



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	261600010009
School Name	Dr. Martin Luther King Junior - School 9
School Address	485 North Clinton Ave, Rochester, NY 14605
District Name	Rochester City School District
School Leader	Sharon Jackson
Dates of Review	February 10-11, 2015
School Accountability Status	<input checked="" type="checkbox"/> Priority School
Type of Review	<input checked="" type="checkbox"/> SED Integrated Intervention Team (IIT)

School Information Sheet

School Configuration (2014-15 data)					
Grade Configuration	K - 8	Total Enrollment	760	SIG Recipient	No
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	14	# Dual Language	0	# Self-Contained English as a Second Language	2
Types and Number of Special Education Classes (2014-15)					
# Special Classes	4	# SETSS	0	# Integrated Collaborative Teaching	1
Types and Number of Special Classes (2014-15)					
# Visual Arts	0	# Music	34	# Drama	0
# Foreign Language	0	# Dance	0	# CTE	0
School Composition (most recent data)					
% Title I Population	100	% Attendance Rate			93
% Free Lunch	91	% Reduced Lunch			91
% Limited English Proficient	35	% Students with Disabilities			14
Racial/Ethnic Origin (most recent data)					
% American Indian or Alaska Native	0	% Black or African American			34
% Hispanic or Latino	64	% Asian or Native Hawaiian/Pacific Islander			0
% White	2	% Multi-Racial			0
Personnel (most recent data)					
Years Principal Assigned to School	14	# of Assistant Principals			2
# of Deans	0	# of Counselors/Social Workers			2.2
% 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			0
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	3	Mathematics Performance at levels 3 & 4			6
Science Performance at levels 3 & 4 (4th Grade)	50	Science Performance at levels 3 & 4 (8th Grade)			18
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		Focus School Identified by a Focus District			
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native		Black or African American	X
Hispanic or Latino	X	Asian or Native Hawaiian/Other Pacific Islander	
White		Multi-Racial	
Students with Disabilities	X	Limited English Proficient	X
Economically Disadvantaged	X		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native		Black or African American	X
Hispanic or Latino	X	Asian or Native Hawaiian/Other Pacific Islander	
White		Multi-Racial	
Students with Disabilities	X	Limited English Proficient	X
Economically Disadvantaged	X		
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			
SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:			
1. Implement instructional priority: students will develop an ability to communicate through written expression including sentences, paragraphs, essays, articles, and reports to persuade/state an opinion/argue, inform and entertain others.			
2. The school leaders and teachers strategically use data to identify areas of need and leverages internal and external resources and cultivates partnership that strongly impact student social and emotional developmental health.			

Information about the review

- The review was co-led by an Outside Educational Expert (OEE) and a representative from the New York State Education Department. The team also included a district representative and a Special Education School Improvement Specialist (SEIS) representative.
- The review team visited a total of 43 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.
- There were no surveys available for the review team to scrutinize.

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

Mark an "X" in the box below the appropriate designation for each Statement of Practice. Provide the letter rating in the OVERALL RATING row as the final overall tenet rating.

#	Statement of Practice	H	E	D	I
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission, and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
OVERALL RATING FOR TENET 3:				D	

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

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

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

#	Statement of Practice	H	E	D	I
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	OVERALL RATING FOR TENET 6:			D	

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

- The school leader and the school-based planning team (SBPT) have developed a mission and vision that “prepares students to be productive members of a culturally diverse society.” The school leader and SBPT have identified priorities, which they developed into school goals and included them in the School Comprehensive Education Plan (SCEP); however, not all of these goals are Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART). Although the school leader stated that monitoring of the goals takes place during SBPT meetings, the school staff did not provide documentation to confirm such occurrences to the Integrated Intervention Team (IIT or “review team”). In addition, the IIT found minimal evidence of how the school measures progress made towards achieving the goals. Although the goals are within the SCEP, which is published on the school website, many staff and parents interviewed commented that they could not recall what the school is working towards. As a result, the school leader’s ability to involve staff and parents to drive the achievement of the school-wide goals is minimal.
- Available resources address some of the immediate needs of the school community, but some initiatives have only just begun and have had limited impact on current practices. The school leader acknowledges that the school does not have an extended learning program in place that focuses on improving student achievement. However, she has extended the school day to include an enrichment program that results in all students participating in extra-curricular activities, such as karate, swimming, dance, and crochet, four days each week. However, the IIT found limited evidence of how school staff monitors this program. Discussions with the school leader demonstrates that she has successfully liaised with the district staff to take steps to address the academic and social needs of some students by successfully advocating for and hiring two English language Learners (ELL) teachers.
- The school leader has developed a plan, aligned to the district’s Annual Professional Performance Review (APPR) to ensure teachers receive formal and informal visits to observe their instruction. The school leader reported that she used observation data about teachers’ development needs to deploy a district instructional coach to provide on-going professional development (PD) to teachers on how to improve the learning environment and to plan instruction to meet all student needs. However, this process is too recent to determine its impact on teachers’ instruction. A review of documents shows that the school leaders do not have a well-established system for providing quality and actionable feedback to teachers to improve their instruction and then re-visit to measure improvement, which minimizes the school leader’s ability to hold staff accountable for improvements in their instruction as well as student achievement.
- The school leaders are developing systems to collect and use data and to track and monitor individual and whole-school practices. However, the IIT found limited evidence of how school leaders currently use and analyze data to monitor and evaluate systems to identify improvements in key areas.

