



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	261600010060
School Name	Charlotte High School
School Address	4115 Lake Avenue, Rochester, NY 14612
District Name	Rochester City School District
School Leader	Michael A Allen
Dates of Review	September 30, 2014 – October 1, 2014
School Accountability Status	Priority School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet

School Configuration (2014-15 data)					
Grade Configuration	9-12	Total Enrollment	486	SIG Recipient	Yes
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	0	# Dual Language	0	# Self-Contained English as a Second Language	0
Types and Number of Special Education Classes (2014-15)					
# Special Classes	23	# SETSS	0	# Integrated Collaborative Teaching	30
Types and Number of Special Classes (2014-15)					
# Visual Arts	5	# Music	3	# Drama	0
# Foreign Language	3	# Dance	0	# CTE	4
School Composition (most recent data)					
% Title I Population	100	% Attendance Rate	71		
% Free Lunch	75	% Reduced Lunch	5		
% Limited English Proficient	9	% Students with Disabilities	22		
Racial/Ethnic Origin (most recent data)					
% American Indian or Alaska Native	0	% Black or African American	59.7		
% Hispanic or Latino	22.2	% Asian or Native Hawaiian/Pacific Islander	2.5		
% White	15.4	% Multi-Racial	0.2		
Personnel (most recent data)					
Years Principal Assigned to School	3	# of Assistant Principals	2		
# 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	0	Average Teacher Absences			
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A		
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A		
Student Performance for High Schools (2013-14)					
ELA Performance at levels 3 & 4	38	Mathematics Performance at levels 3 & 4	51		
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	1	% of 2nd year students who earned 10+ credits	29		
% of 3rd year students who earned 10+ credits	70	4 Year Graduation Rate	43		
6 Year Graduation Rate	56				
Overall NYSED Accountability Status (2013-14)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District		Focus School Identified by a Focus District			
Priority School	X				

Accountability Status

Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native		Black or African American	
Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander	
White		Multi-Racial	
Students with Disabilities		Limited English Proficient	
Economically Disadvantaged			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native		Black or African American	
Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander	
White		Multi-Racial	
Students with Disabilities		Limited English Proficient	
Economically Disadvantaged			
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native		Black or African American	
Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander	
White		Multi-Racial	
Students with Disabilities		Limited English Proficient	
Economically Disadvantaged			
Describe the school's top priorities (no more than 5) based on the school's comprehensive plans (SCEP, SIG, DIP, etc.):			
<p>SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:</p> <ol style="list-style-type: none"> Increase graduation rate. Increase the percentage of students passing Regents exams. Increase overall student 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. They each had a Reviewer shadowing them. The team also included a district representative and a Special Education School Improvement Specialist (SEIS) representative.
- The review team visited 28 classrooms during the two-day review.
- Reviewers conducted focus groups with students, staff and parents.
- Reviewers examined documents provided by the school, including lesson plans, schoolwide data, teacher feedback, and student work.
- For the last four years, Charlotte High School has been co-located on the same site as The Leadership Academy for Young Men.

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).				X
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.			X	
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.			X	
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).			X	
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.			X	
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.				X
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.				X

