



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

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



|                                     |  |
|-------------------------------------|--|
| <b>BEDS Code</b>                    | 140600010053   |
| <b>School Name</b>                  | Community School #53   |
| <b>School Address</b>               | 329 Roehrer Avenue, Buffalo, New York 14208                                |
| <b>District Name</b>                | Buffalo Public Schools   |
| <b>School Leader</b>                | Ms. June Clark   |
| <b>Dates of Review</b>              | December 1-2, 2015   |
| <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 for Community School #53

| School Configuration (2015-16 data)                             |       |   |      |
|---|-------|---|------|
| Grade Configuration   | PK-8  | Total Enrollment                                | 483  |
| Types and Number of English Language Learner Classes (2015-16)  |       |   |      |
| # Transitional Bilingual  |       | # Dual Language                                 |      |
| Types and Number of Special Education Classes (2015-16)         |       |   |      |
| # Special Classes   | 6     | # SETSS   |      |
| Types and Number of Special Classes (2015-16)                   |       |   |      |
| # Visual Arts   | 24    | # Music   | 24   |
| # Foreign Language  | 2     | # Dance   |      |
| School Composition (most recent data)                           |       |   |      |
| % Title I Population  | 77    | % Attendance Rate                               | 90.1 |
| % Free Lunch  | 77    | % Reduced Lunch                                 | 0    |
| % Limited English Proficient                                    | 0.2   | % Students with Disabilities                    | 15.9 |
| Racial/Ethnic Origin (most recent data)                         |       |   |      |
| % American Indian or Alaska Native                              | 0     | % Black or African American                     | 82.2 |
| % Hispanic or Latino  | 7.3   | % Asian or Native Hawaiian/Pacific Islander     | .2   |
| % White   | 5.8   | % Multi-Racial                                  | 4.6  |
| Personnel (most recent data)                                    |       |   |      |
| Years Principal Assigned to School                              | 8     | # of Assistant Principals                       | 1    |
| % of Teachers with No Valid Teaching Certificate                | 0     | % Teaching Out of Certification                 | 3.0  |
| % Teaching with Fewer Than 3 Years of Experience                | 5.0   | Average Teacher Absences                        | 8.5  |
| Student Performance for Elementary and Middle Schools (2014-15) |       |   |      |
| ELA Performance at levels 3 & 4                                 | 1.5%  | Mathematics Performance at levels 3 & 4         | 2.1% |
| Science Performance at levels 3 & 4 (4th Grade)                 | 61.9% | Science Performance at levels 3 & 4 (8th Grade) | 41%  |
| Student Performance for High Schools (2014-15)                  |       |   |      |
| ELA Performance at levels 3 & 4                                 |       | Mathematics Performance at levels 3 & 4         |      |
| Global History Performance at levels 3 & 4                      |       | US History Performance at Levels 3&4            |      |
| 4 Year Graduation Rate  |       | 6 Year Graduation Rate                          |      |
| Regents Diploma w/ Advanced Designation                         |       | % ELA/Math Aspirational Performance Measures    |      |
| Overall NYSED Accountability Status (2014-15)                   |       |   |      |
| Reward  |       | Recognition                                     |      |
| In Good Standing  |       | Local Assistance Plan                           |      |
| Focus District  |       | Focus School Identified by a Focus District     | X    |
| Priority School   |       |   |      |

### Adequate Yearly Progress (AYP)

| DID NOT MEET Adequate Yearly Progress (AYP) in ELA (2013-14)         |    |   |    |
|--|----|---|----|
| American Indian or Alaska Native                                     |    | Black or African American                       | No |
| Hispanic or Latino   |    | Asian or Native Hawaiian/Other Pacific Islander |    |
| White  |    | Multi-Racial                                    |    |
| Students with Disabilities   | No | Limited English Proficient                      |    |
| Economically Disadvantaged   | No | ALL STUDENTS                                    |    |
| DID NOT MEET Adequate Yearly Progress (AYP) in Mathematics (2013-14) |    |   |    |
| American Indian or Alaska Native                                     |    | Black or African American                       | No |
| Hispanic or Latino   |    | Asian or Native Hawaiian/Other Pacific Islander |    |
| White  |    | Multi-Racial                                    |    |
| Students with Disabilities   | No | Limited English Proficient                      |    |
| Economically Disadvantaged   | No | ALL STUDENTS                                    |    |
| DID NOT MEET Adequate Yearly Progress (AYP) in Science (2013-14)     |    |   |    |
| American Indian or Alaska Native                                     |    | Black or African American                       | No |
| Hispanic or Latino   |    | Asian or Native Hawaiian/Other Pacific Islander |    |
| White  |    | Multi-Racial                                    |    |
| Students with Disabilities   |    | Limited English Proficient                      |    |
| Economically Disadvantaged   | No | ALL STUDENTS                                    |    |

**SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:**

1. Data Driven Instruction.
2. Differentiation of Curriculum and Instruction.
3. Digging Deeper into the Common Core.

**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 (SEIS) representative.
- The review team visited a total of 44 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 that 159 (33 %) completed.
- The school provided results of a staff survey that 37 (74 %) completed.

**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 overall stage at the end of each Tenet.

| #                              | 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 type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2.3                            | Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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"/> |
| <b>TENET 2 OVERALL STAGE :</b> |  |                          |                          |                          | <b>1</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   | 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"/> |

| <b>TENET 3 OVERALL STAGE :</b>  |  |                          |                          | <b>1</b>                 |                                     |
|---|--|--------------------------|--------------------------|--------------------------|-------------------------------------|
| <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.             |  |                          |                          |                          |                                     |
| #   | 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 type="checkbox"/> | <input checked="" 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"/> |
| <b>TENET 4 OVERALL STAGE :</b>  |  |                          |                          | <b>1</b>                 |                                     |
| <b>Tenet 5 - Student Social and Emotional Developmental Health:</b> The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents. |  |                          |                          |                          |                                     |
| #   | Statement of Practice  | Stage 4                  | Stage 3                  | Stage 2                  | Stage 1                             |
| 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 type="checkbox"/> | <input checked="" type="checkbox"/> |
| 5.3   | The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 5.4   | All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision. | <input type="checkbox"/> | <input type="checkbox"/> | <input 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"/> |
| <b>TENET 5 OVERALL STAGE :</b>  |  |                          |                          | <b>1</b>                 |                                     |
| <b>Tenet 6 - Family and Community Engagement:</b> The school creates a culture of partnership where families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.  |  |                          |                          |                          |                                     |
| #   | 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"/> |
| <b>TENET 6 OVERALL STAGE :</b> |  |                          |                          |                          | <b>1</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 Stage</b> | <b>1</b> |
|---|--------------------|----------|

The school is at **Stage One** for Tenet 2 – School Leader Practices and Decisions.

- The school leader reported that she has established a vision for instruction that consists of three elements: data-driven instruction (DDI), differentiated instruction, and a curriculum aligned to the Common Core Learning Standard (CCLS). She noted that these elements are well known by teachers as the three rocks; however, the review team found no evidence that teachers follow these principles when planning and delivering curriculum and instruction. The school leader included goals in the School Comprehensive Education Plan (SCEP) that are related to her vision and priorities. However, they are not specific, measurable, ambitious, results-oriented and timely (SMART) goals. They do not focus on addressing the needs of student subgroups and do not communicate a sense of urgency for school improvement. During interviews with the review team, teachers and parents were not able to cite specific goals that the school was endeavoring to achieve. The lack of widely understood goals with measurable outcomes limits the ability of the school leader to work collaboratively with the school community to improve student achievement.
- Although the school leader noted she has allocated some resources for school improvement efforts in response to a decline in student achievement levels, the review team found no evidence that the school leader has used resources strategically to improve academic performance of subgroups, including students with disabilities, economically disadvantaged students, and African American students. The school leader stated she hired two-full time coaches to improve instructional practice. To fund this initiative, she reduced two student support staff positions to half-time positions. Some staff members reported that student support services have declined as a result, and the review team found no evidence that the decision to hire instructional coaches has increased student achievement. The school’s State assessment results in English language arts (ELA) and mathematics have decreased over the past two years, with an increasing proportion of students achieving at level 1 in both subjects. For example, in ELA, results fell from three percent of students scoring at Levels 3 and 4 in 2013-14 to one percent in 2014-15. During this time, the percentage of students scoring at Level 1 increased from 71 to 77 percent.
- The review team’s examination of feedback from observation reports showed that while school leaders visit classes formally and informally, they do not consistently provide written feedback with recommendations for improving instructional practice. Although some feedback was actionable, most of the feedback was general and descriptive, and was not specifically targeted to improve teacher practices. During interviews, school leaders and teachers acknowledged this issue minimized efforts to improve instructional practices and student achievement. The review team also observed that most teachers practiced whole-group instruction without differentiation, in contrast to the school leader’s expected three rocks of good practice. The review team found no evidence that the school leader monitored implementation of feedback or expectations regarding the instructional vision and the impact on student achievement.
- The school leader stated that she has not developed or implemented systems to assess the effectiveness of school-wide programs or initiatives for improving instructional practice and student achievement. For example, the school leader reported she added an after-school program for students in grades five through eight; however, there are no specific goals or a system to assess the effectiveness of this effort. The school leader stated that she does not monitor her classroom observations, gather data to assess teacher practice, or determine the effectiveness of professional development (PD) efforts. The lack of systems to track and monitor individual and school-wide

