



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	280201030002
School Name	David Paterson Elementary School
School Address	40 Fulton Street, Hempstead, NY 11550
District Name	Hempstead Union Free School District
School Leader	Mr. Gary Rush
Dates of Review	January 20 – 21, 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

School Configuration (2015-16 data)					
Grade Configuration	1-5	Total Enrollment	589	SIG Recipient	Y
Types and Number of English Language Learner Classes (2015-16)					
# Transitional Bilingual	3	# 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	2
Types and Number of Special Classes (2015-16)					
# Visual Arts	1	# Music	1	# Drama	
# Foreign Language		# Dance		# CTE	
School Composition (most recent data)					
% Title I Population		88%	% Attendance Rate		91%
% Free Lunch		84%	% Reduced Lunch		6%
% Limited English Proficient		35%	% Students with Disabilities		12%
Racial/Ethnic Origin (most recent data)					
% American Indian or Alaska Native		1%	% Black or African American		35%
% Hispanic or Latino		59%	% Asian or Native Hawaiian/Pacific Islander		2%
% White		1%	% Multi-Racial		2%
Personnel (most recent data)					
Years Principal Assigned to School		3	# of Assistant Principals		1%
% of Teachers with No Valid Teaching Certificate		0%	% Teaching Out of Certification		0%
% Teaching with Fewer Than 3 Years of Experience		6%	Average Teacher Absences		2%
Student Performance for Elementary and Middle Schools (2014-15)					
ELA Performance at levels 3 & 4		13%	Mathematics Performance at levels 3 & 4		22%
Science Performance at levels 3 & 4 (4th Grade)		66%	Science Performance at levels 3 & 4 (8th Grade)		
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		X
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					

Adequate Yearly Progress (AYP)

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

SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:

1. To make adjustments to instruction on formative assessments.
2. To increase the rigor of instruction.

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, a Special Education School Improvement Specialist (SEIS) representative, and a representative from the Regional Bilingual Education Resource Network (RBERN).
- The review team visited a total of 61 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 100 of the 208 students in grades three through five completed.
- The school provided results of a staff survey that 34 (100%) completed.
- On the date of the review, the school leader was not present, as he has been on sick leave since December 2015, and the Assistant Principal has assumed the school leader’s duties since then.

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 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"/>
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 checked="" type="checkbox"/>	<input type="checkbox"/>

3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
TENET 3 OVERALL STAGE:				2	

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 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"/>
TENET 4 OVERALL STAGE:				2	

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
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	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	support the use of data to respond to student social and emotional developmental health needs.				
	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 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"/>
	TENET 6 OVERALL STAGE:			2	

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
<p>The school is at Stage Two for Tenet 2 – School Leader Practices and Decisions.</p> <ul style="list-style-type: none"> • The school leader reported in the school self-evaluation and the assistant principal (AP) confirmed to the review team that staff and parents worked collaboratively to develop the school’s vision, mission, and goals. The focus was to build a solid foundation and foster student learning in preparation for college- and career-readiness. Students created the School’s Pledge, which they recite daily. The Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals included in the School Comprehensive Educational Plan (SCEP) align with the vision. Teachers and students interviewed were aware of the school’s improvement priorities. However, parents interviewed had limited understanding of the goals or of the school’s progress towards achieving them. • The school leader has deployed some resources strategically to bring about school improvement. The school purchased a reading program to support students in progressing reading levels. The school leader’s teacher feedback reports demonstrate that reading opportunities for students have increased due to this program; however, the impact on student progress is unsubstantiated by data, and data from class-based assessments are unavailable until the end of January. The school leader organized training for a team of teaching assistants to conduct reading assessments and held a school-wide refresher course for teachers on reading strategies. However, classroom visits by the review team indicated that these additional staff are not always utilized in classrooms to promote student reading achievement. • The school leader scheduled professional development (PD), a cycle of monitoring support, and feedback on classroom practice and lesson plans to support teachers in building instructional practices. However, school leader feedback and classroom visits demonstrated that teacher instructional practices in all subjects and grades are not yet improving, as teachers are not consistently meeting the needs of all students. Teachers confirmed they received feedback from the school leaders in order to improve their practices, and that weekly grade-level meetings enabled them to collaborate and share planning. However, in the observed grade-level meeting, teachers shared resources and ideas but they did not share student work, lesson plans, or assessment data to plan for student needs. • A review of school documents including improvement plans, PD reports, and the assessment schedule, as well as the review team’s interviews with the AP and teachers showed that the school has school-wide protocols for using data. The school leader has given priority to supporting staff to use evidence-based data systems and to track and monitor school-wide practices. However, the review team found that while school leaders have protocols for data, they do not monitor the data to determine if the school is making progress toward goals. While data is collected on student achievement, attendance, suspensions, and behavior, it is not shared between all school leaders. School leaders, teachers, and support staff reported communications and meetings about data and improvements are often informal and not documented. Staff reported that they are not clear about who retains and is responsible for particular sets of data, which hinders the school leaders and staff’s ability to measure progress toward 		

