



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	411800010008
School Name	Bellamy Elementary School
School Address	7118 Brennon Ave. Rome, NY 13440
District Name	Rome City School District
School Leader	Nancy Opperman
Dates of Review	January 27-29, 2015
School Accountability Status	<input checked="" type="checkbox"/> Focus School
Type of Review	<input checked="" type="checkbox"/> SED Integrated Intervention Team (IIT)

School Information Sheet for Bellamy Elementary

School Configuration (2014-15 data)- given 12-13 data			
Grade Configuration	K-4	Total Enrollment	545
		SIG Recipient	Y
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual		# Dual Language	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)			
# Special Classes	7	# SETSS	2
		# Integrated Collaborative Teaching	5
Types and Number of Special Classes (2014-15)			
# Visual Arts	1	# Music	1
# Foreign Language	0	# Dance	0
		# Drama	0
		# CTE	0
School Composition (most recent data)			
% Title I Population		100	% Attendance Rate
% Free Lunch		75	% Reduced Lunch
% Limited English Proficient		--	% Students with Disabilities
			18
Racial/Ethnic Origin (most recent data)			
% American Indian or Alaska Native		0	% Black or African American
% Hispanic or Latino		6	% Asian or Native Hawaiian/Pacific Islander
% White		80	% Multi-Racial
			0
Personnel (most recent data)			
Years Principal Assigned to School		7	# of Assistant Principals
# of Deans		0	# of Counselors/Social Workers
% of Teachers with No Valid Teaching Certificate		0	% Teaching Out of Certification
% Teaching with Fewer Than 3 Years of Experience		4	Average Teacher Absences
			11
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4		8.02	Mathematics Performance at levels 3 & 4
Science Performance at levels 3 & 4 (4th Grade)		78.89	Science Performance at levels 3 & 4 (8th Grade)
			n/a
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
% of 3rd year students who earned 10+ credits		n/a	4 Year Graduation Rate
6 Year Graduation Rate		n/a	
Overall NYSED Accountability Status (2013-14)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	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
Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
White	No	Multi-Racial
Students with Disabilities	No	Limited English Proficient
Economically Disadvantaged	No	
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	No	Multi-Racial
Students with Disabilities	No	Limited English Proficient
Economically Disadvantaged	No	
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. Create Common formative assessments for grade levels
2. Consistent communication between all staff in the district to support student needs
3. Parent engagement
4. Use of DDI embedded in lesson plans and classrooms
5. Continued focus on teaching CCLS to all students in all classrooms

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 district-selected Outside Educational Expert.
- The review team visited a total of 23 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.
- The school provided results of a staff survey that 32 staff members completed.
- The school provided results of a parent survey that 23 parents completed.

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

#	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 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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL RATING FOR TENET 5:			E		

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 has worked with the School-Based Instructional Team (SBIT) which includes two parents to create the school’s mission statement. The mission and the school’s adopted vision “Safe, Respectful, and Responsible,” are posted visibly throughout the building and shared regularly with students, staff, and parents in meetings and on the website. School leaders, teachers, and students interviewed by the review team articulated both the mission and vision, clearly. Although the School Comprehensive Education Plan (SCEP) includes the goal, “to create Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals for the building,” the school’s self-assessment indicates that the school staff has not developed such goals. The SCEP includes a list of process goals, such as, “Teachers will use formative assessment more frequently to inform instruction.” However, the goals do not include specific targets for expected student growth and achievement with which to measure progress and focus school improvement efforts.
- The school leader has made some changes in organizing resources to address some student achievement and social and emotional developmental health needs but these changes have not yet lead to overall changes in school improvement. The school leader reported that she re-assigned classroom aides to support individual students during instruction and has adopted the One Book, One School program to promote improved reading and literacy skills of students. In addition, in response to research on the practice of restricting students from recess, detention now takes place after school. Teachers as well as community volunteers and organizations provide enrichment activities in the arts as well activities for students with academic needs. The school leader stated that she and the assistant principal spend a considerable amount of time supporting two full-time counselors and other student support staff in responding to student and family social-emotional issues, which has shifted the school leaders' focus from critical instructional areas, such as providing maximum support to build staff capacity to implement CCLS-aligned curriculum and data-driven instruction.
- The school leader reported that in response to last year’s district review, school leaders developed a schedule for providing frequent observations, including an informal visit protocol that focuses on observations, wonderings, questions, and suggestions. However, they acknowledged that they have not adhered to the schedule with fidelity. During discussions with the Integrated Intervention Team (IIT or “review team”), the school leaders demonstrated insightful analysis of teacher practice. However, the IIT found that written feedback provided by instructional leaders, while described as useful by teachers, is mostly suggestions and not based on precise instructional improvement targets. The IIT found that the lack of improvement targets prevent the APPR process from driving significant change in instructional practice.
- Although the school leader reviews data, such as Aimsweb interim assessment results, and attendance and discipline data, the school leader does not have a systematic approach to analyzing the data for trends or to monitoring and evaluating school programs and practices to inform decision-making. The school does not provide teachers enough time to plan and work collaboratively. Grade teams meet

