



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

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



<b>BEDS Code</b>	660900010002
<b>School Name</b>	Edward Williams Elementary School
<b>School Address</b>	9 Union Lane, Mount Vernon, New York 10553
<b>District Name</b>	Mount Vernon City School District
<b>School Leader</b>	Mr. Ernest Gregg
<b>Dates of Review</b>	October 27-28, 2015
<b>School Accountability Status</b>	<input checked="" type="checkbox"/> Focus School

## School Information Sheet for Edward Williams Elementary School

School Configuration (2015-16 data)					
Grade Configuration	PK-6	Total Enrollment	463	SIG Recipient	x
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	4	# SETSS	1	# Integrated Collaborative Teaching	1
Types and Number of Special Classes (2015-16)					
# Visual Arts	1	# Music	1	# Drama	0
# Foreign Language	0	# Dance	0	# CTE	0
School Composition (most recent data)					
% Title I Population		62.5	% Attendance Rate		
% Free Lunch		60.3	% Reduced Lunch		2.3
% Limited English Proficient		8.8	% Students with Disabilities		12.6
Racial/Ethnic Origin (most recent data)					
% American Indian or Alaska Native		.2	% Black or African American		80.4
% Hispanic or Latino		18.3	% Asian or Native Hawaiian/Pacific Islander		.5
% White		.5	% Multi-Racial		0
Personnel (most recent data)					
Years Principal Assigned to School		13	# of Assistant Principals		0
% of Teachers with No Valid Teaching Certificate		0	% Teaching Out of Certification		0
% Teaching with Fewer Than 3 Years of Experience		11	Average Teacher Absences		
Student Performance for Elementary and Middle Schools (2014-15)					
ELA Performance at levels 3 & 4		6	Mathematics Performance at levels 3 & 4		3
Science Performance at levels 3 & 4 (4th Grade)		67	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		
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	x
Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander	
White		Multi-Racial	
Students with Disabilities	x	Limited English Proficient	x
Economically Disadvantaged		ALL STUDENTS	
DID NOT MEET Adequate Yearly Progress (AYP) in Mathematics (2013-14)			
American Indian or Alaska Native		Black or African American	x
Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander	
White		Multi-Racial	
Students with Disabilities	x	Limited English Proficient	x
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		ALL STUDENTS	

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

1. School Leader Practices and Decisions-budgeting and utilizing resources.
2. Teacher Practices-small group instruction, differentiation.
3. Parent/Community Engagement.

## Information about the review

- The review was co-led by an Outside Educational Expert (OEE) and a representative from the New York State Education Department. The team also included a district representative, a district-selected Outside Educational Expert, and a Special Education School Improvement Specialist (SEIS).
- The review team visited a total of 62 classrooms during the two-day review.
- Reviewers conducted focus groups with students, staff, and parents.
- Reviewers examined documents provided by the school, including curriculum maps, lesson plans, school-wide data, teacher feedback, and student work.
- The school provided results of a student survey that 97 students completed.
- The school provided results of a staff survey that 31 staff completed.
- The school provided results of a parent survey that 13 parents 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.

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

	technology, and other enrichment opportunities.				
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>TENET 3 OVERALL STAGE :</b>					<b>1</b>

**Tenet 4 - Teacher Practices and Decisions:** Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking, and achievement.

#	Statement of Practice	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>

**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 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>2</b>	

**Tenet 6 - Family and Community Engagement:** The school creates a culture of partnership where families,

community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.

