



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

**DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)**



<b>BEDS Code</b>	280208030005
<b>School Name</b>	Roosevelt High School
<b>School Address</b>	1 Wagner Avenue, Roosevelt, NY
<b>District Name</b>	Roosevelt Union Free School District
<b>School Leader</b>	Shawn Farnum
<b>Dates of Review</b>	April 28-29, 2015
<b>School Accountability Status</b>	<input checked="" type="checkbox"/> Priority School
<b>Type of Review</b>	<input checked="" type="checkbox"/> SED Integrated Intervention Team (IIT)

## School Information Sheet

<b>School Configuration (2014-15 data)</b>			
<b>Grade Configuration</b>	9-12	<b>Total Enrollment</b>	997
		<b>SIG Recipient</b>	Yes
<b>Types and Number of English Language Learner Classes (2014-15)</b>			
<b># Transitional Bilingual</b>	0	<b># Dual Language</b>	0
		<b># Self-Contained English as a Second Language</b>	0
<b>Types and Number of Special Education Classes (2014-15)</b>			
<b># Special Classes</b>	16	<b># SETSS</b>	7
		<b># Integrated Collaborative Teaching</b>	5
<b>Types and Number of Special Classes (2014-15)</b>			
<b># Visual Arts</b>	3	<b># Music</b>	2
		<b># Drama</b>	0
<b># Foreign Language</b>	1	<b># Dance</b>	0
		<b># CTE</b>	3
<b>School Composition (most recent data)</b>			
<b>% Title I Population</b>	100	<b>% Attendance Rate</b>	90
<b>% Free Lunch</b>	71	<b>% Reduced Lunch</b>	5.2
<b>% Limited English Proficient</b>	20	<b>% Students with Disabilities</b>	14.4
<b>Racial/Ethnic Origin (most recent data)</b>			
<b>% American Indian or Alaska Native</b>	0	<b>% Black or African American</b>	53
<b>% Hispanic or Latino</b>	47	<b>% Asian or Native Hawaiian/Pacific Islander</b>	0
<b>% White</b>	0	<b>% Multi-Racial</b>	0
<b>Personnel (most recent data)</b>			
<b>Years Principal Assigned to School</b>	0.5	<b># of Assistant Principals</b>	2
<b># of Deans</b>	0	<b># of Counselors/Social Workers</b>	5
<b>% of Teachers with No Valid Teaching Certificate</b>	0	<b>% Teaching Out of Certification</b>	0
<b>% Teaching with Fewer Than 3 Years of Experience</b>		<b>Average Teacher Absences</b>	
<b>Student Performance for Elementary and Middle Schools (2013-14)</b>			
<b>ELA Performance at levels 3 &amp; 4</b>		<b>Mathematics Performance at levels 3 &amp; 4</b>	
<b>Science Performance at levels 3 &amp; 4 (4th Grade)</b>		<b>Science Performance at levels 3 &amp; 4 (8th Grade)</b>	
<b>Student Performance for High Schools (2013-14)</b>			
<b>ELA Performance at levels 3 &amp; 4</b>	3	<b>Mathematics Performance at levels 3 &amp; 4</b>	6
<b>Credit Accumulation High Schools Only (2013-14)</b>			
<b>% of 1st year students who earned 10+ credits</b>		<b>% of 2nd year students who earned 10+ credits</b>	
<b>% of 3rd year students who earned 10+ credits</b>		<b>4 Year Graduation Rate</b>	72%
<b>5 Year Graduation Rate</b>	80%		
<b>Overall NYSED Accountability Status (2013-14)</b>			
<b>Reward</b>		<b>Recognition</b>	
<b>In Good Standing</b>		<b>Local Assistance Plan</b>	
<b>Focus District</b>		<b>Focus School Identified by a Focus District</b>	
<b>Priority School</b>	X		

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

**SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:**

1. Increase scores in English language arts and math.
2. Implement Common Core Learning Standards including the instructional shifts.
3. Use data to drive instruction.

## 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-selected Outside Educational Expert and a Special Education School Improvement Specialist (SEIS) representative.
- The review team visited a total of 26 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 has a large population of ESL students and students with interrupted formal education (SIFE) due to the migration of unaccompanied minors that came to the United States from Central America beginning last fall. The population of Hispanic students has doubled in the 2014-15 school year to 200 with an additional seven students enrolling the week before the review. During the review, many teachers were called on to administer the New York State English as a Second Language Achievement Test (NYSESLAT) to determine each student's level of language acquisition. Each test must be administered one-on-one and takes approximately 20 minutes to complete. Many classes were cancelled or combined in order to free the teachers to help with test administration.

