



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	412300010012
School Name	Watson Williams Elementary School
School Address	107 Elmwood Place, Utica, New York 13501
District Name	Utica City School District
School Leader	Dr. Cheryl B. Minor
Dates of Review	March 10-12, 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

School Configuration (2014-15 data)- given			
Grade Configuration	K-6	Total Enrollment	636 SIG Recipient
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	0	# Dual Language	0 # Self-Contained English as a Second Language 0
Types and Number of Special Education Classes (2014-15)			
# Special Classes	3	# SETSS	0 # Integrated Collaborative Teaching 0
Types and Number of Special Classes (2014-15)			
# Visual Arts	0	# Music	1 # Drama 0
# Foreign Language	0	# Dance	0 # CTE 0
School Composition (most recent data)			
% Title I Population	28%	% Attendance Rate	92.76%
% Free Lunch	91%	% Reduced Lunch	3%
% Limited English Proficient	0.2%	% Students with Disabilities	14%
Racial/Ethnic Origin (most recent data)			
% American Indian or Alaska Native	0%	% Black or African American	43%
% Hispanic or Latino	23%	% Asian or Native Hawaiian/Pacific Islander	17%
% White	10%	% Multi-Racial	6%
Personnel (most recent data)			
Years Principal Assigned to School	8	# of Assistant Principals	0
# of Deans	0	# of Counselors/Social Workers	1 part-time
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	0
% Teaching with Fewer Than 3 Years of Experience	0	Average Teacher Absences	9%
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	13%	Mathematics Performance at levels 3 & 4	18%
Science Performance at levels 3 & 4 (4th Grade)	82%	Science Performance at levels 3 & 4 (8th Grade)	NA
Student Performance for High Schools (2013-14)			
ELA Performance at levels 3 & 4	NA	Mathematics Performance at levels 3 & 4	NA
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	NA	% of 2nd year students who earned 10+ credits	NA
% of 3rd year students who earned 10+ credits	NA	4 Year Graduation Rate	NA
6 Year Graduation Rate	NA		
Overall NYSED Accountability Status (2013-14)			
Reward	NA	Recognition	NA
In Good Standing	NA	Local Assistance Plan	NA
Focus District	YES	Focus School Identified by a Focus District	YES
Priority School	NA		

Accountability Status – Elementary and Middle Schools

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

SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:

1. While staff currently collect and analyze data, the school leader continues to ensure that staff has the expertise and resources to adapt instruction based on their data analysis via professional development in data driven instruction, differentiated instruction and engaging students in self-directed learning experience.
2. While Watson has embraced the usage of the Common Core Learning Standards, the building leader has establish a plan to ensure that all staff is implementing the CCLS with fidelity and consistency via observations, conferences, grade level meetings and instructional walkthroughs.
3. The school leader continues to seek support in improving instructional practices to increase student engagement and achievement across grade levels and subject areas.

4. Although Watson Williams has many initiatives and programs in place that address the social and emotional needs of students a school-wide plan is being implemented.
5. Parent and community participation and engagement continues to be a challenge for the school, therefore a school-wide plan has been implemented to increase parent and community engagement.

Information about the review

- The review was co-led by an Outside Educational Expert (OEE) and a representative from the New York State Education Department. The team also included a district representative and a Special Education School Improvement Specialist (SEIS) representative.
- The review team visited a total of 50 classrooms during the two-day review.
- Reviewers conducted focus groups with students, staff, and parents.
- Reviewers examined documents provided by the school, including curriculum maps, lesson plans, school-wide data, teacher feedback, and student work.

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

Mark an "X" in the box below the appropriate designation for each Statement of Practice. Provide the letter rating in the OVERALL RATING row as the final overall tenet rating.

#	Statement of Practice	H	E	D	I
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission, and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
OVERALL RATING FOR TENET 2:				D	

Tenet 3 - Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.

