



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	411800010015
School Name	John E. Joy Elementary School
School Address	8194 Bielby Road, Rome, New York 13440
District Name	Rome City School District
School Leader	Andria Lacey
Dates of Review	April 28-29, 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 John E. Joy Elementary School

School Configuration (2014-15 data)- given			
Grade Configuration	K-4	Total Enrollment	248
		SIG Recipient	yes
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	20	# Dual Language	24
		# 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	0	# Music	15
# Foreign Language	0	# Dance	0
		# CTE	0
School Composition (most recent data)			
% Title I Population	100	% Attendance Rate	94.55
% Free Lunch	60.91	% Reduced Lunch	9.47
% Limited English Proficient	8.23	% Students with Disabilities	13.99
Racial/Ethnic Origin (most recent data)			
% American Indian or Alaska Native	0	% Black or African American	6.58
% Hispanic or Latino	10.29	% Asian or Native Hawaiian/Pacific Islander	4.94
% White	77.78	% Multi-Racial	.41
Personnel (most recent data)			
Years Principal Assigned to School	10	# of Assistant Principals	0
# of Deans	0	# of Counselors/Social Workers	0
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	0
% Teaching with Fewer Than 3 Years of Experience	5.88	Average Teacher Absences	5.5
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	19.74	Mathematics Performance at levels 3 & 4	25.0
Science Performance at levels 3 & 4 (4th Grade)	73.34	Science Performance at levels 3 & 4 (8th Grade)	
Student Performance for High Schools (2013-14)			
ELA Performance at levels 3 & 4		Mathematics Performance at levels 3 & 4	
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits		% of 2nd year students who earned 10+ credits	
% of 3rd year students who earned 10+ credits		4 Year Graduation Rate	
6 Year Graduation Rate			
Overall NYSED Accountability Status (2013-14)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District		Focus School Identified by a Focus District	
Priority School			

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	n/a	Black or African American	n/a
Hispanic or Latino	n/a	Asian or Native Hawaiian/Other Pacific Islander	n/a
White	No	Multi-Racial	n/a
Students with Disabilities	n/a	Limited English Proficient	n/a
Economically Disadvantaged	Yes		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	n/a	Black or African American	n/a
Hispanic or Latino	n/a	Asian or Native Hawaiian/Other Pacific Islander	n/a
White	Yes	Multi-Racial	n/a
Students with Disabilities	n/a	Limited English Proficient	n/a
Economically Disadvantaged	Yes		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	n/a	Black or African American	n/a
Hispanic or Latino	n/a	Asian or Native Hawaiian/Other Pacific Islander	n/a
White	Yes	Multi-Racial	n/a
Students with Disabilities	n/a	Limited English Proficient	n/a
Economically Disadvantaged	n/a		

SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:

1. Continue the implementation of using evidence-based systems to gather, analyze, and utilize data to make decisions.
2. Lesson plans need to be consistent in the alignment to the CCLS and the CCLS shifts. Plans need to consistently incorporate differentiation and skills that scaffold instruction and learning using student data consistently to monitor and adjust curricula.
3. There needs to be a consistent use of instructional practices that are organized around unit and daily lesson plans that address all student goals and needs.
4. Continue to educate all teachers in the district's RtI Plan and the process for collecting and reporting student data.
5. Sustain and increase family and community involvement.

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 district-selected Outside Educational Expert, and a representative from the Regional Bilingual Education Resource Network (RBERN).
- The review team visited a total of 14 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, schoolwide data, teacher feedback, and student work.
- The school provided results of a student survey that 87 (35 percent) completed.
- The school provided results of a staff survey that 21 (100 percent) 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
OVERALL RATING FOR TENET 5:					I

