



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	61700010012
School Name	George Washington Middle School
School Address	159 Buffalo Street, Jamestown, New York, 14701
District Name	Jamestown City School District
School Leader	Melissa Emerson
Dates of Review	November 18-20, 2014
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	5 - 8	Total Enrollment	505
		SIG Recipient	Yes
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	0	# Dual Language	0
		# Self-Contained English as a Second Language	1
Types and Number of Special Education Classes (2014-15)			
# Special Classes	6	# SETSS	0
		# Integrated Collaborative Teaching	10
Types and Number of Special Classes (2014-15)			
# Visual Arts	0	# Music	1
		# Drama	0
# Foreign Language	1	# Dance	0
		# CTE	0
School Composition (most recent data)			
% Title I Population	100	% Attendance Rate	94
% Free Lunch	100	% Reduced Lunch	0
% Limited English Proficient	2	% Students with Disabilities	14
Racial/Ethnic Origin (most recent data)			
% American Indian or Alaska Native	0.7	% Black or African American	4
% Hispanic or Latino	22	% Asian or Native Hawaiian/Pacific Islander	0.8
% White	59	% Multi-Racial	13
Personnel (most recent data)			
Years Principal Assigned to School	8	# of Assistant Principals	1
# of Deans	0	# of Counselors/Social Workers	1.5
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	0
% Teaching with Fewer Than 3 Years of Experience	2	Average Teacher Absences	11.5
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	93/19%	Mathematics Performance at levels 3 & 4	68/15%
Science Performance at levels 3 & 4 (4th Grade)		Science Performance at levels 3 & 4 (8th Grade)	65/63%
Student Performance for High Schools (2013-14)			
ELA Performance at levels 3 & 4	n/a	Mathematics Performance at levels 3 & 4	n/a
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	n/a	% of 2nd year students who earned 10+ credits	n/a
% of 3rd year students who earned 10+ credits	n/a	4 Year Graduation Rate	n/a
6 Year Graduation Rate	n/a		
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	n/a	Black or African American	Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	n/a
White	Yes	Multi-Racial	Yes
Students with Disabilities	No	Limited English Proficient	n/a
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	n/a	Black or African American	No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	n/a
White	No	Multi-Racial	No
Students with Disabilities	No	Limited English Proficient	n/a
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	n/a	Black or African American	n/a
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	n/a
White	No	Multi-Racial	n/a
Students with Disabilities	n/a	Limited English Proficient	n/a
Economically Disadvantaged	No		
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. Year two of full implementation of CCSS curriculum using CC Modules in ELA/Math. 2. Year two of PBIS program focusing on Tier 1 behavior intervention with Staff/Students. 3. Addition of CST to mirror the Tier 2 PBIS interventions for behavior and academics. 4. Creation of Family Engagement Community to focus on parent engagement as well as communication home around student learning and instruction. 5. Revamping the SDMT/PLC leader team to have more of a focus on student learning and academics. 			

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 and a Special Education School Improvement Specialist (SEIS) representative.
- The review team visited 39 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.
- Changes to district procedures meant that no survey information from parents, students or staff was available for 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.

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 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 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 checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
OVERALL RATING FOR TENET 5:					

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

- While the school has a written mission statement, most parents, staff, and students interviewed by the review team reported that the school aims to ensure students achieve the best they can. Participants in each of these groups articulated a somewhat different understanding of the mission. Students and parents reported that the school aims to improve students’ social, emotional, and developmental health, but the review team found that efforts to promote this aim have not been universally supported by all teachers, so they are not consistently effective. The school leader indicated that teacher teams have created target goals for student achievement, but these are not linked to a whole school improvement target, and as a result, overall improvement is slow.
- The school leader has made some programmatic, human, and fiscal decisions that align to the priorities in the school’s self-evaluation and are in keeping with district policy changes. To meet the needs of students, the school leader introduced modifications in the schedule, such as Response to Intervention (RTI) sessions that allow a few students time to address gaps in learning and others to experience enrichment activities. However, planning for these sessions is not sufficiently accurate, so this time is not having a significant impact on raising student achievement. Professional Learning Communities (PLCs) have been introduced at each grade level to give teachers the opportunity to base curriculum decisions on data analysis. The review team found that teacher practices are inconsistent, and they are not effectively adjusting the curriculum so that it promotes student achievement. The school leader has not addressed the issue of fewer counselors in the school. Those who currently work with students are at full capacity and are unable to establish the proactive systems that help to prevent social, emotional, and developmental health issues from becoming more problematic. The school leader reported she has reallocated more time to the fewer reading teachers in school this year. Staff indicated that the reading program is well organized with more systematic checks on students’ academic growth. This effort is having a positive impact in helping lower attaining readers to improve their skills.
- The school leader is implementing the Annual Professional Performance Review (APPR) process through regularly observing teacher practice. In addition, the number of informal checks on teacher practices has been increased, and the school leader is developing a system for sharing this information with colleagues. However, an examination of documentation by the review team showed that the quality of feedback given to teachers is variable and sometimes does not provide targeted, actionable feedback to improve instructional practices. There is a lack of evidence that feedback from the observation reports are consistently used to plan professional development (PD) responsive to the needs of individuals and groups of teachers.
- The school leader reported she has established systems for collecting data about student attendance, and a new system is being implemented to record student behavior. However, the new system has been in place for a short time, and it is too early to evaluate if it is being used effectively to collate data and check for the patterns that might indicate social and emotional developmental health issues. The school leader has delegated responsibility for monitoring student achievement to each PLC. These

