



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	321100010111
School Name	P.S. 111 Seton Falls
School Address	3740 Baychester Avenue, Bronx, NY 10466
District Name	NYC CSD 11
School Leader	Celina Gutierrez
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 P.S. 111 Seton Falls

School Configuration (2015-16)			
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	604
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	91%	% Attendance Rate	92.59%
% Free Lunch	83.1%	% Reduced Lunch	N/A
% Limited English Proficient	9%	% Students with Disabilities	25.5%
Racial/Ethnic Origin (2015-16)			
% American Indian or Alaska Native	1%	% Black or African American	63.1%
% Hispanic or Latino	34.1%	% Asian or Native Hawaiian/Pacific Islander	0.3%
% White	0.7%	% Multi-Racial	0%
Personnel (2015-16)			
Years Principal Assigned to School	2	# of Assistant Principals	2
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification	1.8%
% Teaching with Fewer Than 3 Years of Experience	12.7%	Average Teacher Absences	8.6
Student Performance for Elementary and Middle Schools (2014-15)			
ELA Performance at levels 3 & 4	10.7	Mathematics Performance at levels 3 & 4	13.6
Science Performance at levels 3 & 4 (4th Grade)	54%	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)

Elementary/Middle School

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

SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:

- During the 2015-16 school year, teacher teams will continue to work together to adjust unit and daily lesson plans that are CCLS-aligned and utilize Depth of Knowledge (DOK) level three and four questions to engage students in differentiated, higher-order thinking, discussion, and tasks. This will result in a three percent increase in students meeting proficiency levels on the English language arts (ELA) and math state exams.
- By the end of January 2016, all teacher teams will have adjusted one ELA unit of study and one math unit of study that are CCLS-aligned and utilize DOK level three and four questions to engage students in differentiated, higher-order thinking, discussion, and tasks. This will result in a three percent increase in the number of students demonstrating a minimum of one level of growth as evidenced on unit performance tasks.

3. During the 2015-16 school year, the school will utilize a positive behavioral interventions and supports program that will result in a five percent reduction in student incidents as evidenced through Online Occurrence Reporting System reports.
4. During the 2015-16 school year, ongoing professional development will be provided so teachers can improve instructional practices resulting in effective use of ongoing formative assessment tools to monitor and track student learning and promote high levels of student engagement that yield an increase of ten percent of teachers improving in the HEDI rating for component 3d: Using Assessment in 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 (NYSED). The team also included a district representative, a Special Education School Improvement Specialist (SESIS) representative, and a representative from the Regional Bilingual Education Resource Network (RBERN).
- The review team visited 51 classrooms during the two-day review.
- Reviewers conducted focus groups with students, staff, and parents.
- Reviewers examined documents provided by the school including unit plans, lesson plans, schoolwide data, teacher feedback, and student work.
- The school provided results of a staff survey that 64 staff members (56 percent) completed.
- The school provided results of a parent survey that 88 parents (39 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 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 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	Stage	Stage	Stage
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		4	3	2	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 type="checkbox"/>	<input checked="" type="checkbox"/>
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 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"/>
TENET 4 OVERALL STAGE:					1

Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.

#	Statement of Practice	Stage 4	Stage 3	Stage 2	Stage 1
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 checked="" type="checkbox"/>	<input type="checkbox"/>

5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
TENET 5 OVERALL STAGE:					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 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 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 type="checkbox"/>	<input checked="" type="checkbox"/>
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
TENET 6 OVERALL STAGE:					1

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement.	Tenet Stage	2
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The school is at **Stage Two** for Tenet 2 – School Leader Practices and Decisions.

- School leaders recognize that the current school mission statement inherited from the former school leaders does not drive school improvement. Although leaders stated that they plan to rework the mission statement, they have not yet addressed the need for these revisions with staff, parents, or the school leadership team. School leaders developed the School Comprehensive Educational Plan (SCEP) and school goals with input from the leadership team and staff and then shared them with all staff. Reviewers confirmed that goals are specific, measurable, ambitious, results-oriented, and timely (SMART) and linked to school leader implemented activities related to the goals, such as prioritizing inquiry team meetings, modeling instructional practices, and providing families with opportunities for volunteerism. However, at the time of the review school leaders had not yet evaluated mid-year benchmarks to determine the effectiveness of these initiatives and presented the Integrated Intervention Team (IIT) with only some preliminary data used to monitor progress toward the goals.
- School leaders made decisions about resources by analyzing data that identifies areas of strength and weakness, such as the 2014-15 Quality Review report. These analyses led school leaders to create a dean of discipline position to implement the positive behavioral interventions and supports (PBIS) program, and consequently, school leaders reported a decrease in student behavioral incidents. Leaders also created a part-time in-house coaching position for English language arts (ELA) planning and modeling; hired Generation Ready coaches for ELA and math; acquired a teacher development coach from the New York City Department of Education (NYCDOE); and programmed teachers for three common planning periods weekly. As a result of these initiatives, teachers have developed unit plans and pacing calendars for all grades. However, reviewers found that the quality of lesson planning and instructional practices remains inconsistent across the school. In addition, school leaders implemented the i-Ready and myON programs to guide assessment and differentiated activities in math and ELA, and acquired the Mindfulness Be program to address student, staff, and parent needs in the areas of social and emotional health. The school implemented DataCation, a data solution linking leaders, teachers, parents, and students, in December 2015 to provide parents with more comprehensive student data. However, at the time of the review, school leader had not yet collected and analyzed mid-year data to measure the success of these programs.
- School leaders use planning sessions and targeted feedback to promote improved instructional practices. Although school leaders conduct observations and provide targeted, actionable feedback, reviewers found that they do not always provide explicit examples of expected practices, even for teachers with Teacher Improvement Plans (TIPs). School leaders use the online evaluation system, Advance, to track teacher progress in targeted components of the Danielson rubric. A review of documents confirmed school leader statements that most teachers are improving in areas of identified instructional practices. School leaders have implemented lesson study practices; however, IIT observation of a planning meeting revealed that many teachers do not yet understand how to analyze the low inference evidence collected while observing colleagues and use the results to improve lesson planning or instructional practices.