the school's priorities.

Recommendation:

- The school leader and AP should immediately schedule weekly meetings with each other and other school leaders within the school to debrief academic and administrative roles and areas of responsibility, in order to update each other on progress developments within the school, and to improve communications as part of their ongoing efforts to improve student achievement. Document these meetings and collect evidence of the improvements.

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

2

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

- The school leader is developing an improvement plan to support teachers in aligning the curriculum to the Common Core Learning Standards (CCLS) and the instructional shifts. In September, the school adopted school-wide units of study that focus on teaching and learning strategies, and how to use data to inform instruction and track student progress grade by grade. Teachers confirm that they are supported through a PD program, weekly grade-level meetings, school leader feedback from walkthroughs, and online resources. In a grade-level meeting observed by reviewers, teachers developed three Tier one and one Tier two questions for students based on reading comprehension. However, some teachers actively participated while others did not contribute to the meeting until almost the end. Interviews with school leaders and teachers indicated that school leaders do not monitor teacher planning to ensure curriculum adaptations are happening.
- Despite collaborative planning and teachers' collection of data, the review team found few examples of teachers making adaptations to the curriculum in lessons to meet individual student needs. Classroom visits and a review of lesson plans demonstrated teachers provided few scaffolds for English language learners (ELLs) or for students with disabilities. In some classes, there was evidence of students working with grade-level texts, but teachers rarely used complex texts, or asked students higher-order questions to challenge students. Only in a few classes did teachers use differentiated materials. For example, in a grade three math lesson, teachers provided manipulative color-coded counters to support visual learners. However, in all of the special education classrooms, there was no evidence of instruction adapted based on student individual educational plans (IEPs).
- Teachers reported they develop connections across the curriculum during common planning time through the adopted reading program, and the review team found that this reading initiative connects social studies, science, math, and technology. Teachers also reported collaborating in music, art, and sports. While not included specifically on lesson plans reviewed, students reported, and reviewers observed, some use of technology to support learning. For example, some teachers used technology as a teaching aid and students used FASTMATH, a technology-based program, to support their math achievement. Reviewers found that teachers in bi-lingual classes modeled language and encouraged ELLs to use academic vocabulary to support learning in all connected subjects.

- Teachers collect some assessment data, but they do not analyze it consistently to modify the curriculum to meet student needs. Teachers have classroom files with data by class, and individual student binders with evidence of student work. Examination by reviewers revealed inconsistencies in both the content and how teachers used the information in the binders. All teachers use benchmark data gathered at the start of the academic year to group students in class. However, only some teachers record student progress on daily formative and interim assessment tracking sheets and modify curriculum based on this. A few teachers annotated the data walls with updated information from tests, but this was not common practice. Students interviewed stated that they receive feedback from teachers and shared the rubrics they use at the end of units to check their own work.

Recommendation:

- Within two weeks, school leaders should create and devise a method to monitor, track, and analyze curriculum adaptations, which will help focus on the identification of necessary skills that teachers need to develop to help them plan instruction and curriculum for subgroups.

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

2

The school is at **Stage Two** for Tenet 4 – Teacher Practices and Decisions.

