



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	030200010022
School Name	Horace Mann Elementary School
School Address	30 College Street, Binghamton, NY 13905
District Name	Binghamton City School District
School Leader	Mr. Peter Stewart
Dates of Review	March 1-3, 2016
School Accountability Status	<input checked="" type="checkbox"/> Focus School
Type of Review	<input checked="" type="checkbox"/> SED Integrated Intervention Team (IIT)

School Information Sheet for Horace Mann Elementary School

School Configuration (2015-16 data)			
Grade Configuration	K-5	Total Enrollment	320
		SIG Recipient	NA
Types and Number of English Language Learner Classes (2015-16)			
# Transitional Bilingual	0	# Dual Language	0
		# Self-Contained English as a Second Language	0
Types and Number of Special Education Classes (2015-16)			
# Special Classes	2	# SETSS	0
		# Integrated Collaborative Teaching	1
Types and Number of Special Classes (2015-16)			
# Visual Arts	1	# Music	1
		# Drama	0
# Foreign Language	1	# Dance	1
		# CTE	NA
School Composition (most recent data)			
% Title I Population		NA	% Attendance Rate
		68%	92%
% Free Lunch		68%	% Reduced Lunch
		0	68%
% Limited English Proficient		0	% Students with Disabilities
		0	23%
Racial/Ethnic Origin (most recent data)			
% American Indian or Alaska Native		0%	% Black or African American
		14%	36%
% Hispanic or Latino		35%	% Asian or Native Hawaiian/Pacific Islander
		12%	2%
% White		35%	% Multi-Racial
		12%	12%
Personnel (most recent data)			
Years Principal Assigned to School		10	# of Assistant Principals
		0	0
% of Teachers with No Valid Teaching Certificate		0	% Teaching Out of Certification
		NA	0
% Teaching with Fewer Than 3 Years of Experience		NA	Average Teacher Absences
		NA	NA
Student Performance for Elementary and Middle Schools (2014-15)			
ELA Performance at levels 3 & 4		31%	Mathematics Performance at levels 3 & 4
		63%	53%
Science Performance at levels 3 & 4 (4th Grade)		63%	Science Performance at levels 3 & 4 (8th Grade)
		63%	72%
Student Performance for High Schools (2014-15)			
ELA Performance at levels 3 & 4		0	Mathematics Performance at levels 3 & 4
		0	0
Global History Performance at levels 3 & 4		0	US History Performance at Levels 3&4
		0	0
4 Year Graduation Rate		0	6 Year Graduation Rate
		0	0
Regents Diploma w/ Advanced Designation		0	% ELA/Math Aspirational Performance Measures
		0	0
Overall NYSED Accountability Status (2014-15)			
Reward			Recognition
In Good Standing			Local Assistance Plan
Focus District			Focus School Identified by a Focus District
Priority School			X

Adequate Yearly Progress (AYP)

DID NOT MEET Adequate Yearly Progress (AYP) in ELA (2013-14)			
American Indian or Alaska Native		Black or African American	
Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander	
White	x	Multi-Racial	
Students with Disabilities		Limited English Proficient	
Economically Disadvantaged	x	ALL STUDENTS	
DID NOT MEET Adequate Yearly Progress (AYP) in Mathematics (2013-14)			
American Indian or Alaska Native		Black or African American	
Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander	
White	x	Multi-Racial	
Students with Disabilities		Limited English Proficient	
Economically Disadvantaged		ALL STUDENTS	
DID NOT MEET Adequate Yearly Progress (AYP) in Science (2013-14)			
American Indian or Alaska Native		Black or African American	
Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander	
White		Multi-Racial	
Students with Disabilities		Limited English Proficient	
Economically Disadvantaged	x	ALL STUDENTS	

SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:

1. Increase student achievement in reading.
2. Increase student achievement in math.
3. Reduce office referrals and out of school suspensions.

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 51 classrooms during the two-day review.
- Reviewers conducted focus groups with students, staff, and parents
- Reviewers examined documents provided by the school, including curriculum maps, lesson plans, schoolwide data, teacher feedback, and student work.
- The school provided results of a student survey (2014) that 159 students (43 percent) completed.
- The school provided results of a staff survey (2014) that 26 teachers (68 percent) completed.
- The principal was on leave for five months during the fall and winter of 2015. A substitute school leader was placed in the building for five months.

