



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

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



<b>BEDS Code</b>	031401060002
<b>School Name</b>	Tioughnioga Riverside Academy
<b>School Address</b>	P.O. Box 249, Whitney Point, NY
<b>District Name</b>	Whitney Point
<b>School Leader</b>	Laura Pilotti Chestnut
<b>Dates of Review</b>	November 18-19, 2014
<b>School Accountability Status</b>	<input checked="" type="checkbox"/> Focus School
<b>Type of Review</b>	<input checked="" type="checkbox"/> SED Integrated Intervention Team (IIT)

## School Information Sheet

School Configuration (2014-15 data)					
Grade Configuration	4-8	Total Enrollment	523	SIG Recipient	yes
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	4	# SETSS		# Integrated Collaborative Teaching	0
				Consultant Teachers 1 per grade level on interdisciplinary teams ( 6, 7, and 8 <sup>th</sup> grade) and 2 classrooms in both 4 <sup>th</sup> and 5 <sup>th</sup> grade	5
Types and Number of Special Classes (2014-15)					
# Visual Arts	16	# Music	16	# Drama	0
# Foreign Language	5	# Dance	0	# CTE	11
School Composition (most recent data)					
% Title I Population	21	% Attendance Rate	95.2		
% Free Lunch	51	% Reduced Lunch	8		
% Limited English Proficient	0	% Students with Disabilities	19		
Racial/Ethnic Origin (most recent data)					
% American Indian or Alaska Native	0	% Black or African American	1.5		
% Hispanic or Latino	.7	% Asian or Native Hawaiian/Pacific Islander	.3		
% White	97	% Multi-Racial	.9		
Personnel (most recent data)					
Years Principal Assigned to School	2	# of Assistant Principals	1		
# of Deans	0	# of Counselors/Social Workers	3		
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	0		
% Teaching with Fewer Than 3 Years of Experience	3	Average Teacher Absences	9		
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	25	Mathematics Performance at levels 3 & 4	32		
Science Performance at levels 3 & 4 (4th Grade)	88.2	Science Performance at levels 3 & 4 (8th Grade)	82.4		
Student Performance for High Schools (2013-14)					
ELA Performance at levels 3 & 4		Mathematics Performance at levels 3 & 4			
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits		% of 2nd year students who earned 10+ credits			
% of 3rd year students who earned 10+ credits		4 Year Graduation Rate			
6 Year Graduation Rate					
Overall NYSED Accountability Status (2013-14)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District		Focus School Identified by a Focus District	X		
Priority School					

Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	No	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	N/A
Economically Disadvantaged	Yes		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	Yes	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	N/A
Economically Disadvantaged	Yes		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	No	Multi-Racial	N/A
Students with Disabilities	Yes	Limited English Proficient	N/A
Economically Disadvantaged	Yes		
<b>SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:</b>			
<ol style="list-style-type: none"> <li>1. Implementation of CCLS-based instruction across all academic areas</li> <li>2. Provision of multiple points of access for all students through specially designed and differentiated instruction promoting rigor and student engagement</li> <li>3. Collection and collaborative analysis of timely formative assessment data to identify patterns of learning and inform instruction</li> <li>4. Engagement of families and community to empower families and enhance student success</li> </ol>			

## Information about the review

- The review was co-led by an Outside Educational Expert (OEE) and a representative from the New York State Education Department. The team also included a district representative, a district-selected Outside Educational Expert, and a Special Education School Improvement Specialist (SESIS).
- The review team visited a total of 46 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"/>
<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,	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	technology, and other enrichment opportunities.				
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 checked="" type="checkbox"/>	<input 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.