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

#	Statement of Practice	H	E	D	I
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 reported that the school has a mission, a vision, and a series of goals that have been developed with the input of teachers and parents. However, the mission and vision statements do not directly address instructional priorities, the social-emotional developmental health of students, or fostering family involvement in student achievement. The mission speaks in general terms about providing an excellent education for all of its students and creating a climate that empower all students to grow into competent, caring individuals. The Integrated Intervention Team (IIT or “review team”) found that the mission and vision statements are not achievement related and that the goals are not Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART). In addition, teachers, parents, and students interviewed by the IIT could not clearly articulate the vision and mission statements. As a result, the mission, vision, and goals have little impact on bringing about sustained school improvement.
- The school leader identified several resources provided by the district to drive school improvement. These resources include a data coach, a mathematics instructional coach, and an English language arts (ELA) coach; however, the school leader reported that she does not use needs assessments to direct these resources strategically to address identified areas of weakness. During discussion with the IIT, teachers reported that they self-select the amount of support they will receive the coaches. This results in inconsistencies in teacher performance since some teachers accept the coaching options and others do not.
- The school leader conducts observations according to the district’s Annual Professional Performance Review (APPR) plan. A review of formal observation reports showed that all of the ratings in the samples provided were either Highly Effective or Effective; however, during class visits, the IIT noted significant areas for instructional improvement. During discussions with the IIT, teachers reported that the school leader is highly visible throughout the school, but minimally provides actionable feedback to help improve their instruction. Teachers also reported that school leaders rarely use the 5X5 walkthrough, a program designed to provide feedback to teachers from the school leader’s visits to five classrooms for at least five minutes on five days per week to monitor the implementation of instructional practices. A review of some 5X5 walkthrough reports showed that school leaders described the lesson taught, but did not provide an assessment of the teachers’ strengths and weaknesses or actionable feedback. The teacher leader reported that she does not keep a formal data bank on teacher performance to inform her decisions about school-wide instructional practices from a disaggregation of such data. The IIT found limited evidence to show that the data from observations is used to guide coaching and other professional development (PD) needs, identify trends, or determine next steps for improvement.

- The school leader reported that the small size of this school, her high visibility within the school, and her active participation in staff meetings provides her with many informal opportunities to track and monitor school-wide practices. The review team examined examples of how the leadership used student data to make some decisions, such as the use of student performance data to create balanced assignments of students to each classroom annually. However, the review team found minimal examples of formal data collection and analysis that could guide informed decisions about teacher performance, trends in attendance, comparative performance of students between classrooms, or trends in social and emotional issues among the student body. As a result, there are significant inconsistencies in teacher performance and student outcomes.

Recommendation:

By the end of May, the school leader will convene a committee of teachers, support staff, and parents to collaboratively develop a new mission and vision statement that addresses increasing student achievement, social and emotional health, and family involvement. Following the creation of the new mission and vision statement, the school leader will work with a committee of teachers and support staff to develop a series of SMART goals designed to actualize the mission and vision statements. This will set the stage for transforming instructional planning and practice, strategically addressing the social and emotional developmental health needs of students, and expanding the active participation of parents in improving student achievement.

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.

- A review of documents and the school leader interview indicated that the school lacks a common lesson-planning format and a comprehensive system for curricula development. The IIT found that teachers’ planning documents primarily consisted of copies of portions of EngageNY modules with some additional brief notes such as, describing an exit ticket activity or a penciled in “I Can” statement. In addition, the IIT saw few curriculum maps in use, and the maps reviewed were rudimentary. Teachers report that their instructional resources in mathematics and ELA are generally the EngageNY modules. Teachers also reported that this is the second year that the modules have been in place; however, the school leader has not provided adequate guidance on how to adapt the modules to address the individual learning needs of students. As a result, there are significant inconsistencies in the CCLS implementation process.
- A review of documents as well as teacher and school leader interviews indicated that teachers have just begun to create curriculum maps, and those maps do not conform to a set of well-defined expectations. Teachers reported, and class visits confirmed, that they are having difficulty in planning and incorporating higher-order thinking questioning and differentiated activities. Evidence gathered from discussions with students and teachers reflect that most teachers’ lessons include minimal activities that promote students’ creative problem solving, synthesis, and evaluation skills. During class

visits, the IIT saw few instances of teachers using data-driven instruction (DDI) protocols and scaffolding of instruction. Most teachers primarily asked low-level questions that required a single response. In addition, most teachers provided teacher-centered lessons, which limited student engagement and diminished opportunities for students to employ higher order thinking and creativity.

- The school staff minimally plans for interdisciplinary curricula targeting arts, tech, or other enrichment opportunities. The IIT attended a grade-level teacher meeting in which teachers discussed plans for a research project grounded in the study of other countries and incorporating green-screen digital photography of student presentations. During discussion with the IIT, teachers reported that the research endeavor was the only interdisciplinary project for the school year. During classroom visits, reviewers did not find evidence of collaborations between class teachers and special area teachers. In addition, most of the class work that teachers provided to students was worksheets, which limited opportunities for students to engage in thoughtful cross-curricula activities.
- Teachers reported that they have a wide range of data on student performance and that they informally respond to that data. Teachers reported that they differentiated a writing lesson taken from the Lucy Calkins program for low, middle, and high performing students; however, the IIT did not find evidence of how the teachers determined the placement of students. Some teachers reported and classroom visits confirmed that some teachers formally use student performance data for planning, but this practice is inconsistent across classrooms. Students interviewed by the IIT reported that they recalled being told their reading scores, but did not remember the actual score or what it meant. In addition, most students said they could not recall their teachers giving directions on how to improve those scores. A review of student work products indicates that teachers inconsistently provide actionable feedback or directions for improvement. In examining a work folder and discussing it with the student, the IIT concluded that the student did not understand the meaning of the teacher’s comment. Weak data analysis results in inconsistencies in planning to meet the individual needs of students; for example, students reported that if they successfully achieve the learning goals for the day before the rest of the class, they are told to read or help the teacher, but they are not given the opportunity to attempt further challenges.

