



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	131500010003
School Name	Governor George Clinton Elementary School
School Address	100 Montgomery Street, Poughkeepsie, NY 12601
District Name	Poughkeepsie City School District
School Leader	Nadine Jackson-Ivey
Dates of Review	November 18-19, 2014
School Accountability Status	<input checked="" type="checkbox"/> Focus School
Type of Review	<input checked="" type="checkbox"/> SED Integrated Intervention Team (IIT)

School Information Sheet

School Configuration (2014-15 data)					
Grade Configuration	1-5	Total Enrollment	378	SIG Recipient	No
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	0	# Dual Language	0	# Self-Contained English as a Second Language	0
Types and Number of Special Education Classes (2014-15)					
# Special Classes	2	# SETSS	1	# Integrated Collaborative Teaching	1
Types and Number of Special Classes (2014-15)					
# Visual Arts	17	# Music	16	# Drama	0
# Foreign Language	0	# Dance	0	# CTE	
School Composition (most recent data)					
% Title I Population	66	% Attendance Rate	95		
% Free Lunch	79	% Reduced Lunch	11		
% Limited English Proficient	15	% Students with Disabilities	9		
Racial/Ethnic Origin (most recent data)					
% American Indian or Alaska Native	2	% Black or African American	64		
% Hispanic or Latino	18	% Asian or Native Hawaiian/Pacific Islander	1		
% White	15	% Multi-Racial	0		
Personnel (most recent data)					
Years Principal Assigned to School	17	# of Assistant Principals	0		
# of Deans	0	# of Counselors/Social Workers	.4		
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	0		
% Teaching with Fewer Than 3 Years of Experience	2	Average Teacher Absences	4%		
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	20%	Mathematics Performance at levels 3 & 4	23%		
Science Performance at levels 3 & 4 (4th Grade)	70%	Science Performance at levels 3 & 4 (8th Grade)	n/a		
Student Performance for High Schools (2013-14)					
ELA Performance at levels 3 & 4		Mathematics Performance at levels 3 & 4			
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits		% of 2nd year students who earned 10+ credits			
% of 3rd year students who earned 10+ credits		4 Year Graduation Rate			
6 Year Graduation Rate					
Overall NYSED Accountability Status (2013-14)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	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	X	Black or African American	
Hispanic or Latino	X	Asian or Native Hawaiian/Other Pacific Islander	X
White	X	Multi-Racial	n/a
Students with Disabilities	X	Limited English Proficient	X
Economically Disadvantaged			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	X	Black or African American	
Hispanic or Latino	X	Asian or Native Hawaiian/Other Pacific Islander	X
White	X	Multi-Racial	n/a
Students with Disabilities	X	Limited English Proficient	X
Economically Disadvantaged			
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	X	Black or African American	X
Hispanic or Latino	X	Asian or Native Hawaiian/Other Pacific Islander	X
White	X	Multi-Racial	n/a
Students with Disabilities	X	Limited English Proficient	X
Economically Disadvantaged	X		

SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:

1. All students and educators at Governor Clinton Elementary School will have as their highest priority increasing academic results by identifying and using student data to target assistance for every child, as well as creating embedded professional development for all educators and stakeholders at the school.
2. All students and educators at Governor Clinton Elementary School will have as their highest priority increasing student attendance by identifying causal factors related to attendance.

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 (NYSED). The team also included a district representative, a district-selected OEE, and a Special Education School Improvement Specialist (SESIS) representative.
- The review team visited a total of 35 classrooms during the two-day review.
- Reviewers conducted focus groups with students, staff, and parents.
- Reviewers examined documents provided by the school, including curricular materials, lesson plans, school-wide data, teacher feedback, and student work.
- The school provided results of a student survey that 203 (53 percent) students completed.
- The school provided results of a staff survey that 16 teachers completed.
- The school provided results of a parent survey that 74 parents 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 type="checkbox"/>	<input checked="" type="checkbox"/>
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input 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:					I

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

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

progress and social-emotional growth and well-being.