#	Statement of Practice	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>
<p>The school is at <b>Stage One</b> for Tenet 2 – School Leader Practices and Decisions.</p> <ul style="list-style-type: none"> <li>• The school leader shared that he worked with staff over the years to develop a vision for the school that emphasizes college readiness and integration of the arts into the curriculum. However, during interviews, staff were not able to specify the school leader’s vision. Teachers reported that a committee worked last year with the former assistant principal to revisit the school’s vision and decided to focus on Response to Intervention (RTI). Students shared that the adults in the building wanted them to be prepared for college; however, during the parent focus group meeting, parents were not able to articulate the vision of the school. The School Comprehensive Educational Plan (SCEP) does not contain specific, measureable, ambitious, results-oriented (SMART) goals or concretely defined practices, and the review team did not find evidence that the school leader has communicated a sense of urgency to support a vision of improving student achievement.</li> <li>• The school leader reported the school has numerous resources to assist students, including an on-site health clinic, a guidance counselor, a social worker, art and music teachers, and an enthusiastic staff. However, the review team found little evidence that the school leader has developed a clear strategy to allocate resources to promote school-wide improvement or to assist underperforming subgroups, such as students with disabilities. Reviewers also found little evidence the school leader uses systems to monitor the impact of resource allocation. Although the review team observed some effective literacy practices in the early-grade classrooms, the school leader has not mobilized resources to provide specific opportunities for teachers to share best practices in order to promote improved student achievement. The school leader stated the district provided Common Core Learning Standards (CCLS) - aligned curricular materials and professional development (PD) opportunities for teachers but noted that he has not mobilized staff to use these resources to ensure school improvement efforts.</li> <li>• Although the school was identified by the State Education Department (SED) as a Focus School because of the low achievement level of students with disabilities, the school leader reported that he has not created a specific plan to support these students. He stated that he relies on the leadership of the special education supervisor but reported that he has not directed staff efforts to address the needs of students with disabilities. Teachers and the student support team shared that they do not receive programmatic guidance or direction from school leadership to better serve these students.</li> <li>• The school leader stated, and teachers reported, that although the school leader has begun a process of formal teacher observations based on the Danielson framework, he has not yet provided feedback to teachers on their instructional practices. During the review team’s classroom visitations with the school leader, he identified some strong teacher practices and areas in need of improvement. However, the school leader shared that he has not used his instructional expertise sufficiently to promote school improvement, and teachers reported a lack of instructional guidance or support from the school leader.</li> <li>• The review team found no evidence of formal systems and structures to monitor the operational and academic functions of the school. The school leader stated he spends most of his time on building issues and crisis management. The lack of systems hinders the school leader’s ability to determine</li> </ul>		

steps necessary to improve the school.

**Recommendation:**

The school leader needs to assume the role of instructional leader in order to improve teaching practices and student achievement for all subgroups. To begin, the school leader should:

- Develop a daily schedule that includes a minimum of one to two hours per day for the school leader and the to-be-hired assistant school leader each to visit classrooms and grade-level meetings to provide support and targeted feedback to teachers; and
- Convene a weekly instructional leadership team meeting with teacher leaders, including representatives from the RTI team, to discuss data collected during the walk-throughs and any student progress data to determine next steps for walk-through support and school-based coaching or training.

**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.

- The school leader stated he has used the district-provided CCLS-aligned curriculum but has not worked with staff to implement the curriculum in a way that meets the specific learning needs of all students. The school leader reported he provides opportunities for staff to receive external PD for the implementation of the CCLS-aligned modules. However, the review team found no evidence of a plan developed by the school leader to ensure rigorous curriculum development, lesson planning, or implementation of the instructional shifts. Reviewers also found no evidence of the school leader’s active involvement in providing teachers with curriculum support.
- Lesson plans examined by the review team showed alignment to the CCLS but did not include grouping of students according to data, the use of differentiated materials to address students’ varied achievement levels, or the inclusion of higher-order questions. The plans provided to the review team showed that the use of leveled texts was not a school-wide practice, limiting opportunities for students to access text at their grade and reading level. While the review team found that plans included volunteers who provide individual literacy support to grade one students, there was limited evidence of other organized initiatives to support student access to the curriculum with the individual support needed by students.
- Some lesson plans examined by the review team included strategies and resources to support implementation of the CCLS, such as Quick Reads, RTI, the placement of students into small workgroups, the use of SMART Boards, Kindle Readers, the Waterford Program, and the Advancement Via Individual Determination (AVID) program. However, the team found little evidence of the effective use of these resources to support increased student achievement. While a team from the school attended AVID training, implementation of the program has not yet started.
- The school leader and teachers did not provide plans that indicated efforts to improve the quality of learning and achievement of students with disabilities. Teachers shared that there is minimal

collaboration between the general education and the special education teachers.

- Although the school leader articulated a vision for curriculum that includes the arts and music and has staffed the school so that all students receive art and music instruction weekly, the review team found no evidence of a plan for teachers to collaboratively develop interdisciplinary curricula. Reviewers also did not find evidence that teachers developed interdisciplinary curricula on their own across content areas or evidence of the integration of technology in content areas.
- During a professional learning community (PLC) meeting, some teachers indicated they are developing common assessments to supplement the assessments in the curriculum. However, the review team did not find evidence of a specific plan or protocol for the development or analysis of these assessments, and neither the school leader nor teachers provided any examples of the assessments.