Recommendation:

By the end of May, the school leader and the school leadership team will identify common matrices of expectations for the components of lesson plans that incorporate adaptations to address the needs of all students, especially the needs of students with disabilities and ELLs. These expectations should conform to the revised mission and vision statements and the SMART goals that promote high levels of student achievement in order to set the stage for additional curriculum work.

<p>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.</p>	<p>Tenet Rating</p>	<p>D</p>
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The school has received a rating of *Developing* for Tenet 4 – Teacher Practices and Decisions.

- The school leader has provided teachers with the EngageNY English language arts (ELA) and mathematics modules. Teachers reported, and class visits confirmed that teachers do not consistently adapt these modules to address student needs and learning styles. The school leader has provided instructional coaches and materials to foster curriculum planning tied to the CCLS and the instructional shifts. However, the IIT did not find evidence to show how that the school leader regularly reviews plans to ensure that all teachers use data to adapt the modules to address students' varied needs and learning styles. A review of the observation and 5X5 walkthrough documents showed that teachers receive limited actionable feedback to guide them in meeting instructional expectations for differentiation, student engagement, and higher-order questioning. As a result, teachers inconsistently plan and implement instruction that promotes increased student achievement.
- Classroom visits showed that teachers minimally ask higher-order questions. Teachers reported that they believe that they must complete all of the modules just as they appear on paper without any discretion on their part. Teachers also reported that last year they read the printed directions for each element of each module with few attempts to modify the module, which limited the instruction time available to have students analyze, synthesize, evaluate, or explore creative problem solving options. Teachers and students confirmed that there are few if any "hands-on" projects or opportunities for individual choices of activities to demonstrate learning. The IIT found that although some teachers provided challenging and stimulating activities and practices, most teachers' instructional practices did not lead to high levels of student engagement and achievement.
- Students interviewed by the IIT, reported that the school is a friendly place with caring adults. They also indicated that they feel comfortable asking questions in the classroom. However, discussions with students and teachers confirmed that lessons are dominated by seatwork and that students are seldom provided with options in how to express their learning. In most classroom visited by the IIT, teachers inconsistently differentiated instruction to address students' varied experiences and needs. Classroom visits noted that students were generally compliant rather than actively engaged. The students were responsive to teacher direction, but the IIT did not see examples of students involved in creative problem solving or taking a leadership role in learning. As a result, the learning environment does not encourage the intellectual investment of students in their own learning.
- Teachers reported that they do not adhere to a shared process for using data and that each teacher determines the best way to use data and assessments to adjust instructional strategies. Teachers' comments during the teacher focus group indicated that teachers inconsistently gather data through formative assessment. During classroom visits, the IIT noted that some teachers used "thumbs up/thumbs down" as formative assessments. However, the IIT found that while some teachers collected formative data, few teachers used this information to adjust instruction. In addition, the IIT found that teachers did not use rubrics, associated with the writing program, consistently throughout the school. The inconsistent use of data and assessments limits the staff's ability to provide students with appropriate supports to address their needs.

Recommendation:

In support of the set of SMART goals aimed at increasing student achievement by improving teacher practices, the school leader should use the 5X5 walkthrough process daily to monitor teacher performance and provide timely, actionable feedback with special emphasis on increasing student engagement, differentiation, and the critical thinking skills of applying, analyzing, evaluating, and creating.