#	Statement of Practice	H	E	D	I
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	<input type="checkbox"/>	<input type="checkbox"/>	<input 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:					I

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	I
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The school has received a rating of *Ineffective* for Tenet 2 – School Leader Practices and Decisions.

- The school leader reported meeting with select teacher leaders and the academic coach during the summer of 2014 to review the school improvement priorities and plan outlined in the School Comprehensive Educational Plan (SCEP). While the school leader continues to meet with this group quarterly to review school progress, she does not maintain agendas, meeting minutes, monitoring protocols, or meeting outcomes to document review findings and recommendations. Reviewers noted a mission statement posted around the school that spoke to helping children reach their full potential, but a unifying vision and targeted goals for school improvement were not evident in the reviewed school improvement documents, nor could interviewed parents, students, and staff members describe them. The school leader and academic coach stated that the improvement priorities of achievement, attendance, and discipline were adopted from district priorities; however, the school leader has not created Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals related to each priority detailed in the SCEP, which results in a lack of precision and critical focus on improving student achievement. Since the school’s attendance rate exceeds New York State (NYS) and federal targets of 95 percent, reviewers found that setting attendance as the “highest priority,” as described in improvement documents, is not a relevant or strategic focus for the 2014-15 school year.
- The lack of precise goals and measurements for improvement results in the school leader’s imprecise alignment and deployment of resources. The 21st Century Community Learning Centers grant is used for after-school academic intervention and enrichment programs, but serves only one-third of enrolled students because eligibility standards limit more than half of the student population from participating. The school leader secured funds for student planners to foster and improve communication with families and increase parental involvement. However, the Integrated Intervention Team (IIT) observed an inconsistent use of the planners because the school leader does not require staff to use them. The school leader has scheduled blocks for grade-level core instruction of mathematics and English language arts (ELA) to provide common planning time once each week for core teachers at each grade level and provide push-in and pull-out intervention services. However, because goal setting and monitoring systems are lacking, the school leader cannot be sure that these strategies are working.
- The school leader reported frequent dialogue with the academic coach, teachers, and grade-level leaders, as well as student support staff, to emphasize the need to use data to drive instructional decisions. However, reviewers found no tangible evidence to demonstrate that the school leader, academic coach, or grade-level leaders use student achievement data and lesson observation evidence to provide targeted feedback to teachers. Although student performance continues to be well below state targets in ELA and mathematics, the IIT also found that the school leader’s formal Annual Professional Performance Review (APPR) reports contained no evidence of specific written goals, longitudinal monitoring of practices, or specific actionable feedback to improve instructional practices, revealing a disconnect between the evaluation of teacher practice and student achievement.
- To implement the district priorities of data-driven instruction and literacy aligned to the Common Core

Learning Standards (CCLS), the school leader and academic coach developed and disseminated a monthly professional development (PD) calendar for teachers. The school leader reported that PD topics are selected based on anecdotal observations and teacher artifacts developed during previous trainings, demonstrating that a close analysis of student achievement and teacher performance have a limited influence on the design of PD. Reviewers also learned that the school leader and academic coach do not formally or explicitly measure and report the effectiveness of the PD provided.

- The academic coach collates binders of individual student performance data for each teacher that include beginning and end of year Measures of Academic Progress (MAP) results, Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessments, and NYS assessment reports obtained from the Regional Information Center (RIC). However, through teacher interview, the IIT determined that the accuracy of analysis, interpretation of reports, and reporting of outcomes is inconsistent and only a few lead staff are involved, limiting the capacity of staff and the school leader to focus on and contribute to improved outcomes for all students in the school.