practices hinders the school leader’s ability to determine the steps necessary to move the school forward.

**Recommendation:**

The school leader should use one hour per day to visit classrooms and provide teachers, within 48 hours of the visit, with written feedback, which is targeted and actionable and will improve teacher practice. The visits should:

- take approximately 15 to 20 minutes each; and
- the feedback should be face to face.

The school leader and assistant principal should visit some classrooms together to calibrate what they look for during classroom visits and ensure that they provide consistent feedback and share a common vision for instructional practice.

**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 Stage**

**1**

The school is at **Stage One** for Tenet 3 – Curriculum Development and Support.

- Although the school leader noted she has communicated her expectations regarding the three rocks for planning and instruction, the review team found limited evidence in their examination of lesson plans that the curriculum is aligned to the CCLS, or that the school leader has provided support or PD for teachers to align curricula to the CCLS and instructional shifts. The lesson plans showed no evidence of data-driven modifications, differentiated instructional strategies, or the rigor required by the CCLS. The review team found no evidence that the school leader provided written feedback on any of the lesson plans. Teachers stated that they have not received training on planning lessons to meet the needs of the school’s subgroups, which include students with disabilities, economically disadvantaged students, and African American students. Teachers stated that some teachers follow the school’s pacing guide and curriculum as it is provided, and others do not. The review team did not find evidence of the school leader’s active involvement in assisting teachers with curriculum support.
- The review team found that the majority of plans were copied from resources, such as EngageNY, and were not modified to meet student needs, including those of students with disabilities. The review team found that teachers did not use student academic data to modify lesson plans to provide for grouping of students to address students’ varied achievement levels. The plans did not consistently include challenging material or higher-level questions or rigorous activities. Students in classes visited by the review team typically completed the same activities and covered the same curriculum content regardless of need or previous performance.
- The school leader stated that she has no school-wide expectations for developing interdisciplinary curricula, and the review team found no evidence of teachers working together to connect the curriculum across subject areas. The school leader also stated that the school has not provided any PD for teachers on interdisciplinary planning.
- The school leader reported that teachers have access to school-based assessments, tests and quizzes, and the results of State assessments and district benchmark assessments in ELA and mathematics but that few teachers use data to adapt the curriculum. She noted that some teachers do not use data to inform curriculum planning because they believe that students have many academic needs and whole-group planning ensures that students receive the content information that they need. Some teachers

interviewed by the review team shared that staff may be hesitant to use assessments to inform their curriculum planning because they have not received adequate guidance from school leaders on using assessments to adapt the curriculum or to provide feedback to students on improving their work.

**Recommendation:**

The school’s instructional leadership team, comprised of the school leader, assistant principal and instructional coaches, should review each teacher’s lesson plans weekly to ensure that each teacher plans for at least one formative assessment during one lesson each day. The formative assessments, such as exit tickets, quizzes, or other performance tasks that gauge student understanding, will identify students who do not demonstrate proficiency in the targeted area. Those students should be re-taught using a different instructional strategy than the one initially used. In the lesson plans, teachers should designate the time when they will be planning to re-teach, such as during the school’s existing differentiation block.

