



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	320700010385
School Name	Performance School
School Address	750 Concourse Village W, Bronx, NY 10451
District Name	NYCDOE CSD 7
School Leader	Kimberly Shelley
Dates of Review	December 9-10, 2014
School Accountability Status	<input checked="" type="checkbox"/> Priority School
Type of Review	<input checked="" type="checkbox"/> SED Integrated Intervention Team (IIT)

07X385 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	04,05	Total Enrollment	143	SIG Recipient	YES
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	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population		92.6%	% Attendance Rate		90.4%
% Free Lunch		93.9%	% Reduced Lunch		4.3%
% Limited English Proficient		18.2%	% Students with Disabilities		36.4%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native		N/A	% Black or African American		36.8%
% Hispanic or Latino		62.3%	% Asian or Native Hawaiian/Pacific Islander		0.4%
% White		0.4%	% Multi-Racial		N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)		1.29	# of Assistant Principals (2014-15)		N/A
# 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)		4.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.2%	Average Teacher Absences (2013-14)		8.14
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4		6.0%	Mathematics Performance at levels 3 & 4		9.5%
Science Performance at levels 3 & 4 (4th Grade)		53.6%	Science Performance at levels 3 & 4 (8th Grade)		N/A
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		
Priority School		X			

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		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		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 DESCRIBED BY THE SCHOOL:

1. Implement systems and structures to support teacher growth through professional development resulting in movement on the Danielson rubric.
2. Refine all curricula in ELA and mathematics to the common core learning standards as evidenced/measured by instruction, student work, and teacher observations.
3. Differentiate lessons for varied learners focusing on assessments, resulting in increased student outcomes.
4. Decrease student misbehavior incidents by 25% resulting in a reduction in OORS reports. Implement a Literature & Theatre curriculum, School Intervention Team (SIT) and a Leadership program resulting in a reduction in OORS incidents.
5. Provide structured workshops for our parents, resulting in increased parent engagement in the school community as measured by parent survey/evaluation and/or sign-in sheets.

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 (SEIS) representative, and a representative from the Regional Bilingual Education Resource Network (RBERN).
- The review team visited a total of 39 visits to 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 staff survey that 17 (71 percent) completed.
- The school provided results of a parent survey that 176 (82 percent) completed.
- It should be noted that this school is in the process of being phased out at the end of the 2015-16 school year by the New York City Department of Education. During the time of the review, only grades 4 and 5 were present in the school. The school leader has been serving as interim acting principal for a year and a half.

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 type="checkbox"/>	<input checked="" type="checkbox"/>
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
OVERALL RATING FOR TENET 2:				D	

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

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

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

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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
OVERALL RATING FOR TENET 4:					I

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

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

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

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement.	Tenet Rating	D
<p>The school has received a rating of Developing for Tenet 2 – School Leader Practices and Decisions.</p> <ul style="list-style-type: none"> • The school leader has worked with members of the school community to develop and promote goals, a mission, and a vision that are intended to drive and bring about sustained school improvement. The school leader reports that she worked with the curriculum cabinet and a parent representative to revise the school mission statement. She created a performance instructional priority focus for 2014-15 which sets an expectation that “students will engage in rigorous tasks that offer multiple entry points to successfully access higher-order thinking questions and tiered activities that are both cognitively challenging and accessible for all learners.” The review team found during interviews that, while students were aware of the school’s core values, they were not aware of the school’s mission and goals. In addition, classroom observations did not reveal evidence of the mission statement or the instructional priority focus being used to drive instruction or improve performance. • The school leader has begun to use resources strategically with the intent of bringing about school improvement and increased opportunities for student success. The school leader shared with the review team that she reviewed the performance shortfalls of students, the curriculum, and instructional practices in the school and directed available financial and human resources to address the results of that assessment. This included providing professional development (PD) to teachers on Common Core Learning Standards (CCLS) literacy expectations, supporting teachers with CCLS-aligned materials in math and English language arts (ELA), establishing times for grade-level planning, scheduling a sixth prep period weekly for grade-level teams, and providing three coaches for the staff of 14 teachers. However, the review team found that full implementation of these efforts that include measuring for effectiveness, supporting, monitoring, and adapting practices to ensure school improvement are not yet in place. • The school leader reviewed the classroom observation data of the previous school leaders and conducted learning walks. She has begun undertaking frequent and targeted observations to provide teachers with specific feedback and make strategic decisions to ensure continuous improvement in instructional practices. Based on observations, the school leader shared that she has provided a Teacher Improvement Plan (TIP) for four of the classroom teachers in the building and has begun to provide coaching support and PD to those teachers in response to the perceived deficiencies. However, this process has not been in place long enough to yield significant results. • The school leader is beginning to establish systems to track and monitor individual and school-wide practices and to make informed decisions to move the school forward. However, the review team found that the school leader has not yet established a clear vision for the use of school-wide data. While the school leader has provided data binders to teachers, teachers shared they are not clear on how to use that data to modify instruction. The school leader has collected and reviewed all available data, but it is not clear that this data is being used as part of an ongoing cycle of instructional 		

improvement based on data analysis.

