



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



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| BEDS Code | 261600010008 |
| School Name | Roberto Clemente School #8 |
| School Address | 1180 St Paul Street, Rochester, NY 14621 |
| District Name | Rochester City School District (RCSD) |
| School Leader | Christine Sickles |
| Dates of Review | October 28-29, 2014 |
| School Accountability Status | <input checked="" type="checkbox"/> Priority School |
| Type of Review | <input checked="" type="checkbox"/> SED Integrated Intervention Team (IIT) |

School Information Sheet for Roberto Clemente School #8

| School Configuration (2014-15 data) | | | | | |
|---|---------|---|-------|---|----|
| Grade Configuration | Pre-K-8 | Total Enrollment | 653 | SIG Recipient | No |
| Types and Number of English Language Learner Classes (2014-15) | | | | | |
| # Transitional Bilingual | 0 | # Dual Language | 0 | # Self-Contained English as a Second Language | 0 |
| Types and Number of Special Education Classes (2014-15) | | | | | |
| # Special Classes | 4 | # SETSS | 0 | # Integrated Collaborative Teaching | 2 |
| Types and Number of Special Classes (2014-15) | | | | | |
| # Visual Arts | 29 | # Music | 39 | # Drama | 0 |
| # Foreign Language | | # Dance | 0 | # CTE | 0 |
| School Composition (most recent data) | | | | | |
| % Title I Population | 100% | % Attendance Rate | 88.1% | | |
| % Free Lunch | 90% | % Reduced Lunch | 2.6% | | |
| % Limited English Proficient | 6.4% | % Students with Disabilities | 13% | | |
| Racial/Ethnic Origin (most recent data) | | | | | |
| % American Indian or Alaska Native | 0.3% | % Black or African American | 60.9% | | |
| % Hispanic or Latino | 33.2% | % Asian or Native Hawaiian/Pacific Islander | 1.5% | | |
| % White | 3.7% | % Multi-Racial | 0.3% | | |
| Personnel (most recent data) | | | | | |
| Years Principal Assigned to School | 3 | # of Assistant Principals | 2 | | |
| # of Deans | 0 | # of Counselors/Social Workers | 2 | | |
| % of Teachers with No Valid Teaching Certificate | 0 | % Teaching Out of Certification | 3% | | |
| % Teaching with Fewer Than 3 Years of Experience | 3% | Average Teacher Absences | 4.26% | | |
| Student Performance for Elementary and Middle Schools (2013-14) | | | | | |
| ELA Performance at levels 3 & 4 | 2% | Mathematics Performance at levels 3 & 4 | 2% | | |
| Science Performance at levels 3 & 4 (4th Grade) | 28% | Science Performance at levels 3 & 4 (8th Grade) | 8% | | |
| Student Performance for High Schools (2013-14) | | | | | |
| ELA Performance at levels 3 & 4 | NA | Mathematics Performance at levels 3 & 4 | NA | | |
| Credit Accumulation High Schools Only (2013-14) | | | | | |
| % of 1st year students who earned 10+ credits | NA | % of 2nd year students who earned 10+ credits | NA | | |
| % of 3rd year students who earned 10+ credits | NA | 4 Year Graduation Rate | NA | | |
| 6 Year Graduation Rate | NA | | | | |
| 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 | | 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 | X | Asian or Native Hawaiian/Other Pacific Islander | |
| White | | Multi-Racial | |
| Students with Disabilities | | Limited English Proficient | |
| Economically Disadvantaged | | | |
| <p>Describe the school's top priorities (no more than 5) based on the school's comprehensive plans (SCEP, SIG, DIP, etc.):</p> <p>SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:</p> <p>Not submitted beyond the full list of priorities contained in the school comprehensive education plan (SCEP)</p> | | | |

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 42 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.

