



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

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



<b>BEDS Code</b>	491700010002
<b>School Name</b>	PS 2
<b>School Address</b>	470 Tenth Street, Troy, New York 12180
<b>District Name</b>	Troy City School District
<b>School Leader</b>	Dr. F. Maxine F. Fantroy-Ford
<b>Dates of Review</b>	March 24-25, 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

School Configuration (2014-15 data)- given			
PK-5	<b>Total Enrollment</b>	377	<b>SIG Recipient</b> Yes
Types and Number of English Language Learner Classes (2014-15)			
<b># Transitional Bilingual</b>	0	<b># Dual Language</b>	0
		<b># Self-Contained English as a Second Language</b>	0
Types and Number of Special Education Classes (2014-15)			
<b># Special Classes</b>		<b># SETSS</b>	<b># Integrated Collaborative Teaching</b>
Types and Number of Special Classes (2014-15)			
<b># Visual Arts</b>		<b># Music</b>	<b># Drama</b>
<b># Foreign Language</b>		<b># Dance</b>	<b># CTE</b>
School Composition (most recent data)			
<b>% Title I Population</b>	100%	<b>% Attendance Rate</b>	91%
<b>% Free Lunch</b>	85%	<b>% Reduced Lunch</b>	2%
<b>% Limited English Proficient</b>	0%	<b>% Students with Disabilities</b>	24%
Racial/Ethnic Origin (most recent data)			
<b>% American Indian or Alaska Native</b>	0%	<b>% Black or African American</b>	57%
<b>% Hispanic or Latino</b>	13%	<b>% Asian or Native Hawaiian/Pacific Islander</b>	1%
<b>% White</b>	20%	<b>% Multi-Racial</b>	9%
Personnel (most recent data)			
<b>Years Principal Assigned to School</b>		<b># of Assistant Principals</b>	
<b># of Deans</b>		<b># of Counselors/Social Workers</b>	
<b>% of Teachers with No Valid Teaching Certificate</b>		<b>% Teaching Out of Certification</b>	
<b>% Teaching with Fewer Than 3 Years of Experience</b>		<b>Average Teacher Absences</b>	
Student Performance for Elementary and Middle Schools (2013-14)			
<b>ELA Performance at levels 3 &amp; 4</b>	9 or 9%	<b>Mathematics Performance at levels 3 &amp; 4</b>	7 or 7%
<b>Science Performance at levels 3 &amp; 4 (4th Grade)</b>	25 or 83%	<b>Science Performance at levels 3 &amp; 4 (8th Grade)</b>	
Student Performance for High Schools (2013-14)			
<b>ELA Performance at levels 3 &amp; 4</b>		<b>Mathematics Performance at levels 3 &amp; 4</b>	
Credit Accumulation High Schools Only (2013-14)			
<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>	
<b>6 Year Graduation Rate</b>			
Overall NYSED Accountability Status (2013-14)			
<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		
Accountability Status – Elementary and Middle Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
<b>American Indian or Alaska Native</b>		<b>Black or African American</b>	No
<b>Hispanic or Latino</b>		<b>Asian or Native Hawaiian/Other Pacific Islander</b>	
<b>White</b>	Yes	<b>Multi-Racial</b>	
<b>Students with Disabilities</b>	Yes	<b>Limited English Proficient</b>	
<b>Economically Disadvantaged</b>	Yes		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
<b>American Indian or Alaska Native</b>		<b>Black or African American</b>	Yes
<b>Hispanic or Latino</b>		<b>Asian or Native Hawaiian/Other Pacific Islander</b>	
<b>White</b>	Yes	<b>Multi-Racial</b>	
<b>Students with Disabilities</b>	Yes	<b>Limited English Proficient</b>	
<b>Economically Disadvantaged</b>	Yes		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
<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>	No		

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

1. Increase student performance levels in ELA, Math, and other core subjects.
2. Based on a combination of academic and behavioral indicators, school staff in conjunction with the parent engagement and agency partners will identify the 10-12% of the student population who are at risk.
3. Provide an array of on-site services designed to support the regular academic program for students and offer families opportunities for social, economic, educational development and support.
4. School Staff (administrators, teachers, counselors, paraprofessional, etc.) will receive professional development in the areas of highly effective instructional practices, data-driven instruction, culturally responsive classrooms, differentiating instruction, developing positive student and family relationships and morning meetings.