**Recommendation:**

Teachers should plan lessons that incorporate or connect to other subject areas, including the arts and music, to ensure student understanding, interest, and excitement about learning. Teachers should use the grade-level and PLC meetings to cultivate these possibilities.

**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 articulated specific guidelines for teachers’ instructional practices and has not monitored implementation of teaching practices to ensure that they are informed by data, are reflective of students’ needs and learning styles, and are promoting high levels of student engagement and increased achievement. During interviews, teachers reported that the school leader does not provide feedback on instructional practices, which was also noted in survey data and confirmed by the school leader. Sixty percent of classroom staff surveyed indicated that the school leader does not assist teachers in monitoring student progress. The school’s self-assessment noted that teachers are beginning to use data to inform instruction and cited the need for additional PD on the analysis of data; however, the review team did not find evidence of a plan by the school leader to implement this type of PD.
- Classroom observations conducted by the review team showed teacher-centered instruction and limited attention to the CCLS instructional shifts. The review team observed that references to handouts, students copying from the board, teachers reading aloud, and basic comprehension questions were the typical instructional practices, which were not differentiated to support the needs of subgroups, such as students with disabilities. During classroom visitations, only a few teachers posed higher-order questions. Although many students raised their hands when a question was asked, the review team observed limited opportunities for all students to answer questions and to engage fully in any discussions. The review team did not observe strategies such as “Turn and Talk” or “Think Pair Share” to facilitate all students’ engagement and thinking, and some students appeared confused or bored.

- During classroom visits, the review team found that some teachers attempted to group students and provide opportunities for small group and individual work; however, teachers stated and the review team observed that teachers need guidance on data-driven instruction (DDI). Typically, the small groups observed by the review team involved students seated at the same table, working individually on the same assignment without the prerequisite knowledge or teacher guidance, which limited opportunities for student learning.
- The review team did not find evidence of a clear plan for the use of formative assessments or for the adaptation of instructional practices based on student understanding in the classrooms visited. In some classes, teachers posted learning targets; however, teachers only required students to copy or read the learning targets and did not use the targets to check for understanding. The review team observed student handouts containing “Do Now” and “Exit Ticket” exercises in only a few classes. During the student focus groups, only one student reported detailed feedback from a teacher for next steps. During the PLC meeting, teachers discussed assessments but did not review assessment data or student work, and the review team did find evidence of a structure or protocol to guide the meeting.

**Recommendation:**

Teachers, teacher leaders, and school leaders should prioritize the use of higher-order questions and daily student reading and writing to support improvement of student literacy achievement across the school. Each class should include a “Do Now,” framed by a higher-order question and followed by small group instruction based on student learning data.

The instructional leadership team should meet weekly and determine the support that teachers need to teach literacy effectively and to use data for grouping students effectively. This effort should include the instructional leadership team organizing in a way that provides opportunities for coaching and instructional strategy workshops and the development and implementation of a step-by-step plan to build teacher capacity and to monitor implementation of instructional practices.

**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 leader reported he has a vision for the school that addresses students’ social and emotional developmental health needs through the use of a community school model. He noted that he has implemented the Andrus Sanctuary Model program and has instituted a school-based clinic and an afterschool program that serves 125 students. He also stated he has distributed a book to all staff on teaching children of poverty and that he plans to have a school-wide book study meeting. The school leader also reported that he is involved in diffusing student crises and addressing their day-to-day needs so that students remain in class. However, the review team did not find evidence of the implementation of a comprehensive plan or system that meets the social and emotional needs of all students.
- During interviews, teachers and the student support team reported that the school holds daily

community meetings for teachers to communicate behavioral expectations and for students to request help to address social-emotional issues. The student support team noted that teachers then relate potential triggers or individual student needs to the social worker or counselor, and it is the responsibility of the social worker or counselor to follow up and provide counseling or interventions. However, staff reported there is no system in place to ensure the follow-up takes place. During interviews, staff reported that the school has provided some PD on the Andrus Sanctuary Model to build adult capacity.