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	Stage 4	Stage 3	Stage 2	Stage 1
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission, and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
TENET 2 OVERALL STAGE :				2	

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	Stage 4	Stage 3	Stage 2	Stage 1
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>
TENET 3 OVERALL STAGE :					1

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	Stage 4	Stage 3	Stage 2	Stage 1
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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>
TENET 4 OVERALL STAGE :					1

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	Stage 4	Stage 3	Stage 2	Stage 1
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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 type="checkbox"/>	<input checked="" type="checkbox"/>
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
TENET 5 OVERALL STAGE :				2	
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	Stage 4	Stage 3	Stage 2	Stage 1
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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
TENET 6 OVERALL STAGE :					1

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 Stage	2
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The school is at **Stage Two** for Tenet 2-School Leader Practices and Decisions.

- The school leader and the school leadership team reported that they developed a School Comprehensive Educational Plan (SCEP) that included specific, measurable, ambitious, results-oriented and timely (SMART) goals. However, the review team’s examination of the roster for the SCEP showed that the planning sessions did not include representatives from community agencies that school leaders identified as key partners. During interviews, parents and members of the school support team were not able to articulate the SMART goals. The Integrated Intervention Team (IIT) found that the school’s mission and vision statements were not widely known or understood by members of the school community. However, vertical team members were able to cite a segment of the mission statement that focused on life-long learning, and they noted that SMART goals were created to build a foundation for students to become life-long learners. The school leader reported that there are no monitoring systems in place to determine whether the goals are being met.
- The school leader reported he has implemented programs and allocated resources that are aligned with some SCEP priorities. For example, the school leader stated that he added staff to lower class sizes in kindergarten and grade one in order to enable teachers to meet students’ needs and accomplish SCEP student performance goals. The school leader noted that he reassigned teacher aides to provide academic interventions for identified students. The IIT found that although there was a high staff-to-student ratio, staff were not always utilized effectively to support learning in observed classes. For example, students in a kindergarten class were not on track during center time and browsed through books that were not on their level. The school leader also reported that he instituted elements of the Culturally Responsive Classroom, which includes daily morning meetings, to improve the school culture, student relationships with peers and adults, and classroom learning environments. Although nearly 60 percent of the student population is transient, the IIT found that the school leader has not identified resources to address the particular needs of these students. The school leader did not provide evidence of a positive impact of his allocation of resources on student achievement.
- The school leader and collaborative coach reported that they attend weekly grade level meetings to help teachers plan instruction that includes best practices introduced during professional development (PD) sessions. However, the school leader stated that there is no system in place to ensure that teachers implement these instructional practices to achieve high academic outcomes for all students and subgroups. Although the walk-through forms examined by the IIT addressed the Annual Professional Performance Review (APPR) domains, the school leader’s comments were descriptive rather than instructive, and his recommendations were not specific about the next steps to take. In a staff survey, 61 percent of the teachers responding stated that their performance evaluations made no difference in

improving teaching and learning. When the review team asked the school leaders about these results, they were not able to provide an explanation concerning the teachers' perspectives. The IIT did not observe evidence of high-quality instruction and differentiated learning in most classes.

- The school leader reported that there was no formal procedure for continuously monitoring the school's practices, programs, and progress toward the accomplishment of SCEP goals. The school leader stated that the majority of his decisions were based on anecdotal evidence. For example, he noted that most teachers were positive about morning meeting time, and he indicated he did not plan to evaluate this initiative formally. According to an IIT review of meeting agendas and minutes, SCEP goals are not regularly addressed and reviewed by school leaders and grade level teams. The lack of data analysis and systems hinders efforts of the school leader to determine next steps to move the school forward.

Recommendation: By March 31, 2016, the school leader should establish a system to monitor the progress of the school improvement goals by putting into place a structure that uses data to measure SMART goal outcomes.

<p>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.</p>	<p>Tenet Stage</p>	<p>1</p>
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The school is at **Stage One** for Tenet 3-Curriculum Development and Support.

- Although teachers use curriculum maps, pacing guides, and modules provided by the district, the school leader has not developed a systematic process to help teachers modify the curriculum based on the needs of individual students and subgroups. The IIT found that grade level planning meetings were devoted almost exclusively to composing instructional groups rather than developing and revising the curriculum. Teachers stated that they did not revise or modify any of the curriculum documents they were given because of the lack of guidance from the school leader. During interviews with the review team, the school leadership team did not express a clear understanding of the meaning of rigor in relation to the Common Core Learning Standards (CCLS) or adapting the curriculum to meet student needs. For example, they stated that district modules ensured rigor, especially in mathematics, without further elaboration.
- There was no evidence in the lesson plans examined by the IIT that teachers use data to differentiate instruction for individuals and subgroups of students. For example, sample lesson plans submitted by teachers typically did not include open-ended questions to promote analysis, synthesis, and critical thinking; and there was little evidence of scaffolding to help students reach higher levels of thinking and abstraction. The IIT found that few teachers included complex texts in their lessons, even as supplements.
- Although the district provides suggestions for the integration of curricula in the content and

special subject areas, school leadership team members reported that teachers do not plan interdisciplinary units and lessons. Teachers confirmed that they did not use grade level meeting time to develop interdisciplinary units. They noted that there is no school-wide expectation that teachers connect subjects although some teachers collaborate on interdisciplinary lessons in ad-hoc meetings.

