rigor (such as Bloom’s Taxonomy, Webb’s Depth of Knowledge, Hess’ Matrix, or Daggett’s Rigor and Relevance Framework), and for every subject and grade level establish challenging end of year SMART goals for student achievement and social and emotional developmental health along with monthly benchmark indicators for progress monitoring.

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 reported she has a plan for implementing CCLS-aligned curriculum, and teachers are starting to align their lessons to CCLS. However, the current curriculum does not adequately address student needs. The school adopted the State’s English language arts (ELA) and mathematics modules this year, purchased printed module and supplemental materials, held trainings for teachers last summer, and contracted with consultants from Expeditionary Learning to come to the school twice per month to provide ongoing support for ELA implementation.. Reviewers found evidence of use of the modules in lesson plans and classroom observations. However, over halfway through the school year, teachers were only just beginning to focus on the second ELA module. School leaders and teachers acknowledged that they have struggled with pacing and do not have a plan to ensure coverage of the standards before the State tests. In addition, in a mixed-grade class, all students are using the curriculum of the lower grade, which limits some students’ access to grade-appropriate materials and tasks.
- The school leader indicated she recognizes the school has not horizontally and vertically aligned curriculum across subjects and grades. The focus on ELA and mathematics has resulted in limited attention to teaching other core subjects, despite the fact that the ELA and mathematics teachers are also supposed to teach social studies and science. Moreover, staff who teach core subjects and teachers of special subjects, such as Spanish, physical education, health, and art, do not have common planning time to coordinate the development of interdisciplinary curriculum. As a result, the curriculum does not effectively engage students to build and reinforce critical skills across subjects.
- Reviewers found little evidence that teachers are adapting curriculum to meet identified student needs. School leaders and teachers noted that this is their first year using the modules, and they are still familiarizing themselves with the content. While lesson plans referenced CCLS standards, they did not address student mastery and areas for growth. The school leader has promoted increased use of

grouping within classes to meet student needs by purchasing kidney tables and having Expeditionary Learning consultants assist with planning. There was evidence of this practice in some classrooms observed by the review team. However, lesson plans and implemented instruction did not evidence differentiated materials or instructional resources.

- While the school is administering a range of assessments, such as the Scholastic Reading Inventory (SRI) three times per year, teachers do not use results to inform their curriculum planning and foster student ownership of learning. Teachers reported that they use data to inform decisions regarding re-teaching, but there was no evidence of data within lesson plans or in curriculum planning during a teacher data meeting, which the review team observed. The one place data is being used is during the academic intervention services (AIS) period. Students are assigned to groups based on assessed reading levels and provided access to various intervention programs, including Read 180, Expert 21, and System 44. However, evidence from interviews with the school leader and teachers indicated that that information from assessments are not being used to foster college and career readiness, particularly for students achieving at very low levels.

Recommendation:

- Using State standards, both core and specials teachers should collaboratively identify and prioritize specific content and skills in every subject and grade that clearly define what students should know and be able to do each month. They should determine how students will demonstrate mastery of those skills and knowledge in ways that are aligned to the school-wide definition of rigor that reflects higher order thinking skills and conceptual understanding.

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

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

- School leaders are beginning to develop teachers’ capacity to plan instruction that is aligned to student needs but have not established useful and ambitious goals for PD to focus their work. The school adopted a lesson plan format that focuses on the CCLS, concrete lesson objectives, guided practice, and checks for understanding. However, none of the plans reviewed by the Integrated Intervention Team (IIT) included information about student mastery or data for differentiating instruction, including grouping of students. When grouping was used in classrooms, lesson plans did not indicate the different instructional practices required to meet identified needs and no variation in pedagogy was seen in the instruction observed. The school’s self-assessment noted that teachers need to use student achievement data to plan learning activities that provide multiple access points for students, and teachers indicated they are beginning to research and learn about data protocols. However, no protocols for using data were observed in a teacher data meeting attended by the IIT. Although every class is designated with a student-teacher-assistant ratio of 8:1:1, with more adults often in the room, the presence of multiple adults was not consistently maximized, particularly with regards to small group instruction and guided practice. Not all aides and assistants participated in instructional activities, focusing instead on behavior monitoring, nor have all of them received PD to enable them to support implementation of the CCLS-aligned curriculum. As a result, instruction is not collaboratively

designed to meet all students' needs.

- Teachers do not consistently engage students in rigorous instruction. There was some evidence of higher order questioning and learning tasks, but these were inconsistent and often a result of using the State's ELA and mathematics modules for lesson planning. In classrooms observed by the review team, students were not consistently engaged in the learning activity. Some students appeared to be sleeping, and teachers did not address this issue. In a number of classrooms, students were struggling to follow instructions for a written assignment or solutions to problems being explained to the whole class. Teachers did not check for understanding to identify these students and re-engage them in the learning activity.
- During observations, the review team found the school provides a generally safe environment, but an environment that is not always conducive to learning and responsive to student experiences and strengths. For example, some students interviewed by the review team noted frequent disruptions to learning by fellow students, with inconsistent and ineffective consequences. Teachers also indicated that they need help with more disruptive students and existing systems, such as hall monitors and a crisis room. Some teachers were able to engage disruptive students in learning by allowing them to move around the room, targeting them with questions, and building on their answers. Others focused their attention on loud students and let other students disengage, despite having aides in attendance who could work directly with individual students. The school leader reported that the school is in the beginning phases of implementing more student-centered practices; however, there was little evidence of student discussion or cooperative learning in classrooms visited by the review team. As a result, not all students are in a learning environment that promotes higher student outcomes.