Consequently, improvements are slow and show limited impact on student achievement in state tests. The school leader collects data about the academic performance of students' attendance, suspension rates, and discipline incidents. However, the review team's discussions with staff and the school leader confirm that staff rarely conducts data analysis to look for patterns or trends in areas such as, student achievement, curriculum and instruction, and social and emotional development health. The school leader has few systems in place to monitor and evaluate the progress the school staff makes towards critical school-wide goals.

Recommendation:

- School leaders must drive an agenda for school improvement where staff and parents are totally committed to the achievement of identified SMART goals that focus on raising student achievement in all grades by:
 - monitoring SMART goals four times each year;
 - creating walkthroughs that focus on the most important weaknesses in teachers' instruction, giving staff specific and actionable feedback for improvement and re-visiting after two weeks to check improvement; and
 - using student performance data to hold teachers accountable for the school's low performance.

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

Tenet Rating

D

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

- The school leader encourages staff to use school-based and EngageNY modules for English language arts (ELA) and math. A calendar for PD is offered to staff, weekly grade-level meetings take place, and all teachers receive common planning time to develop the delivery of their instruction. However, a review of planning documents show that curricula do not align to Common Core Learning Standards (CCLS) and teachers do not consistently plan instructional shifts and take account of student needs. The review team found that teachers do not consistently incorporate student goals in their plans. Some lesson plans referenced student goals and some lesson plans did not. Although teachers are developing their understanding of aligning curricula to CCLS and instructional shifts, teachers do not yet adequately adjust curricula to meet the needs of students, leading to college- and career-readiness.
- During discussions with the IIT, teachers shared that they work together during common planning time to develop unit and lesson plans. A review of these plans indicate that student data is not always used to adjust planning to meet the demands of CCLS, particularly in ELA and math. Classroom visits show that students do not receive a variety of materials that incorporate a progression of sequenced and scaffolded skills apart from when they use electronic programs to support the development of literacy and math skills. Planning does not include opportunities for students to develop higher-order thinking and questioning skills to deepen their understanding, which contributes to students not showing

growth in meeting the demands of CCLS across all grades and subject areas, and student achievement not improving.

- Students do not have enough multiple opportunities to engage in thoughtful cross-curricular activities that increase their ability to be academically successfully. The school leader acknowledges that interdisciplinary curricula are not formally planned for within and across all grade levels and subjects and there are no plans or processes for staff to reflect and revise present curricula. During classroom visits, the IIT noted a few examples of teachers linking subjects such as when ELA and math teachers had students use computers and electronic tablets to work through programs to develop literacy and math skills. However, not all teachers are consistently working together to connect the curriculum across subjects in ways that increase students' engagement and allow them to practice and apply knowledge and skills from subject to subject.
- The alignment between the curriculum and the assessment does not lead to improved student achievement because, although teachers collect data, they do not consistently use these data to inform curricula decisions and or provide feedback that promotes student ownership of learning. Teachers use a range of formal and informal assessments including North West Educational Assessments (NWEA) and reading tests, and collect and discuss data in common planning time about student achievement and social and emotional developmental health but lesson plans show minimal evidence that these discussions are used to guide and inform their curriculum planning. Some teachers say they use information from reading assessments to group students, for example those with disabilities and those who are English language learners. However, classroom visits and a review of curricula planning documents showed minimal evidence that teachers use data to inform curricular decisions. The IIT found that students in general education primarily receive whole class teaching in which all students complete the same work. In addition, the IIT found that the teachers minimally provide ongoing feedback to students based on data from assessments and that allows students to respond to and become involved in their learning.