teachers use common assessments as determined by the Common Core Learning Standards (CCLS), as well as their own additional interim assessments, to check on student achievement. These assessments are not standardized so they do not provide a basis for optimal comparison. Nevertheless, this information is used to determine student groups in the RTI program. The school leader has not implemented systems for monitoring the overall quality and consistency of these practices throughout the school. Without overall school-wide specific, measurable, ambitious, results-oriented and timely (SMART) goals to link these assessments and drive student achievement, improvements in student performance are limited.

Recommendation:

- School leaders should make improved student achievement a priority within the School Comprehensive Educational Plan (SCEP) and take immediate steps to drive success by:
 - creating school-wide SMART goals, which reflect a clear school improvement mission, in collaboration with staff, families, and students;
 - aligning short and medium term targets so that there are regular and frequent check points to achieve this mission; and
 - developing comprehensive monitoring activities that ensure school- wide practices have a measurable impact and are consistently effective in meeting quantitative targets.

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.

- Although the school leader is ensuring that the CCLS are being implemented, the review team found inconsistency in teachers aligning unit and lesson plans to the CCLS and in meeting the needs of students. While some teachers focus on delivering the CCLS with fidelity, they are not consistently adapting plans to address the needs of groups of students who have significant gaps in their learning. Special education teachers have recently consulted with district representatives regarding the modifications necessary for students with disabilities. This change has not been clearly articulated to all teachers, some of whom prepare activities that do not address students’ particular needs, which minimizes student academic improvement.
- Some teachers group students with similar learning needs together during RTI sessions. The review team found that too many teachers rely on this system to meet the academic needs of students rather than considering data accurately to ensure learning activities in lessons incorporate different student needs. Lesson activities are sequenced and scaffolded in the same way for all students. Higher attaining students often have to wait for extension tasks while lower attaining students do not receive the level of support necessary to complete each step. Some teachers include higher order questioning that encourages students to account for decisions in their learning aligned with CCLS instructional shifts, but this is inconsistent throughout the school. Teachers in grade five indicated that they are beginning to collaborate to develop their expertise in teaching core subjects since all their classes are

now self-contained. Training for grade five teachers and all other teachers has been on a voluntary basis. Senior leaders recognize improvements in the instructional practice of those teachers who have participated in development activities, but this is not consistent because not all teachers have been involved.

- There are no formal arrangements for teachers to develop interdisciplinary curricula. Teachers are still developing their understanding of the expectations of the CCLS, which limits their ability to capitalize on similar themes in different subjects. This minimizes students' academic success because they are not being encouraged to consolidate and apply skills and knowledge in a range of contexts. Adaptations to the schedule enable higher attaining students to have more access to enrichment activities in the arts and technology. Some teachers promote students' wider vocabulary by introducing technical language; however, there is no integrated model of literacy to develop this strategy effectively.
- PLC teams are developing systems for using formative and summative assessments for planning. Individual teachers are beginning to modify common curriculum assessments, but there are no monitoring efforts to ensure consistency. Examination of tests prepared by teachers indicates that they often focus only on recall of information. They do not frequently challenge students' problem solving and analytical skills. As a result, teachers' analysis of students' responses do not provide useful information about the gaps in students' thinking skills. The school also uses standardized measures of students' attainment in reading and mathematics, such as the Scholastic Reading Inventory (SRI) and the Northwest Evaluation Association (NWEA) tests; however, they are administered less frequently, and the PLC teams are not collating all the available information for a better understanding of how to address gaps in students' skills and knowledge. The review team found inconsistency in the way teachers provide feedback to students. While individual verbal advice was sometimes pertinent for some students, it was not helpful for all of them. Examination of written feedback indicated that the guidance is often brief and not specific enough to help students understand the next steps in their learning or how to improve. Curriculum and assessment systems are not effectively aligned to maximize student achievement.

