



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

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



<b>BEDS Code</b>	331900011502
<b>School Name</b>	19K502 FDNY High School for Fire and Life Safety
<b>School Address</b>	400 Pennsylvania Avenue, Brooklyn, NY 11207
<b>District Name</b>	NYCDOE CSD 19
<b>School Leader</b>	James Anderson
<b>Dates of Review</b>	January 13-14, 2015
<b>School Accountability Status</b>	<input checked="" type="checkbox"/> Priority School
<b>Type of Review</b>	<input checked="" type="checkbox"/> SED Integrated Intervention Team (IIT)

### 19K502 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	323	SIG Recipient	No
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	6	# SETSS	N/A	# Integrated Collaborative Teaching	23
Types and Number of Special Classes (2014-15)					
# Visual Arts	4	# Music	N/A	# Drama	N/A
# Foreign Language	5	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	78.5%	% Attendance Rate			81.4%
% Free Lunch	81.8%	% Reduced Lunch			3.0%
% Limited English Proficient	3.4%	% Students with Disabilities			28.7%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.7%	% Black or African American			74.3%
% Hispanic or Latino	22.0%	% Asian or Native Hawaiian/Pacific Islander			1.0%
% White	2.0%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	7.18	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			39.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			6.03
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	54.2%	Mathematics Performance at levels 3 & 4			31.7%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	70.1%	% of 2nd year students who earned 10+ credits			75.3%
% of 3rd year students who earned 10+ credits	66.2%	4 Year Graduation Rate			71.6%
6 Year Graduation Rate	78.3%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

#### Accountability Status – High Schools

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

#### SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

1. To improve instructional practices in Danielson competencies 3b, 3c, and 3d by 5%.
2. To decrease the school's VADIR score by .20 weighted points (decrease dangerous incidents).
3. To increase teachers' ability to support student development of claims and counterclaims by 5% increase according to observations.
4. Observe all teachers at least five times while providing actionable feedback.
5. Increase college readiness scores on the NYCDOE Data Snapshot Report by 5%.

## 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 representative.
- The review team visited a total of 29 classrooms during the two-day review.
- Reviewers conducted focus groups with students, staff, and parents
- Reviewers examined documents provided by the school, including curriculum maps, lesson plans, schoolwide data, teacher feedback, and student work.
- The district provided results of a student survey that 228 students (78 percent) completed.
- The district provided results of a staff survey that 18 staff members (86 percent) completed.
- The district provided results of a parent survey that 129 parents (48 percent) completed.

**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"/>
<b>OVERALL RATING FOR TENET 2:</b>				<b>D</b>	

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

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

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

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

#	Statement of Practice	H	E	D	I
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL RATING FOR TENET 4:</b>				<b>D</b>	

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

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

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

<b>Tenet 2 - School Leader Practices and Decisions:</b> Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement.	<b>Tenet Rating</b>	<b>D</b>
<p>The school has received a rating of <b><i>Developing</i></b> for Tenet 2 – School Leader Practices and Decisions.</p> <ul style="list-style-type: none"> <li>Although the school has a vision for both academic and social-emotional health, and interviews with students, staff, and parents demonstrated that most were aware of this vision, the review team found the school leader has not developed an inclusive or rigorous process to monitor and revise goals to promote sustained school improvement. While staff, parents, and students stated that the school leader shared the school goals with them, they stated that the school leaders created these goals without the input of other constituents. College- and career-readiness is a catchphrase used throughout the school community, but the implications of how to achieve the school’s goals, or the roles and expectations of different stakeholders are not articulated or understood.</li> <li>The review team found that while the school leader makes decisions about the use of resources based on attendance, credit accumulation, and graduation rate, he does not strategically monitor and evaluate the effectiveness of these decisions. Although programs have been implemented, such as the APEX system, an online program for helping students in credit recovery, data has not been analyzed to evaluate the effectiveness of APEX, and other programs, so the leader is unsure of what is working and what is not. The school leader has implemented common planning time; however, there is no system to monitor and evaluate the effectiveness of this initiative and teacher interviews revealed a lack of resources or systems, such as coaches, inter-visitations, or targeted professional development (PD) based on teacher needs to support instructional initiatives. As a result, many decisions regarding the use of resources are not strategic and do not lead to an improvement in student academic outcomes.</li> <li>The school leaders are providing and tracking data from frequent and targeted lesson observations with actionable feedback for teachers. However, the feedback provided is not always focused on specific weaknesses, such as the lack of higher-order questioning or a lack of engaging activities at the start of the lesson. In addition, school leaders make many recommendations for improvement, but these recommendations are not consistently implemented, which limits the improvement of instructional practices and student achievement.</li> <li>Although the school leader has established some systems to track student data related to attendance, credit accumulation, and NYS Regents exam results, these systems are not analyzed consistently to inform decisions to drive improvement. For example, the school leader collects data using a summary sheet that includes the past six years of student achievement; however, the review team found the school leader does not analyze this information to determine why particular cohorts have inconsistent student achievement in order to identify the causes and create action plans to improve student performance.</li> </ul> <p><b>Recommendation:</b></p> <p>School leaders should increase active and supportive supervision of teachers by:</p>		

- conducting frequent targeted walkthroughs with explicit feedback focused on the incorporation of engaging activities at the start of all classes, the use of higher-order questions, and discussions requiring student use of accountable talk stems; and
- creating an instructional cabinet including at least one representative from each of the academic departments and meeting with them at least once a month to share the status of current initiatives in order to put in place action plans to address weaknesses.