Recommendation:

- School leaders and the instructional coach must monitor the curriculum each week to hold themselves and staff accountable for consistently implementing the Common Core and New York State standards-driven curriculum by:
 - expecting teachers to use common planning time to develop plans that are aligned to CCLS and contain CCLS instructional shifts;
 - expecting teachers to use their assessment information to adjust curricula leading to improved student achievement; and
 - expecting teachers to enable students to develop higher-order thinking and questioning skills by giving them time to think, deepen their understanding and clearly articulate their answers.

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

Tenet Rating

D

learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking, and achievement.

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

- Teachers and students do not work together to ensure that the learning environment is intellectually or physically safe and responsive to students' different experiences and tailored to the strengths and needs of all students. The school leader and staff have developed a positive rewards initiative that focuses on acceptable school-wide behavioral expectations. However, classroom visits and student interviews reflect that not all students are kind towards each other and not all adults speak respectfully to students. Some students report that incidents of bullying occur and that not all students feel confident to tell adults of their concerns. A few older students spoke of their peers ridiculing them if they asked for clarification during lessons. The IIT found that teachers do not consistently use strategies that address the needs of all students.
- Databased instruction is not timely or purposeful and does not foster student participation in their learning to lead to high-levels of student achievement. Although teachers formally assess their students in all core subject areas, the IIT found limited evidence that they use this information to inform and adjust their instructional practice, during or after lessons. Teacher interviews and visits to classrooms show that some teachers group students, for example, based on their reading levels but teachers do not consistently adjust instruction to align with students' ability levels. The review team found that teachers do not consistently provide feedback to students that inform students of what they need to do to improve and reach their goals.
- The school leader and the instructional coach are beginning to engage teachers in aligning plans to data during discussions and grade-level meetings. However, class visits show that unit and daily lesson plans and the delivery of instruction inconsistently address students varying learning styles or needs. Reviewers noted that most teachers' instruction did not focus enough on the grade levels that students were working towards nor on student goals. In addition, the IIT found that most enacted lessons did not fully engaged or sufficiently challenged all students in the respective classes. A review of document as well staff interviews show some evidence of goals for students but during discussions with the review team, most students could not recall any goals they had been given. In addition, during class visits the IIT saw few teachers referencing goals. Students stated, and class visits confirmed that teachers consistently assign all students the same activity.
- Classroom visits and a review of teachers' planning confirm that teachers are developing their understanding of the importance of aligning plans to CCLS. However, the review team found that most teachers' lesson plans lack learning targets and activities designed to address the instructional shifts. During class visits, the IIT noted that teachers rarely asked higher-order thinking questions that gave students opportunities to think deeply and then articulate their answers. The IIT found that most of the questions directed toward students required one-word answers and the answers students gave often demonstrate little understanding of what they are learning. Although students' levels and abilities varied, most teachers gave the students in their classes the same activities to work through and minimally provided multiple points of access to the lesson. As a result, instructional practices do

not lead to high-levels of student engagement and achievement.

Recommendation:

- School leaders and the instructional coach must hold themselves, and all staff who work in classrooms, accountable for consistently producing instruction that challenges and engages all students and that expects all teachers to:
 - provide learning experiences that match the levels the students are working and include multiple points of access for all students;
 - assess during and at the end of each lesson to check that everyone understands what they are learning;
 - provide data-based feedback to students which informs students on how well they are achieving and what they need to do to reach their goals; and
 - focus on students’ learning styles and allow all students to participate and share ideas in a safe learning environment that is free from bullying.

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 and student support staff are developing systems that identify and support the social and emotional developmental health needs of some students. These include a positive reward initiative system, a referral system for academic intervention and an in-school suspension room. However, during discussions with the IIT, staff and students confirmed that there is no system that allows each student to be well known by an adult. Some staff use data to identify areas of need; for example, staff tracks attendance data to monitor individual and whole school attendance. However, data is not always deeply analyzed to identify patterns and trends and support students at risk, particularly in relation to behavioral needs and the implemented systems do not effectively address all barriers to social and emotional developmental health and academic success.
- The school leader acknowledges a need to develop parents’ understanding of the skills and behaviors that address the social and emotional needs of students. However, based on discussions with the school leader, staff, and students, the IIT found that the school lacks a clear vision for student social and emotional developmental needs. Staff members reported that they receive PD to build their capacity to support student social and emotional needs, but did not clearly describe how the services they offer to students has improved because of this PD. The school leader reported that the school staff uses a program for grades kindergarten to three that promotes alternative thinking strategies, and a program in the Boys Academy that establishes individual goals for behavior. However, the staff did not present evidence of programs available for students not included in these two programs. During the large student meeting, students representing all grade levels spoke knowledgeably about the well-

publicized behavior code. However, not all students in this group spoke positively about student behavior. For example, some of the students expressed concerns about having to deal with racist comments, which they said they are trying to sort out for themselves, because they do not feel secure in asking an adult to help.