- While many parents, teachers, and school support staff recited the school vision, they were not familiar with the school’s specific improvement goals beyond implementing CCLS-aligned curricula, ensuring rigor, and using data to inform planning. The goals in the School Comprehensive Educational Plan (SCEP) refer to planned actions to be taken without specifying how the school will know the actions have been successful as measured against a predetermined outcome or defining how to assess whether the activity has an impact on student achievement. Overall, the SCEP sets expectations for completion of activities, but proposes no expectation that teachers, support staff, or school leaders will be held accountable for ensuring that the activities produce changes that improve student outcomes. The school’s 2014-16 Academic Improvement Plan (AIP) sets only small student achievement target gains, such as a two percent increase in proficiency for all students, and a one percent increase in proficiency for students with disabilities, on the 2015 state assessments. These targets are not high enough to promote the urgency and clear direction needed to move the school forward.
- The school leader has taken strategic actions to use funding and programming to promote school improvement, but these decisions have not yet resulted in sustained success in student achievement. District funding provides summer training for grade-level team leaders to work with teachers in their teams on data-informed planning. The school leader has used district funds to offer priority access to the weekly late bus to selected eighth graders to remediate skills gaps from seventh grade and by providing a summer bridge program to 20 students from each grade level intended to minimize summer learning loss. While these actions directly address student needs, low participation limits their impact on school-wide performance. In addition, none of the recently enacted funding and program decisions directly supplements existing services for students with disabilities.
- Visits to classrooms reveal that teacher instructional practices do not consistently reflect the best practices outlined in the school’s Annual Professional Performance Review (APPR) rubrics. The school leader implements the APPR and provides individual feedback as required three times per year for each of the tenured staff, and four times for non-tenured teachers. While additional walk-throughs are taking place in connection with the work of the Special Education School Improvement Specialist (SEIS), the walk-through data is aggregated school-wide and does not provide individual feedback to teachers about the effectiveness of their instruction and does not require action if practices are found not to meet standards.
- The school leader has implemented systems, including eDoctrina, PowerSchool, and IData to track student behavior, academic performance, and the APPR rubrics to monitor instructional practices. School counsellors attend monthly grade-level team meetings with teachers to share data about student achievement and personal needs; however, the review team found limited evidence of how data is being used to support instruction. In addition, classroom data is not an integral part of school leader’s APPR feedback. There are few examples of the use of data to evaluate the impact of the school’s improvement strategies on student achievement. For example, school leaders rely on

anecdotal evidence to ascertain whether the summer bridge program is effective, or whether those taking advantage of the late bus are showing progress. In addition, school-wide data on behavior, attendance, and course pass rates are not regularly disaggregated to determine if instruction and school programs are improving the achievement of students, particularly students with disabilities.

**Recommendation:**

- Immediately work with staff and parents to revise the goals in the SCEP to state Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) outcomes that include interim assessments and intermediate progress benchmarks aligned to the long-term state assessment goals in the AIP.
  - Use the activities in the SCEP and AIP to create systems and procedures to continually assess the impact of school programs by collecting timely and usable data to inform continuous improvement.
  - Add to the AIP work plan, strategies or activities to track implementation of the recommendations under each tenet in this report.
  - To enhance the power of these activities, school leaders should distribute responsibility for completion of the tasks as broadly across the school community as possible, thereby building a culture in which evidence of impact is a typical component of every improvement initiative.

**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 has established schedules for teachers to meet regularly in grade-level teams and to participate in district-designed professional development (PD). However, strategies for ensuring that CCLS content and instructional practices are implemented in lessons and adjusted to take into account student needs are insufficient to give all students access to learning opportunities that lead to college- and career-readiness. The school leader and assistant principal (AP) visit classes for formal observations and informal walk-throughs, and examine lesson plans to check for alignment to the appropriate CCLS content standards, but school leaders report they do not assess teacher plans to determine if they include the CCLS instructional shifts.
- With few exceptions, each of the 64 lesson plans reviewed across 46 classrooms referenced a CCLS English language arts (ELA) or mathematics content standard, including plans developed for Spanish, art, band, and chorus. However, few plans referenced the CCLS instructional shifts, the selected focus instructional practices from the APPR rubric, or specially designed instruction (SDI) strategies. With the exception of plans for self-contained special education classes, most lesson plans did not indicate differentiation beyond, “provide more assistance to students with disabilities,” and “check on them more often.” Despite the participation of special education teachers in weekly grade-level meetings, the use of specific instructional strategies intended to provide multiple points of access for students

with disabilities is not consistently evident across classrooms. Reports of recent walkthroughs conducted by school leaders and the SESIS reveal students have access to complex materials in only 18 of 32 classrooms. Across the classrooms the review team visited, approximately one-third of classes, mainly in grades four and five, required students to undertake complex tasks or engage in higher-order thinking.