Recommendation:

- Teachers should collaboratively develop lesson plans that identify specific content and skills for students to learn, group students according to their level of mastery, and for each group set specific goals and document specific higher order questioning, learning activities, materials and assessments (especially writing tasks) aligned to each group's goals. Design lessons that explicitly define the roles for all adults in the classroom to support small group instruction and individual practice based on weekly assessment of students' skill and content mastery.

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

I

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

- The school does not have a system in place to identify, manage, and monitor students' academic and social and emotional needs. The support staff conduct monthly meetings to review referral data and have identified some trends, such as a rise in behavior problems on Wednesdays; however, they reported their concern about devising effective solutions, particularly in relation to Tier 2 and 3 interventions. Despite being a school where every student has an individualized education program (IEP), the school does not have a pro-active case-management approach to ensure that the social and

emotional needs of every student are considered and addressed.

- Approximately one- half of the school’s students live in a residential program run by Children’s Village, but the school and Children’s Village do not effectively coordinate their programming and supports for students. Although members of the support staff attend Children’s Village meetings and some Children’s Village staff accompany students to the school, staff described communication as ad hoc, usually occurring during the hand-over of students before and after school when the opportunity for extended and private conversations are limited. The school shares data with Children’s Village, including academic performance data and discipline and referral data, but they do not have a formal process for reviewing data together and collaborating on solutions.
- The school has a vision for social and emotional developmental health focused on “safety, responsibility and respect,” which is known by students, teachers, and staff. Counselors lead a weekly group-counseling session for every class that is based on needs identified by teachers and addresses topics, such as abuse, self-esteem, values, and sociable behavior. The school also uses two school-wide strategies for social and emotional development: Therapeutic Crisis Intervention (TCI) and Positive Behavioral Interventions and Supports (PBIS). TCI is supposed to focus on de-escalating situations using techniques, such as proximity, gestures, tone, and changed environment to avoid more crises. However, not all staff members have been trained in this approach, and support staff indicated its use is inconsistent. In addition, the IIT observed some staff members who interacted with students in ways that impeded building positive productive relationships, for example, employing harsh tones or sarcasm. School leaders and teachers noted that hall monitors are generally adept at handling student behavioral problems but recognize that they do not always have the capacity to handle the number of situations that can arise simultaneously and have different approaches based on their connection with the elementary and secondary programs.
- While the school leader suggested that PBIS is having a positive impact on the school culture, teachers indicated that buy-in and implementation are inconsistent. For example, Hawk Bills are supposed to be used to reward positive behavior, but some teachers reported they were tedious and rarely used and they had developed their own personal systems. These teachers shared that the training they have received was focused primarily on the universal level for students who generally comply with expectations, and they need help with the more challenging and disruptive students. As a result of inconsistent implementation of these programs, the school has not effectively addressed the social and emotional developmental health of students.

Recommendation:

- The school leader should create a case-management protocol that incorporates for each student his academic, social and emotional development and discipline data and brings together parents, teachers, assistants, aides, student support staff, administrators, and Children’s Village staff on a quarterly basis to review data, set goals, identify and assign responsibilities for interventions and supports, and review progress. Ensure action steps for each meeting are disseminated to all stakeholders mentioned above, including both school and Children’s Village staff.

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

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

- The school is beginning to engage parents and staff in building home-school partnerships that support student learning by improving communication and engagement activities. Back to school night in the fall and an annual event in March to meet with teachers provide parents with opportunities to discuss the needs of their children. Parents interviewed by the review team reported they are satisfied with the amount of information they receive about their children’s progress and feel able to advocate for their needs. However, parents also noted that their general goal for their children is for them to develop the skills and behaviors necessary to attend a regular school that is mainstreaming. As the school has not established clear and measurable goals for student progress and success, its ability to effectively communicate high expectations to families is limited. The teachers’ SLOs do not indicate high expectations, and during discussions, neither parents nor school staff referenced the one SMART goal of increasing Lexile scores by 100 points, as noted in the school’s SCEP. A brief presentation was held for parents about CCLS at the beginning of the year. However, during interviews, parents were vaguely aware of the CCLS, but did not feel it was appropriate for their children.
- The school shares some information throughout the year with parents, including IEPs, academic progress reports, and report cards. Parents reported they felt the data enabled them to advocate for their child. During the parent focus group, parents stated they also felt the school staff was generally accessible, although teachers only conduct one conference per year. The school leader reported the school has struggled to engage parents, particularly those whose child is in the residential program, and she is beginning to try some new approaches that have increased attendance and provide opportunities for building relationships. For example, teachers were asked to participate in a community Thanksgiving meal with families and work with students to put on a winter holiday performance, which drew about one-third of families. However, during interviews, parents and guardians noted there were few resources provided by the school to help them assist their child, and the school did not provide referrals to outside organizations that might be of assistance. In addition, teachers have not been provided with explicit training to help them enhance school-parent partnerships. As a result, the school is not consistently engaging parents and working collaboratively to improve student success.

Recommendation:

- Host two additional school community events this school year that involve teachers in planning student performances that demonstrate rigor (i.e. grade level college and career readiness skills), engage students in the creative process, and attract parents to the school. Leverage these events to promote high expectations for student learning among faculty and parents.