**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 54 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 student survey that 40 (100 percent) completed.
- The school provided results of a staff survey that 49 (100 percent) completed.
- The school leader is the third principal in three years and is currently serving as an interim principal during the 2014-2015 school year.

**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 (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"/>
<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 checked="" type="checkbox"/>	<input type="checkbox"/>
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL RATING FOR TENET 5:</b>				<b>D</b>	

**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"/>
<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>
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The school has received a rating of **Developing** for Tenet 2 – School Leader Practices and Decisions.

- The interim school leader reported that in September 2014 she worked with some parents, teachers, teacher leaders, and support staff to create a revised mission and vision statement, which is aligned to the school’s priorities. However, the review team found that the statement is not universally known by teachers, students, or parents. During interviews with parents and students, for example, participants were not able to articulate the mission and vision statement nor were they able to specify the school priorities. In addition, the review team observed that the mission and vision statement is not posted throughout the school building. While the review team found that some of the school leaders’ decisions regarding strategies for implementation of the mission and vision were consistent with school priorities, classroom visits and the document review indicated that those statements were not yet driving instructional practice and student achievement. The school leader has been charged by the district with implementing the specific, measurable, ambitious, results-oriented, and timely (SMART) goals that are described in the district’s School Improvement Grant (SIG) funding request and aligned with school priorities. While the school leader noted that systems are being developed to address those goals, she indicated she does not have access to end-of-year data regarding the impact on student achievement as yet.
- The school leader has allocated some resources to improve instruction, decrease student misbehavior, and address student social and emotional developmental health needs. For example, she indicated she assigned six grade-level instructional coaches for general education classes and one for special education teachers to assist staff in improving instructional practice. The school leader also extended the school day until 4:00 p.m., which expanded the class activity periods for literacy and mathematics instruction for students. She developed a Saturday program to bring families and students together to complete learning projects. However, the review team was provided with limited evidence that indicates these initiatives have had a positive impact on student achievement as yet. The school leader also hired three full-time support staff members to create family/school partnerships and to develop relationships with agencies, such as the Rensselaer County Mental Health Department, to promote the accessibility of mental health services for parents and their children. She also introduced a principal’s assistant to address incidents of student misbehavior, and parents reported that the assistant provides a positive and consistent response to some of these problems. However, the review team did not find evidence that the implementation of these efforts have decreased incidents of student misbehavior school-wide.
- The school leader reported she conducts frequent and targeted observations. The review team’s examination of the observation reports indicates that the reports include some specific directions for improvement of instructional practice. Coaches stated that the school leader directs them where to

focus instructional support to address areas in need of improvement, which were also noted by the Integrated Intervention Team (IIT) during a review of planning documents. The school leader indicated she uses a computer application, TeachScape, to record data on the overall performance of teachers in each of the domains that are monitored in order to recommend professional development (PD), which she and the instructional coaches conduct twice per month in addition to PD from the district. The school leader also reported she uses this information when reviewing weekly lesson plans to connect performance to planning and provides annotations, including her assessment and re-direction of the plans. Teachers reported that they are then required to produce a written self-reflection on the quality of the plans and how well those plans worked when put into practice. However, during classroom visitations, the review team observed inconsistent use of instructional strategies to support student learning, which minimizes progress in student academic achievement.

- The school leader reported she uses Teachscape to monitor teacher performance and the quality of instruction. She has begun using a computer application to create quick surveys of the staff concerning their perceptions on changes in student behavior, effectiveness of instructional practices introduced, and curriculum planning needs. She stated she periodically reviews attendance and behavior data. The school leader also noted she relies on direct observation and anecdotal data to monitor student and teacher performance. However, the range of available data is not compiled into a comprehensive system for maintaining longitudinal data or assessing trends in performance, which limits efforts at school improvement.