every six weeks, which is insufficient for analyzing data and student work, adapting curriculum, and planning lessons together. The way the school currently allocates time for instructional leadership and teacher collaboration results in missed opportunities to support and develop effective teaching practices.

Recommendation:

- The school leader should work with the SBIT to set school-wide, grade-level, and individual teacher SMART goals that focus all teachers, support staff, parents, and community members on priorities for raising student achievement. Establish at least quarterly, benchmarks for measuring progress, and regularly monitor and evaluate progress to inform decision-making. Hold teachers accountable for progress and achievement of goals through follow-up during weekly planning meetings.
- The school leader should enhance instructional leadership by delegating responsibility among school leaders and to student support staff for student/family and other building issues to allow more focused attention on instructional leadership responsibilities, including curriculum and lesson planning, observation and feedback, and teacher evaluation and accountability.
- The school leader should empower teacher leaders to help drive improvement of the curriculum and instruction by sharing effective strategies with their peers, coordinating teacher-collaboration activities, and identifying needs for resources and professional development opportunities.
- The school leader should establish systems for regularly collecting, analyzing, discussing and using data, such as employing data meeting and action planning protocols. Document next steps, and use the results to evaluate instruction, interventions, and other programs to drive decisions for program improvement.

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 supporting the implementation of CCLS-aligned curriculum through professional development and observation and feedback. Teachers are beginning to adapt curriculum planning to meet all students’ needs, but inconsistency remains in both the planning and delivery of curriculum and data-driven lessons that address all students’ needs and promote college and career readiness. During class visits, the IIT found that teachers consistently used the district mandated EngageNY modules. However, review of lesson plans and classroom observations showed minimal evidence of teachers effectively adapting and supplementing the curriculum to meet student needs. Additionally, the review team found minimal evidence of the rationale for choosing materials and activities or the data used to support instructional planning and decisions. For example, while teachers use grouping, they minimally use available data to plan targeted lessons around specific skills or content knowledge. The school’s self-assessment notes, “We are doing a good job of collecting data, however we are not

using it as effectively as we could be.” Staff interviews as well as review of lesson plans confirm this conclusion. Some teachers interviewed by the IIT, reported that students were grouped based on their reading level, but during class visits, the IIT saw few examples of differentiation apart from leveled texts. The exceptions are Academic Intervention Service (AIS) teachers who use assessment data to pull students for targeted supplemental instruction. During discussions with the review team, some teachers reported that some assessments such as Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) test, which is administered twice per year and used for teacher evaluation purposes to assess growth, is not well aligned to their curriculum or the skills tested by the State. In addition, some teachers reported that they do not receive results in time to use it to inform planning.

- Although some teachers share resources and strategies informally, there is little formal planning taking place to provide students with an interdisciplinary curriculum that engages them and enhances their learning. Grade teams meet every six weeks to review data and to plan curriculum but do not more frequently collaborate on instructional planning with each other or with non-core teachers. While the IIT noted some examples of teachers of art, music, and physical education using CCLS strategies such as a physical education teacher using sight words and an art teacher incorporating math concepts, the school does not have a systematic approach to reinforcing CCLS instructional shifts across all subject areas. As a result, the school is not maximizing its curriculum to engage student interests and reinforce learning across subjects.

Recommendation:

- The school leader should invest in more scheduled and facilitated time and targeted training, including leveraging district coaches and instructional expertise in the building, to help teachers effectively collaborate to adapt curriculum and scaffold modules to meet individual student’s needs. Provide weekly opportunities for grade teams to review data and student work, plan curriculum and instruction for their students, and consider strategies for teachers to reflect on the efficacy of their lesson planning, such as using critical friends or lesson study protocols.
- The school leader should establish clear expectations, protocols, and procedures for using data to develop lesson plans that explicitly address identified student needs, including explicit rationale for selected instructional resources and materials and timely data to support deliberate grouping and other differentiation strategies.