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.				X
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.			X	
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.			X	
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.				X
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).				X
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.			X	
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.				X
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.			X	
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.			X	
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
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6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.			X	
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.			X	
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.			X	
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.			X	
	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 <i>Developing</i> for Tenet 2 – School Leader Practices and Decisions.</p> <ul style="list-style-type: none"> • The school leader reported that he worked with a group of staff, parents and students to develop Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals. Interviews with stakeholders indicated that they are generally aware of the main school priorities, which relate to improving attendance, student achievement, and graduation rates. However, stakeholders were not able to articulate specific improvements that have taken place that have resulted in higher student outcomes. Although the school vision statement, “Be the difference,” appears on many school documents, few stakeholders were aware of the vision or of the school’s mission statement, which lacks focus on the importance of high student achievement. School leaders and staff reported to the review team that there are systems for checking student achievement and attendance but were not able to provide evidence of strategies or initiatives that have driven or produced sustainable school improvement. The review team did not find evidence of the school leader monitoring and evaluating strategies to measure the success and impact of the school’s SMART goals. Consequently, the achievement of school-wide priorities is impeded. • Resources have been allocated to address low attendance, the high number of suspensions and the improvement of instructional practices. However, the review team did not find evidence that the school leader is consistently measuring or evaluating the impact of how resource allocation aligns with ongoing school improvement. An extended learning time program takes place daily to meet student needs. These sessions contain either an advisory or an academic theme that focuses on raising student achievement. While the school leader reported he has recently made these sessions mandatory, and attendance has improved, many students do not benefit from the program because of poor attendance or suspension from the school. The school leader has recently introduced common planning time for all staff to work together on implementing the Common Core Learning Standards (CCLS). Although the school leader’s allocation of available resources addresses some of the immediate needs of the school, improvements are minimized because overall strategic planning and monitoring efforts are limited. • Senior school leaders take part in formal lesson observations and walk- throughs. Although the school leaders reported that they identify instructional issues and provide feedback to teachers, the review team found that areas for development are not specific enough to bring about the improvement that is needed. Discussions with teachers indicate that they are unclear about the specific steps they need to take to secure improvements in their practice. This was evident in classroom observations carried out by the review team. In addition, classroom visitations indicated that the nature of school- based development from instructional coaches is variable. Professional development (PD) opportunities are available to all staff and are linked to school priorities, such as increasing teachers’ awareness of the CCLS. However, the review team found limited evidence, which indicates that these opportunities are improving teachers’ instructional practices. The lack of a consistent system to monitor the quality of teaching and limited pertinent feedback to teachers minimizes the school leader’s ability to hold staff accountable for continuous improvement and student progress. • The school leaders and staff are in the beginning stages of connecting the evidence- based systems that 		

are in place to school improvement efforts. There are a number of evidence-based systems for the collection of information. Staff reported that they collect data relating to attendance, student performance and discipline; however, school leaders and staff confirmed that the data collected is not consistently analyzed in depth or used consistently to secure improvement. For example, although attendance is a high priority, strategies to address this area of weakness are not proving successful. The review team did not find evidence of the school leader consistently analyzing data and monitoring and evaluating systems to assess improvements in key areas, such as instruction and student achievement, in order to develop specific strategies to tackle the root cause of problems and to more strategically determine the next steps forward.

Recommendation:

- The school leader should drive an agenda for school improvement that ensures all stakeholders know and commit to the achievement of identified goals and focus on raising student outcomes, including attendance, by assigning mentors and targeting groups with lower attendance rates. He should monitor instructional practices and provide clear and specific feedback to teachers on how to improve their practice, and use data from different sources to hold staff accountable for students’ progress.

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.

- Teachers do not plan lessons or units of study effectively or monitor and adjust curricula to meet the needs of all students. The review team’s examination of lesson plans indicated that they are inconsistently aligned to the CCLS and do not provide students with tasks that stimulate them and make them want to learn. Although in planning, there is evidence of students working with some complex texts, there is little evidence of higher-order questioning. Classroom visits show that most lessons are planned for a one size fits all model, where neither formative nor summative assessments are used to shape curriculum planning. Even when numbers of students are low in classes because of poor attendance or high suspension rates, and the number of adults working in classrooms is high, student achievement needs are not met. Discussions with teachers and school leaders and monitoring documentation demonstrate that school leaders do not systematically monitor the impact and effectiveness of the curricula either in its implementation through planning or delivery in the classroom. This contributes to students’ slow growth in meeting the demands of CCLS across grade/subject areas, which lead to improvements in achievement and higher graduation rates.
- Teachers do not develop formal partnerships to link subjects. Classroom visitations by the review team indicate that teachers are not collaborating to plan and deliver interdisciplinary curricula within grades and across subjects. Although the school leader has provided increased opportunities for teacher collaboration, staff shared that there are no formal partnerships to develop interdisciplinary curriculum. The review team rarely found any links between subjects in lessons that incorporate the arts, technology, and other enrichment opportunities. Consequently, opportunities for students to be academically successful are limited because they do not have regular well-planned opportunities to

take part in cross-curricula activities.

- Teachers do not use a range of assessments to inform their curriculum planning. The feedback that students receive is limited and not based on data. Classroom visits show that despite low numbers of students in some classes, teachers do not routinely plan lessons or units to engage students of all abilities or provide pertinent feedback to students. Discussions with students confirm that data based feedback is minimal and is too generic to outline the exact steps they need to take to improve. There is no consistent system in classes where teachers routinely use assessments to check student learning as learning progresses. Consequently, the alignment between the curriculum and teachers' assessments does not lead to improved student achievement.
- Although the school leader supports and promotes implementation of CCLS and provides PD for staff, implementation is not monitored or adapted sufficiently to meet the needs of all students, and some PD is voluntary. Staff shared that there is a relatively new initiative that provides teachers with time to plan together. School leaders reported that staff is provided with support materials and training to help them align curricula to CCLS and develop their instructional practices so that instructional shifts are included. However, the review team found that these efforts do not consistently transfer to instructional practices in the classroom, especially in English language arts (ELA) and mathematics, where the gap between planning and delivery are often too wide, resulting in little improvement in graduation rates and curricula that fails to meet the needs of all students.