**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 stated that she has not observed her vision of data-driven, differentiated instruction that supports the CCLS implemented in the majority of classrooms she has visited. The review team found that the school leader does not regularly provide targeted feedback or support that improves teacher practice. The school leader and teachers reported that although some feedback is written, the feedback school leaders provide is typically verbal. A review of observation reports showed that most written feedback was descriptive rather than prescriptive. The school leader stated that she does not monitor or track the implementation of expected instructional practices and that gaps exist in the quality of instruction for all students, but particularly for the school’s subgroups, including students with disabilities, economically disadvantaged students, and African American students.
- During classroom visitations, the review team observed that students were not exposed to a rigorous learning environment leading to high levels of cognitive engagement. In the majority of classrooms, teachers did not pose higher-order questions or assign complex materials or tasks that required application, analysis, synthesis or evaluation. The instruction was teacher-centered, with teachers lecturing and asking the majority of questions, and with little opportunity for student-led inquiry. Most questions teachers posed were closed ended, which led to low-level and at times, one-word and yes/no responses, limiting opportunities for students to explain their thinking and extend their understanding with follow-up questions and examples. The review team observed no extended activities for high-performing students and no adaptations to support the different learning needs of students with disabilities and English language learners (ELLs) in both whole classes and when students were divided into differentiated groups.
- The review team observed that student engagement was limited, and instruction did not acknowledge student diversity. The majority of students interviewed by the review team stated that students make fun of students in their classes who answer a question incorrectly, and that this impedes some of their peers’ participation in lessons. In addition, the review team observed that in the majority of classrooms in all subjects, teachers typically only called on the few students who raised their hands, which limited the teachers’ ability to gauge other students’ understanding of the instructional content. The review team also noted that peer-to-peer talk was limited and teachers dominated discussions.

- The review team observed that teachers did not usually use formative assessments to group students or to gauge students’ understanding in order to re-teach students in a different manner. When groups of students were separated to be re-taught, the original strategy, lecture or closed-ended questions, was used again with no adaptations to address students’ specific difficulties or different levels of understanding. The review team found that majority of student work teachers returned was either without feedback or with feedback that did not provide next steps to improve learning.

**Recommendation:**

The school’s instructional leadership team, which is comprised of the school leader, assistant principal, and instructional coaches, should track classroom observation reports to ensure that teachers use a minimum of two instructional strategies to re-teach students. These instructional strategies should be different than the one initially used. The instructional team should monitor this practice during classroom observations.

**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 Stage**

**1**

The school is at **Stage One** for Tenet 5 – Social and Emotional Developmental Health

- The school leader reported she has not developed a school-wide vision for students’ social and emotional developmental health needs. The review team did not find evidence that the school leader has implemented a comprehensive school-wide system to identify and address the needs of all students or that practices are consistent school-wide. During discussions with the review team, the school leader referred to the school’s Positive Behavioral Interventions and Supports (PBIS) program as the approach the school uses to address students’ needs. However, members of the student support staff stated that PBIS is being replaced by another approach, the Multi-Tiered Systems of Support program, and teachers interviewed by the review team were not aware of the new program. The student support team shared that when the school leader decreased the number of days the school psychologist and counselor were at the school, the school leader did not develop a plan to ensure that this change did not leave a gap in support for students’ social and emotional needs. As a result of this staffing change, they noted the school leader eliminated the “check-in, check-out” program, in which students who needed social and emotional support were assigned a student support staff member with whom to “check in.” Student support staff members reported that some students whose individualized education plans (IEPs) include counseling are not receiving mandated counseling services, which was acknowledged by the school leader.
- Teachers stated that they do not understand their roles or responsibilities in the school’s social and emotional health PBIS program. They also noted that they have not received PD in the program or in identifying students who have social-emotional needs or the process for referring students for support and interventions. Staff shared that there are gaps in services for students, and interventions are largely reactive rather than proactive.
- During interviews, teachers, support staff, families, and the school leader reported that the school has not developed a plan that ensures that the social and emotional health needs of all learners are addressed through school-wide programs and collaborations with stakeholders. Parents reported they were not sure of their roles and that the school did not provide PD on their roles or on the identification of students who may have social and emotional issues. The review team did not find evidence that the school leader has developed partnerships with community organizations to enhance students’ social-emotional developmental health or that the school has provided parents with

communications indicating available community resources.