- Grade-level teams have the opportunity to collaborate and develop interdisciplinary instructional plans with their core-content colleagues and special education consultant teachers, but interdisciplinary instruction is not yet a consistent school-wide practice. On occasion ELA and social studies teachers or science and math teachers collaborate to design learning activities; however, teachers of special subjects do not participate in those sessions. As a result, opportunities for students to experience lessons that integrate arts, technology, and other enrichment areas are limited. In addition, the school has not established regular procedures to evaluate the impact of interdisciplinary lessons to determine if they are increasing engagement and promoting student success.
- As a result of regular data conversations, teachers are increasing their understanding of how to use summative data to guide instruction, but they are not yet consistently using formative data to make meaningful and timely adjustments to the content or pace of lessons. Grade-level teams examine state assessments, benchmark data, and reading data to locate areas of student strength and weakness and some teachers use the data to guide student groupings. However, teacher plans do not include what students are expected to learn and achieve, nor do they plan alternative strategies should students struggle. While some teachers use rubrics with students to assess their own work, for the most part student work is graded right or wrong, with little formative feedback to allow students to better meet proficiency expectations.

**Recommendation:**

- School leaders should refine and strengthen the current model of instructional planning and ensure collaboration between grade-level teams and the consultant special educator that leads to the development of lesson plans that include:
  - specific content area objectives;
  - specific gaps or barriers identified for students in each class based on data along with explicit instructional strategies from the list of SDI practices in the August training materials to address identified gaps for students;
  - an itemized distribution of responsibility between the classroom teacher and the consultant teacher for implementing the SDI practices;
  - lesson-specific quizzes, questions, or practice tasks to be used during class to assess individual student progress toward mastery that allow students themselves to track their own progress;
  - track class grades for students receiving SDI at least once per month at grade-level team meetings; and
  - regularly review lesson plans for evidence of SDI strategies that are specific to the students in the class and related to the content.

<p><b>Tenet 4 - Teacher Practices and Decisions:</b> Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking, and achievement.</p>	<p><b>Tenet Rating</b></p>	<p><b>D</b></p>
<p>The school has received a rating of <b><i>Developing</i></b> for Tenet 4 – Teacher Practices and Decisions.</p> <ul style="list-style-type: none"> <li>• School leaders review teacher lesson plans for CCLS content alignment during observations, typically three times per year for tenured staff and four times for non-tenured teachers. Daily lesson plans are organized around CCLS content and district scope and sequence maps, but do not reference the CCLS instructional shifts or the district-identified focus instructional practices and SDI strategies. The school leader does not require teachers to specify student goals or needs in lesson plans, and there is little evidence of differentiation in lesson planning or instruction. The school leader acknowledged that content alignment, not instructional practice, has been a primary focus during the transition to the CCLS. Despite regular meetings to discuss student data, lesson plans do not connect the specific learning needs of students to the data reviewed.</li> <li>• CCLS-aligned instruction is not consistent across the school. Teachers in grades four and five offered multiple points of access for students, while teachers in grades six, seven, and eight generally provided whole class, teacher-directed instruction with few opportunities for students to access content during classroom visits. Special educators in the 15:1 and resource room classrooms demonstrated differentiation for students; however, this was not consistent across the school. While teachers have received training in SDI and are expected to use these methods to engage diverse learners, teachers in the general education classrooms shared that it is primarily the responsibility of the consultant special education teacher to differentiate instruction. The general educator and the consultant special education teacher have an option to work together to develop differentiated lessons using the online tool, Planbook.com, but use of this option is just beginning. Evidence of challenging, higher-order questioning and thinking was inconsistent across the classrooms visited.</li> <li>• Students in grades four and five were actively engaged in learning and displayed confidence in asking and answering questions during classroom visits. However, teachers in grade six, seven, and eight classrooms did not consistently ask students questions or provide students with opportunities to engage in learning, and teachers did not modify instruction to meet student needs.</li> <li>• Teachers are beginning to examine summative data to inform their planning, but only a few use data with students to help students take ownership of their own progress. Students explained they can access their class grades on PowerSchool, but could not describe how they could use this information to improve performance. Samples of student work and student reports indicate that few teachers use rubrics to enable students to assess their own learning. Feedback to students provides little information to guide them to improve their performance.</li> </ul> <p><b>Recommendation:</b></p> <ul style="list-style-type: none"> <li>• Build teacher expertise in the use of CCLS-aligned instructional practices, the district APPR focus practices, and SDI strategies by establishing an embedded professional learning experience during grade-level team meetings in which teachers provide original examples of their use of these recognized</li> </ul>		

best practices. Steps should include:

- create a 10-15 minute protocol that asks teachers to share an example from their classroom use of one of the CCLS-aligned instructional practices, one of the district-focus practices, or a recommended SDI strategy;
  - teachers should include context, structure, and impact;
  - teams must document the strategy example and impact in order to build a library of specific practices; and
  - share the most effective strategies and classroom examples at staff meetings, PTA meetings, and with the Board of Education.
- Assess the impact of the regular sharing of practices by focusing informal walkthroughs on the CCLS, district, and SDI practices. Aggregate school-wide data to determine increased use of these strategies. Present the results to the staff, and invite suggestions to improve the impact of these instructional practices on student outcomes.