**Recommendation:**

The school leader should operationalize the vision and mission of the school by initiating, monitoring, and evaluating the following:

- the development of a model unit of study at each grade level and in self-contained programs;
- the process of creating specific, relevant, purposeful, and constructive feedback for students;
- the assessment of the social and emotional developmental health needs of students leading to a comprehensive school plan targeted to those needs; and
- identification of effective methods for reciprocal communication and the use of those methods to convey proven strategies for home/school engagement.

**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.

<b>Tenet Rating</b>	<b>D</b>
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The school has received a rating of **Developing** for Tenet 3 – Curriculum Development and Support.

- The school leader reported she has introduced targeted initiatives aimed at increasing the

effectiveness of the implementation of the Common Core Learning Standards (CCLS). These initiatives include lesson-planning templates linked to the CCLS, written feedback each week highlighting areas for improved planning to support the CCLS, and teachers' completion of an assessment of their planning each week. However, these initiatives were recently introduced, and the review team did not find evidence of the impact on student achievement, with some teachers showing more confidence than others in implementing the CCLS. The IIT's review of the lesson plans provided by the school showed inconsistencies in teachers' use of the templates to create lessons that reflected the CCLS.

- Teachers inconsistently plan and deliver lessons and units of study that include grouping based on data, the incorporation of student needs, complex materials, and higher-order questioning. A review of curriculum maps provided to the school by the district for each grade level indicated that they include all the requisite elements. However, the IIT's review of lesson plans, which were annotated by the school leader, indicated that those plans often do not consistently translate those maps into lessons that reflect the district-wide curriculum plans.
- There are some discrete activities that incorporate student interest in music, art, and technology and provide students with opportunities to become more engaged in their own learning. However, some of those programs are recent. For example, the school leader reported that the school just began a new project-based learning program for students in grades three to five. Other programs occur outside of the regular school day. While not part of the extended learning program, they engage parents and their children in problem-solving activities. For example, recently students and parents participated in a program to build lava lamps together. The review team's examination of district curricular materials used by the school indicated initial plans for defining interdisciplinary elements within the curriculum; however, during classroom visits the IIT seldom saw these plans incorporated into classroom activities. In addition, teachers did not often link instruction to real world applications and experiences that promote relevancy for students.
- The school leader reported teachers have been provided with a variety of assessment data by the district to supplement internal assessments that are intended to guide and inform their curricular planning. Teachers reported receiving coaching on how to better analyze and use assessment data to improve student achievement. For example, during a grade-level planning meeting observed by the review team, teachers discussed how to improve the nature and scope of formative feedback for student work. However, a review of samples of student work indicated that teachers are providing students with inconsistent feedback that is linked to a rubric or contains actionable next steps. School leaders reported that while teachers have been provided with a range of data, such as grade-level assessments in the core subjects and reading scores, a review of curricular plans indicated that teachers inconsistently make effective use of that data for the planning of scaffolded activities linked to students' different abilities.

**Recommendation:**

Grade-level teams, school leaders, and instructional coaches should meet to adapt one unit of study as

outlined in the existing curriculum maps that promotes high levels of engagement for all students through:

- grade level materials that foster analysis, synthesis, evaluation, and creative problem solving;
- real world connections and experiences;
- scaffolded classroom activities; and
- the integration of art, music, and technology.