- Evidence gathered from class visits and interviews, reflects that not all students learn in an environment that fully addresses their social and emotional developmental health needs. The school has established some protocols and procedures that align to student supports such as appointing bilingual support staff and providing the Newcomers Course to assist students who are new to this country. However, the lack of systems for monitoring and responding to students' needs limit opportunities for some students to become academically and socially successful. For example, during the review, the IIT noticed that not all students sent to the in-school suspension room received appropriate activities to complete, which affected these students academically and socially. In addition, the school staff has established a school-wide bathroom routine that involves older students in grades seven and eight taking bathroom breaks at the same time as students in the lower grades, which impinges on valuable learning time each day. Some teachers identify that bullying is an issue and students share that bullying is not always successfully addressed.
- Discussions with the school leader and student support staff as well as IIT class visits show that school staff are in the early stages of developing structures to support the use of data to respond to the social and emotional needs of all students. Teachers report that they have recently received PD on developing their classroom management strategies and identifying behaviors that should result in an office discipline referral. However, the review team found limited evidence to support how members of the staff use data to plan support and curricula to address student social and emotional developmental health, particularly behavior needs. Although staff members shared that they collect data about attendance, suspension rates, and behavior incidents, the IIT did not find evidence of how staff regularly analyzes or uses these data to support and respond to student social and emotional needs to enable students to become academically and socially successful.

Recommendation:

- By May 1st, school leaders and support staff must plan and develop a school vision and program that result in the social and emotional developmental health needs of all students being met by:
 - devising a system where all students regularly link with a designated adult;
 - developing a learning environment that is physically and intellectually safe in which bullying and racist comments are eradicated; and
 - using data collected on individuals to identify barriers to success; for example, analyzing the reasons why students are sent out of their classes, or analyzing why boys in grades seven and eight have to be part of the school-wide bathroom breaks, or analyzing what is working well in the Boys Academy.

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

- The relationship between some families and the school does not always contribute to all student needs being met and to students achieving the academic success required to become college- and career-ready. During discussions with the review team, teachers and parents shared that the school staff uses the Open Meeting at the start of each year, which is well attended by families, to share the school’s expectations for student academic achievement. Although this event is well attended by families, events such as parent conferences to discuss how well students are achieving are not. Comments made by parents interviewed by the IIT reflect that this group has developed positive relationships with staff and are involved in their children’s education. They spoke of regularly visiting the school and of teachers’ accessibility to discuss any issues relating to student achievement. A review of documents shows that parents have recently received a letter explaining expectations around homework and attendance. However, the school leader has identified the need to encourage more families to participate in their child’s learning because not all families are involved in the work of the school, which limits their capacity to support their child’s academic achievement and social and emotional growth.
- The school provides varied ways for parents to communicate with school including through the Parent Teacher Organization and via parents who participate in the school-based planning team. However, the school leader reports that few parents attend or participate in these activities. Newsletters, weekly bulletins, report card comments, and teachers’ letters are translated into Spanish and the school leader stated that a translator is available for families who speak Spanish as their first language. All parents are invited to access an electronic program to gain advice on their child’s academic progress, but access data indicates that only approximately a quarter of parents use this service. Displays in the school enable parents to download information onto their phones about CCLS and assessments. However, this is limited to whether parents can access this program. The IIT concluded that the school has not ensured reciprocal communication opportunities for all families and not all students benefit from a robust and focused home-school connection.
- The school leader reports that she has plans to provide training to families to teach parents how to support their children’s academic achievement. During discussions with the review team, members of the staff shared that they have received limited training on how to create and sustain home-school partnerships so that both parties can work together to support student achievement.
- The sharing of data with parents is developing. All parents have the opportunity to gain information about how well their children are achieving from assessments about their child’s reading levels, North West Evaluation Association (NWEA) test scores, and report cards but the school leader reported that she does not know how many families have accessed this information. The school leader reports that there has been no recent survey to ask parents what additional support they need to support their child’s academic achievement and social growth. Teachers report poor parent attendance at parent teacher conferences, which limits opportunities for teachers to share student data with parents. The

school staff has not ensured that data are shared in a way that promotes a dialogue between parents, students, and staff to empower families to understand both student and family needs and advocate for support services that address those needs.

Recommendation:

- The school leader, teachers, the parent liaison, and the parent teacher organization need to focus on:
 - using some of the time during the well-attended events, such as the open meeting at the start of each academic year, to teach parents how to support academic achievement and social and emotional growth; and
 - surveying parents to determine their interests and needs related to supporting their children's academic and social and emotional health needs.