



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	333200010347
School Name	School Of Humanities
School Address	35 Starr Street Brooklyn, NY 11221
District Name	NYCDOE CSD 32
School Leader	Dr. John Barbella
Dates of Review	March 31-April 1, 2015
School Accountability Status	<input checked="" type="checkbox"/> Focus School
Type of Review	<input checked="" type="checkbox"/> SED Integrated Intervention Team (IIT)

32K347 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	326	SIG Recipient	N/A
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	10	# SETSS	N/A	# Integrated Collaborative Teaching	11
Types and Number of Special Classes (2014-15)					
# Visual Arts	8	# Music	N/A	# Drama	N/A
# Foreign Language	7	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	94.3%	% Attendance Rate		90.3%	
% Free Lunch	94.3%	% Reduced Lunch		4.0%	
% Limited English Proficient	17.8%	% Students with Disabilities		20.8%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American		10.8%	
% Hispanic or Latino	88.3%	% Asian or Native Hawaiian/Pacific Islander		0.5%	
% White	0.5%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	9.17	# of Assistant Principals (2014-15)		2	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		22.5%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)		7.82	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	10.3%	Mathematics Performance at levels 3 & 4		14.7%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		32.9%	
Student Performance for High Schools (2012-13)					
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 (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	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	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	NO
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	YES
Economically Disadvantaged	YES		
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	YES	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 WRITTEN BY THE SCHOOL:

- 1) By June 2015, students involved in the TIF (Teacher Initiative Fund) Team program will increase their participation in student to student discussions from their starting point by at least 1.5 levels as measured by the TIF Team school created CCLS aligned 12 point rubric.
- 2) By June 2015, 90% of our teachers will incorporate our revised school Positive Behavior Intervention System (PBIS) in order to achieve a positive school culture as measured by increased distribution of U ROCKS coupons and an increase in positive respectful behavior in the school according to the PBIS generated surveys from September coupon distribution & survey.
- 3) By June 2015, teacher teams will work collaboratively to improve performance tasks and include multiple entry points for all students to result in improved instruction. The improved outcomes of the

teams will result in an increase from 3.06 to 3.21 in component 4E of the Danielson framework as recorded in *Advance* from last year's rating.

- 4) By June 2015, 75% of our 7th & 8th grade students will show an average increase of 5 points on their final grade report card in all major subject areas as evidenced by a comparison of their final grade report card from June 2014.
- 5) By June 2015, there will be an increase in family and community engagement as measured by a 5% increase in attendance from the last school year's attendance at parent and community engagement events as measured by the number of parents who are invited, attend, and are surveyed during the Parent Teacher Outreach.

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 Special Education School Improvement Specialist (SESIS) representative and a representative from the Regional Bilingual Education Resource Network (RBERN).
- The review team visited a total of 65 classrooms during the two-day review.
- Reviewers conducted focus groups with students, staff, and parents
- Reviewers examined documents provided by the school, including curriculum maps, lesson plans, school-wide data, teacher feedback, and student work.
- The school provided results of a student survey that 355 (83 %) completed.
- The school provided results of a staff survey that 28 (83 %) completed.
- The school provided results of a parent survey that 144 (53 %) 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.

#	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 checked="" type="checkbox"/>	<input type="checkbox"/>
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>
OVERALL RATING FOR TENET 5:				D	

Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.

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

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement.	Tenet Rating	D
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The school has received a rating of **Developing** for Tenet 2 – School Leader Practices and Decisions.