### 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"/>
<b>OVERALL RATING FOR TENET 2:</b>				<b>D</b>	

### 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	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	(CCLS) that is monitored and adapted to meet the needs of students.				
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"/>
<b>OVERALL RATING FOR TENET 3:</b>				<b>D</b>	

**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"/>
<b>OVERALL RATING FOR TENET 4:</b>				<b>D</b>	

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

#	Statement of Practice	H	E	D	I
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL RATING FOR TENET 5:</b>				<b>D</b>	
<b>Tenet 6 - Family and Community Engagement:</b> 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.					
<b>#</b>	Statement of Practice	<b>H</b>	<b>E</b>	<b>D</b>	<b>I</b>
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"/>
<b>OVERALL RATING FOR TENET 6:</b>				<b>D</b>	

<b>Tenet 2 - School Leader Practices and Decisions:</b> 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.	<b>Tenet Rating</b>	<b>D</b>
<p>The school has received a rating of <b><i>Developing</i></b> for Tenet 2 – School Leader Practices and Decisions.</p> <ul style="list-style-type: none"> <li>• The school leader, who began in November 2014, worked with the school’s DTSDE committee (Diagnostic Tool for School and District Effectiveness) to create a five-year improvement plan for the school. That work is reflected in the revised School Comprehensive Education Plan (SCEP). The school leader presented the committee’s progress to the staff during monthly staff meetings and requested input. Some staff stated they contributed ideas to the plan and vision while others said they had some ideas but did not share them. The school leader shared with the review team his data-driven mission and data wall, which includes a list of every senior’s grades and credits and whether each is on track to graduate in June. The school leader stated that he is in the process of sharing the mission with the staff.</li> <li>• The school leader directs much of his resources and staff time to support the high number of English as a Second Language (ESL) students and Students with Interrupted Formal Education (SIFE), many of whom are over-age and under-credited. For example, many grade nine classes have a number of students who are 18 or 19 years old. The school leader purchased materials and re-directed staff to conduct bi-lingual instruction in classes, such as in biology, to teach students scientific vocabulary prior to their attempting the Regents class. The school leader shares his needs with the district office and, as a result, a new assistant principal (AP) for the ESL program will begin in May. The school leader has requested additional ESL teachers for 2015-16 when a further increase in ESL and SIFE students is expected. Academic intervention in the form of English language arts (ELA) and math labs, as well as a Response to Intervention (RTI) program have been implemented to meet student needs. Teachers and staff stated that issues with the current block schedule configuration and classes with large enrollments of ESL students impact their work. Further, teachers reported that 75 and 90-minute classes are too long for struggling ESL students and students with disabilities. In addition, students and parents stated that Advanced Placement and Regents courses that end a semester before exams leave students taking those courses at a disadvantage.</li> <li>• The school leader shared that teachers are formally observed once each year and are informally observed five times with walkthroughs. School leaders use the Kim Marshall rubric and enter feedback electronically into a database by highlighting areas on the rubric. However, the school leader stated that he uses the rubric to have a conversation with teachers after the observation but does not record these thoughts. As a result, school leaders are unable to track improvements to teachers’ practice.</li> <li>• The SCEP outlines a series of activities aligned to the DTSDE rubric by Tenet, such as implementing weekly walkthroughs, creating a professional learning community (PLC) for curriculum development, ensuring lessons are informed by data, creating a system where every child is known by an adult, and increasing the communication with parents and the community. The school leader stated that there is a need to measure the success of these activities and as a result he currently working with staff through various committees to develop and implement systems to monitor and evaluate progress</li> </ul>		

toward school-wide goals.

**Recommendation:**

The school leader, in collaboration with representatives from all departments and student support services, should begin immediately to review and revise the high school schedule. The revised schedule should address the needs of:

- ESL students, to ensure they have adequate time to receive English instruction without being assigned to classes with large enrollments;
- students with disabilities, to ensure that they receive appropriate services without being expected to spend long periods of time in one class;
- Smart Scholars students, to ensure they are enrolled in classes that approximate the college experience in time; and
- students taking Advanced Placement tests and Regents exams, to ensure that they are enrolled in classes that continue through to exam time and do not end the semester before.

School leaders should develop a plan to visit classrooms on a frequent basis. Visits should be formal, informal, and unannounced and target an agreed upon best practice, such as:

- implementing instructional shifts;
- higher-order thinking/questioning; and
- student engagement.

School leaders should provide immediate actionable feedback to teachers and develop a tracking mechanism, such as an Excel spreadsheet, which is accessible to all leaders in order to monitor progress during subsequent visits.

**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 providing professional development (PD) for teachers to implement the Common Core Learning Standards (CCLS) and incorporate the instructional shifts into their lessons and curriculum, including providing coaches for ELA teachers, in particular. Teachers are in the process of reviewing lessons and curriculum during their department PLCs. Math teachers stated they are using the modules from *Engage NY* to support alignment of the curriculum with the CCLS and use the old Regents curriculum to prepare students for the exam. The school leader has scheduled math and ELA Academic Intervention Services (AIS) classes for the end of the school day. In addition, there is a Smart Scholars program for 130 students who are taking college courses for credit through the State University of New York (SUNY), in which teachers are certified by the college and teach using the college curriculum.