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 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 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 checked="" type="checkbox"/> | <input type="checkbox"/> |
| 5.4 | All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision. | <input type="checkbox"/> | <input type="checkbox"/> | <input 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 Developing for Tenet 2 – School Leader Practices and Decisions.</p> <ul style="list-style-type: none"> Over the last year, the school leader has implemented a school comprehensive education plan (SCEP) and Expeditionary Learning work plan. A school implementation team meets monthly to monitor progress toward specific and measurable goals linked to these plans. The overarching work plan sets a clear direction for improvement based around Common Core Learning Standards (CCLS). A review of documents shows that some classes of students are making progress as measured by assessment data. Results from the North West Education Association (NWEA) Measuring Achievement and Progress (MAP) tests show that students in grades three to five are making progress in reading and math, and scores from AIMSweb show that students in grades one and two are improving in reading. However, there is limited evidence that the recent progress is leading to sustained improvements in outcomes school-wide. The school leader is beginning to plan and organize resources to target increase levels of students’ academic success and to address students’ social and emotional developmental health. The school leader secured coaches to work with staff to focus on making programmatic changes to promote greater student outcomes. The school leader reports that funds for professional development (PD) activities align with the priorities in the SCEP and the work plan. Evidence from staff interviews indicates that school staff has embraced the Expeditionary Learning model, which was introduced to promote student learning via interdisciplinary themes. The district has provided support and oversight to further develop and sustain the model. The school has an extended day program; however, the program is voluntary and not all students who need additional instructional time participate in the program. In addition, push-in support provided by teachers during literacy and mathematics time is not showing to be effective enough in terms of increased progress data. The school leader knows what is happening in classrooms and a review of feedback in reports on classroom observations indicates that the school leader’s judgments are accurate and realistic. The school leadership team carries out formal and informal observations regularly, including weekly classroom walkthroughs that focus on a particular domain in the Danielson rubric. Leaders document outcomes and discuss feedback to monitor common instructional practices that require improvement. During discussions with the IIT, teachers shared that they embrace the classroom walkthroughs positively, but need additional training to develop common approaches to improve instruction. Classes observed with the school leader showed that the instruction is not matching the needs of the varying levels of abilities and skills of different groups of students. The review team found that staff minimally review and analyze data to inform instructional decisions across the school. The common assessments began in October and the staff is just beginning to monitor progress towards achievement of goals as measured by student progress. The leadership team support staff in using data to improve practice through collaborative planning meetings. However, the school leader states that the analysis of data from assessments is not informing day-to-day instructional decisions. | | |

Recommendation:

School leaders and coaches should speed up the pace of school improvement by:

- developing with staff a common language from formal and informal classroom observations;
- delivering professional development around the Danielson Framework to develop a common language with staff around feedback and practice; and
- through the weekly walkthroughs, monitor that teachers are implementing that week’s focused domain from the Danielson framework and acting on the feedback given in the previous weeks.

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 is promoting CCLS planning and implementation, and has created new systems and structures to support curricular development, such as collaborative planning time for core content and the use of coaching staff. However, there is little adaptation of this curriculum to meet the needs of all students. Students’ learning outcomes are not maximized because approaches do not provide in many classrooms the depth of learning and pacing required by the academic program of study for students to reach grade-level proficiency. Achievement is not being raised systematically across the school.
- Teachers’ lesson plans show that expectations for student learning do not uniformly reflect the rigor of CCLS. A review of lesson plans shows that teachers inconsistently incorporate the instructional shifts that students need to progress to next levels.
- Teachers have begun planning interdisciplinary curricular units that promote the CCLS; however, there is little extension of this collaboration outside the core content areas and Expeditionary Learning. While the review team noted examples of effective interdisciplinary curricula in grade two, the IIT found that this is not a consistent practice school-wide. A review of lesson plans for Expeditionary Learning shows few are being revised in sufficient depth for improved alignment to CCLS in classroom practice and for vertical cohesion.
- The school lacks a comprehensive system to use data to inform curriculum decisions. The IIT found that teachers do not have embedded assessment practices and minimally use data to provide feedback to students. While some teachers provide feedback that outlines the next steps for learning, the feedback provided does not closely align to the CCLS. During discussions with the Integrated Intervention Team (IIT or “review team”), teachers’ shared that they review the quality of students’ work and annotate the work to identify strengths and common areas for improvement during grade-level planning time. The review team attended a grade three math meeting and noted teachers implementing such practices. . During class visits, reviewers saw few examples of teachers using work

samples that guide teachers and students towards an acceptable standard of achievement and that exemplify what the outcomes of learning might look like.

- Teachers do not uniformly use learning targets for students by grade-level teams to ensure alignment between CCLS expectations and student work. Evidence gathered from classroom visits, teacher and student interviews, as well as a review of students’ work samples reflect that teachers do not consistently plan and adapt lessons that prepares students to meet demands of the CCLS. Students have minimal opportunities to track their progress and take greater ownership of the learning process.

Recommendation:

School leaders, coaches, and teachers should plan curricular experiences in more depth and ensure alignment to the demands of CCLS, as well as vertical and horizontal alignment of student learning expectations by:

- identifying and collecting “anchor student work samples” that demonstrate varying levels of proficiency as aligned to CCLS by grade level and school wide. Grade-level teachers should jointly annotate the work samples to illustrate alignment with learning targets. These anchor documents should be used in developing vertical cohesion and shared understanding among staff and students;
- continuously reviewing and revising Expeditionary Learning plans for alignment to CCLS in classroom practice and for vertical continuity through the school; and
- including learning targets in daily grade-level lesson plans to ensure alignment to CCLS expectations and the work the students undertake.

