



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	2616000100044
School Name	Lincoln Park School 44
School Address	820 Chili Ave, Rochester, NY 14611
District Name	Rochester City School District
School Leader	Donna Cattelaro-Andersen
Dates of Review	March 3-4, 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	PK-8	Total Enrollment	434
SIG Recipient		No	
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	0	# Dual Language	2
# Self-Contained English as a Second Language		0	
Types and Number of Special Education Classes (2014-15)			
# Special Classes	2	# SETSS	
# Integrated Collaborative Teaching		0	
Types and Number of Special Classes (2014-15)			
# Visual Arts	1	# Music	3
# Drama		0	
# Foreign Language		# Dance	0
# CTE		0	
School Composition (most recent data)			
% Title I Population	100%	% Attendance Rate	92%
% Free Lunch	87%	% Reduced Lunch	5%
% Limited English Proficient	18%	% Students with Disabilities	18%
Racial/Ethnic Origin (most recent data)			
% American Indian or Alaska Native	0%	% Black or African American	76%
% Hispanic or Latino	7%	% Asian or Native Hawaiian/Pacific Islander	11%
% White	5%	% Multi-Racial	0%
Personnel (most recent data)			
Years Principal Assigned to School	1	# of Assistant Principals	1
# of Deans	0	# of Counselors/Social Workers	6/1
% of Teachers with No Valid Teaching Certificate	0%	% Teaching Out of Certification	*
% Teaching with Fewer Than 3 Years of Experience	2 teach	Average Teacher Absences	7 days
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	2%	Mathematics Performance at levels 3 & 4	6%
Science Performance at levels 3 & 4 (4th Grade)	78%	Science Performance at levels 3 & 4 (8th Grade)	20%
Student Performance for High Schools (2013-14)			
ELA Performance at levels 3 & 4	n/a	Mathematics Performance at levels 3 & 4	n/a
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	n/a	% of 2nd year students who earned 10+ credits	n/a
% of 3rd year students who earned 10+ credits	n/a	4 Year Graduation Rate	n/a
6 Year Graduation Rate	n/a		
Overall NYSED Accountability Status (2013-14)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District		Focus School Identified by a Focus District	
Priority School	X		

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	X	Black or African American	X
Hispanic or Latino	X	Asian or Native Hawaiian/Other Pacific Islander	
White	X	Multi-Racial	X
Students with Disabilities		Limited English Proficient	
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	
White	X	Multi-Racial	X
Students with Disabilities		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	X
Students with Disabilities	X	Limited English Proficient	X
Economically Disadvantaged	X		

SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:

1. Mission/vision
2. Use data to guide instruction
3. Detailed lesson plans guided by CCLS, learning targets and NYS standards.

*The Family and Consumer Science teacher and the Technology teacher are both teaching out of their certification areas, as these are shortage areas.

Information about the review

- The review was co-led by an Outside Educational Expert (OEE) and a representative from the New York State Education Department. The team also included a district representative, a Special Education School Improvement Specialist (SEIS) representative, plus a shadow representative from the district.
- The review team visited a total of 19 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.

#	Statement of Practice	H	E	D	I
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission, and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
OVERALL RATING FOR TENET 2:				D	

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

#	Statement of Practice	H	E	D	I
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
OVERALL RATING FOR TENET 3:				D	

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

#	Statement of Practice	H	E	D	I
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
OVERALL RATING FOR TENET 4:				D	

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

#	Statement of Practice	H	E	D	I
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
OVERALL RATING FOR TENET 5:				D	

Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families,

community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.