- The school leader does not ensure that teachers use data to deliver instruction that meets the needs of all students. School memos and meeting agendas shows that the school leader expects teachers to use data and look at student work during grade-level meetings. Teachers interviewed reported the school leader expects that they analyze assessment data, and use it to set short and long-term goals for students and to adjust instruction. However, reviewers observed inconsistencies in teachers’ use of data in lessons, student work, profiles, and data walls. While teachers have data about individual student learning needs, instructional strategies during classroom visits did not consistently support students’ different learning styles, or lead to high levels of engagement and increased achievement. In the vertical group interview, teachers reported that they shared advice and materials with colleagues but were unclear how to change their practice to meet the needs of all students, including ELLs and students with disabilities.
- The review team found that teacher lesson plans do not take account of different student learning needs. While some teachers grouped their students based on ability levels, most teachers taught classes as a whole and had students complete the same tasks, and use the same materials, texts, and worksheets. Teachers did not challenge students or promote deeper understanding of their learning. Few teachers included opportunities for students to collaborate or connect with learning to promote high levels of engagement during instruction. Despite lesson plans that noted different types of questions, few teachers used these questions to check and extend student understanding during classroom visits. Sometimes teachers gave insufficient wait time and answered their own questions. The exception was in the bi-lingual classrooms where teachers spoke Spanish to check and support students’ understanding.

- Teachers share their expectations of student behavior at the start of lessons at the same time as they share the learning objectives. Reciting the School Pledge sets the tone for an intellectually and physically safe learning environment. Students reported feeling safe and comfortable to answer questions in class when given the opportunity. The ELL and general education teachers reported they collaborate to develop teaching and learning strategies to support the diverse needs of students. The expectation is that all teachers have dual labels in classrooms, and use turn and talk and think, pair, share to reinforce the use of vocabulary and understanding. However, reviewers did not see evidence of teachers having dual labels in all classes. The integrated ELL classes visited, consisted of “pull aside” instruction of a small group of ELLs rather than an integrated co-teaching model which created a distracting classroom environment where not all student needs were met.
- Teachers are developing goals for students, but evidence that these are improving student achievement is limited as measured by State tests. Students reported that teacher feedback was helpful, but this was not evident in the student work reviewed, which showed few next steps. Some students reported knowing their goals and using self-assessment and a rubric to check their work. Reviewers found through discussion with teachers that most teachers are developing their knowledge on how to use formative assessment data to adjust student groupings. Observations of integrated classes by reviewers and school leaders, and a review of lesson plans showed limited evidence of differentiation in the goals for students with disabilities or for ELLs, and few changes to the goals as students’ progress changes.

Recommendation:

- The school leader should immediately utilize the staff developer and instructional support team to advise teachers on ways to adapt materials and resources that ensure that all students have equitable access to learning. School leaders should monitor the student progress weekly to make sure that teachers adapt their instructional practices, particularly for ELLs and students with disabilities.

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

2

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

- The school leaders and teachers reported that the school revised their referral process to help identify and support more accurately student social and emotional developmental health concerns. The Instructional Support Team (IST) makes referrals to support student social and emotional developmental health needs. Data shows a reduction in suspensions this academic year. Although the school is developing ways of reducing barriers to student learning, in interviews, the teachers and support staff were unable to clarify the different roles and responsibilities of staff within the school in supporting student social and emotional developmental health and the collection of appropriate social-emotional data.
- The AP reported that the school uses a positive behavior intervention and support (PBIS) program and Character Traits, a positive character education program. Staff display the values promoted by the

program on bulletin boards. According to the AP and teachers, a newly introduced morning breakfast program, Hempstead Beats Hunger, promotes a relaxed student/teacher interaction and a calmer start to the day. Students eat together before school, this provides a social time for them, and opportunities to talk with adults, as the teachers join them. Students stated that they feel listened to by adults and they listen to and help each other. Volunteers from a previously funded project tutor small groups of students and a few foster grandparents volunteer to mentor and support students in the class. Students who spoke to reviewers reported feeling safe, although a few spoke of bullying at recess in busy corridors and outside. Further, students said they enjoyed earning David Paterson dollars for good deeds as part of the PBIS program.