Recommendation:

- School leaders should ensure that the curriculum is adapted to meet the needs of all student subgroups groups by:
 - giving clear and consistent guidelines to teachers about the level of modification in curriculum planning necessary to meet students' various needs and providing PD opportunities, which model good practice for teachers;
 - standardizing internal school assessment systems so that the data generated can be interpreted more objectively in relation to whole school targets as well as individual student goals; and
 - ensuring, through regular monitoring and lesson observations, that all teachers' instructional plans reflect student data to provide more accurate adaptation of the curriculum in relation to students' needs.

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.

- Teacher teams have established long-term goals for improved student achievement in their areas of responsibility within the school. The school leader stated she expects instructional plans to account for these goals, to reflect students’ attainment in relation to current assessments, and to address the needs of all groups of students. A lack of organization for coordinating the data about these aspects limits planning that is consistent. The review team found little evidence of short-term goals for students in most classes. The absence of these short-term goals minimizes the ability of teachers or students to check progress towards meeting the longer-term goals. Students offered Academic Intervention Services (AIS) have individual reading targets, which help these students to monitor their own progress. While some teachers organize unit and lesson plans to align with the expectations of the CCLS, classroom observations indicated that instructional practices did not consistently address the individual needs of students so that students can build on their current knowledge and skills.
- Most classroom observations demonstrate that teachers focus on delivering information without fully capitalizing on the CCLS instructional shifts to promote students’ deeper understanding of concepts. For example, students learn mathematical algorithms without learning the inherent concepts, which makes it more difficult for them to retain information. Some students have to be reminded about prior learning at the beginning of lessons because their understanding is not secure. The review team found more of an emphasis on ensuring the volume of written tasks completed in English language arts (ELA) rather than on improving the quality of students’ literacy. This leads to repetitive responses rather than increasingly more proficient prose. Some teachers adopt strategies that encourage students’ engagement, such as frequent opportunities for students to talk to one another to enable them to clarify information, but this is not sufficiently well developed into investigative tasks that promote explorative learning.
- Classroom observations demonstrate that teachers’ plans do not consistently address students’ different learning styles. There is little variety in the way students are expected to respond to questions, which limits opportunities to think in different ways or to have confidence in their intellectual decisions. For example, during classroom visitations the review team found that although most students are attentive in class, only a few students ask thoughtful questions as new information is presented. Some students interviewed described the benefits to their own understanding of explaining new ideas to another student. However, other students reported that they are reluctant to suggest answers, which might expose them to ridicule if they make a mistake. Some teachers encourage students with differing performance levels to feel intellectually safe and contribute successfully to class discussions.
- Teachers’ use of data and assessments to inform and adjust instructional strategies is inconsistent. Scheduling arrangements for classes include students with a wide range of achievement levels, but the review team found little evidence that teachers adapt the lesson to meet students’ needs. In some co-taught lessons, the review team observed that materials and activities are not well planned for students with disabilities. As a result, some students show little engagement in their learning and do not make progress in the lesson. On the other hand, reading teachers make better use of the data they

gather to ensure that groups of students read appropriate materials during guided reading sessions. The review team found that few teachers use formative assessments during lessons to change instructional practice when they find students struggling to grasp new skills or concepts. Some students reported that they do not always understand how teachers use rubrics to assess their work, and they are not able to refer back to these documents and learn how to improve what they have written. Some students stated that they did not understand the feedback they received in their books because teachers do not respond clearly or in language that students understand.

Recommendation:

- School leaders should set up practical workshops with all teachers to improve the quality of instructional practices that promote high levels of student achievement by demonstrating how to:
 - set new student goals every few weeks so that students take responsibility for monitoring growth in their learning and academic achievement and can respond where necessary;
 - incorporate a variety of learning activities in lessons to promote students’ intellectual engagement by encouraging them to ask questions and make their own intellectual decisions;
 - check students knowledge and understanding of what they are aiming to achieve during the lesson and how this will be assessed; and
 - adjust activities when it becomes clear that students find them too easy or too difficult.

