



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	321000010094
School Name	P. S. 094 Kings College School
School Address	3530 Kings College Place, Bronx, NY 10467
District Name	NYC CSD 10
School Leader	Diane Daprocida-Sesin
Dates of Review	January 26 – 27, 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 P. S. 094 Kings College School

School Configuration (2015-16)			
Grade Configuration	0K,01,02,03,04,05	Total Enrollment	1242 SIG Recipient No
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	N/A	# Dual Language	N/A # Self-Contained English as a Second Language N/A
Types and Number of Special Education Classes (2014-15)			
# Special Classes	N/A	# SETSS	N/A # Integrated Collaborative Teaching N/A
Types and Number of Special Classes (2014-15)			
# Visual Arts	N/A	# Music	N/A # Drama N/A
# Foreign Language	N/A	# Dance	N/A # CTE N/A
School Composition (2014-15)			
% Title I Population	94%	% Attendance Rate	93.59%
% Free Lunch	89.7%	% Reduced Lunch	N/A
% Limited English Proficient	27%	% Students with Disabilities	21.2%
Racial/Ethnic Origin (2015-16)			
% American Indian or Alaska Native	1%	% Black or African American	16.9%
% Hispanic or Latino	68.4%	% Asian or Native Hawaiian/Pacific Islander	11.0%
% White	2.2%	% Multi-Racial	1%
Personnel (2015-16)			
Years Principal Assigned to School	10	# of Assistant Principals	5
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification	14.4%
% Teaching with Fewer Than 3 Years of Experience	37.6%	Average Teacher Absences	9.0
Student Performance for Elementary and Middle Schools (2014-15)			
ELA Performance at levels 3 & 4	10.1	Mathematics Performance at levels 3 & 4	14.2
Science Performance at levels 3 & 4 (4th Grade)	45%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2014-15)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A
Global History Performance at levels 3 & 4	N/A	US History Performance at Levels 3 & 4	N/A
4 Year Graduation Rate	N/A	6 Year Graduation Rate	N/A
Regents Diploma w/ Advanced Designation	N/A	% ELA/Math Aspirational Performance Measures	N/A
Overall NYSED Accountability Status (2015-16)			
Reward	No	Recognition	N/A
In Good Standing	No	Local Assistance Plan	No
Focus District	Yes	Focus School Identified by a Focus District	Yes
Priority School	No		

Adequate Yearly Progress (AYP)

Met Adequate Yearly Progress (AYP) in ELA (2014-15)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	NO
White	N/A	Multi-Racial	N/A
Students with Disabilities	NO	Limited English Proficient	NO
Economically Disadvantaged	NO	ALL STUDENTS	NO
Met Adequate Yearly Progress (AYP) in Mathematics (2014-15)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	NO
White	N/A	Multi-Racial	N/A
Students with Disabilities	NO	Limited English Proficient	NO
Economically Disadvantaged	NO	ALL STUDENTS	N/A
Met Adequate Yearly Progress (AYP) in Science (2013-14)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	NO
Economically Disadvantaged	NO	ALL STUDENTS	NO

SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:

1. Continue to build teacher capacity in teaching reading and writing, with a focus on student-to-student engagement and scaffolding.
2. Build teacher capacity in teaching math, with a focus on student-to-student engagement and scaffolding.
3. Continue to build staff capacity in working with high needs, Tier 3 behavior students and their families.
4. Continue to increase parent involvement in school community events school wide and in the classroom.
5. Continue to build teacher capacity to work in professional teams to plan, look at student work, and gain a greater understanding of the vertical strengths and needs of students and staff to develop next steps.

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 (NYSED). The team also included a district representative, 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 53 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 staff survey that 76 staff members (73 percent) completed.
- The school provided results of a parent survey that 507 parents (51 percent) 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 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 type="checkbox"/>	<input checked="" type="checkbox"/>
TENET 2 OVERALL STAGE :				2	

Tenet 3 - Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.

#	Statement of Practice	Stage 4	Stage 3	Stage 2	Stage 1
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 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 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 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"/>
TENET 5 OVERALL STAGE :					1