- Teachers told the review team that there has been some discussion about having curriculum development time this summer, as there is a need to review and revise the curriculum, but a lack of time during the school year. Further, teachers stated the PLC period held twice a week lasts for about 30 minutes, which gives teachers little time to work on complex curriculum development. A review of lesson plans demonstrated that teacher planning generally adhered to a template, but did not always list standards aligned to the CCLS.
- Teachers stated they understand the importance of interdisciplinary curriculum, but there is no time in their schedules to meet with teachers from other content areas. Some teachers shared that they have worked with colleagues to develop an interdisciplinary unit on terrorism and have revised it to include the CCLS; however, this unit was the only example given of an interdisciplinary unit. The school leader and teachers outlined plans to develop academies for the students, such as entrepreneurship, culinary, and nursing with interdisciplinary curricula.
- Teachers are beginning to use formative and summative assessments to inform curriculum planning. Teachers shared that through diagnostic testing they have found that many students, particularly ESL and SIFE, are reading and writing and have math skills at grade two or grade three levels. Teachers are trying to bring these students to grade level, but many have not been in school in their own countries for many years. Since the teachers are required to prepare students to be successful on Regents exams, they adjust their curricula accordingly. Teachers are using formative assessments, such as quizzes, exit tickets, and thinking maps to gauge student achievement.

**Recommendation:**

During PLCs, department heads/lead teachers should begin to address the development of interdisciplinary units, which target the inclusion of the arts and technology into CCLS and content-standards-aligned curricula.

- Units should include both enrichment opportunities and strategies for students who are not on grade level, students with disabilities, and/or for whom English is a second language.
- Units should be rigorous and relevant to students’ experiences, thus providing multiple opportunities to access the content and skills.

**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.

- While in the self-assessment, the school leader noted that teachers are able to use the information in the PowerSchool database to inform their instruction and create SMART goals, the review team did not find evidence of teachers creating SMART goals for individuals or groups of students. Teachers stated they use the time in PLCs to plan instruction based on data from formative and summative assessments.

- Teachers stated that they use “Understanding by Design” (UbD) protocols to develop their lessons. However, there was little evidence of UbD processes seen in instruction or a review of lesson plans. Many teachers had aims and objectives posted in their classrooms, but few teachers had substantive essential questions to help guide the lesson. In a history class, students were finding text-based evidence and annotating reading passages to support their answers to questions, but this was not consistent across the school. During most classroom visits, students were asked low-level questions that required recall or single word responses with no opportunity to support their answers. The review team found few examples of teachers asking follow-up questions or probing student thinking deeply. Many students completed worksheets during classroom visits and teachers did not provide input to check for or deepen student understanding. Teachers did group students, but they were often given tasks that did not require them to work together to complete an assignment. Students in the focus group that were part of the Smart Scholars program stated they sometimes had projects to complete using strategies such as “jigsaw,” and that they research a different aspect of a topic before sharing and pooling their information with other members of the group. However, there was limited evidence of this type of instruction in classrooms across the school.
- The student group told the reviewers they feel physically and intellectually safe in class and that students in their classes are encouraged to express their points of view, even if they are different from the majority of the class. However, many parents, particularly parents of ESL students, shared with the review team that they feel their children are at risk around the school and in the neighborhood. The school has put many safeguards in place for ESL students including differentiating classes based on the levels of proficiency determined by the NYSESLAT, designing classes to boost academic vocabulary prior to core-content classes, and special classes, like art, that are mostly for ESL students. However, in their focus groups, teachers and student support staff expressed concern about the continued large influx of immigrant students and about how the school should best serve them. Teachers are in the process of analyzing assessments, such as benchmark exams, quizzes, and exit tickets, as well as Regents exam results, to make decisions about instruction and are in the beginning stages of using data to adjust groupings and provide additional student support.

**Recommendation:**

The school leader, in collaboration with department leads and student support staff, should begin immediately to review, revise, and monitor on a monthly basis the system to proactively address the continued influx of ESL and SIFE students. The revised system should include, but not be limited to:

- placement of students in age-appropriate settings despite their level of language proficiency;
- PD for all teachers in cultural responsiveness, basic Spanish language instruction, and instructional strategies addressing ESL and SIFE student needs; and
- a process to monitor instruction and evaluate ESL and SIFE student achievement on a monthly basis.