- The school leader reported to the Integrated Intervention Team (IIT or review team) that he collaborated with the administrative team to develop the school’s mission. The school leader said that he shared the mission with the School Leadership Team (SLT) and the wider school community by distributing copies and posting the mission throughout the building. During the focus group meetings, staff and students were able to articulate the school’s mission. However, discussions with parents and students indicated that they had limited knowledge of the school’s Specific, Measurable, Achievable, Result-oriented, and Timely (SMART) goals, that target professional growth and high student achievement or the strategies the school has in place to help achieve the stated goals. In addition, reviewers found that the monitoring of progress towards stated goals is not consistently rigorous.
- The school leader stated that he hired a social worker to help manage student conflicts. Recent data from the Online Occurrence Reporting System show a decrease in all levels of behavioral incidents, including principal suspensions. The school leader reported that he collaborated with staff to implement an after school program of Academic Intervention Services (AIS) in March 2015 to target students falling below the 1.95 score on the English language arts (ELA) and/or mathematics state exams. However, the IIT found no evidence to show which students were asked to attend the AIS program. The school leader indicated that he purchased Achieve 3000 to support instruction for beginner and intermediate ELLs. The school leader reported that students use this program four times a week. During class visits, the IIT found that teachers did not consistently provide instruction in all four modalities assessed on the New York State English as A Second Language Assessment Test (NYSESLAT).
- The school leader reported that classroom observations occur regularly based on a schedule that teachers receive from the school leader. During discussion with the IIT, teachers confirmed that they receive oral and written feedback, but shared that the feedback does not always include the precise steps they need to take to improve instruction. During class visits, the IIT noted that teachers rated effective or highly effective on observations reports did not consistently deliver instruction that matched these ratings and that teachers demonstrated weaknesses in key areas such as differentiation and student engagement, which had not been cited in the observation reports. The IIT did not find evidence to show that the school leaders used NYSESLAT data prior to observations to guide their process for evaluating and monitoring teachers’ provision of instructional strategies to meet the needs of ELLs.
- The school leader is at an early stage of ensuring that school-wide and individual practices are monitored and evaluated to assess the impact on improving student achievement. Teachers reported that the school leader scheduled time for teachers to meet by grade level to collaborate and that teachers use this time to review data from end of unit and module tests to plan lessons or adjust instruction. During the grade level meeting the IIT found limited evidence to show how teachers use data to monitor the academic progress of different groups of students. Although classroom observations take place, these observations are not yet leading to sustained improvements in the

quality of teaching and learning. The IIT found limited evidence of how the school leader consistently uses data to hold teachers accountable for their practices or to evaluate weaknesses in school practices. As a result, the school leader is hindered in his ability to gain an accurate picture of the school’s performance and to identify the best strategies needed to drive improvement.

Recommendation:

- The school leaders should evaluate student data before observing classes to better assess the quality and impact of instruction, particularly for ELLs and students with disabilities, and use the data as part of the feedback process in order to hold teachers accountable for their practices.

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 that teachers have common planning time (CPT) for weekly grade- level meetings as well as a set time each Monday afternoon for meetings. The school leader and teachers confirmed that teachers use these times for assessing student work, aligning plans to the Common Core Learning Standards (CCLS), curriculum mapping, and evaluating school data and goals. The school leader confirmed that, except for the CPT, school leaders and coaches lead most of the Monday sessions. The school adopted the Expeditionary Learning and EngageNY as the ELA and mathematics curricula. Although both emphasize the CCLS and the instructional shifts and some teachers have incorporated these shifts into their lesson plans, the review team found minimal evidence of the CCLS shifts in teachers’ enacted lessons.
- During classroom visits, the IIT saw some teachers using planned strategies to stimulate higher-order thinking skills, including cooperative learning shoulder partners and group discussion. However, the IIT found that not all teachers’ lesson plans included provisions for multiple points of entry, scaffolded materials to address specific learning needs, complex text, or data-driven instructional strategies, especially for ELLs and students with disabilities. A review of lesson and unit plans, particularly in general education classes, showed that grouping for ELLs and students with disabilities was rarely purposeful or based on data. In addition, teachers minimally included Webb's Depth of Knowledge (DOK) levels of questioning in their lesson plans.
- Some teachers collaborate to create interdisciplinary curricula; however, the IIT did not find evidence of a comprehensive plan for the interdisciplinary curricula across the school. Teachers confirmed in interviews that they do not regularly collaborate to interconnect content across subject areas. Some teachers shared that the art teacher came to classes to work with students on producing drawings that reflect a particular period in history. The IIT noticed that art in the form of sculptures was infused in some science lesson plans. However, during class visits, the IIT observed few examples of students learning in an integrated manner.
- The school leader said and teachers confirmed that school leaders expect teachers to create unit and lesson plans based on data from state tests, benchmarks, and baseline and summative assessments.