**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.

- The current school leader has begun working with teacher leaders to develop a process for ensuring that teachers instructional plans and practices are adaptive, informed by data, reflective of student needs, and lead to increased achievement. A review of the formal and walkthrough observation documents by the IIT indicated that teachers were often provided with feedback that supported the improved use of instructional plans and practices. Instructional coaches work within classrooms and through team planning meetings to support the implementation of effective instructional strategies recommended through the observation process and district/building PD. However, the review team’s visits to classrooms indicated inconsistencies in teachers’ implementation of those strategies. While the school leader reported there have been some gains in students’ achievement in district and building assessments of reading ability and mathematics skills, State summative assessments have not yet demonstrated those gains.
- Teachers are inconsistently providing students with engaging lessons that incorporate higher-order questions, which support the CCLS instructional shifts. Classroom visits by the review team indicated some lessons in which students were provided with opportunities to analyze, synthesize, evaluate, and problem solve while other lessons were characterized by a greater emphasis on recall and whole group instruction. Teachers reported that a new reading series and the introduction of a leveled reading program as well as a new mathematics text that emphasizes multi-step, complex mathematics problems are providing some more challenging classroom materials. Classroom visits indicated that teachers, with the support of coaches, are developing familiarity with those materials, but that there is also considerable emphasis on individual written work. Students are not consistently provided with multiple opportunities to learn, with some students reporting that many lessons consist of worksheets that fail to challenge their thinking.
- Students and teachers reported a physically safe environment in the classroom, which the review team also observed, although not all students behave consistently well throughout the building. The staff does not consistently provide a learning environment that is responsive to students’ strengths and

needs. However, the school leader and student support staff reported that teachers are beginning to develop greater sensitivity to cultural diversity in the classroom and a better understanding of students’ backgrounds so that they can use that knowledge to engage students more actively in their own learning by making it relevant to real life experiences.

- While teachers have been provided with data and assessments to inform and adjust their instructional strategies and groupings, they inconsistently use that data effectively. For example, review team members noted during some classroom visits that students were grouped according to ability level but received the same undifferentiated assignments. In addition, students reported and teachers agreed that sometimes students who demonstrate early proficiency on a topic have to wait until other students have finished before moving on to the next task. In addition, a review of student work indicated that there were inconsistencies from grade level to grade level, and sometimes from teacher to teacher, in terms of the extent and nature of the feedback provided to students.

**Recommendation:**

In conjunction with their instructional coaches, teachers will immediately begin using their weekly grade level planning meetings to create specific, frequent, relevant, purposeful, and constructive feedback for students that is:

- linked to the objectives, outcomes, and expectations embedded in the grade-level curriculum maps and the CCLS being addressed in each classroom activity; and
- linked to the individual needs and goals of each student.

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

**Tenet Rating**

**D**

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

- The school leader reported that she has reviewed data, such as disciplinary logs, teacher referrals, a survey conducted through home visits focused on the cultural and social backgrounds of the student body, and attendance records in order to direct student support staff in addressing the social and emotional needs of students. Within the four months preceding the on-site review, she hired three new support staff specialists to address student needs. Interviews with the support staff indicated that the school leader has asked them to develop a plan for identifying the social and emotional developmental health needs of all students and to recommend a process to ensure that these needs are met.
- Teachers stated that student support staff members have begun to provide some PD to teachers to develop their capacity to address incidents of student misbehavior outside the classroom. The staff

also indicated that some teachers are not well acquainted with the special social and emotional developmental health needs of the students drawn from the community they serve. The three family and community specialists who were hired in January 2015 along with the school psychologist are developing plans to provide teachers with a better understanding of student needs and how to address those needs in order to support academic achievement. In September 2014, the student support staff and school leader began to implement the P.R.O.M.I.S.E. program, which is designed to promote the character education themes of making and keeping promises, being resilient, seeking opportunities, being motivated, being innovative, and finding personal empowerment. However, the review team found that teachers are inconsistently implementing this program. For example, during each month there were supposed to be activities and projects relating to each of these themes. Student interviews indicated that although all teachers focused on the theme of making and keeping promises at the beginning of the school year, not all teachers adhered to the plan during subsequent months.