#	Statement of Practice	H	E	D	I
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	OVERALL RATING FOR TENET 5:			D	
Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.					
#	Statement of Practice	H	E	D	I
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	OVERALL RATING FOR TENET 6:			D	

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

- The school leader shared that the school has just rewritten its Specific, Measurable, Ambitious, Results-orientated, and Timely (SMART) goals to focus leaders, staff, parents, and students on how to improve student achievement and to measure whether the school is being successful. As these have only just been rewritten, the school leader stated that she has not had a chance to share the goals with staff, students, and parents or use them to measure success. This limits the school’s ability to assess if what they are doing is working to achieve its vision and mission, which is “to ensure high academic achievement by providing equal and excellent opportunities in a comfortable and flexible learning environment.”
- The school leader meets monthly with the district to discuss available grants and resources. However, as the school only recently created SMART goals, there is limited evidence on how the school leader allocates resources to improve instruction. Resources have been allocated to support professional development (PD) in mathematics, and some data is starting to be used to assess the impact of resource and staffing decisions on student academic success.
- The school leader complies with the district’s Annual Professional Performance Review (APPR), and has specific areas of focus each month for classroom walk-throughs. Reports from classroom visits indicate that in March the focus was on the differentiation of instructional strategies to meet the needs of all learners, as well as how teachers are implementing research-based strategies. However, the school leader does not analyze data from classroom visits to determine whether the focus of the walk-throughs is relevant and whether there are additional areas in which the teachers need greater support to be successful. Further, the school leader does not consistently ensure that teachers act on the feedback she provides them from the monthly walk-throughs in order to meet instructional expectations. The lack of data from classroom visits limits the school leader’s ability to provide the necessary support for instructional practices to support greater academic achievement. The school leader stated that the school’s PD plan is developed by the district, which limits the school’s ability to provide staff with targeted PD to support staff needs.

Recommendation:

The school leader will monitor the implementation of the recommendations made for tenets three through six, with fidelity, and with particular emphasis on instruction and student learning.

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
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The school has received a rating of **Developing** for Tenet 3 – Curriculum Development and Support.

- Though the school has adopted a CCLS-aligned curriculum, only some lessons viewed by the review team contained rigor, higher-level activities, or differentiated instruction. Some of the lesson plans provided to the review team demonstrated evidence of teachers using data to plan instruction, but most instruction included low-level activities, such as recall, basic comprehension, vocabulary in ELA, and calculation in math. The school leader stated that most of the feedback she provides to teachers is on differentiated instruction and that teachers need further support in understanding and modifying the new curriculum to meet the needs of all learners.
- The review team found that in the many of lessons they reviewed, data was not used to plan individualized instruction for students, nor were teachers asking higher-level questions, such as analysis, application, synthesis, or evaluation to deepen student understanding. Through classroom visits, the review team found that many teacher questions only required students to give low-level responses. Staff did not discuss or analyze data to meet the needs of individual students, and sub-groups, such as English language learners (ELL) and students with disabilities in the data team meeting observed by the review team. The limited use of data to inform curriculum planning that meets the needs of all students hinders the school's ability to close the achievement gap of all groups of learners.
- The review team found evidence of interdisciplinary instruction in a large number of classrooms in which teachers made connections between literacy, math, science, and social studies. Further, the school leader and members of the vertical teacher group stated that core teachers plan with arts teachers to ensure students apply skills across subjects. All members of the vertical teacher group also stated that regular interdisciplinary planning is a school leader expectation. Vertical teacher group members stated that some teachers have received PD on the creation of interdisciplinary lesson planning. As a result of regular interdisciplinary planning and implementation, subjects and strategies are bridged in a way which allows students to understand connections across the curriculum.
- A review of student work demonstrated that teacher feedback to students does not consistently provide specific details on what students have achieved or need to do to improve their work. Further, some student work contained no comments at all. While two of nine pieces of student work reviewed had rubrics, neither rubric was written in student-friendly language and students could not explain what each rubric was assessing or what they needed to do to improve their work. Though several students stated their i-Ready assessment scores, none could state what skill they needed to work on to improve in the ELA or math area tested. Limited formative feedback hinders the ability of students to understand what they need to improve in order to perform better academically.