However, classroom observations indicated that the school leader’s expectations relating to the use of data are not always realized, as instruction is not sufficiently differentiated. In addition, classroom visits and teacher interviews demonstrated that teachers do not use data from the NYSESLAT to inform or adjust curriculum planning and instruction for English language learners. Evidence gathered from class visits and student interviews indicated that teachers inconsistently use data from tests and assessments to provide clear and concise feedback to students to help students improve their academic performance and reach a higher academic level.

Recommendation:

- All teacher meetings should be structured and facilitated by school leaders and/or coaches to foster sharing of best instructional practices in order to maximize student outcomes. School leaders should evaluate how effective these meetings are in bringing about improvements to instructional practices in the classroom and student achievement and learning.

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 stated that they are beginning to engage teachers in conversations about the use of data and setting goals for students but recognize there is still work to be done. During class visits, the IIT saw few instances of teachers incorporating challenging learning activities in their instruction. While some teachers used cooperative learning strategies, this is not a school-wide practice. Most teachers’ instruction was whole group with minimal differentiation. The review team noticed that in most classes visited, students primarily worked from the same text and teachers asked students to respond to the same questions. During discussions with the review team, some students reported that groups are changed based on module tests and mid-term exams. However, the IIT found limited evidence of purposeful groupings based on or supported by test and assessment data. For example, most teachers provided the same learning task for different groups of students, irrespective of the students’ abilities or needs.
- In the 65 classrooms visited, reviewers found evidence of academic rigor in 15 and evidence of the CCLS instructional shifts in 22. Some teachers asked students to cite textual evidence from materials used in class. For example, in an ELA class the teacher asked students to cite evidence from the chapter being read in “To Kill a Mockingbird” to support their response. Generally, the IIT found that teachers provided students with limited points of entry to the lessons, especially for subgroups. The IIT noted a lack of emphasis on critical thinking and engagement strategies. Teachers minimally included academic vocabulary or asked questions that promoted student discussion. The IIT found that teachers missed opportunities to ask students follow-up questions that would require students to think deeply. Teacher dominated lessons were characteristic of self-contained classes as well as in Integrated Co-Teaching (ICT) classes. Teachers provided students with disabilities the same amount of time to complete an activity as general education students in the class, even when it was clear these students

needed additional time. In addition, co-teachers in ICT classes did not effectively co-plan and utilize various co-teaching approaches to maximize outcomes for their students.

- Students told the IIT they feel safe even if they answer a question incorrectly and are comfortable asking questions if they do not understand. During classroom visits, the IIT noted that most teachers did not adjust instruction to meet specific student needs. In addition, the IIT found that teachers provided minimal opportunities for students to share their diverse perspectives and opinions in a collaborative manner. Discussions with students demonstrated that the feedback students receive from teachers about their work lacks specificity, which hinders opportunities for students to improve their grades or to take more responsibility for their own learning.

Recommendation:

- Teachers should incorporate questioning techniques that would include all students being involved in discussion. One example is the think-pair-share strategy, which fosters a higher level of student engagement.