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

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement.	Tenet Rating	D
<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 she worked with the School Based Planning Team (SBPT), which consists of school leaders and teachers to identify the school goals for improvement. A review of documents shows that these goals are not specific or measurable. During discussions with the Integrated Intervention Team (IIT or “review team”, the school leader stated that the SBPT monitors progress towards the school goals but the review team found minimal evidence to support this assertion. Discussions with teachers, support staff, parents, and students indicated that they do not have a secure knowledge of the school’s goals. In addition, the school leader confirmed that she does not rigorously monitor or evaluate progress towards the goals. • The school leader made some strategic decisions to allocate resources to address student need and improve student achievement. The school leader reported that she has conversations with district staff to advocate for personnel and other resources to support school programs. As a result, students now have access to reading, writing creative arts, and team building activities either through a daily-expanded learning time program within the school or through a weekly program off-site. During discussions with the IIT, the school leader did not articulate how these programs are influencing student achievement or describe the monitoring procedures she has in place to evaluate the impact of resource decisions on school improvement. • The school leaders observe teaching and provide feedback in accordance with the Annual Professional Performance Review (APPR) process. The school leader and teacher interview shows that teachers receive oral and written feedback from their observations. However, the IIT did not find evidence to show that school leaders routinely provide teachers with actionable feedback that focuses on student learning and specifies the main areas for improvement in instruction. Although staff interviews indicate that school leaders have offered professional development (PD) to teachers to increase their awareness of topics such as the Common Core Learning Standards (CCLS), it is unclear whether leaders used previous observation data to plan the PD. • Discussions with the school leader and a review of the most recent performance data shows that some teachers are beginning to use data to inform their setting of student goals and are slowly improving student achievement in relation to developing the reading skills of students. This practice is at an early stage and is not replicated across all content areas. The review team found limited evidence to indicate that the school leader consistently uses data gathered from classroom observations, or from student referrals, behavior, and attendance records to drive priorities for school improvement. Consequently, measurable progress towards critical school-wide goals is not yet achieved. 		

Recommendation:

- As a matter of urgency, school leaders should drive an agenda for school improvement by:
 - making sure that all goals are Specific, Measureable, Ambitious, Results-oriented and Timely (SMART) and focus on raising student achievement in all grades, while ensuring that the school based planning team monitor and evaluate progress towards each goal every quarter; and
 - visiting all classrooms and identifying the main areas for improvement in teachers’ instruction and students’ learning and giving all teachers actionable feedback and re-visiting them after four weeks to check that improvements have taken place.

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 leaders provide opportunities for teachers to participate in weekly grade level meetings, common planning time, and professional development (PD), to focus on how to effectively implement the Common Core Learning Standards (CCLS) to meet the needs of all students. However, the time spent in these meetings and other PD activities have not yet resulted in consistent implementation of the CCLS in classrooms across the school. Evidence gathered from a review of documents and a grade-level meeting indicated that the school leader has placed an emphasis on teachers developing goals to monitor individual student progress. While the purpose of the goals is to improve the assessment scores that students achieve in reading and math, the IIT found that this practice is still in the development stages. During class visits, the IIT noticed that teachers use English language arts (ELA) and math modules, but found that few teachers are adjusting curricula to take account of student needs. The school leaders confirm that they are not monitoring the implementation of CCLS with sufficient rigor or regularity in classrooms and consequently the school is not doing enough to enable students to be college-or career-ready.
- Reviewers noted during classroom visits and a review of lesson planning that although teachers are beginning to align lessons to CCLS they do not often use data to inform curriculum and instructional planning. Evidence shows that teachers’ lesson plans minimally include a progression of sequenced and scaffolded skills or higher-order questioning. Some teachers are beginning to use data to form groups for English language Learners (ELLs) in the two self-contained classes and for re-teaching groups of general education students. However, evidence from planning documents and class visits conducted by reviewers demonstrate that teachers do not consistently adjust curricula to support the CCLS instructional shifts, higher-order questioning, and NYS content standards, which limit students’ academic growth and improvement.
- The school leader acknowledges that interdisciplinary curricula are not formally planned for and opportunities are not provided for teachers to create partnerships to address interdisciplinary learning for students. Practice in school relies instead on the individual efforts and initiative of teachers. Discussions with the school leader and teachers show there are no plans or procedures for reflecting

and revising the current curricula to create an interdisciplinary curriculum that targets the arts or technology.