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.

- Although school leaders are encouraging teachers to plan and deliver adaptive lessons informed by data, the IIT found that lesson plans and delivered instruction reflected limited differentiation to meet individual student’s needs. In addition, lesson objectives did not clearly align to learning outcomes. Though school leaders indicated that they review and make suggestions regarding lesson plan content,

the school does not have a common lesson plan format nor has it established clear expectations for what should be included in a quality lesson plan. As a result, teachers are not consistently planning lessons with clear objectives tied to standards that explicitly address the needs of their students.

- The school administers the Aimsweb interim assessments three times per year, to provide data on student progress. During discussions with the IIT, teachers indicated that they do use this data for grouping students. However, the second administration of this benchmark testing does not occur until February, leaving teachers with limited data for the first half of the school year. Teachers are also using assessments associated with the state’s curriculum modules as well as pre- and post-tests for writing. While assessments are aligned to standards, teachers did not speak about using techniques such as item analysis or error analysis to zero in on specific skills or standards that needed to be addressed for individuals, small groups, or whole classes. The AIS program is a notable exception in that the students provided services are identified by assessment data and targeted for specific skill development. School leaders and teachers say that teachers are still finding it difficult to fit in small group instruction for both math and ELA because of limited time in their schedule and pressure to cover the module content. During class visits, the IIT found that most teachers did not pace instruction and transitions to maximize time for learning. In some classes, when students finished a task, they sat doing nothing or read a book rather than engaging in extension activities.
- Teachers do not consistently deliver rigorous lessons that promote student ownership of learning. In classes observed by the review team, some teachers probed the students’ understanding by asking “why” and “how” questions. If a student had difficulty, the teacher asked additional questions that built the understanding to the level needed. However, the review team noted that not all teachers asked challenging questions, assigned tasks that developed conceptual understanding, or scaffolded instruction so that all students could access the curriculum. Reviewers found that although some teachers used student-centered strategies such as turn and talk and cooperative center activities, most teachers employed teacher-centered instruction and provided few opportunities for students to explore their own questions or interests.
- While teachers do not consistently engaged students in instruction, classroom management was consistently strong with most teachers having organized lessons and clear routines that students knew and followed. A school-wide system utilizing color-coded clips to indicate behavior levels was evident throughout the building. The IIT noted that one student, after moving to a more positive level, proudly delivered her clip to the school leader who wore it visibly on her lanyard. Student and parent interviews demonstrated that students generally feel comfortable and safe asking questions and participating in their lessons. Students also indicated that they feel physically safe in the building and in their classrooms.

Recommendation:

- Teachers should continue and enhance work around data-driven instruction through setting clear and measurable goals, targeted coaching, grade-team data meetings, and lesson planning that reflects student needs. Group students based on specific skill deficits identified through regular formative assessment.
- Teachers should balance teacher-centered, direct instruction with developing student autonomy and

collaboration skills through strategies such as student-centered activities that give students opportunities for choice or cooperative learning, demonstrations of understanding, project-based learning, and student reflection on their own performance and growth.

- The school leader, assistant principal and teacher leaders should leverage examples of strong instruction and other effective practices in the building through deliberate activities such as collaborative learning cycle protocols, peer observation, video-taping, and peer-led professional development. In addition, conduct timely follow-up to determine whether this modeling and sharing is translating into wider and effective practice aligned to school priorities.