- School support staff and school leaders have begun to develop protocols and processes for identifying appropriate staff response in terms of body language, vocabulary and approach in order to frame responses to student behaviors and to proactively shape the behaviors and attitudes of students within a healthy learning environment. School support staff reported that they recognize that there is a need to engage parents in a positive relationship with the school to address the social and emotional developmental needs of their children and to identify their unique role in establishing a safe school environment that is conducive to learning. Parents reported a need to recreate the defunct parent and teacher organization to guide parents in how they might support their children.
- School leaders and student support staff inconsistently use data in the form of attendance logs, summaries of home visits, teacher referral information, Individualized Education Programs (IEP), and disciplinary records to address student needs. School support staff noted they are creating a process for analyzing data to better identify the social and emotional developmental needs of the student body and to engage teachers in these efforts, such as analyzing student absences and late arrivals in relation to the students' schedule. The limited use of data minimizes the ability of the school to address the social and emotional developmental health needs of students.

**Recommendation:**

The School 2 Student Support Team will immediately initiate activities to:

- review the data that has been collected by the district on the social and emotional developmental health needs of students in order to determine the collective needs of students;
- review all in-house data, including disciplinary logs, attendance data, teacher referrals, and IEP records in order to further determine the collective needs of students;
- determine a process for gathering social and emotional developmental health needs data to augment the available information;

- assess the efficacy of programs currently in place; and
- based on that review, establish goals and develop a comprehensive plan reflective of the school mission to target areas of need and to sustain strengths.

**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 and teachers reported using a variety of approaches, such as the district Facebook page, backpacked newsletters, and the school’s webpage located on the district website to communicate with families concerning the school’s high expectations for student success and to equip families to help their children reach those expectations. However, these efforts have had limited success. The school leader reported modifying the school report card to provide performance assessments aligned to grade level expectations for literacy and mathematics within the CCLS and sponsoring curriculum awareness meetings, but the meetings have attracted a very limited audience. Parents are also provided with information indicating the reading skill level of their children. However, parents reported that the current methods of communication do not reach all parents, particularly those who may not be adept at reading the information. In addition, the review team found that communications do not often provide specific tips and tools to guide parents about how they might improve student performance in areas such as reading or the implications of the reading scores that are provided.
- School leaders and student support staff have provided some opportunities for reciprocal communication with parents, including home visit surveys and during community events. Some teachers and parents report that teachers and parents share e-mail addresses, that there is a parent portal on the district website, and some parents and teachers use a school and home communication telephone application. However, parents reported that although some individual teachers have developed strategies for fostering communication, there is a need to expand the scope and range of communication opportunities school-wide. The school leader reported that some staff members have a limited understanding of the community and culture of the students, which hampers their ability to communicate constructively with parents. The school support staff indicated they are aware of the shortcomings of past efforts and that they are exploring ways to increase the effectiveness of their current strategies as well as considering alternative ways to communicate with families and to have families communicate with teachers, support staff, and school leaders.
- Although there have been some discrete efforts to provide training to parents through “Math Nights” and “Literacy Nights,” teachers and support staff indicate that these attempts have not produced significant parent engagement. During interviews, some parents reported they need more guidance on how they can assist their children. The student support staff indicated they are in the process of

developing plans to show parents ways they can support their children's learning and growth and to train school staff on how to create and sustain home-school partnerships. However, the review team did not find evidence that these plans have made a significant impact.

- School leaders and teachers provide families with some data concerning the skills and abilities of their children. For example, the school report card provides detailed information on the performance levels of students at each grade-level in literacy and mathematics. Parents are provided with their children's reading level and attendance data is shared with them. However, parents reported they need additional guidance to better understand the implications of the data and ways they can help their children with their learning or how they can access services to address their children's needs.

**Recommendation:**

The building level leadership team, parents, and the school communication specialist will initiate in April 2015 a meeting with the purpose of:

- reviewing the efficacy of current strategies for maintaining communication links, making note of the current survey of parents served by PS 2;
- brainstorming a range of alternative methods of establishing reciprocal communication between parents and school staff; and
- outlining the five most effective tips and tools to be communicated to families in order to support student learning leading to improved student achievement this year.