- Students shared that there have been behavioral incidents, including fights between students; however, they reported that some students have learned to relate to their friends and classmates in a positive manner. The student support team, teachers, and the school leader noted that many of the challenges occur during the passing of classes, in the cafeteria, and at recess, and they discussed revisiting the Andrus Sanctuary training for all staff based on current needs. Both the teacher and the student support team focus groups shared that staff are in the process of revisiting the use of Positive Behavioral Interventions and Supports (PBIS), and the review team observed some teachers referring to the PBIS charts posted in each room and/or refocusing student behavior using PBIS. However, the student support team reported that it works on its own without clear guidance and direction from school leadership, and PBIS is not yet fully implemented to support all students.
- The school has partnerships with several organizations, including the Food Bank, which provides food for 75 families every two weeks, an increase from the 50 families served last year; Allen Temple AME Church, which provides school supplies to students in need; and the Amazing Afterschool Program, which provides academic and social support and recreational activities to approximately 125 students. However, the review team found that the school does not have a system to assess the needs of all students and their families or a comprehensive strategy or plan to link students and parents to these programs and resources.
- The student support team reported it is developing strategies to collect and use Class Dojo data, uniform referral forms, and data from informal discussions between teachers and student support staff. The student support team indicated that it is in the process of determining how to analyze, use, and share data to inform the efforts of teachers, guidance counselors, social workers, external partners, and students. However, team members noted there is no system in place to link data sources.

**Recommendation:**

In order to promote a safe and intellectually stimulating environment, the school leader, teachers, and staff need to develop an immediate plan to:

- Organize all classrooms, hallways, and offices so that, within two weeks, they are organized for learning and are clean and clutter free; and
- Strengthen the school-wide policies and procedures that govern entry to and exit from the building, recess and cafeteria, hallway movement, and security.

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

- The school leader reported that parent engagement was low, that he did not have a plan in place to increase family involvement, and that he does not routinely communicate with parents. The school leader and student support team shared that they were planning to use Parent University to hold workshops in the future, but they did not have plans for the specific types of workshops. The school leader stated he has shared his vision for student success in grade-level assemblies and for parents of children in kindergarten during a parent meeting. The school’s self-reflection document noted that teachers of other grades also met with parents during a “Meet and Greet” session to share the school’s expectations. However, the school leader did not provide evidence to indicate how these meetings helped parents to support their child’s learning. Correspondence to parents from the school leader examined by the review team was sparse and operational in nature, such as memos on opening school procedures and on evacuation instructions. The school leader also reported the school does not have a school-wide plan in place to ensure that documents sent home to parents are translated into the parents’ home language.
- The school leader shared that he expects teachers to communicate with parents using Class Dojo; one of the parents in the focus group described her daily use of Class Dojo and how it helped her gain information about her child’s homework and behavior. However, school leadership has not implemented a system to determine how many parents use Class Dojo, if they use it to receive information from or share information with the school, or if this type of communication is supporting improved student learning.
- The review team found no evidence of training for staff on how to engage parents or PD for staff and parents on building and sustaining home-school partnerships. The parent coordinator stated that there is an information table in the school lobby that has material for parents, but the review team did not find evidence of data regarding the number of parents who accessed this information.
- During the parent focus group meeting, parents indicated that they were aware of the school’s accountability status; however, they reported that the school did not provide specific information about the work their child needed in order to be successful. One parent stated that she did not know her child was struggling in school until her child was preparing to leave the school. The review team examined correspondence from individual teachers and grade-level teams to parents about class requirements and expectations but found no evidence that this practice was expected or implemented school-wide consistently throughout the year.

**Recommendation:**

The school leader should ensure that all teachers communicate progress updates on student academic performance and behavior at least once per week via Class Dojo. The school leader should:

- Send a letter to parents sharing the expectation that they will receive information about their child’s

progress each week and requesting that parents communicate with school staff if they do not receive the update;

- Require teachers to include the Class Dojo data in their grade level meetings;
- Review the Class Dojo reports weekly from all classes and consider these reports in collaboration with other data sources, including interim assessments and PBIS data, to monitor student progress;
- Work with teachers to identify any parents who do not have access to a cell phone or computer and determine an effective way to communicate with these parents about student progress on a weekly basis; and
- Convene monthly learning sessions with parents on Class Dojo to help parents learn how to use the tool and to support overall parent engagement with the CCLS, student learning, and resources for extra support.