- School leaders stated and teachers confirmed during interviews with the review team that although teachers were able to use assessment results to determine student progress, they lacked strategies and tools to use assessment data to inform curriculum planning. The IIT found some evidence of teachers modifying the curriculum for students with disabilities based on assessment results, but this was not typical, and these modifications were not formally documented. The IIT found little evidence of meaningful teacher feedback on student work. Teacher comments tended to be brief statements of praise or encouragement such as “nice try.” Few teachers used rubrics to guide the production and evaluation of student work. In interviews, students reported that teachers did not usually tell them the next steps to take to improve their work.

Recommendation: The school leader and the school leadership team should identify by March 31, 2016, a process for monthly monitoring of how well subgroups and transient students are accessing the curricula.

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 Stage

1

The school is at **Stage One** for Tenet 4- Teacher Practices and Decisions.

- The school leader has not developed a continuous, systematic approach for monitoring and determining the effectiveness of teachers’ instructional practices. The IIT found that instruction was not data-driven and focused on students’ individual needs and learning styles. There was little evidence of modifications based on data analysis in the IIT’s review of teachers’ lesson plans, and most instruction in observed classes was whole group, with students doing the same work, using the same materials, subject to the same expectations. The review team found that the school leader’s feedback is not specific and targeted to improve teachers’ instructional planning and practices. In a review of walk-through documents, the IIT found that the school leader’s recommendations to teachers were often generic and not actionable. School leaders have not established school-wide best instructional practices that engage students in relevant and purposeful activities, which promote high levels of student engagement and achievement.
- In classes the IIT observed, teachers usually did not provide a variety of entry points to lesson topics. During most ELA and math lessons, teachers began instruction without introducing “I can” statements, objectives, or connections to prior information taught. Teachers across grade levels did not typically use scaffolding during ELA whole and guided reading group instruction to

foster higher levels of student reasoning and thinking. Teachers rarely posed higher-order questions and those who did, often called on the same students instead of calling on other students to create broader involvement and engagement. In some instances, the review team observed that students were not able to address higher level questions successfully because their responses indicated a lack of background knowledge. Teachers did not attempt to fill in knowledge gaps to make the learning more meaningful for all students.

- School leaders, student support team members, and parents reported that teachers’ close relationships with students ensured that students felt physically safe at school. The IIT observed positive peer and teacher and student interactions throughout the school. During interviews, students stated that they were comfortable answering questions in class and that bullying and fighting were rare. However, there were few opportunities for students to engage in activities that promoted intellectual discovery and inquiry in observed classes. In many classes, instruction was reinforced with worksheets rather than hands- on activities and projects. The IIT observed many teachers providing whole group instruction without adaptations for subgroups.
- Teachers reported that they use data to group students based on common needs for Response to Intervention (RtI) tiered instruction. However, the review team found that discussions of the data in grade level team meetings did not include the instructional implications and the development of practices and strategies to individualize instruction to meet diverse learner needs. Teachers did not use formative assessments, such as exit tickets and periodic inquiries, to establish the degree of student understanding and make adjustments in their instruction. Interviews with students, documents examined by reviewers, and observations of classes indicated that students were not often provided with in-depth feedback that would help them further their learning and promote growth.

Recommendation: By March 31, 2016, the collaborative coach should help grade level teams to develop higher-order questions that are aligned to specific learning objectives in each lesson, and scaffold them to consistently provide all students an opportunity to be intellectually engaged. Strategic practices may include, but are not limited to open-ended questions that:

- require students to provide evidence to support their answers;
- provide opportunities for partner and group discussions; and
- provide opportunities for multiple correct answers, supported by evidence.

<p>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.</p>	<p>Tenet Stage</p>	<p>2</p>
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The school is at **Stage Two** for Tenet 5-Social and Emotional Developmental Health.