Recommendation:

- The school leader should immediately lead the collaborative development and communication of a school vision/mission and SMART goals based on the precise proficiency needs of students in the school. Goals should be in the areas of ELA, mathematics, social-emotional developmental health and behavior, and include clear data points and protocols that the school leader, academic coach and teacher leaders consistently and formally monitor through existing quarterly meetings to assess student growth in CCLS proficiency.

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.

- Based on teacher reports and a document review, reviewers learned that there are no CCLS-aligned curriculum maps developed for teacher use. An assortment of resources, programs, and materials are used by individual teachers across the school to attend to the learning standards, which include Core Knowledge Language Arts, Expeditionary Learning, Open Court Reading, GO Math! and EngageNY modules. Although the school leader encourages teachers to use materials that will support the standards and differentiation for at-risk students, there is no formal vision, expectation, or coherent plan to document, formalize, and align the programs and resources, or update outdated maps and programs into a comprehensive CCLS-based curricula for all grades and subjects. In the Diagnostic Tool for School and District Effectiveness (DTSDE) survey administered in 2014, 81 percent of responding teachers disagreed that necessary materials were available when needed. Interviewed parents also expressed discontent and frustration, stating that they cannot adequately support their children due to the lack of CCLS-aligned instructional resources available to them.
- Curricular planning documents provided to the IIT prior to and during the review rarely showed evidence of complex materials, higher-order prompts, or strategies to provide multiple points of entry

for assorted student abilities. Weekly overview sheets provided to the IIT as “curriculum templates,” included CCLS and NYS standards. However, these templates were little more than weekly schedules that did not unpack topics, skills, rigor levels, or measures of mastery, nor did they include data-based processes, instructional procedures, and plans for flexible student groupings for instruction. In addition, the templates provided little evidence that the school holds an expectation for teachers to make cross-curricular connections and include interdisciplinary opportunities for students across subjects.

- Teacher alma maters are cited on classroom doors and during morning announcements, with this initiative described in the SCEP as a mechanism for “creating a culture of college and career readiness.” However, making content connections to real-world applications, using a scaffolded progression of skills aligned to the grade-level outcomes of the CCLS, and a focus on the strengths and interests of individual students to pursue their dreams and aspirations were not evident practices in most materials and classrooms observed by reviewers.
- The IIT reviewed assorted quizzes, tests, projects, and scoring checklists, and confirmed that teachers administer and report DIBELS, MAP, Imagine Learning, and school-developed assessments. However, reviewers learned that these formative measures are not explicitly linked to the CCLS in all classes and subjects and do not measure the effectiveness of the taught curricula. Teachers and the school leader reported that teachers review and consider these results during planning; however, reviewers found no evidence of formal expectations, procedures, or protocols for making curricular adjustments based on assessments.

Recommendation:

The school leader, academic coach, and grade-level leaders should immediately:

- begin working with grade-level and content-area teachers to revise and update curriculum maps, and unit and lesson plans to ensure full implementation of the CCLS for each grade level in the school;
- formally and explicitly hold all teachers accountable for full implementation of the maps, and unit and lesson plans, and assessing student mastery of grade-level standards; and
- planning appropriate interventions and enrichments for students not performing at grade level.

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.

- Reviewers found that teachers inconsistently use a district-sponsored planning tool, or “SMART Chart Configuration,” to plan instruction. In addition, the reviewed templates presented as lesson plans did not adequately unpack the CCLS or NYS learning standards or provide for developmentally appropriate scaffolded instruction reflective of the instructional shifts and aligned to formative or summative assessment results. The school leader reported performing a monthly review of some teacher plans; however, the school leader provides no formal written feedback, reducing the accountability for high

quality instructional planning.