**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 procedures and practices in place to respond to student social and emotional developmental health, but they are having a limited impact on student success, particularly for students with disabilities. According to the school leader and the pupil personnel services (PPS), there is not an explicit vision for student social and emotional developmental health distinct from the school vision, beyond establishing relationships with caring adults. Structures exist for ensuring that all students have an adult who knows them well including a home-base during which lessons from the Olweus program are delivered. In addition, teachers in grades seven and eight loop with their students, another structure intended to strengthen student-adult relationships. Members of the PPS have established procedures for responding to teacher, student, or family requests for assistance; however, the PPS does not initiate outreach to all students and families in any specific way, including families of students with disabilities.
- The school is in the third year of implementing the Olweus program to provide learning experiences to encourage a safe and healthy school environment. All adults received Olweus training and teachers implement two lessons per month during home-base to enhance student ability to respond appropriately to bullying. Students in the focus group reported feeling safe in school. However, several students in the focus group expressed concerns that bullying remains a problem for them. With the exception of the training for all school personnel in the Olweus program, the school does not have a program or plan that brings all stakeholders together to develop a common understanding of their contributions in creating a safe school environment. Parents expressed an interest in playing a role in their children’s success, but most were unaware of any programs offered by the school to help

them. The PPS team reported that they generally respond to crisis situations for individual students and families.

- Counselors meet monthly with grade-level teams to review attendance, behavior, and academic performance in an effort to determine if any students are at risk. In collaboration with PPS staff, grade-level teams develop individualized plans to monitor and provide targeted supports for students in need.

**Recommendation:**

- Use the existing home-base structure to implement a curriculum or lessons to help students develop critical social and emotional developmental health skills. Research available lessons or activities and adapt them to suit the needs of students. The school leaders should visit home base classes to observe implementation of these lessons and follow up with informal student focus groups to gauge student perceptions of school climate.
- Engage members of the school community in a structured process to create a coherent vision and work plan to meet the social and emotional developmental health of all students. The PPS team and school leaders should:
  - define the specific student outcomes of a comprehensive program to address student social and emotional developmental health while stating intended results as SMART goals; and
  - convene a representative group to engage in a planning process to produce roles and responsibilities for all constituents, strategies to meet student outcomes, plans to measure the impact of the strategies , and procedures to revise the work plan based 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.

- While the school leader reported that home-school communication occurs regularly, members of the parent focus group reported they do not consistently receive school notices and the information they do receive is not sufficient to enable them to help their children. The parents expressed appreciation for an event last year addressing the new state academic standards, but shared their disappointment that follow-up sessions had not been offered. Parents of students in grades six, seven, and eight state they can access their children’s grades on PowerSchool, while grade four and five parents state they rely on work brought home, periodic progress reports, and report cards to learn about their children’s academic status. Parents interviewed stated that homework, particularly in mathematics, is a challenge, and parents do not feel confident in their ability to provide their children with assistance.
- School leaders have a calendar of information to share with families, but they have not developed a strategy to determine whether messages are being received, or to assess whether the information is useful to families. Samples of email exchanges demonstrating reciprocal communication between teachers, the school, and families were reviewed; however, most communication is from the school to

the families. Most participants in the parent focus group reported that the school is responsive when parents call, but stated they wanted the school initiate more contact with families. While parents are invited to access PowerSchool to check their children's progress records, parents stated that not all families have internet access. As a result, the records of only 38 percent of grade six, seven and eight students have been accessed in PowerSchool and just under 12 percent of parents have signed up to receive progress reports by email. School leaders, teachers, and parents interviewed stated that training to develop home-school partnerships is not in place.

- Several parents of students with disabilities stated that they were unclear how to advocate for appropriate services to meet their children's needs.

**Recommendation:**

- Assess current systems of communication between the home and school and develop revised strategies to improve this communication by:
  - convening a focus group of families to gather feedback on the school's current communication methods;
  - using this feedback data to modify the method and content of communication ; and
  - initiating a weekly information exchange with parents of students receiving academic support that includes a summary of the completed week's lessons and a preview of the coming week's work with suggestions for home activities to reinforce new learning.