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

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement.	Tenet Stage	2
<p>The school is at Stage Two for Tenet 2 – School Leader Practices and Decisions.</p> <ul style="list-style-type: none"> • School leaders used student performance data from 2014-15 to identify focus areas of improvement, such as increasing student engagement through differentiation and strengthening student-to-student interactions, and shared them with the school staff. The school comprehensive education plan (SCEP) contains schoolwide goals; however, reviewers found they do not define student outcomes for mastery of the learning standards. Additionally, although observations and other school data showed that instructional practices and student behavior have begun to improve, most members of the school community could not describe school goals or any progress the school has made toward attaining them. • In a school with increasing enrollment, low proficiency results, high student needs, and many new staff, school leaders have re-organized the master schedule and personnel assignments and utilized funds to increase opportunities for students to experience quality instruction. The school leader stated that the highest priority of resource allocation efforts is to ensure that all children learn from high quality teachers. Therefore, she has allocated funds to compensate consultants and partner agencies and provide release time and per session compensation for teachers. Leaders have also made personnel decisions to improve the quality of instruction such as extending probationary periods for certain teachers and re-assigning certified staff to recently vacated positions to avoid engaging less qualified substitutes. School leaders re-organized the master schedule to provide time for staff to collaborate daily in horizontal and vertical team meetings, hired paraprofessionals, and added individual teacher preparation time. Leaders and teachers stated that these efforts have resulted in more differentiated classroom activities and increased student engagement in learning. • The school leaders’ emphasis on increasing student engagement through differentiated instruction and the provision of professional development (PD), coaches, and follow-up supports for teachers has resulted in improvements in the practice of some teachers. Teachers and leaders reported that coaches and consultants meet with teachers and teams weekly to co-plan, develop strategies, review student work, and provide non-evaluative feedback. School leaders reported that they divide responsibilities for mandatory evaluations and informal observations of teachers, but conduct norming activities with their leadership coach to ensure a common understanding of instructional expectations. At the time of the review, teachers stated that some teachers had not yet received a visit from school leaders this year and many had not received actionable feedback they could use to improve their practice. Teachers stated that because feedback from assistant principals is infrequent and inconsistent, not all staff receives the guidance required to provide high-quality instruction for all of their students. The IIT reviewed written feedback and co-conducted more than 20 class visits with school leaders. The team found that although some leaders provided accurate and targeted feedback, the quality of the feedback varied across the administrative team. • Leaders do not yet have protocols or formalized procedures for conducting regular interim analyses of student academic and social-emotional data at the class, grade, or school level. Staff conduct many 		

assessments of student learning and leaders hold regular meetings with teachers, coaches, and consultants to discuss staff practices. Student support staff reported that the schoolwide intervention team meets regularly with leaders to assess behavioral trends throughout the school, which has improved behavioral interventions and transition procedures. Most teachers and staff enter student assessment data into a database regularly, but the school leader stated that due to limited staff, time, and tools, timely and relevant analyses of the data are not yet occurring in a formal, structured manner.

Recommendation:

- By March 1, 2016, the school leaders should define schoolwide academic learning and social-emotional targets for February through June 2016. The leadership team should then communicate the targets to all members of the school community and develop a plan for monitoring attainment of the targets, including weekly and monthly checkpoints.

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.

- School leaders have provided specialists and materials, such as the Astor literacy grant, Journeys English language arts (ELA) program, GO Math!, and programs through the New York City writing project, to help teachers plan differentiated Common Core Learning Standards (CCLS)-aligned activities. The leaders created time for weekly grade-level and departmental team meetings by reconfiguring the duration and number of class periods per day. Teachers record meeting outcomes and forward them to leaders and coaches who provide feedback and plan aligned PD. However, although leaders established co-planning time and provided bilingual curricular materials, not all teachers use these resources to develop appropriate strategies or plans to engage their English as new language (ENL) students.
- Although leaders stated that some teachers have difficulty customizing their plans to meet individual student needs, the Integrated Intervention Team (IIT) observed that most teachers developed daily plans using grouping strategies and differentiated activities. Teachers and leaders stated that teachers base their planning on a review of summative assessment results from the previous year, such as the measures of student learning (MOSL) exams and Fountas and Pinnell reading levels. Most of the lesson plans examined by the IIT showed that teachers use data to group students for activities and assign leveled tasks. Although there are no required lesson plan components, most reviewed plans included scripted higher-order questions and procedures that aligned to a few of the CCLS instructional shifts, such as balancing fiction and non-fiction text, building knowledge in the discipline, fluency, and academic vocabulary routines. Some strategies and supports such as pictures, grouping structures, and sentence strips were included in plans to support ENL students and students with disabilities, but few lesson plans addressed goals included in students' Individualized Education Programs (IEPs) or contained language objectives.

- School and teacher leaders stated they have not prioritized or developed a systematic plan to ensure that all teachers use interdisciplinary learning experiences to engage students. Some teachers have planned units, such as the study of India, connecting social studies and ELA and thematic units that encompass a number of disciplines, but this is not yet typical practice.
- Teachers consider several formative and summative assessments to determine the degree of student progress. Although there is no formal procedure for doing this, teachers and coaches stated that teachers use some student data to make curricular adjustments in pacing, sequencing, resources, and activities. Teachers do not formally document many of these adjustments or align them across the grade level to ensure coherence of standards, activities, and assessments for all students. Most teachers administer common interim assessments in ELA and math, such as unit tests and MOSL exams, but teachers and leaders stated that, as a next step, school staff needs to develop formal protocols for using student data. Reviewers found that many teachers do not provide specific and actionable feedback to help students reach mastery. The IIT examined written teacher feedback on displayed student work and in student notebooks and portfolios. This feedback often consisted of brief, unelaborated comments such as “good job” and “follow directions next time.” The IIT observed teachers giving instructive feedback to students to help them develop ownership of their learning in the vertical math project in grade five, the self-contained ENL class in grade four, and on student-selected enrichment projects.