**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 has begun to ensure the implementation of Common Core Learning Standards (CCLS) aligned curriculum. Common planning time has been instituted four days a week for teachers to meet by grade or department to review student data and plan units and lessons. However, the review team found that teachers lead most meetings without consistent monitoring by school leaders of how common planning impacts classroom instruction and achievement. Most teachers have adopted a lesson plan template including elements of the CCLS. However, during interviews teachers indicated that PD provided by the school leader did not meet the areas of their instructional practice they felt were most in need of improvement. Teachers stated that they do not have a clear understanding of lesson planning elements, such as modeling and essential questions. Many lesson and unit plans reviewed by the review team did not consistently include activities that addressed the CCLS shifts.
- A review of lesson and unit plans demonstrated that a small number of teachers are beginning to use student data in lesson planning to implement scaffolded and differentiated instruction for students, but on-going assessments are not regularly used to adjust curricula based on lesson outcomes. Additionally, many lesson plans do not include extensions, complex text and materials, or contain questions that support critical thinking or peer-to-peer discussion. Most lesson plans reviewed by the review team included a “Do Now,” but most do not include connections to prior knowledge or real life situations in order to engage the students in their learning.
- Teachers do not regularly work together to connect the curriculum across subjects to increase student engagement and promote student success. The school leader and staff shared that this is not currently a focus and little interdisciplinary work is planned either formally or informally. Few lessons include technology or arts components to engage students and access multiple modalities for learning. The review team found through discussions with students that teachers provide little support for visual or kinesthetic learners. Additionally, although all classrooms are equipped with SMARTBoards, few teachers use them as an interactive instructional tool to engage students in learning.
- Most teachers have access to a range of assessments including teacher created unit assessments, measures of student learning (MOSL), and NYS Regents data; however, the review team found that teachers conduct only a limited item analysis of these assessments, which few use to modify curricular planning and instruction. Further, the review team found that teachers are giving students some

feedback, but this is not based on data and provides little opportunity for students to take ownership of their own learning. In addition, there is little evidence of teachers recording the results of on-going assessments to help students with their next steps in learning.

**Recommendation:**

Teachers should use common planning time to revise lessons and curricula planning so that all lessons begin with activities to activate prior knowledge and engage students in their learning, such as:

- using technology or manipulatives; and
- interactive activities, such as think-write-pair-share or quick writes.

**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.

- Although the school leader has outlined expectations for teachers to access data, and some teachers use data to inform their instructional plans, the review team found few teachers use this information to set goals with students. Further, the review team found that teacher practices are not consistently reflective of all student needs and learning styles that lead to increased achievement. Classroom visits demonstrated that few teachers, including in Integrated Co-teaching (ICT) classes, use multiple modalities for teaching. While some of the teachers utilize tiered activities to provide multiple access points for students, many classes did not implement differentiated instruction. During classroom visits, the review team found that teachers did not regularly incorporate into instruction higher-order questions, challenging text complexity, or multiple opportunities for students to learn. Most instruction was dominated by the teacher talking for prolonged periods of time, and most teacher questions required low-level thinking or recall from students. In addition, there were few opportunities for student discussion in most classes as few classrooms had functional groups where students worked together and discussed problems or strategies. Students stated to the review team that classes are not usually challenging, and there are few hands-on activities to keep them engaged in their learning.
- Although students stated that they feel physically safe in the classrooms and school, they do not feel intellectually safe and are not regularly engaged in their learning activities. Students shared that it was common for some students to laugh or comment negatively when other students asked questions or answered in class, and that some students disrupt learning in many classrooms with few consequences. Classroom visits demonstrated that there is disruptive behavior including off topic conversations by students. Additionally, in most classes visited, teachers elicited responses only from volunteers resulting in a lack of student accountability.
- A small number of teachers use data and assessments to inform and adjust their instructional

strategies. During classroom visits, the review team found student groupings were often not purposeful and tasks set did not reflect the needs and abilities of different groups of students. Most students interviewed indicated that teachers give specific feedback about graded student work in private conversations, but that specific feedback was rarely provided during lessons. Additionally, most student portfolios reviewed were work samples of graded work collected by the teacher and did not provide a scaffold for progressive improvement or ask students to reflect or track their progress. Additionally, there was limited evidence of effective checks for understanding during lessons.

**Recommendation:**

- Teachers should make effective use of Bloom’s Taxonomy or Webb’s Depth of Knowledge to plan for and utilize open-ended questions that require students to respond using the accountable talk stems.