Recommendation:

- The school leader should immediately establish clear monthly performance targets in reading, writing, and math, supported by the instructional coaches, and tracked by appropriate data collection and analysis.
- The performance targets should address the established instructional focus and current school mission while focusing specifically on documented student performance deficiencies in reading, writing, and mathematics.

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

I

The school has received a rating of ***Ineffective*** for Tenet 3 – Curriculum Development and Support.

- The school leader is in the process of ensuring teachers implement the CCLS and that they develop a school curriculum that takes into account student needs and contributes to college- and career-readiness. The school leader shared that she provided teachers with math and ELA materials that reflect the CCLS, built in an additional planning period each week for common planning, and provided an additional monthly PD period. However, the review team found that the curriculum does not consistently take into account the needs of student subgroups, nor is it reflective of the levels of analysis, synthesis, evaluation, and creativity required to produce college- and career-readiness. Instructional coaches indicated that the school has a general curricular outline, but has not yet revised and expanded that outline into a curriculum.
- Teachers are not planning and delivering effective lessons that include data-driven instruction (DDI), align to the CCLS, and incorporate student needs, complex materials, and higher-order questioning. A review of commercially produced unit and lesson plans in ELA and math demonstrated that they contained some higher-order thinking and differentiation opportunities. However, classroom observations demonstrated that teachers are not developing those plans into effective lessons that are scaffolded and adapted to meet student needs.
- Teachers are not successfully providing interdisciplinary curricula or working together to connect the curriculum across subjects in ways that increase student engagement. There is no formal interdisciplinary curriculum, although this year an interdisciplinary coach has instituted some initiatives. One initiative described to the review team was a class called health/science; another is a course entitled literature/theater. However, neither these recent innovations, nor any other interdisciplinary activities, were observed to promote student engagement. When students were asked to identify an exciting or interesting activity that caused them to really think, they could not

identify any interdisciplinary activities.

- Teachers are provided with a range of assessments that are not being used to guide their curriculum planning. Teachers stated that, while they have available data on student performance, they are not using that data to guide instruction or to meet the needs of subgroups, such as English language learners (ELL). It was unclear to the review team during classroom visits and teacher meetings how or if teachers use modifications or supports to ensure that students with disabilities advance toward attaining their Individual Educational Program (IEP) goals and make progress in the general education curriculum.
- The school leader has provided each teacher with a data binder. A review of one of the data binders by the review team demonstrated that it contains printed documents. However, teachers reported that they were uncertain how to use that data in planning instruction. While teachers stated they have a responsibility to give students feedback to encourage ownership of their learning and improve achievement, a review of student work and interviews with students demonstrated that teacher feedback is not clear.

Recommendations:

The school leader should:

- support teachers in focusing on planning activities within a curriculum map that directly addresses student-centered activities, learning goals, strategies for accountable talk, and instructional intensity in reading, writing and math; and
- support teachers and paraprofessionals working with students with disabilities and ELLs by providing identified staff with guidance and modeling of strategies to use in their work with these students, including modifications and adaptations of instructional materials and the learning environment.

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

I

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

- The school leader is assisting teachers in developing plans and practices that are adaptive and informed by data while being reflective of student needs and learning styles. The school leader reported, and teachers confirmed, that the school leader and curriculum cabinet have begun to create a framework of PD with support from instructional coaches. Additionally, they are working to create a defined set of expectations for the full implementation of the CCLS and its instructional shifts and are making available to teachers new classroom materials that are reflective of the CCLS. However, these efforts are not systemic and during classroom visits, the review team found that the broad scope of the

activities is neither cohesive nor effective.

- Teachers do not consistently deliver CCLS-aligned lessons that incorporate higher-order questions, text complexity, and multiple opportunities to learn. Teachers reported that they have been provided with PD in the use of higher-order questions, engaging students in complex texts, and providing multiple opportunities to learn, but that they are having difficulty implementing this training with fidelity. Classroom visits demonstrated that often students do the same assignment, in the same manner, and at the same time, thereby limiting the opportunity for students to become engaged in activities that allow them to use their interests and abilities to become involved in their own learning.
- Most instruction during classroom visits was teacher-dominated with little active student engagement in an intellectually safe learning environment that meets student needs.
- Teachers are not effectively using data and assessments to inform and adjust their instructional strategies and groupings or to engage students in self-evaluation through feedback. Teachers do keep a data binder as required. However, they indicated that they were not using the data in the binder to plan and adjust instruction. There is limited evidence of teachers using available data to adjust instruction to meet the needs of subgroups, such as ELLs or students with disabilities.

Recommendations:

The school leader should:

- revise the planned PD to include special education teachers regularly in planning meetings, as well as provide additional training for paraprofessionals centered on producing effective instructional activities, adapted for all identified subgroups, and that focus on student-centered learning related to reading, writing, and mathematics skills;
- redefine classroom routines by limiting teacher-directed instruction and teacher talk in order to maximize opportunities for students to read, write, discuss, question, and engage in mathematics problem solving using key mathematics facts;
- facilitate co-teaching activities for the instructional coaches so that they can plan and model expected behaviors and routines for engaging students in learning and encouraging independence; and
- monitor instruction regularly and provide constructive feedback to teachers, based on a small number of identified school and personal goals.