- To develop staff capacity, the IST delivered PD to staff about how to identify bullying and deal with it effectively, and how to recognize the different behaviors students present, which often mask their social and emotional developmental health and academic needs. The parents interviewed reported no concerns about bullying. Parents knew about the monthly "Chat and Chew" drop-in meetings when school leaders and representatives from community groups shared services and support available to families to promote students' social and emotional developmental health. Reviewers examined the agendas, which demonstrated the school's invitations to community groups and agencies to support students and families. The social worker recently provided a list of community outreach agencies including the Hispanic Counseling service and medical and mental health agencies to support the needs of parents and families. Parents reported that while some teachers contacted families regarding concerns about their children's social and emotional developmental health, others did not.
- The school is developing ways to collect and analyze information to support student social and emotional developmental health needs. For example, the IST has begun to review systems and to ensure all staff understands what protocols are in place to support student needs. The IST reported that they analyze behavior logs to identify patterns and trends in student behavior. The school attendance aid monitors student attendance and lateness data. Documents show that the use of home visits and the directing of parents to relevant health and community agencies have helped contribute to increased student attendance, which rose from 91 percent in September to 96 percent in January.

Recommendation:

- The instructional support team should continue with their work reviewing and enhancing school protocols and procedures for supporting students' social and emotional developmental health needs. The school leaders should make sure that everyone in the school community, including all teachers and support staff, understands their roles in supporting students, teachers, and families.

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

2

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

- The school leader has systems in place to communicate information to parents about school events

and grade-level curriculum content. The school translates the website into Spanish, as well as communication they send home and the student handbook. While the events' calendar showed that the school hosted district-run university workshops to provide parents with information about homework strategies, and about the CCLS, reviewers found limited evidence of the school leader communicating high expectations for student achievement. Parents interviewed confirmed the school's open door policy, but were unaware of any resources they could access to support their children's academic needs and enable them to become college and career ready.

- The school is developing reciprocal communications with parents including workshops and monthly "Chat and Chew" meetings. The school alternates the timings of "Chat and Chew" so that working parents can attend. Parents reported between five to fifteen parents attended the last meeting. The school reported between 50-60 parents attended the Open House, and about 10 percent of upper and four percent of lower grade parents attended Bring Your Parent to School day. Few parents volunteer to help at school. While some parents interviewed reported they receive letters, phone calls, and a class electronic app-DoJo, which invites parents to contact teachers to hear about student behavior, others reported not receiving any communications from the school. Newsletters reviewed contained grade-level curriculum information, as well as information on basic parenting skills such as safety and budgeting. However, the review team found that the school leader has no mechanism to evaluate the impact of communication with families.
- Teachers and the school leader reported there has been no PD on how to actively engage and sustain parental partnerships. However, teachers reported ongoing communications with parents, including a parent handbook with policies. Some grades provide parents with a monthly newsletter that highlights curriculum content and the academic focus. Bi-lingual parents reported that the school helps them to learn English and gives parents resources to help their children. In addition, students from a nearby high school volunteer as translators for parents. However, parents reported that at large meetings, the electronic translators failed to work properly thereby reducing their ability to participate fully.
- Parents stated that the school shares data about student academic and social-emotional developmental health in ways that enable them to support their children's achievement. Parents stated they received invitations to conference with teachers and received report cards that included data presented in ways they could understand. However, parents expressed inconsistent views about how informative the school's website was, which the review team found contains information and guidance on units of study, and New York State math modules that help parents' ability to support learning at home. Parents know about the partnership with a voluntary organization, Adelphi, which supports students and families on health-related issues. The school leader has not yet evaluated whether the sharing of data with parents is raising student achievement. Consequently, the school community does not know if all parents and families are empowered to support learning leading to improved student achievement.

Recommendation:

- The school leaders should direct all staff to enhance the current efforts to reach out, engage, and support parents in helping their children in school. At the next school-based planning team meeting, explore ways that will attract parents to work in partnership with the school. For example, hold events

at local community centers, and workshops that support parent literacy skills.