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

**Tenet Rating**

**D**

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

- The school leader has established some systems that identify student social and emotional developmental health needs; however, these systems are not consistently utilized or monitored. For example, while there is a formal ladder of referral, the school leader and staff stated that this system is not consistently used. Two guidance counselors follow cohorts throughout their time in the school and track student attendance, credit accumulation, NYS Regents exam results, behavior, and grades. This information is used to identify social and emotional developmental needs. However, in interviews with the school leader, teachers, and support staff, the review team did not find evidence of a Response to Intervention (RTI) plan to provide tiered interventions for students. Although most students stated that there was an adult who they could talk to, some stated that they would not share personal problems with them. Additionally, despite 108 suspensions during 2013-14, and 41 during the first half of this school year, there is no specific plan to monitor and support students returning from suspension.
- Although there are four overarching Fire Department of New York (FDNY) college- and career-readiness values that are posted in all classrooms, there is no school wide curriculum that teaches behaviors and skills to support student social and emotional developmental health. There are some optional programs for a limited number of students, such as a summer bridge program that includes additional support from Medgar Evers College during the school year to prepare entering ninth graders for high school. The FDNY also offers a summer leadership academy that teaches leadership skills and provides literacy support for students who apply. However, the review team did not find evidence of a comprehensive school-wide PD plan to develop staff skills for supporting student social-emotional needs and school support staff do not provide PD to help teachers meet student needs.

- Interviews with the school leader, students, and staff demonstrated that the learning environment is physically safe, but not consistently intellectually safe, as systems are not uniformly implemented, enforced, and monitored to support student social and emotional developmental health. Classroom visits demonstrated that classroom management and behavior issues are a major concern within the school. Student interviews and classroom visits demonstrated continual off-task disruptions that interfere with students’ ability to learn. Additionally, many students arrive late to class or cause disruptions in the hallways. Further, not all school leaders or staff ensure that school rules are enforced, which hinders student achievement.
- There are some strategic systems to collect and analyze student data, such as attendance, suspension, and academic data to target some students in need of support. However, these systems are not comprehensive and do not lead to consistent opportunities for all students to be successful. The school leader shared he implemented a volunteer staff-mentoring program for targeted students. The review team found that although common planning time is used for teachers to meet weekly to discuss individual students and identify their social and emotional developmental health needs, teachers do not regularly meet with support staff to ensure that all student needs are met. Additionally although there are extended learning opportunities for all students both after-school and on Saturdays, there are limited opportunities or programs that address student social and emotional developmental health needs.

**Recommendation:**

The school leaders should establish policies and procedures regarding lateness to class and transition time between periods including:

- ensuring all teachers are at their doorways during the change of period and greet students by name;
- ensuring that all classrooms have a lateness book to be signed by students entering late;
- instituting and enforcing consistent consequences for lateness and recognizing students with outstanding punctuality with ceremonies and rewards;
- reassessing assignments of staff during transitions; and
- meeting with the Level 3 officer to reevaluate posting of School Safety personnel.

**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.

- Most staff, parents, and students interviewed were aware of the school’s expectation for students to graduate college- and career-ready. Interviews and a review of school documents demonstrated that the school leader has instituted events that celebrate student achievement, but parents are not regularly invited to these events in order to increase parent participation. Additionally, despite the

FDNY Career and Technical Education (CTE) program that prepares students to be certified as Emergency Medical Technicians (EMTs), and for FDNY careers, there is little evidence of a comprehensive system to help equip other students and parents to set goals and develop plans to achieve college aspirations. As a result, the school leader shared that the achievement level of students who do not choose to attend the CTE program lags behind those students training to be EMTs.

- The school provides limited opportunities for reciprocal communication to increase staff and parent understanding about student needs. Parents interviewed stated that the school provides a welcoming environment and fosters communication with teachers and support staff, but lacks opportunities for parents to become involved in school activities. Although the school distributes a monthly newsletter, and utilizes school messenger, teacher phone calls, and Pupil Path to communicate with parents, phone calls are not translated, and staff reports that parent participation in Parent Teacher Association (PTA) meetings is limited. The review team found the school has not evaluated the strategies it uses for communicating with parents in order to determine why parent involvement in the school is limited.
- The school provides little training to parents and staff on home-school partnerships, which hinders the ability for both parties to work together to support student achievement. Staff stated that at the beginning of school year the school leader provided information for teachers to encourage successful home-school partnerships to support student achievement. However, teachers stated there is limited follow-up and the PD schedule does not include up-coming training on creating and sustaining home-school partnerships. Additionally, the school leader and parents reported that opportunities for parents to volunteer in the school are limited, which hinders parent involvement.
- Although a variety of data is available to school staff, the school does not consistently share data with families to support student success. Although progress reports are generated six times a year, and students and some parents track student achievement on Pupil Path, the school leader shared that the system is not monitored or evaluated for parent usage or its effectiveness.

**Recommendation:**

The school leaders with the school leadership team should strengthen the working partnership with parents by:

- hosting at least one student performance or celebration each marking period that includes parent participation or attendance to engage parents in the school and their children’s activities.