- Test and assessment data, which is collected on all students, is not yet used to inform curricula decisions and feedback given to students by teachers does not support student ownership of learning. Reviewers noted that although data is collected and used for intervention groups there is a lack of differentiation in core instruction. Classroom visits and student interviews reflect that some teachers are giving students oral and written feedback, but this is inconsistent from class to class. The IIT found that most feedback on student work samples lacks specific comments that allow students to know how to improve and take ownership of their learning. Discussions with students and teachers also indicate that information from test and assessment data is not being used to provide feedback to outline to students what is needed to achieve at a higher level.

Recommendation:

- School leaders should monitor and evaluate the quality of curricula twice monthly to check that:
 - teachers use common planning time to ensure that planning, particularly for ELA and math, is accurately aligned to CCLS and includes instructional shifts and higher-order questions that give students opportunities to think, articulate their answers, and discuss their thoughts with each other; and
 - teachers use assessment data to adjust curricula to plan activities to meet the wide range of abilities in each class during daily core instruction time.

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.

- Instructional practices do not promote high-levels of student engagement and inquiry, leading to increased student achievement and the meeting of student goals. The school leader reported, and classrooms visits confirmed, that some students receive instructional interventions, based on data, for at least one-half hour each day, to develop their reading and math skills. A review of recent school data shows some evidence of student growth, in all grades in reading and math but this growth is not replicated in all content areas to enable all students to meet their grade level goals. In addition, the students' goals primarily focus on improving their test scores and not specific areas of academic weakness. The review team and the school leader noted, during joint classroom visits, that teachers did not implement activities that address the wide range of abilities within their classes. The IIT noticed that in many classes students minimally engaged in their lessons. For example, the IIT noted instances of students lying across their desks, sitting passively, and shouting out disturbing the learning of others. Reviewers found that the tasks provided by most teachers did not challenge or engage students.
- Teachers inconsistently provide instruction that include multiple points of access for all students and leads to high levels of student engagement and achievement. During class visits, the review team

found that although there are pockets of good practice, teachers do not routinely ask higher-order questions or present learning opportunities that allow students to think deeply, articulate their thoughts and then exchange ideas around the class. In some classes, all students, despite their levels and abilities, are given the same activities, which do little to motivate, challenge or enthuse students. Evidence from student interviews and class visits demonstrate that instruction is not consistently tailored to the needs and strengths of all students and that occasionally, disruptive behaviors by some students interrupt learning. During discussions with the review team, students confirmed that they work on the same assignments in class and that they sometimes do not feel challenged by the work. Students, through their Panther Pride slogan, are expected to be prepared, respectful, in control, do the right thing, and be excellent. Reviewers observed through classroom visits that, on occasions, teachers missed opportunities to refer to these expectations when students' behavior was inappropriate or individuals were off task.

- Teachers assess their students in all subjects and there is some evidence of teachers using data to group students for example, English Language Learners (ELLs) and students with disabilities. Classroom visits, a review of teachers' planning and discussions with the school leader show that data is not being used rigorously to match tasks to student ability or to inform instructional decision-making. A review of student work samples indicates and discussions with students confirm that teachers inconsistently provide detailed feedback, based on data that informs students of the next steps they need to take to improve further. These weaknesses hinder student progress and limit the role they can play in advancing their own learning.

Recommendation:

- School leaders and teachers should focus on improving the quality of instruction by:
 - placing students into ability groups, particularly in ELA and math; and
 - use assessment data to plan differentiated activities for each group and so meeting the diverse needs of all students

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

Tenet Rating

D

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

- The school leader and the student support staff are developing systems that identify the social and emotional developmental health needs of students. Discussions with teachers and parents indicate that there is an established system for referring students for academic, behavior, and social emotional concerns. However, comments made by the school leader, teachers, and students demonstrate that the school does not have a system that enables all students to be well known by a designated adult. Staff and the school leader confirm that support staff and teachers meet regularly and that resources and services are provided, but there is not a coordinated approach to monitor how well student social

and emotional developmental needs are met. Reviewers saw a few instances of student behavior that stopped the learning of others and some students reported that other students' poor behavior occasionally disrupts learning. The review team found limited evidence to suggest that school staff consistently records, monitors or analyzes discipline data to identify patterns or trends.