- The school leader reported that while the school has a system to track attendance, discipline, and referrals, she does not monitor the system to inform policy decisions that address students’ social and emotional needs. For example, the school leader stated that she has not used this system to determine if her decision to adjust the psychologist and counselor positions to half time has had a negative impact on the social and emotional health of students. The review team also found differences in interpretation of data regarding student discipline referrals. The school leader indicated that referrals and suspensions have decreased over the past year; however, teachers interviewed by the review team stated that the data may not reflect an improvement in student behavior. They shared that they have been asked to handle more student discipline issues in classes and, as a result, have not referred as many students as in the past. The lack of a coordinated effort to assess and use data proactively hinders efforts to identify and address student social-emotional needs.

**Recommendation:**

The school leader and members of the student support team should develop a protocol that would allow all students to have an adult in the school with whom they would “check in” on a weekly basis. As part of this process:

- If a child is in need of social or emotional supports, the assigned adult will complete a Request for Assistant (RAF) form, submit it to the designated member of the school leadership or student support team, who will ensure that the child’s concerns are acted upon in the same day.

All families should be made aware of this protocol by January 2016 and be provided with the staff member’s name who will be assigned to their child.

**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 Stage**

**1**

The school is at **Stage One** for Tenet 6 – Family and Community Engagement.

- The school leader and families reported that the school leader does not ensure that families receive regular communications detailing the school’s high expectations for student achievement. The school leader and assistant school leader stated that they do not send home the parent-student handbook when the school year begins; instead, they publicize the website where families may access the handbook. However, family members and staff reported that many families do not have internet access and, as a result, many families may not understand the school’s expectations for them or their child. The school leader stated that she did not provide staff or student survey results to families or explain how the data would be used as part of the school’s improvement process. The school leader reported that she has no school-wide expectations for staff communication with families, and the review team did not find evidence of a family engagement plan.
- The school leader and staff noted that in the fall, the school conducts an open house to introduce teachers, to review school policy, and to invite parents to parent-teacher conferences. The school leader reported the school communicates with parents through monthly newsletters and sends report cards and interim reports on a regular basis. There is also a district parent portal and a school website directing parents to information about the curriculum for families who have access to a computer and the internet. However, the school leader has not developed a system for fostering reciprocal communication with families. During interviews, family members reported that the school leader does

not provide regular, reciprocal communication with parents and community members that allows them to support the academic or social and emotional needs of students. Family members stated that there is little guidance from the school on how to support their children academically, socially, or emotionally. They also stated that they are not provided with information concerning the school's social and emotional health program or whom to contact if their child has a social or emotional issue.

- The school leader, staff, and families reported that the school does not offer training to help parents support student learning. Family members stated that they have not received training on the CCLS, on how to help their child academically, or on how to effectively communicate with the school. Teachers stated that they have received no training on how to create home-school partnerships or how to work with the many families living in poverty. The student support staff and the school leader reported that they do not provide parents with a list of community agencies that could provide social, emotional, or academic support. The school leader, staff, and family members reported that family participation at most school-wide events is low, limiting the ability of the school to inform families on how to help their children at home.
- The review team found that data are not shared with families in a way that enables them to support their child's academic needs. Family members reported that the school does not provide training for families on understanding student performance data. Family members stated that while the school provides their children's State assessment scores, it does not provide information on what the scores mean or what strategies families can use to help their child. In addition, the staff does not use student data to identify families or students who may need community support. The lack of training for parents on understanding student data limits families' ability to advocate for their children's needs.

**Recommendation:**

The school leader and members of the student support team should provide a document to all families that lists the names, addresses, and phone numbers of community organizations that could assist families in need of social, emotional, and academic supports. This document should include the services that each organization provides and the names of school contacts who could refer families to the appropriate organizations. The school should send this information home to all of its families by January 2016 and post it at the school and on the school website. The school leader should also provide this document and opportunities for discussion during school-wide events.