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

Tenet Rating

I

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

- The school leader reported that she has introduced activities to promote good behavior among the students, such as the Bucket Filler tokens and Tiger Paw activities. However, the school leader reported that she has not established a formal system to identify the social and emotional developmental health needs of students or a program that can provide guidance as to what sorts of character building or appropriate supports for students. As a result, the school is not in a position to ensure that the barriers to social and emotional developmental health and academic success are addressed.
- The school leader reported that there are elements of the positive behavioral interventions and supports (PBIS) program in the building supporting the character traits of respect, responsibility and resourcefulness or “the three R’s.” However, these elements generally revolve around an informal process of praising good behavior when opportunities arise. Teachers use Tiger Paws tickets to label a Tiger Paw flyer that has each toe identified as the three R’s, with a child’s name next to it. The paw is then stapled onto a bulletin board to honor the child. Teachers report that a character building “word of the month” is announced each month, but that other than highlighting the meaning of the word there are few, if any, follow-up activities. Support staff and the school leader stated that the PD offered to teachers predominantly focuses on academics, with little emphasis on how social and emotional factors can influence student learning. For example, the school leader has not provided training for teachers to address the changing demographics that now include more students from other cultures and those who live in poverty. As a result, there is no assurance that the building’s social and emotional developmental health activities are comprehensively supports student social and emotional developmental health needs.
- The support staff reported that the school has not strategically organized its work by formalizing processes and protocols, and making them universally known or by formally identifying the roles that staff plays in supporting a healthy learning environment. The school leader reported that the school does not have a Ladder of Referral to ensure all community members know when to report information about a student’s social and emotional needs and whom to contact. These inconsistencies in identifying and responding to social and emotional developmental health needs limit the ability of teachers, support staff, and parents to consistently address the social and emotional developmental

health needs of students.

- The school data collects data in areas such as attendance, disciplinary referrals, and aggregate academic performance. However, during discussions with the IIT, the school leader and staff reported there are no plans or protocols in place to correlate these data so that staff can use it to identify school-wide needs or those students in need of interventions or to respond to the changing social environment within the school community. The IIT found that the school lacks structures to conduct a periodic needs assessment, which reduces opportunities for staff to use data to respond to student social and emotional developmental health needs.

Recommendation:

The school leader and the support staff should create a building-wide social and emotional developmental health needs assessment incorporating a data analysis of attendance, academic performance, and behavioral records. In addition, the school should create and administer a survey of the teaching and support staff to identify the social and emotional status of each student. The school leader, support staff, district personnel, and teacher leaders will use this needs assessment before the start of the 2015-2016 school year to determine the nature and scope of a range of programs, PD, and materials that best suit the needs of the students in this school.

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 some teachers inform parents of ongoing schoolwork, during discussion with the IIT, the school leader, teachers, and support staff agreed that the school does not consistently provide parents with tips and tools they might use to assist their children in reaching higher expectations. The school leader reported that a teacher, on her own initiative, provided two evening “Math Night” presentations that averaged six parents in attendance each night. The school leaders provide parents with a printed and on-line newsletter each month that highlights school events. However, the school leader has not used these forums to share the school’s performance goals for the year with the parents. Although the Parent-Teacher Group (PTG) has sponsored some events focused on building the home school relationship. The school staff has not established a strong home-school connection, which limits parents’ role in supporting student achievement.
- According to members of the student support staff, some teachers initiate contact parents via telephone or through written notes concerning matters such as attendance. However, these contacts are not consistent nor conform to any guidelines about the nature or frequency of contact with parents. The review team found no evidence of specific expectations concerning recordkeeping regarding outreach to parents. Parents have access to the Parent Portal option on the school’s webpage; however, teachers reported that parents rarely use this vehicle. While teachers and the school leader acknowledged the low participation level of parents at school activities and events, they

have not surveyed parents to determine the reasons for their lack of involvement.

- Presently, there is no formal program to train parents and staff on creating and sustaining home-school partnerships. According to the school leader and the support staff, policies are not in place concerning when and why teachers should initiate contact with parents. The support staff indicated that parents are not provided with information on the availability of a range of services available to assist with their child's learning needs, thus limiting the ability of parents to participate in their child's academic achievement.
- Parents interviewed by the IIT, reported that the school does not regularly provide parents with user-friendly information about students' reading levels or how their child's reading ability compares to school-wide and statewide data. The limited information provided to parents does not identify the criteria for determining that reading level and guidance on how to help their child improve. There was no evidence that students receiving "Tiger Paws" recognition was routinely shared with parents. The lack of a systematic way to share a range of data concerning their child's performance and abilities hinders parents in their ability to support student learning and advocate for their child.

Recommendation:

The school leader, PTG members, and teachers should generate a range of media alternatives for reciprocal communication between families and the school. In addition, this group should determine the school performance data to be provided to parents to assist them in better understanding levels of student achievement. Information should include attendance, student performance data, school assignments, and tips and tools for supporting improved student achievement. The school leader should then work with district personnel to include this data in the district-provided, parent-accessible computer platform.