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 indicated she has established some expectations about supporting students’ social and emotional developmental health needs, and most staff are attentive to these concerns. The student support team is responsible for addressing the needs of students with significant social and emotional issues, which occupies most of their time and limits their ability to organize the staff to adopt a more proactive approach to identifying the social, emotional and developmental health needs of all students. The school leader has encouraged the introduction of several new efforts, such as a mentoring program that includes staff volunteers who provide sustained support to individual students. However, the full impact of these new measures to address barriers to social and emotional developmental health and academic success has yet to be seen.
- The most significant initiative to address students’ social and emotional developmental health has been the introduction of Positive Behavioral Interventions and Supports (PBIS) over the past three years. However, the review team found that implementation has not been sustained effectively and some teachers do not understand how to use the various strategies. Observations by the review team indicate inconsistencies in the way teachers promote positive behavior in the classroom and in the way students learn to understand about the consequences of their actions. There has been a gradual reduction in the level of support for the program by teachers and students because they question how

effective it is. The student support team creates opportunities to talk to students when particular issues affecting groups arise, and a few students take responsibility for finding out how to reduce the potential for bullying during enrichment activities. The review team found that there are few other planned curriculum arrangements to support all students' social and emotional developmental health needs.

- Leaders have been working to implement PBIS for a number of years. The review team found guidance given to teachers has not been implemented consistently, and teachers are only partially prepared to follow through with the range of strategies necessary to promote effective student behavior. Additional PBIS strategies are gradually being developed, but this has not been rapid enough to reduce inconsistencies in the management of disruptive behavior. During interviews, some parents reported they have not been well prepared to support full implementation of the program, and some of them questioned its validity as they became aware of current problems in the program. Students shared that they understand PBIS but recognize inconsistencies among teachers; most of them are trying to reconcile the impact this is having on the attitudes of a minority of students who take advantage of differences in teachers' responses and continue to behave inappropriately.
- The school has recently introduced a new system for recording and collating more serious behavioral incidents. The school leader indicated that when the system is operational, it is expected that leaders will be able to better identify and address the social and emotional developmental health needs of students. However, the review team found there are no corresponding procedures to ensure all teachers record minor infringements that can precede incidents that are more serious. The school has recently reintroduced "Thumbs" meetings, where individual students' academic and social growth is discussed. However, the findings from this process have not been analyzed in conjunction with other data to provide a holistic view of individual students' needs, which can be used to provide well-targeted support and guidance.

Recommendation:

- School leaders should work with the student support team to improve the systems that support students' social and emotional developmental health by:
 - ensuring greater consistency in the way expectations for a safe learning environment are communicated to students, teachers and parents so that practice is understood and supported by all groups; and
 - standardizing teachers' data collection systems so that it is possible to use this information in conjunction with whole school data to identify the patterns in student behavior indicative of the barriers to their social and emotional development, which need to be addressed.

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.

- There is considerable variability in the levels of parental engagement in the school. During interviews,

some families expressed positive sentiments about the school's direction and teachers' efforts in promoting student achievement and their child's personal responsibility. Other parents indicated that they do not know of the current academic improvement priorities at the school. The school leader is aware of the issue of limited parental engagement among some groups, particularly from some families for whom English is not the first language, and a Parent Engagement Committee has recently been established. However, there are no parents on the committee, and staff members are in the early stages of planning how to improve levels of parental involvement.

- The school communicates with parents about school events through the school's website, the parent portal, and newsletters. There is less guidance about how parents can support their child's academic achievement. Some parents report that they investigate information for themselves, so they have learned about changes to the curriculum independently. During the parent focus group meeting, the few parents who were able to attend explained that they thought the school could do more to help all parents understand the CCLS. Although there are no longer students at the school who are English language learners (ELLs), the school is situated in a multilingual community. The school does not provide translated materials for these families, which limits their ability to support effectively their child's academic achievement.
- There are few expectations about how data should be shared with parents, and school-wide practice is inconsistent. Lesson observations demonstrate that teachers interact with families in different ways, with some teachers sending home grade cards more frequently than others do. Formal student assessment data is shared with parents at regular intervals throughout the year in conjunction with parent teacher conferences. Signs of underachievement are more consistently followed up when parents pursue concerns, and some students receive considerable support when their parents request it. Reading teachers share students' SRI scores so parents have an understanding of how to promote Lexile proficiency at home. The review team found few other examples of data sharing that enable parents to support and advocate for their children's learning needs.

Recommendation:

- School leaders should prioritize within the SCEP the need to increase levels of parent engagement to promote student achievement by:
 - routinely communicating high expectations to parents, as well as guidance about how they can support their child's learning and social growth at home, in the range of formats and languages necessary to reach all groups of parents;
 - monitoring student academic growth in relation to their goals and developing systems for involving parents when there are signs a student is underachieving; and
 - ensuring that the parent engagement committee includes representatives who reflect the diversity of the school.