- School leaders have established some systems so that they know what is happening in the school. School leaders collect and analyze attendance, academic, and Online Occurrence Reports (OORs) data, and provide results to staff. However, classroom visits and lesson plans showed that most teachers are not yet using this data to address the needs of individual and subgroups of students. Although school leaders have implemented some programs and strategies to address students’ social-emotional health, systems are not in place to identify, track, and coordinate the social-emotional health needs of all students. Leaders are just now introducing the Mindfulness Be program to teach vital skills and behaviors. The review team saw little evidence that staff use academic benchmarks to identify the social-emotional needs of students. In addition, the IIT found limited evidence showing that school leaders evaluate the effectiveness of professional development (PD) and coaching in improving instructional practices.

Recommendation:

- Beginning in February 2016, school leaders should meet with the schoolwide PD committee bimonthly to evaluate evidence of gains in meeting the instructional focuses of the school.

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 set a vision for curriculum aligned to the Common Core Learning Standards (CCLS) and have begun to prioritize teacher planning of rigorous, coherent CCLS-aligned curricula. School leaders have begun to work directly with teachers through lesson study practices in which teachers observe a grade-level colleague. Teachers then debrief using an inter-visitation reflection sheet to adapt lesson plans that are eventually shared on Google Docs. PD is provided by consultants and at district- and city-wide training sessions. In addition, school leaders have introduced a CCLS-aligned planning template used by most teachers. Teachers have developed common unit plans and pacing calendars and now align instruction across the grades. However, although school leaders provide data for teachers to use to differentiate instruction, most of the reviewed lesson plans did not include differentiation to address the needs of all students. Furthermore, school leaders stated that teachers often focus lessons on procedures and activities, and not on conceptual learning.
- The school has adopted ReadyGEN and Go Math! as curricular resources, but teachers do not consistently adapt curricula to meet the needs of all students, especially English language learners (ELLs) and students with disabilities. Lesson plans reviewed by the IIT did not usually include text of varied complexity or provide opportunities to challenge student thinking. Almost all reviewed plans had questions designated as higher-order or essential; however, reviewers judged most questioning to be on the level of analysis or understanding. The majority of lessons required that all students do the same task, in the same manner. In addition, most lesson plans did not include learning extensions for students who finished early, and when in this situation, most students stated that teachers told them to read, wait, or help other students.

- Most teachers interviewed by the review team stated that, although elements of literacy instruction are present in most lessons, teachers rarely plan interdisciplinary units or lessons. Teachers reported that cluster teachers connect their activities to other subjects, but the described activities were general in nature and not directly connected to different subjects to increase students’ conceptual understanding. Most lesson plans did not include connections to students’ prior knowledge and did not address unique student experiences. In addition, although classrooms are equipped with SMARTBoards, teachers rarely used them as an interactive tool. As a result, the review team did not observe students engaged in learning intended to deepen understanding.
- Teachers and school leaders stated that they collect and distribute data from the Fountas & Pinnell Benchmark Assessment System; ReadyGEN assessments; unit benchmarks and assessments; and i-Ready, a computer-assisted reading and math program. However, they also stated that not all teachers use these assessments for curricular planning. Teachers maintain folders that include student goals and graded work in math and literacy to track student progress. However, student work folders only showed evidence of tracking to confirm overall unit progress and not mastery of specific skills. In addition, classroom visits and an IIT review of student work folders showed that although teachers provide feedback to students for all culminating unit pieces, they do not always share feedback or next steps for other writing tasks. Although teachers provide rubrics for all written work, they are not always in child-friendly or grade-appropriate language, and students reported they do not always understand them.

Recommendation:

- Teachers should use the next common grade-level meeting to plan or adapt lessons for the next unit of study to ensure that at least one Depth of Knowledge (DOK) level three or four question is included that develops conceptual understanding for all students. During the first week of the next unit, the PD committee should collect these questions and create a transcript to help calibrate practices.

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.