Recommendation:

During professional learning communities, data meetings, and planning time, homeroom teachers will use data from daily exit tickets and other authentic classroom assessments in ELA and math to plan for differentiated instructional groupings that focus on specific skill deficiencies.

The teachers should plan for:

- groupings based on classroom data derived from exit tickets and classroom assessments;
- group lessons to take place daily in each ELA and math class for a minimum of ten minutes;
- daily assessments of these groupings based on each child's academic performance, to ensure each individual and group has gains proficiency in the areas assessed and re-taught; and

- students who have demonstrated proficiency in the areas assessed with alternative lessons, which will help them develop additional skills or knowledge related to objective assessed.

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.

- A review of lesson plans and classroom visits show that instruction is not consistently adapted to respond to the academic needs or the learning styles of all students. Teachers stated that they often group students according to behavior and not according to student performance data. Additionally, during classroom visits, the review team found that student groups used the same materials and completed the same assignment. There were only a few instances out of the 50 classes visited where ELLs and students with disabilities received specialized instruction and modifications. In one classroom, the modification for students with disabilities was one less word problem than the remainder of the class, and in seven general education and three self-contained classes, there was no differentiation for ELLs and students with disabilities. The lack of adaptive practices to meet the needs of all learners limits student academic achievement.
- During classroom visits, the review found few teachers asked students to analyze, synthesize, or evaluate grade-level material. Additionally, in the majority of lessons viewed by the review team, students were not asked to apply ELA and math skills beyond comprehension. Current instructional practices limit the ability of students to engage and learn at high levels and hinder student achievement.
- While the review team found little evidence of classroom misconduct, many teachers and students interviewed stated there are a number of behavior incidents in classrooms that disrupt instruction. The school has no formal curriculum to support teacher classroom management. The classroom environment does not challenge every learner in a rigorous manner. Nine of the 17 students interviewed in the large student focus group said that they consider their school work challenging; however, four of the students stated that if they could make the school better, they would make students work harder. The lack of a differentiated instruction that takes into account the needs of all learners, limits student academic success.
- The school leader stated that some teachers are beginning to develop the practice of using data to adjust instruction to meet student needs. Additionally, the review team found during classroom visits that teachers do not consistently use assessment data to differentiate instruction or to provide feedback to students across classrooms. Students interviewed could not state what they needed to do to improve their work and to move up to the next level. The limited use of data to drive instruction and to provide students with clear feedback limits student achievement.

Recommendation:

Homeroom teachers will differentiate instruction on a daily basis through small student groupings based on DDI in ELA and math. This recommendation is based on the tenet 3 recommendation.

- These groupings will take place daily for at least ten minutes in each ELA and math class.
- The teachers will assess each group’s members on a daily basis and provide feedback, which each child can use to improve their academic performance.

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 has processes to identify and meet the social and emotional developmental health needs of students. However, members of the vertical teacher group stated that these processes are not well known by all staff, as they are not written down. For example, while some teachers spoke about making referrals to school support staff if they had a concern, these teachers were not able to articulate the process if a child may need more intense interventions, such as counseling or special education services. None of the four guardians who came to the parent meeting was aware of the social and emotional health process at the school or could name any related services or support staff members.
- The review team was provided with a document describing the school’s social and emotional developmental health program, the role of the instructional support team (IST), and a list of materials teachers need to prepare for IST and CSE (Committee on Special Education) meetings. However, the document did not fully describe the school’s social and emotional health program, detail the tiered intervention protocol, or indicate strategies used to identify students with social and emotional developmental health needs. The majority of IST members interviewed stated it would be helpful if there were clear roles and responsibilities for all staff members so that families and staff are clear about who does what. The lack of well-known processes for all staff members and families hinders the school’s ability to meet the social and emotional developmental health needs of all students.
- Members of the IST stated that the school has no formal PD for staff on identifying student social and emotional health needs. Teachers also stated that they have received no PD on the school’s Positive Behavioral Interventions and Supports (PBIS) processes and procedures that are in place to ensure that staff consistently applies these. As a result, not all staff members are equipped to identify and support student social and emotional developmental health needs.
- The school uses some data to make decisions related to student social and emotional health services, such as behavior infractions. However, members of the IST stated that the school does not use data to track behavior trends in order to meet student needs due to time constraints, as they are a small team made up of several part time staff. These team members include a half-time Social Worker, a half-time School Psychologist, and an Occupational Therapist and Academic Intervention Facilitator who both are at the school only three days a week. The majority of staff stated that there are daily disruptions in