Recommendation:

- School leaders should monitor the curriculum rigorously and hold themselves and staff accountable for consistently implementing a curriculum that provides a variety of tasks and activities that engage students in their learning by giving students more opportunities for research, reading, and analyzing difficult texts, and developing independent learning skills and project-based displays of learning. Staff should make effective use of collaborative planning time to develop individualized instruction and assignments based on frequent formative assessments, such as using checks for understanding, including think-pair-share, thumbs up, clickers, and post-it notes to annotate text.

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.

- Teachers do not analyze the data they collect from assessments, to inform and adjust their instructional practices. The review team’s analysis of lesson plans, interviews and observations indicated that the groupings of students of different abilities are not taken into consideration when teachers plan their instruction. Evaluation of student work indicates that students are not provided with feedback that helps them take ownership of their learning. In addition, students stated during interviews that the grading of their work by teachers is not helpful in making clear exactly what steps they need to take to improve their learning. Some students reported that they are not challenged intellectually. During the parent interviews, some participants indicated that the work is not always presented at the correct level for their children. Interviews with teachers indicated that they do not have a consistent view of either academic expectations or those related to behavior, which limits

students' understanding of academic and behavioral expectations. School discipline data shows that in the last few weeks prior to the review, there were many disruptive incidents reported. During the review, many students were not in school, as they had been suspended or were absent. The learning environment is not always tailored to the strengths and needs of all students. As a result, not all students are intellectually and physically safe.

- The use of instructional practices aligned to CCLS and reflective of instructional shifts is inconsistent throughout the school. During classroom visitations, the review team found that a few lessons showed that teachers understood CCLS expectations, and instructional shifts were evident; however, most teachers plan the same lesson for all students. Most classroom visits by reviewers showed a lack of intellectually stimulating activities for students, and teachers rarely checked for student understanding. Students exhibited little enjoyment, motivation or enthusiasm during the lessons. Classroom visits showed that many teachers asked simple questions, which did not require critical thinking, and many students did not volunteer answers and became disengaged. This issue was exacerbated in some classes where some students were asleep during the lessons. Instructional practices do not lead to high levels of engagement and achievement because students are not provided with multiple points of access or tasks that challenge them.
- School leaders do not ensure that instructional plans are adaptive and informed by data. Consequently, student needs are not always met. School leaders reported that they have made expectations clearer for goal setting, and teachers have started to develop goals for students. However, the review team found little evidence to suggest that goals are having an impact on student achievement. Discussions with some students indicate that they are not aware of the goals set for them. In some mathematics classes, students are grouped based on data and co-teachers are allocated to give students extra support, but this practice is variable. Some classroom visits show that extra adults in classes do not always contribute to added student achievement. The cumulative impact of these weaknesses results in students not being prepared effectively for future college attendance or careers.

Recommendation:

- Improve instruction by consistently providing learning experiences that challenge and entuse the students, that make best use of all adults in the classroom, and that consistently include incisive and demanding questions; ensure that there are set goals and provide specific feedback that provides a platform for student success and college and career readiness.

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.

- There is no overarching vision for social and emotional developmental health aligned to a curriculum or program. Although, student support staff use their expertise to work with students on an individual basis to address their needs, there are few school PD opportunities to develop adult capacity to address the social and emotional developmental health needs of all students. During interviews, staff

had difficulty recalling PD they had attended focusing on this area. The district offers some PD opportunities, but many staff do not participate in these programs. Some students and parents shared that at times the safety of students is a concern, and staff and parents spoke of incidents between students from the school and those from the co-located school. During the review, two incidents took place that included fighting between groups of students and although such incidents are not commonplace, they highlight that the school environment is not always conducive to learning and absolute safety.