- The academic coach regularly provides binders with individual student performance information to teachers across all grade levels. The binders include DIBELS results, which allow teachers to monitor select aspects of student proficiency in reading and writing skills, as well as beginning and end of year MAP testing results. Reportedly, teachers, with the support of the academic coach, analyze the student information in preparation for weekly common planning time meetings, monthly grade-level meetings, and instructional support team meetings that are held as needed. However, reviewers found that the needs of many students, especially those not performing at grade level, are not met because of a lack of accurate and formal systematic analyses of the available data and the consequent incomplete instructional and intervention planning supporting the implementation of the CCLS and pedagogical shifts.
- Although teachers target student fluency for testing, teaching, charting, and monitoring, with measurable gains demonstrated in some grade levels, there is no comprehensive and consistent approach to addressing the remaining skills and content of the CCLS and NYS learning standards. Observed lessons were not aligned to a level of cognitive challenge reflective of the pedagogical shifts in the CCLS, as most observed prompts were teacher to student to teacher and at the remembering or recall level. Although classrooms displayed texts and many posters, strategies for using complex texts to improve skills were not generally evident and an over-dependence on worksheets representing short answer recall responses prevailed. Reviewers found that work was the same for all students and classes mostly teacher directed. Reviewers observed isolated examples of teachers demonstrating skills and activities with robust academic vocabulary routines and balanced informational texts in approximately ten percent of classes.
- Although a compliant and orderly environment was widely observed across all common areas and most classrooms, reviewers found no overt expectation for student behavior. Reviewers noted that teachers reacted when they did not approve of student behavior, rather than reinforcing a clear set of consistent behavioral expectations. Student engagement observed during classroom visits was low. Reviewers noted student interactions in a few classrooms; however, meaningful strategies that allowed students to process or collaborate, such as “think-write-pair-share,” or “partner reading,” were either not observed or effectively implemented in most classrooms visited. Seventy percent of student respondents in the DTSDE survey noted that they only sometimes or never get to share their work with each other.
- Reviewers found that student feedback is minimal and inconsistent across classes and grades. Students reported that they receive grades and report cards, and most track their progress on sprints, which are timed tests of math facts and fluency; some students stated that they set personal goals for performance on these measures. However, most students reported little knowledge of how to improve their achievement on these activities beyond increased study and practice, and noted that most teachers actually provide their goals to them rather than having students take part in the goal setting process with teachers. Student work samples reviewed by the IIT showed grades and subjective comments, such as “nice job” and “76 percent,” but did not note strengths, weaknesses, or the next steps students should take to enhance their performance.

Recommendation:

The school leader, academic coach, and teachers should collaboratively design and implement a universal lesson planning approach, reflective of research-based best practices, to aid in the design of units and daily lesson plans that implement CCLS-aligned curriculum maps.

- Each plan should fully unpack the CCLS standards and implement all of the instructional shifts in literacy and mathematics, with multiple access points for students of all abilities.
- All teachers should be held accountable for the development and implementation of the unit and daily lesson plans through regular receipt of formal, explicit, written, and actionable feedback from school and teacher leaders.

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.

- Based on implicit core values, the school leader and staff regularly react to the physiological and safety needs of students, such as nourishment, security, order, stability, acceptance, and care. Parents reported that school staff intervene and help when they see students struggling. In addition, numerous school activities, programs, and partnerships support student social-emotional health. These include a breakfast in the classroom program, routine physicals, home visits, the New York University (NYU) College of Dentistry’s Global Outreach program, which provides dental care for students, an anti-bullying pledge recited during morning announcements, daily demonstrations of proper etiquette, greeters in the foyer, and installed security cameras. Because of these initiatives, students, staff, and a document review confirmed that student incident referrals continue to decrease, student attendance to increase, and physical fights take place less than weekly.
- Interviewed parents, staff, and students reported that the school does not have an explicit vision, curricula, programs, or universally known, taught, and reinforced expectations for student social and emotional developmental health. Although the two part-time support staff have introduced the social skills curriculum, “Second Step,” a plan for full implementation is not in place. The district-hosted instructional support team (IST) is implemented at the school to review teacher concerns and recommend interventions; however, a comprehensive system to proactively identify, teach, respond to, intervene, and monitor the social and emotional developmental health needs of all students is not in place. Therefore, the provision of abundant activities that meet the basic physiological needs of students has not yet translated to the development of a classroom environment that fosters independence, mastery, student ownership of learning, and high achievement.
- From a review of the school PD calendar, and interviews with staff and the school leader, school personnel are not provided with targeted PD to build their capacity to meet the social and emotional developmental health needs of students. The school leader provides some time in the master schedule for staff to meet to discuss student social and emotional developmental health needs, but due to