Recommendation:

- Prior to March 1, 2016, the school leader should convene the instructional coaches and assistant principals to revise the remaining units of study in ELA and math to include CCLS-aligned learning targets in “I can” format for every grade level. The leaders and coaches should then devise a plan for using the Monday PD and weekly common planning meetings to roll out the “I can” learning targets to all teachers; support lesson development that addresses the “I can” targets; and develop daily classroom assessments to determine the degree of student mastery of the “I can” learning targets.

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.

- School and teacher leaders have established the areas of differentiating instruction and increasing student engagement as priorities and provided resources, PD, and some feedback to help teachers address these priorities. The IIT confirmed by reviewing the PD plan that teachers meet regularly with instructional coaches provided through the Teaching Matters initiative, the Astor literacy grant, Professional Learning Collaborative, and United Federation of Teachers. School leaders stated that they used trends from teacher observations and 2014-15 student data to plan PD for teachers. However, the IIT found that PD relevant to students with disabilities focused primarily on regulatory compliance and improving student behavior, rather than on improving the quality of instruction to meet the needs of this subgroup of students.

- The IIT observed wide variability in the quality and success of teacher instructional practices. Many teachers facilitated student-to-student interactions and used differentiated tasks and complex materials such as graphic organizers, anchor charts, manipulatives, and reflection checklists. However, teachers did not present clearly defined learning targets in observed classes and many students were unable to state the purpose of activities. In a few observed classes, teachers posted objectives, but did not regularly check for student understanding. Some observed classes consisted of teacher-directed, whole-group instruction with student engagement low throughout the visit. Many teachers presented higher-order thinking prompts, but the reviewers found that the success of those prompts for generating deeper understanding of the content and promoting discourse varied based on the teacher’s ability to create broad student involvement.
- Staff members use a positive behavioral interventions and supports (PBIS) model to reinforce and reward positive and compliant behavior with tickets known as “starbucks.” Students reported, and the IIT observed, that classroom rules, expectations, and enforcement varied among teachers. School leaders reported that the PBIS system had motivated most students to comply with schoolwide behavioral expectations and led to a decrease in behavioral incidents for Tier 3 students. In many observed classes, teachers fostered inclusiveness and provided opportunities for students to explore enrichment projects of their choice. However, the IIT found that teachers and staff did not consistently consider and support the cultural, language, and learning needs of students with disabilities, Hispanic and ENL students to improve their achievement. The SCEP included information specifying that students in the upper grades do not always have adequate opportunity to practice spoken language in a risk-free environment, and the IIT observed that, in some primary level classes, students had few tools to support their language acquisition and translation needs.
- Reviewers found that some teachers use a variety of checks for understanding during lessons, such as running records and task checklists, and analyze daily and weekly assessments to monitor student mastery and group students by common needs. However, many teachers inconsistently use procedures to determine whether students have mastered learning targets and do not provide students with instructive feedback for improving their work. The IIT observed several examples of self-reflection and peer-evaluation, such as in one upper grade classroom where students provided each other with next steps for improvement and had the flexibility to assign themselves to appropriate workgroups; but these instances were rare. In some observed classes, students set behavioral and academic goals in core subjects, such as reading and writing, and teachers provided incentives for students to reach their goals; however, this practice was not common, systematic, or regularly monitored by school leaders. Teachers enter formative and summative student data into a Google Docs database, but teachers and the school leader said they have not yet developed protocols and procedures to encourage systematic, consistent analyses of classroom and grade-level data.

Recommendation:

- Beginning February 8, 2016, all teachers should present a daily CCLS learning target to students in the “I can” format for ELA and math lessons. Teachers should use a daily assessment technique to determine the degree to which students master the learning target. Beginning February 8, 2016, school leaders should visit each teacher’s classroom, at least bi-weekly, to monitor and provide

feedback on the implementation of daily “I can” statements.

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.