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 staff is developing processes to meet the social and emotional needs of students. Staff reported that the referral system involves teachers submitting student referrals to student support staff. In addition, during grade-level meetings, the support staff assigned to the student then follows-up with the teacher who made the referral and updates all teachers who have that particular student. However, teachers stated in interviews that this practice is inconsistent, as not all teachers are made aware of the issues affecting students in their classes. During discussions with the IIT, staff reported that the support staff does not meet regularly as a full team and there is currently no plan in place to schedule regular meetings. During the large student group meeting, students reported that they have someone in the school they can go to for help with a problem or concern. However, students and support staff indicated that there is not a formal system in place to ensure that all students are known by a designated adult.
- The school is beginning to implement programs to address student social and emotional developmental health. However, staff interviews confirmed that there is no formalized curriculum to ensure that social and emotional developmental health is taught systematically across the school. Based on a review of documents and staff interviews, the IIT learned that student assemblies take place at the start of the year and some teachers provide a series of lessons throughout the school year to review the PBIS rubric. In addition, the IIT noted that an anti-bullying campaign is in place as evidenced by the posters displayed around the school and the discussions conducted in some classrooms.
- The school leader and student support staff reported in interviews that the district or Network offered

PD for staff. The IIT did not find evidence of on-going PD to specifically build teachers skills in addressing students’ social and emotional developmental health needs. The school's mission speaks to "fostering the student's academic, social, emotional and physical growth." However, when interviewed by the IIT, few school constituents referred to this part of the mission and instead focused on academic achievement. In addition, parents interviewed by the IIT were not able to articulate the school's mission for student social and emotional developmental health or the role that parents or students were expected to fulfill to ensure its success.

- The school leader confirmed that it is the expectation that teachers use and analyze data to meet the social, emotional, and academic needs of students. However, evidence from observations and discussions with teachers and support staff demonstrated that the school lacks a unified approach to ensure that staff use data to identify and address the needs of students who may be academically or socially vulnerable. For example, NYSESLAT data is collected but the IIT found minimal evidence to show that staff deeply analyzes this data to address the needs of ELLs. The school leader stated that an attendance teacher is on site twice a week. However, the IIT did not find evidence to show that school staff tracks and monitors attendance data to target intervention strategies for students who are persistently late or chronically absent.

Recommendation:

- The grade level meetings should include at least one member of the school support staff in order to provide formal communication about student social-emotional developmental health needs.

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.

- Discussions with the school leader confirmed that he makes the school’s academic expectations known to parents through newsletters, curriculum evenings, and other school events. When interviewed by the IIT, parents reported that they were made aware of the school’s mission in September 2014 during the “Curriculum Night.” Some parents shared that they were not aware of the school’s academic expectations and that not all teachers share academic expectations with parents. The school leader indicated that he is aware that inconsistencies exist in the school staff’s approach to communicating with parents, but that he has plans to evaluate the strategies that school personnel currently use to keep parents informed and aware of school expectations for academic success.
- Reviewers noted that a parent document prepared by the school includes information about the school as well as contacts, rules and regulations, and important dates. The school staff sends this document home in both English and Spanish. “School Messenger” was purchased by the school leader and this relays daily and upcoming information regarding attendance, lateness, meetings, and workshops in both English and Spanish. In a review of documents, the IIT found that notices sent home with students were translated in Spanish, and parents told reviewers that the school staff make in-house translation is available to parents, as needed. Parents and staff reported that teachers are available

every Tuesday afternoon to apprise parents of their child's current achievement levels and/or to address any concerns of parents. However, some parents told the IIT Tuesday afternoons are not convenient as most parents work during the day. The school leader informed reviewers that he is currently evaluating how the school communicates with parents in an effort to build strong and sustainable partnerships between home and school.

- Discussions with the school leader and teachers as well as a review of the PD calendar showed that there is limited PD available to staff to help equip staff with the skills or strategies needed to build and maintain strong and effective partnerships between the school and home. The school leader and parent interviews demonstrated that the school needs to do more to provide parents with support, guidance, and tips on how parents can better support their child academically. Presently, there are few workshops planned for parents that provide information about student learning. During discussions with the IIT, some parents reported that they are not aware of the CCLS and/or what students are doing in class regarding the CCLS. The school leader and teachers stated that report cards are sent home to parents regularly, but during discussions with the IIT, some parents shared that they want more guidance and support in understanding the information they receive. In addition, these parents expressed concern about their ability to provide help to their children at home to improve their child's chances of academic success.

Recommendation:

- The school leader should hold parent meetings when there are student-hosted events/celebrations.