- School leaders noted the school has a Response to Intervention (RtI) procedure for identifying and addressing students' needs through teacher referrals to the student support services team. The RtI protocol includes a process for identifying students' academic and social-emotional needs and provisions for interventions, including referrals of students and families to external social service agencies. Student support services team members meet with teachers and other staff who are involved with a referred student to discuss the students' needs and to make recommendations. However, school leaders are not using disciplinary data that is tracked online to identify the types and frequency of misbehavior in order to prescribe targeted interventions for students with chronic behavior problems.
- During interviews with the IIT, the school leader stated that the school has a primary role in teaching skills that promote social-emotional growth and resilience. School leaders reported the school's social-emotional curriculum consists of a number of components. The Responsive Classroom program includes daily morning meetings that are focused on improving student achievement and school climate. In interviews, school leaders stated that the morning meetings, which are held in every classroom, are received positively by students. The school has also implemented the Positive Behavioral Interventions and Supports (PBIS) program to help students understand and modify their behavior and the Connected and the Respect program, which provides strategies for creative conflict resolution and social-emotional learning. School leaders have also instituted the Sisterhood program to increase female student' awareness and agency. School leaders and teachers reported that the school has provided limited opportunities for teachers to engage in targeted PD that addresses students' social-emotional development health needs.
- Although the RtI procedure is explicit and carefully articulated, the school leader has not coordinated student support services by defining the roles and responsibilities of student support team members and providing structures to facilitate their communication with each other and with external agencies that work with students and families. For example, there are no regularly scheduled meetings of the school leader and student support services members with representatives of external agencies to share information and ensure that appropriate social-emotional supports are provided. The school's outreach to external service providers has been limited, and the school leader and student support service team members reported that very few external agencies are providing on-going services to students and families.
- There is little systematic use of data to identify students' needs and determine the effectiveness of the school's social-emotional developmental health programs and services. Since student performance data are not disaggregated by subgroup, it is unclear whether the school's programs and services are positively impacting all students. The school leader noted he promotes positive behavior through daily morning announcements, assemblies, motivational posters, and recognition of students who demonstrate positive behavior; however, there is no evidence to show whether these initiatives are eliminating barriers to learning for individual students and subgroups. In addition, school leaders are not collecting

and analyzing data to determine the impact of the school-wide curricula programs implemented by classroom teachers, including the Culturally Responsive Classroom, Connected and Respected, and the Sisterhood programs.

Recommendation: By March 31, 2016, the school leader and leadership team should monitor and evaluate the programs in the school that address the social-emotional needs of students to determine each program’s impact and determine whether modifications are necessary.

<p>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.</p>	<p>Tenet Stage</p>	<p>1</p>
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The school is at **Stage One** for Tenet 6-Family and Community Engagement.

- The school leader stated that he has communicated his expectations for student success through monthly newsletters, assemblies, and school events. A small group of parents affiliated with the school’s booster club are supporting the school leaders’ expectations by attending school events, such as student celebrations, assemblies, and parent-teacher conferences, and volunteering at the school. However, the school leader has not developed strategies to inform and involve all parents. The school leader reported that he has not yet articulated to all parents what they can do to support and extend the learning of their children at home. Parents interviewed by the IIT were unaware of the school leader’s expectations for their children and ways that they could support them.
- The school holds events for parents, but has not succeeded in engaging most parents in reciprocal communication. Kindergarten and grade one teachers stated that they have had better results in initiating and sustaining reciprocal communication with parents based on notes back and forth in communications folders and through frequent formal and informal conversations. Some teachers are using class Dojo, Friday communication folders, and newsletters to communicate with parents; however, there are no school-wide expectations for regular communication with parents. The school has numerous events for parents; but with the exception of the after-school parent partners program, attendance has been consistently low. School leaders have not developed strategies for increasing parental engagement and participation.
- The school has not provided any formal training for staff and parents on building productive home-school partnerships to support student achievement. Teachers reported to the IIT that there were no expectations or protocols for working collaboratively with parents. School leaders stated that parents are invited to morning meetings to share in the celebration of students’ learning; however, parent attendance at these meetings has not been recorded consistently. The review team found no evidence of a plan to enhance home-school relationships through customized training sessions.
- Parents interviewed by the review team stated that most families are limited in their ability to advocate for services for their children because they lack access to relevant student

performance data. The school leader reported that he presents aggregated student performance data to parents at the beginning of the school year during Expectations Night, but there are no scheduled follow-up sessions. Parents shared that information provided by the school is sometimes stated in terms that are difficult for them to understand. Student support service members noted that only teachers could make referrals to the student support services team; thus, parents and external service providers do not participate in collaborative discussions regarding students in need. Parents indicated they were not fully informed about this process and that they did not know how to secure school services. In interviews, parents stated that the school needed to reach out to families and provide them with relevant data about their children and information on appropriate services and resources available within the school and community

Recommendation: By March 31, 2016 the school leader, school leadership team, and the booster club should identify alternative methods for improving reciprocal communication and parent participation aimed at addressing the academic achievement, social-emotional growth, and well-being of all students.