<p><b>Tenet 5 - Student Social and Emotional Developmental Health:</b> 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.</p>	<p><b>Tenet Rating</b></p>	<p><b>D</b></p>
<p>The school has received a rating of <b>Developing</b> for Tenet 5 – Student Social and Emotional Developmental Health.</p> <ul style="list-style-type: none"> <li>• The school leader has begun to put systems in place to address student social and emotional developmental health needs. The school leader shared that the school is in the process of identifying and providing PD for an instructional support team (IST) consisting of guidance counselors and teachers. The function of this team will be to provide support for teachers as they develop and implement interventions for students. Currently the building team (BT) comprised of the school leader, the assistant principals, a guidance counselor, and the teacher making a student referral review available data and discuss interventions. However, the current system does not allow for ongoing support for implementing the planned interventions to ensure success. The school leader has a plan to task the IST with supporting teachers to implement interventions and then to form a student support team (SST) to provide additional support for students, such as counseling services if needed.</li> <li>• The school does not currently have a curriculum or program to support student social and emotional health. However, the district has plans to begin a Positive Behavioral Interventions and Support (PBIS) program next year. The students in the focus group said there are several clubs and extracurricular activities available to address student needs, such as the “Gay-Straight Alliance” and the “Girls Empowerment,” a group that discusses womanhood and surrounding issues. Teachers, counselors, and students in their respective focus groups told the review team that the school is like a big family where students can easily find an adult to confide in when necessary.</li> <li>• Student support staff shared with the review team that since there is no guidance department chair, guidance services are not always coordinated to meet student needs. In addition, there is no protocol for Response to Intervention (RTI) or a systematic way to refer students who are in need of behavioral and/or academic interventions. Further, there is no referral process in place that is understood by teachers, staff, students, and parents that includes data collection and analysis along with ways to track student progress. Additionally, student support staff stated that there is a lack of support for ESL students in need of special education services. The school leader’s self-assessment identifies a next step for the school is to provide PD for staff on social and emotional developmental health. Currently, guidance counselors share information about student support during staff meetings. However, a more comprehensive plan for PD around social and emotional developmental health is not in place.</li> <li>• School leaders and staff meet every three weeks to review academic and behavior data on attendance, discipline, incident reports, and information in the Violent and Disruptive Incident Reporting (VADIR) report. During these meetings, staff members identify trends and plan actions to address these issues. Teachers, student support staff, and parents in their respective focus groups stated that lack of resources, including a need for additional appropriately trained staff, such as safety officers, social workers, and school psychologists, limit the amount and frequency with which school personnel can address the social and emotional health needs of all students.</li> </ul>		

**Recommendation:**

Starting immediately the school leader along with student support providers should meet bi-weekly with the IST to create an action plan including:

- a vision of social and emotional developmental health that is supported by the entire school community;
- the combining of the IST with the planned SST;
- a formal referral process including forms and submission procedures; and
- implementation of a data system to track student information and monitor progress during each meeting.

**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 is beginning to communicate high expectations for student achievement to parents and students through scheduled events. Teachers and student support staff stated that there are many events scheduled for parents including open houses, back to school nights, parent/teacher conferences, and a parent symposium. Parents shared that while many families attend some events, parent turn out is low at most events. For example, the parent symposium with community agencies drew less than 10 parents. However, parents stated they were only alerted to the event the day before it occurred. While school staff reported that events are posted on the school calendar, the information contained in the month-by-month calendar on the school website for the last two years is limited. Teachers shared with the review team that they are encouraged to create and maintain positive relationships with parents and that they communicate frequently with families via phone calls and emails. The school leader noted in the self-assessment that teachers record their interactions with parents in communication logs, which demonstrate an average of 30-50 phone calls per month. Parents interviewed said that they would like to have more opportunities to meet with the school leader on an informal basis. The school leader shared that he was working with the Parent Teacher Association (PTA) to begin having coffee hours during which he could talk with parents to hear their thoughts and concerns.
- There was no evidence that school staff is developing a plan to provide PD for teachers to learn how to form strong relationships with parents. Similarly, there are no plans for staff to help parents better understand both behavioral and academic data about their children. Parents said that the data they do find through the parent portal is not up to date or easy to understand. In addition, while the school depends on the district website to present information to parents and the community, including school information, much of the information there is outdated. A review of documents demonstrated that letters to parents from the school leader are translated into Spanish and that staff translate the

webpage into several languages.

**Recommendation:**

Starting immediately the school leaders should make it a priority to communicate with all parents in their primary language. Communication should:

- be regular, timely, and use a variety of modalities beyond website and “robocalls” to ensure all parents/families are included;
- include timely and accurate data about school-wide and individual student performance;
- provide regularly scheduled workshops to help parents/families understand data and monitor their children’s progress;
- include an open-door policy, as well as opportunities for parents to informally meet with the school leaders on a regular basis; and
- provide parents/families with information about school programs and services, including ESL and students with disabilities, with ways in which they can advocate for their children.