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 have dedicated time to plan instruction and set goals for students’ achievement. However, teachers inconsistently implement lesson plans and practices that are adaptive and informed by data. Although coaches provide data and guide teacher in their use of data during various grade-level meetings, during class visits the IIT found uneven evidence of teachers implementing strategies from the coaching sessions. During class visits, the IIT noted evidence of teachers using student data in only one of five classes observed. Most teachers do not organize instruction in ways that meet the differing needs of groups of students.
- Based on 42 class visits the review team determined that most teachers’ instructional strategies do not promote student engagement. Reviewers saw few examples of students engaging in reflective group discussions or taking the initiative to independently solve problems. In many lessons observed by the IIT, students were reluctant to offer ideas that might be perceived as incorrect, so many tend to be extremely hesitant when venturing into areas of learning where they are unsure. In half of lessons observed by the IIT, reviewers noted that students received the same work regardless of their differing levels of achievement and skill. As a result, those students who quickly understood the lesson became

bored, while those who did not understand the lesson struggled and loss interest. Reviewers noted that some students disengaged quietly and some students disengaged by talking out-of-turn, which disrupted other students.

- A review of student work samples shows that few students’ presented organized work. Reviewers found that the quality and quantity of students’ work is low, whether expressed orally, visually, or in written forms. Letters and numbers are poorly formed with very untidy handwriting and general presentation. Classroom visits and student interviews demonstrated that most teachers do not provide feedback that detail expected academic standards or that assist students in developing ways to organize and maintain their work to show its progression.
- The IIT found that students do not consistently receive feedback that promotes self-evaluation by students in identifying their own next steps for learning. Students interviewed by the IIT did not offer commentary about work that they had struggled with, nor identified how their work could be developed and improved. In addition, the review team noted that students’ work portfolios included few work samples, especially for the older students in grades seven and eight. The portfolios included minimal extended writing in any genre and few samples of work that students improved in response to feedback.

Recommendation:

Teachers should accelerate students’ progress for all groups, so that more students attain proficiency levels three and four by:

- having consistently high expectations of the quality and quantity of work that students are required to produce;
- creating plans and delivering lessons that make academic demands on students and reflect high expectations appropriate to students’ grade levels;
- setting students’ assignments at least at three levels routinely – above average, average and below average, as appropriate, with tight deadlines, measurable indicators of success, and rigorous responses to any underachievement;
- checking on students’ understanding throughout the lesson so that those who are struggling can be helped and those who already understand and can complete the task do not waste time going over what they already know;
- indicating clearly in feedback what the students need to do to improve, and checking that students apply the feedback effectively;
- using time with students to make revisions and improvements to the students’ work;
- making students take better ownership of improved presentation, maintenance, and progression of their work; and
- referring students to their learning targets so that opportunities for students to practice their literacy and numeracy skills are increased.

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

Tenet Rating

D

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

- Staff and students know and articulate the school-wide expectations that are based on the school motto of “action over spectatorship” and the quality of “being stronger as a team.” Students are able to recite these qualities of “Taking responsibility, Expecting excellence, Acting safely and Modeling respect (TEAM).” The staff received a lesson plan guide that includes ideas to promote students’ personal development linked to their academic learning in the context of “Habits of Work and Learning (HOWLS)” program. The review team learned through discussions with the school leader that the school staff is developing and using strategies from the HOWLS program other initiatives within the Positive Intervention Behavior Supports (PBIS) to connect students’ behavioral habits with their academic achievement. One example includes the Roberto Buddy Initiative where students have a specifically named “adult buddy.”
- Strategic planning in the SCEP does not go far enough with regard to improving the social and emotional developmental health of students. The school staff lacks a coordinated school-wide approach to manage inappropriate student behavior. Importantly, students reported that incidents of bullying and fighting sometimes make them feel unsafe and are an indication of behavior management systems not being effective. Training records show that teachers’ participation in professional development (PD) is high. However, the IIT found limited evidence of teachers implementing the PD strategies during class instruction and around school. Curriculum programs and materials are not adapted well enough to contribute to students’ social and emotional developmental health needs, nor to their academic success. Additionally, “student voice” is insufficient in classrooms and in the governance systems across the school, which decreases students’ sense of ownership and commitment to learning.
- Evidence gathered from a review of documents and interviews with staff and parents show that the school collaborates with agencies such as Hillside Work, Center for Youth, the YMCA, and the St Thomas Episcopal Church to support students. However, evidence from staff interviews reflects that staff members use these partnerships to respond to particular emerging issues rather than as part of a systematic and proactive plan to address social and emotional health needs across the school. Teachers and the school’s student support staff do not consistently use social and emotional developmental health systems within the response to intervention (RtI) framework, such as TEAM time, the Roberto Buddy Initiative, and other PBIS programs. The inconsistent application of these procedures results in unmet student need. Although community contributions from these agencies are beginning to make a difference, data are rarely used to drive the setting of priorities or targeted actions.
- The PBIS team collects data on suspension rates, daily office discipline referrals, and PBIS monthly reward eligibility. Staff periodically shares and uses these types of data during staff and grade-level meetings for problem solving purposes. For example, many red-level students are engaged in check-in/check-out or individual journaling with support staff. However, reviewers found that the staff lacks a cohesive plan to use data to identify and meet the social and emotional developmental health needs of all groups of students.