- Staff react to problems rather than following a strategically organized plan to deal with student social and emotional developmental needs. For example, there is a student focused referral system and a system to initially monitor attendance and suspensions. However, procedures and processes to improve attendance and reduce suspensions are not working adequately because many students do not attend regularly, and the number of suspensions is high. As a result, improvements are slow. While the school leader reported that he has recently begun to focus on systems to demonstrate school-wide expectations for behavior, students shared that teacher expectations regarding appropriate behavior in classrooms vary, and not all students feel safe in school. Parents indicated that they feel that the school is not consistently safe. As a result, not all school constituents feel that the school is a safe learning environment that meets students' social and emotional developmental health needs.
- A referral system that addresses the academic and social and emotional developmental health needs of some students is in place, but there is no overarching system that ensures that each student is well known by an adult in the school. Some students reported that they have not had contact with a member of the support staff for several years. Participants in the parent group supported this view while staff members expressed varying perspectives concerning this issue. Some staff members use data to identify barriers for student social and emotional developmental health needs and academic success, such as linking poor student attendance and low test results. However, staff do not use this data to identify trends or performance of groups or pose questions about the reasons for the low graduation rates. During interviews, staff responses indicated a lack of understanding of the connection between student social and emotional needs and their learning. This limits the school's ability to fully meet the social and emotional developmental health needs of students and hinders student academic success.
- Staff use data to identify students who have poor attendance and /or behavioral difficulties or who are failing academically. Data is collected on individual students and different cohorts but there is limited in-depth analysis. For example, staff reported that they collect, analyze, and use data to identify the behavioral needs of some students who do not attend school. However, they do not pose questions to find out why students do not attend school and what could be done to turn the problem around. As a result, attendance is not improving quickly enough and suspension rates remain high. Not all students have opportunities to become academically and socially successful because structures to support the use of data are not yet well established.

Recommendation:

- Strategically plan and rigorously monitor a vision that addresses the social and emotional developmental health needs of all students. This vision should culminate in all students being known and valued by a designated member of staff, learning in a physically and intellectually safe learning

environment, and all staff using data to better identify and address the barriers to success that arise through the combined impact of students’ social, emotional, and academic needs not being met.

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 is developing systems and structures to ensure that there are communication channels between home and school, but there is little evidence that the school is communicating expectations of high student achievement. The school leader reported that he has high expectations for student achievement. However, classroom visits show little evidence that staff communicate high expectations for student academic achievement. The review team observed some students sleeping in classes and others not participating in the lessons. Achievement data is communicated through the use of Parent Connect, and many parents and students expressed appreciation for this communication vehicle. However, the school has not ensured that all parents have had the support and training to access and understand the information and data available. Relationships between school and home do not yet fully contribute to student needs being met and limit students’ achievement of the academic success required for college and career readiness.
- The school engages with families and community stakeholders through a number of communication tools, such as on-line systems, newsletters and parent conferences. The school leader reported that there has been no recent survey for parents to voice their views so that the school can monitor the effectiveness of its communications with parents. Parents stated that they would appreciate this initiative so that they can have a voice in seeking to strengthen communication and relationships between school and home. There are plans for this initiative identified in the most recent School Comprehensive Education Plan (SCEP). Although there are a number of channels for parents to communicate information, such as during parent conferences, data is not collected and analyzed so the school can determine how well they engage in reciprocal communication that enables families to support their children’s academic achievement and social and emotional growth.
- The school leader is developing a plan to provide parents with training to enable families to support their children’s learning and growth more successfully. The school has provided some workshops focusing on improving graduation rates and increasing awareness of the Common Core curriculum, but the attendance rate was not high. Staff has not received PD to enable them to become better at developing home-school connections because until now it has not been a school priority. The school leader recognizes that there is a need for additional emphasis on this area. However, training for parents regarding academic and social and emotional developmental health to support student success is not well established. The limited training for parents and staff weaken opportunities to form a stronger and more focused home-school connection.
- The school shares some data with parents linked to academic achievement, but there is little focus on the data concerning family needs. Student specific data is shared with parents through a number of procedures and systems, such as Parent Connect and parent conferences, which are offered regularly. However, some parents stated during interviews that they do not always find it easy to understand and

interpret the academic data. Partner meetings with community agencies take place four times a year. Data regarding attendance, Regents examinations, and graduation rates is shared. However, these meetings are not well attended and the school has not explored the reasons for this problem or how to better empower families to support learning. Thus, not all parents are able to advocate for services for their children, which minimizes student achievement.

Recommendation:

- Establish and implement a home-school project that includes a calendar of cooperative learning opportunities focused on developing and sustaining partnerships between home and school and enabling parents to better understand school and student data; strengthen reciprocal communication aimed at increasing student opportunities for success, monitor the impact of this project, and institute remedial actions, as appropriate.