- School leaders have facilitated the implementation of PBIS supports, but have not developed a program vision for proactive support of the social-emotional developmental health needs of all students. School leaders and support staff stated that the school is in the preliminary stages of revising and formalizing their Response to Intervention (RtI) model based on prevalent student needs. However, during interviews, student support staff, leaders, and teachers stated that school leaders have not yet created systematic procedures to ensure that providers of social-emotional developmental health supports coordinate efforts, communicate consistently, and have working protocols for developing and monitoring academic and social-emotional interventions.
- School leaders and support staff stated that the school does not have comprehensive social-emotional curricula or schoolwide programs to proactively teach and reinforce social-emotional skills. According to school leaders and PD documents, leaders have prioritized and provided therapeutic crisis intervention training for all teachers. Although this training provided a quality approach to de-escalation and crisis intervention, it did not build the capacity of teachers and staff to identify and support the social-emotional developmental health needs of all students. In addition, leaders have not used follow-up monitoring to ensure that all staff implement the de-escalation and intervention techniques learned in PD. Student support staff described a reactive student referral model that depends on individual teacher initiative to identify and address student concerns. For example, teachers may only refer students for interventions once they have made and documented prior attempts to address student needs. Once under referral, available supports for students include counseling, the Coca-Cola Valued Youth Program, check-in/check-out monitoring, one-to-one mentoring, and certain special education services. However, the referral system is inadequate to meet the needs of students, given the enrollment of the school and the limited number of staff and resources. Additionally, the IIT found that most staff have little familiarity with the referral procedure and although leaders and support staff reported that the system serves some students with intensive needs well, the IIT found that most students do not have regular social-emotional supports.
- The school has a number of support teams to address the needs of students in crisis and provide interventions for them. Teachers and support staff reported that they exchange emails and voluntarily meet after school as needed, but school leaders and staff have not designated a communication or sharing protocol to confirm collaboration among staff and teams. While guidance, support staff, behavioral, and RtI teams meet regularly and separately to address specific student needs, there is no system for coordinating communication among the groups and organizing their services. Staff reported that a lack of formal procedures has led to inconsistencies in the provision of interventions, confusion about expectations, and low staff morale.
- The school leaders and support staff stated that they regularly review behavioral and attendance data, but do not have a system, procedures, or a plan to collect and analyze data about the social-

emotional needs and skills of all students.

Recommendation:

- Prior to February 12, 2016, the school leader should convene student support services staff, such as the RtI team, schoolwide intervention team, and speech staff, to establish systematic protocols and procedures for documenting team decisions and action plans and communicating them to all school staff.

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.

- School leaders frequently communicate and host events to share their expectations for student success with staff, families, and students. For example, reviewers learned that leaders invite families to attend school events such as spelling bees and PBIS booster assemblies and that many parents have attended the school’s “starbucks” awards ceremonies and writing celebrations. School leaders have also hosted learning walks for parents and relayed parent feedback to the staff. However, these strategies have not been successful in engaging all families. During interviews, parents expressed an understanding of general school priorities, such as nurturing students and encouraging them to excel, but were unaware of school leader expectations for student learning or how they might help their children succeed.
- Leaders, teachers, and staff provide limited opportunities for families to collaborate with the school. Teachers and staff use parent engagement time each Tuesday to conduct parent conferences and make phone calls to families. Many staff members use the school website to provide information for parents to help their children succeed academically, but many references and resources, such as meeting minutes and informational links, are not current. An active parent association holds bi-weekly general meetings and engages with the school in providing information and activities for families and staff. Some parents attend school leadership team meetings and serve as certified volunteer, “learning leaders,” in the school. The IIT observed, and parents confirmed, that teachers send communication folders home daily for all students with assignments and messages to parents. However, several parents stated that although school staff are generally responsive to their needs and requests, they do not regularly arrange for translation services and do not fully understand the cultural needs of families served by the school. Therefore, many families are still unaware of how to engage, advocate, and partner with the school, leaving them feeling isolated and disconnected.
- Although school staff regularly engage with parent leaders and the parent association, school leaders and support staff stated that the school has not provided training for parents and school staff to increase their understanding of an effective partnership. Learning leaders have prepared workshops on various topics of interest to families such as cooking, health and wellness, and parenting, but have not yet offered sessions focused on strategies for partnering with school staff. The school leader and teachers stated that the school has not provided training to help the staff understand how to

communicate with families and identify their needs.

- Parents receive performance data from teachers and the school through report cards issued every ten to twelve weeks. However, the support staff and teachers reported that school leaders have not created formal mechanisms for sharing student and family information internally, and as a result, staff do not always fully understand the needs of their students and families. The IIT learned in interviews that most parents only see formally graded student work at individual parent conferences because teachers keep student portfolios at school. Parents interviewed by the IIT said that teachers were responsive to requests and kept them informed of student progress through communication folders and other communication tools; however, interviewed parents reported that many families are disengaged from school activities.

Recommendation:

- By February 12, 2016, school leaders should disseminate the expectation that all teachers will develop a comprehensive communication plan for their class that includes goals for communicating with the families of their students; timelines for providing assorted data and information; provision for translation services for all known languages, as needed; and recordkeeping of communication efforts and familial responses.