Recommendation:

School leaders, the student support team, and all teachers should collaborate urgently to develop and implement a strategic school-wide plan that best serves all groups of students in promoting their academic achievement and social and emotional developmental health by:

- including opportunities for student voice in each classroom to improve speaking, listening, and cooperative skills to support academic and social-emotional growth;
- collaborating with students routinely to increase student voice in school governance and in student-to-student mentorship, so building on the Roberto Buddy Initiative;
- networking with community members including agencies and parents to coordinate, develop, and implement an explicit strategic plan for students’ social and emotional developmental health. This plan should maximize resources available in the community and already used by the school, and those online, in order to consistently create a healthy learning environment for students;
- effectively employing and adapting curricular programs and materials to craft support for the social and emotional developmental health needs of students; and
- consistently including students and parents in the review of data related to student social and emotional developmental health to create solutions that will drive improvements in students’ success.

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

Tenet Rating

D

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

- The school leader has developed a plan for communicating the school’s expectations for achievement to students and parents that includes information about student progress. However, staff communication and participation in the reporting of student progress is uneven in its quality and consistency. Members of the staff use emails, letters, phone calls, and meetings for communicating with parents, but with varying degrees of effectiveness. During the parent meeting, some parents shared that they visit the school often and said that they have a working relationship with school staff. However, some parents in the group indicated that they are unable to visit the school regularly, and expressed concerns about the lack of information they receive about school progress and how to help their children with their personal and academic development. Although the school has partnerships with community agencies and a select group of parents, the school leadership has not ensured that parents and staff receive training on creating and sustaining effective home-school partnerships.
- The staff has collaborated with community agencies such as Hillside Work, Center for Youth, the YMCA, and the St Thomas Episcopal Church to provide a range of support to students. The Rochester Rotary Clubs funds targeted academic and support programs for students. The club also selects students for scholarships and provides coaches to support students throughout through graduation. The school’s student support team uses these agencies actively to support their work, by facilitating

communications where necessary and drawing upon their expertise for use in school. However, the review team found limited evidence of a systemic approach to organize and connect various resources to increase their impact on student achievement.

- Although the school staff has used surveys and feedback from members of the parent teacher organization (PTO) to gauge levels of parental satisfaction, the staff has not done enough to identify the needs of all families and found ways to increase their participation in the work of the school. The PTO is well established, but participation levels by parents are low. During discussions with the IIT, both parents and school staff confirmed that the school sponsors events for parents, regularly. However, some parents shared that the scheduled events take place at venues not easily accessible to all parents and that the information provided does not address the topics in which most parents are interested. The IIT reviewed various documents intended for parents and found no translations in pertinent languages, which impacts upon ten percent of the parent body. Evidence from parent, staff, and student interviews as well as a review of documents demonstrates that the school lacks a structured agenda to ensure reciprocal communication amongst parents, students, and staff, which limits necessary dialogue to bring the improvements necessary to raise significantly students' personal, social, and academic achievements.

Recommendation:

The school leaders, student support staff, and the parent liaison should use current relationships with parents and agencies to build a wider and engaged network of community members and families by:

- bringing staff, community agencies, and parents together for professional development on building home-school relationships;
- using the enlarged network to increase parent representation and participation in the PTO;
- creating more opportunities throughout the school year for staff and families to interact and build relationships, including school events held in the community or centralized locations;
- collaborating with the Office of Parent Engagement and Parent University to strengthen the home-school connection by providing tangible training and resources to support parents' higher expectations and increased use of strategies and interventions at home; and
- consistently communicating with parents in pertinent languages.