classrooms that interrupt learning. While the review team saw only two instances of student behavior that interrupted classroom instruction, most students shared with the review team that bullying is a concern at the school. The lack of a systematic plan or process to analyze and use student social and emotional developmental health data to meet student needs hinders student success.

Recommendation:

The school leader should establish clear written protocols for the school’s social and emotional developmental health program that describes:

- the role of all school stakeholders, including staff, families, and community organizations;
- the services offered in the school and community, including tiered interventions ; and
- a PD plan for all stakeholders, including all staff member, families, and community members, which supports implementation of this program, which is tied to both student behavioral data and teacher observation data.

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 shared that the school sends information home to parents through newsletters about events, and posts information about the curriculum on its website. However, while some information about student grades is sent home through report cards, the school does not have a formal communication plan to ensure that families are aware of high academic expectations for their children and are equipped to support student success. Staff shared that only 50 parents attended the last family event on the CCLS. While the school leader stated that the school has discussed contributing factors to low parent involvement, there is no plan to reach out to parents to determine the effectiveness of the school’s communication.
- The school leader stated that the school is seeking ways to engage all families, including ELL families to help foster reciprocal communication. The school leader noted the difficulty getting ELL families to come in because the language barrier sometimes hinders communication between the school and the home. Members of the IST stated that the school often is not able to get translators when needed as these are provided by the district. For example, one IST member stated that they had to postpone ten-out-of-40 CSE meetings with ELL families this school year, as there were no translators available to help facilitate the meetings. While both school staff and families stated the school and district websites are means of communicating with homes, these sites are only translated into Spanish and not Burmese, Karen, and Maay Maay, three other predominate languages used by families at the school, which limits the ability of all families to support student success.
- According to parents and staff members interviewed, the school does not provide regular PD for parents or staff on fostering effective home-school connections. Teachers stated that while some staff has received poverty training, not all have participated in this. All parents interviewed believe that the

school would benefit from a school/community liaison, as there is currently no one to help families connect to resources to support family and student needs. While staff stated the district website includes community agencies that could provide support to families, the review team could not locate this information, and no parents were aware of it.

- The review team found that the school does not consistently share data with families in a way that empowers them to help meet the needs of their children. For example, parents interviewed stated that while the school sends home student i-Ready results, the school does not provide parents with information on how to use these results to help their children improve their learning. Teachers stated that while some teachers provide parents with information on particular academic skills, this information is not specific to support individual student needs. Further, none of the parents interviewed were aware of their children's current grades in ELA and math, as the school does not send home mid-quarter reports.

Recommendation:

To strengthen partnerships with guardians and families in order to ensure student academic success and social and emotional growth, the school leader should:

- develop a plan, with contributions from parents, staff, and community members in which all current school practices regarding family outreach and communication are examined, using all available evidence and data, to determine what practices are most effective, and what practices are deemed ineffective;
- discuss with staff and parents how effective practices can become more effective in creating successful and reciprocal home-school partnerships, and implement improvements in these areas;
- either modify or eliminate current practices deemed ineffective and focus on new ways to foster reciprocal relationships;
- research best practices of other similar schools and determine what practices may have a positive impact on the school;
- set up a system, using data and other evidence, which allows the school leader to measure success of these new and current programs; and
- ensure that all documents sent home from the school are in the native language of the families to whom they are sent.