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

Tenet Rating

I

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

- The school leader has not established systems that identify student social and emotional developmental health needs to ensure that students receive appropriate supports. Interviews with school support personnel indicated that the school leader has acquired four additional counselors through a community-based organization (CBO) and counseling interns from a local university. The school has a school-based social worker and part-time attendance officer. These resources, however, largely operate as stand-alone components dealing reactively with students. The support staff was not able to describe a coherent system for identifying the social and emotional developmental health needs of all students. Responses to student needs are individual and not programmatic. The school counseling program does not have a comprehensive guidance plan, including guidance initiatives or PD. There is no clear ladder of referral that delineates progressive levels of counseling and other forms of supportive prevention and intervention strategies.
- The school leader has not provided curricula, programs, or materials to address student social and emotional developmental health needs. The school leader shared she recently introduced the rewards component of the Positive Behavioral Intervention System (PBIS), but full implementation of this program is not yet in place. Staff has not established academic and behavioral targets for students nor do they monitor interventions and strategies to determine their effectiveness. There is no defined curriculum to address proactively the social-emotional needs of all students. There was no evidence in the PD plan, nor in the information reported by support staff and teachers, that PD has been provided to develop adult capacity to address student needs.
- The school leader has not organized the work with stakeholders, including the counseling service provider, social worker, teachers, and parents, to ensure that student social and emotional developmental health needs are consistently met in a healthy learning environment. The support staff indicated that information obtained by counseling staff, the social worker, school leaders, and teachers is shared informally. Resources are provided to react to student needs, but those resources are not organized to address proactively and collectively social and emotional developmental needs so that all students can succeed in school.
- The school leader has not developed and implemented a strategic plan to collect, analyze, and utilize data to identify and meet the social and emotional developmental health needs of all students. The school leader stated that staff collects and maintains data on student attendance, disciplinary reports through the On-line Occurrence Reporting System (OORS), and referrals to the school social workers and counselors. However, no one analyzes this information in a strategic and comprehensive manner to guide decisions about the scope and nature of curricula, programs, and the acquisition of materials designed to specifically address the range of social and emotional health needs reflected in the data.

Recommendation:

The school leader should:

- work with teachers, support staff, and parents to set clearly defined PBIS goals that support a safe and positive environment for student behavior and that impact positively on effective teaching and

increased learning for all students based on established targets in reading, writing, and mathematics;

- monitor and track student success in moving toward achieving those goals; and
- provide intermediate rewards, noting progress toward achieving those goals.

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

Tenet Rating

D

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

- The school leader stated that she communicates with families and students to foster an awareness of high expectations for student success and to equip parents in helping their children reach those expectations. Parents report that the school leader has provided guidance to them individually. This year the school leader sponsored a Parent Academy that provided parents with information and skills necessary for supporting the success of students. While parent participation has been limited, plans are in place for expanding the process to include teachers as full partners in dispensing this information. The school leader and instructional coaches are developing a plan to provide training to parents and staff on creating and sustaining home-school partnerships so that both parties are able to work together to support student achievement. The instructional coaches did not specify the curriculum for that training.
- The school is beginning to provide opportunities for reciprocal communication between the home and school in order to increase the understanding of staff and families about student needs and to support student achievement. Recent initiatives in this area include a Parent Academy, the Kinolved attendance app that allows teachers to take attendance on their phones and send that data directly to parents via text messages, and school messenger to inform parents of upcoming events in both English and Spanish. However, officers in the Parent Teacher Association (PTA) indicated that these efforts have not yet been successful in promoting reciprocal communication between the school and most families. Parents reported that the school leader is accessible and promotes mostly informal dialogue with community members. Written communication occurs in English, French, and Spanish according to parents interviewed and an American Sign Language interpreter for a hearing-impaired parent is provided at PTA meetings.
- Data is not shared in a way that allows parents, teachers, and support staff to understand both student and family needs and to advocate for services that address those needs. Parents indicated that information about attendance and student grades is available online. Support staff indicated that information is shared informally. Attendance data has been made available to parents who participate in the Kinolved app program from those teachers who utilize this app. However, there is no systematic and comprehensive way for the school leader, teachers, support staff, and parents to share data concerning the needs and performance of individual students in ways that collaboratively support academic and social-emotional improvement.

Recommendations:

The school leader should:

- finalize the reciprocal communication plan and urgently implement it to provide teachers and support staff with training in developing effective home-school partnerships, and in providing parents with tips and tools that enable them to support their children and follow their academic progress in reading, writing, and mathematics; and
- engage parents during the new school-parent engagement time using lead teachers as the vehicles for delivering those tips and tools to parents for monitoring their children's progress and in encouraging them to respond to high expectations for reading, writing, and mathematics learning.