conflicting schedules, not all support staff and teachers attend. In addition, reviewers found that a lack of formal leadership, agendas, minutes, and accountability for these meetings results in inconsistent outcomes and support; and ultimately, overlooked student needs.

Recommendation:

- The school leader should collaborate with school support staff to identify the social and emotional developmental health needs of all students and assess the effectiveness of current activities in meeting those needs. With this data, a collaboration of school leaders, teachers, support staff, and parents should develop an interconnected, comprehensive system of procedures, curricula, best practice interventions, and monitoring protocols to proactively address the social and emotional health needs of students.

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

I

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

- Although all staff members communicated a clear desire for student improvement, high expectations for achievement are not communicated by most members of the school community, including parents. Expectations in areas such as preparing students for the next grade, teaching students about manners and respect, teacher and support staff responses to parent calls, and emails and notes sent home were praised by interviewed parents. However, some parents expressed that if level one students encounter too much pressure, they might fall backward, demonstrating a gap in understanding between the purpose of intervention and accountability.
- The school leader, teachers, and support staff organize numerous activities to reach out to families that include publications, assemblies, family educational events, and multi-modal personal communications, such as email, telephone calls, conferences, and, when used, student planners. An active Parent-Teacher Association (PTA) collaborates with the school leadership to conduct social and co-curricular activities throughout the year. Some events, such as open house, a parent breakfast, and parent conferences have exemplary family attendance, whereas other events such as literacy, math, and technology nights have reportedly low parental attendance. Parents reported that communications do not reach all families due to persistent language barriers, disconnected modalities, inconsistent expectations, and a lack of training. For instance, teachers stated that calling home, using the planners, and hosting events at school are the best ways to work with parents. Parent surveys showed, however, that workshops and internet-based methods of communication were preferred by parents. School leaders have not yet addressed the disconnection between what teachers provide and what parents want.
- Teachers reported that fewer parents are involved in school each year and there are no partnerships with the majority of parents. Both teachers and parents expressed frustration at the consistently low level of parental involvement in some school activities, which limits the school’s ability to share high expectations for students’ achievement.

- The school's parent engagement committee conducts an annual survey soliciting parent interests and needs. Reviewers found little evidence that a plan is in place to accurately analyze parental feedback and assess the needs of families in building strong home-school connections. The school does not have formal protocols to monitor family involvement trends or the interventions used to support families in understanding student academic and social and emotional developmental health needs. Additionally, PD is not provided to staff to increase their capacity to build reciprocal relationships with the parents and families of students served by the school.
- The district formally provides subject area grades and report cards to parents four times yearly and the school holds ten-minute parent conferences for all students twice each year to provide parents with updates and address concerns. However, due to the lack of a clear set of SMART goals to focus achievement, reporting on the progress of school goals is imprecise, and the disseminated information does not explain exactly what students have mastered or need to improve. Interviewed parents expressed dissatisfaction because teachers do not provided resources and models with the assignments given to their children, which prohibits parents from supporting and providing interventions to their children, and further reduces home-school cooperation.

Recommendation:

- The school leader should collaborate with support staff and teachers to devise and implement an action plan to fully identify, analyze, address, and monitor the development of home-school connections. The plan should include an explicit expectation for all staff to regularly and consistently use mutually agreed upon practices to support students, and detail embedded and continuous best practices PD to build home-school partnerships for staff and parents based on research literature for schools with similar demographics.