- The school leader acknowledges that there is no program or curriculum, which addresses all grades, to support and promote the teaching of student social and emotional developmental health needs. Some staff use strategies that address social and emotional developmental health needs but not consistently. For example, in a few classrooms teachers use daily community meetings and peace circles to promote students' interpersonal and coping skills but school leaders do not ensure that such practices are uniform across the school. There is limited evidence to suggest that PD is provided for teaching and support staff that is specifically focused on equipping staff with the skills to meet the social and emotional needs of students.
- A review of documents shows that protocols and processes are in place to promote a positive school community, but observations and discussions indicate that these are not reflected in practice because not all staff understands the protocols or consistently implements established procedures. The review team found limited evidence to show that the school leaders have made it clear to staff, students, and parents of the role they are expected to play in making the school a physically and intellectually safe learning environment. Consequently, a cohesive commitment to fulfilling the school's vision for the academic, social, and emotional advancement of all students is not fully realized.
- Some staff members use data to identify areas of need. For example, staff collects attendance data to identify persistent absentees. However, such practices are inconsistent and discussions with the school leader and student support staff as well as a review of documents shows that the school has not developed a plan to collect, analyze and use data to identify and meet the social and emotional developmental needs of students. Although academic, behavioral, attendance and referral data is collected on individual students, there is not deep analysis to show school-wide trends and needs. As a result, structures to support the use of data are under-developed, which limits staff ability to fully respond to and students' academic and social needs.

Recommendation:

- School leaders and staff should, as a matter of urgency, better facilitate a safe and secure learning environment by:
 - devising a school-wide system which enables every student to connect to a designated adult to discuss any social or academic needs they may have throughout the school year; and
 - implementing a school-wide program that includes daily structures, such as classroom community meetings and peace circles to support and promote the teaching of student social and emotional developmental health need with a particular focus on bullying and behaviors that support learning.

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

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

- The school leader said she recognizes the importance of communicating expectations for academic success with parents to help them support their children at home. However, evidence from parent interviews reflects that not all parents are aware of the school’s academic expectations. Although the school leader stated that parents are invited to events such as parent conferences, and curriculum workshops, evidence from attendance sheets shows that parent participation at these events are low. In addition, teachers confirmed they do not analyze parental attendance at workshops and events to help identify which families need to be targeted for outreach. Discussions with parents indicate that some teachers communicate their academic expectations to students; however, such practices vary across the school. These inconsistencies contribute to students not achieving the academic success required to become college- and career ready.
- Evidence gathered from parent and staff interviews as well as a review of documents indicate that the school leader is developing a plan to improve reciprocal communication with parents. The school staff is beginning to use translators to communicate with families who do not speak English as their first language. Discussions with students and parents indicate the students’ take-home folders are proving to be a useful communication tool between school and home. However, the school leader and staff do not have mechanisms in place to evaluate the school’s strategies for communicating with all families, which limits opportunities for appropriate adjustments to be made to ensure all families receive information to help support their child at optimal levels.
- Based on a review of documents and discussions with staff and parents, the review team determined that the school minimally provides training for families or staff to build their capacity to work together to create and sustain strong home-school partnerships that support student achievement. Although newsletters and other written correspondence shows that teachers provide curriculum information during parent conferences and other workshops, not all parents attend these events, and the IIT found minimal evidence of a plan to ensure all parents are engaged with the school. The school leader stated that teachers are offered district-wide PD that focus on developing partnerships with families; however, not all teachers attend the trainings.
- A review of school documents and discussions with the school leader, teachers and parents indicate that parents receive report cards, test results, and intervention results and the school staff provides some guidance on how to understand the data parents’ receive. There is some evidence of parents advocating for services to address their child’s needs. Student support staff reported, that parents sometimes ask for additional support through the school’s referral system. Evidenced from a review of documents and parent interviews reflect that parents have not been recently surveyed, and during discussions with the IIT, parents reported that they would welcome an opportunity to voice their suggestions to school through a possible survey.

Recommendation:

- School leaders, support staff, teachers and students should work together to improve the number of families who are regularly involved in their child's education by:
 - exhibiting student performances or presentations during all PTA events; and
 - engaging students in a school-wide project that entails surveying parents, analyzing the data collected and responding to parents' needs.