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

E

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

- The school leader has systems in place to identify and target support to students’ social-emotional needs. The school has a robust student support staff, including two full-time counselors as well as a school psychologist to implement and support programs. Based on interviews and observations during the review, the IIT determined that the school leader and assistant principal address and respond to behavior and discipline issues as well as family crises, immediately. The Response to Intervention (RTI) team addresses student academic and behavioral concerns through case-study discussions of individual students using data from observations, academic assessments, as well as behavior and discipline systems. In addition, the school has a child study team led by the school leader and assistant principal that serves as a pre-RTI screening to work with teachers to identify effective strategies for reaching students before putting them into the formal RTI process. Members of the staff, including the school leader, counselors, and nurse, conduct home visits, which support improved attendance, and increase family engagement in interventions and in subsequent referrals to outside organizations and agencies.
- The IIT found that the school staff uses curricula, programs, and best practices to address students’ social and emotional developmental health and provide staff with professional development to ensure effectiveness in this area. The motto of “safety, responsibility, and respect” is evident through students’ positive behavior and the positive climate throughout the building. The school conducts a daily morning meeting for all students to build community and to engage students in “bucket-filling,” the practice of highlighting actions or words that demonstrate care and respect to emphasize positive recognition. The two school counselors support a number of guidance activities to promote social and emotional development, including the Second Step program focused on communication about feelings and anger management for grades kindergarten through two, a skills streaming curriculum for grades kindergarten through two, an anti-bullying curriculum for grades three and four, and a weeklong body rights program for grade two. In addition, a counselor pushes into grades three and four weekly to facilitate class meetings that focus on developing problem solving and cooperation skills.
- Individual teachers noted that the support staff frequently shares strategies and advice to help them meet their students’ social emotional needs. The school leader shared that the district and Board of Cooperative Educational Services (BOCES) provide formal training, including classroom management

workshops for new teachers and teachers on improvement plans. The school and district also collaborate with organizations, such as Neighborhood Center and Kids Oneida to provide mental health and other wraparound services. Counselors interviewed by the IIT, described a referral system for outside services, and noted that they sometimes assist families with paperwork and accompany families to initial meetings. During discussions with the IIT, members of the school staff reported that behavior referrals and discipline issues have declined, and that because of staffing, program, and community resources they are able to meet the social-emotional needs of their students.

- School leaders and support staff collect and analyze a range of social-emotional data, including attendance, discipline referrals, and incident reports. In addition, the RTI system reviews student-level behavior and academic data. School leaders have used these data to track behavioral incidents and to identify and resolve issues, such as problems on buses, and to inform decisions, such as changes to the detention system and more effective scheduling. The school staff meet regularly to discuss and review data about individual students and to plan further support. The school’s plan to use data to identify and monitor support for student academic and social emotional developmental health needs is resulting in improvements to behavior, attendance, and positive school climate.

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.

- Although the school leader sets high expectations for learning, the school has not set measurable goals for student performance outcomes. During discussions with the IIT, the school leader described her vision for quality teaching and learning, and teacher interviews reflected the increased focus on aligning curriculum to standards and using data to drive instruction. The school communicates expectations to parents in multiple ways, including via presentations at open house, at parent nights, through regular mailings of the newsletters, and through the school calendar. However, the school does not have a handbook that delineates expectations, policies, and practices to share with families. Some parents interviewed by the IIT reported that they do not feel equipped to help their child reach the expectations set by the school.
- There are a number of practices that promote reciprocal communication, including folders in the lower grades and an agenda book in the upper grades that students take home and in which parents and teachers can send notes back and forth. Some teachers also use Class Dojo, an online program, to share grades and other information as well as to facilitate communication; however, this is not a school-wide practice. The school hosts one parent conference each year in January during which teachers go over each student’s state test scores and where they need to be. Some parents interviewed by the IIT said that they do feel welcome in the building and that they get the information they need, though some parents expressed that information is not always timely.
- Parents shared that they want more training regarding the shift to CCLS and information on how they can help their child with the new curriculum being implemented at the school. Members of the support staff shared that they aspire to provide training for parents, but have not yet done so. During

discussion with the IIT, parents reported that the school has provided some training opportunities, but parents said and school leaders confirmed that attendance has been sparse at academic events. Teachers interviewed by review team, said they have been discouraged by the low level of attendance by parents at the CCLS night and other academic events. Teachers also shared that, while the guidance staff distributed a letter to teachers about how to make parent-teacher conferences effective, they have received minimal professional development regarding best practices for building strong home-school relationships.

Recommendation:

- The school leader should establish clear and measurable goals and expectations for learning, document goals and expectations in a family handbook, and continue to communicate expectations to families through multiple means, including website, correspondence, events, meetings, and conferences. Provide professional development to teachers focused on effective practices for fostering productive home-school relationships.
- The school leader should work with teachers and support staff to develop and foster parent leadership to promote family participation in activities tied to supporting their child's academic success, such as expanding PTO (parent teacher organization) membership and empowering class or grade parents with clear roles and responsibilities for supporting teaching and learning. Consider additional strategies to increase parent involvement, such as inserting academic issues into other high-attendance events, holding events off-site, and using professional development and planning committees to leverage teacher relationships with parents to increase their engagement in events and their child's learning.