- School leaders set expectations and guide instructional practices by joining teachers in inquiry work and lesson study practices meant to increase data-informed instruction that emphasizes the teaching of concepts rather than routines. However, during classroom visits the IIT did not observe teachers regularly practicing these strategies. For example, in one classroom after students read a folk tale, the questions posed were about the actions of a character, but did not require students to reflect on why the actions were significant. School leaders work with teachers to provide staff-developed units of study that include pacing calendars to ensure instruction is uniform in content across grades and provide coaching support. However, school leaders and teachers have not yet addressed the use of learning modalities, and in most classrooms, teachers used few class notes to address visual learning.
- Reviewer observations showed that in most classrooms teachers provided a single point of access for

all students, with all students doing the same work, in the same manner. For example, in several math classes, all students used number strips to find a common denominator and teachers presented no clear mathematical strategy to build conceptual understanding. Even in most self-contained and integrated collaborative teaching (ICT) classrooms visited, teachers inconsistently used practices such as explicit teaching of vocabulary to provide access points for student learning. Instruction in most classes was teacher dominated and incorporated low-level text. In addition, although the school provided training in reciprocal reading strategies to encourage group discussions, reviewers did not observe this strategy during classroom visits, nor was meaningful discussion present during most lessons. Although teachers sometimes included higher-order questions in planning, reviewers found they did not always follow lesson plans or achieve the stated objectives.

- Classroom visits and student interviews showed that student behaviors, such as talking, often disrupt classes in ways that interfere with discussions and the sharing of student opinions. Although there were posted classroom expectations in all rooms, teachers rarely referred to them to address student misbehavior. In addition, most teachers did not modify instruction for groups of students, including ELLs and students with disabilities, to enable them to feel intellectually safe. Teachers did not structure activities such as “turn and talk” and “think, pair, share” with appropriate protocols to keep them relevant to the lesson, and did not connect learning to students’ background knowledge and experiences to improve student understanding of content and concepts.
- Teachers are starting to use data to inform instructional groupings, but most students and teachers reported that teachers determine groupings mostly by reading and math levels rather than specific skills. In classroom visits, teachers did not consistently use checks for understanding, and when they did, most teachers did not record the results or use them to regroup students or adapt instruction. Although teachers have started conferencing with students, reviewed documents did not show that teachers target specific skills in need of improvement. Student folders contained written assignments with comments on practices and next steps. However, the IIT saw little evidence of self-reflective activities and teachers did not provide students with ways to track their own progress and gain mastery of skills through checklists or other means.

Recommendation:

- By February 2016, school leaders should work collaboratively with teacher leaders to revisit the reciprocal reading strategies for student group discussions. Teachers should use these protocols at least three times a week to support small group instruction.

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 stated they have not yet created a clear vision to address the social and emotional developmental health needs of all students. School leaders have developed a referral process, but leaders and staff reported that most teachers and support staff do not regularly use the process and

instead generate referrals primarily because of behavioral incidents. Additionally, although school leaders implemented a PBIS program to improve student behavior, IIT reviewers did not observe teachers using these strategies in most classrooms, even when students disrupted lessons.

- The school has developed some curricular activities that address students’ social and emotional developmental health, but school leaders and staff have not yet identified the skills and behaviors they would like to emphasize. School leaders shared that they are just beginning to implement Mindfulness Be, a program designed to reduce student stress, increase focus and resiliency, and teach behaviors and skills that support student social-emotional health and promote academic success. Teachers are beginning to receive PD to implement this as a schoolwide program. School leaders stated that Generation Ready consultants have provided teachers with PD on PBIS and classroom management; however, reviewers did not see the training results reflected in teacher practices in most classrooms. Teachers and support staff stated that training has not been provided to address the specific social and emotional health needs of subgroups such as ELLs, students with disabilities, children and families living in temporary shelters, and transient students, even though school leaders stated that the latter two populations comprise approximately a quarter of the school’s students.
- Although the school has several programs to address students’ social and emotional developmental health needs, the programs are not coordinated. For example, the review team found no evidence that leaders and staff connect programs such as Pretty Brown Girls, Readers’ Theatre, and PBIS to enhance supports for students. In addition, school leaders, parents, and staff stated that the school does not have partnerships with community-based organizations to provide additional supports for students and families. Although the school has a school implementation team and a pupil personnel team that meet twice monthly, they include the same members, and support staff reported that the pupil personnel team does not regularly include teachers in meetings held to identify students’ social and emotional needs.
- The school uses OORs, detention incidents, and attendance data to identify students with social and emotional developmental health needs. Although school leaders stated that they collect and analyze academic data to identify student needs, the review team found little evidence showing the pupil personnel team sets and uses academic benchmarks to identify student needs or determine social and emotional supports. Additionally, reviewers found little evidence that the school collects data on most implemented interventions to determine whether they are successful. Support staff stated that the large number of high-needs students and students mandated for counseling makes it difficult to address the needs of all students.

Recommendation:

- At the next school implementation team meeting, team members should create a document that identifies the protocol for all student academic, social, emotional, and/or developmental referrals. The document should be distributed schoolwide and used by all staff members.

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

- Although school leaders have made various efforts to communicate and partner with parents, they have not tied these efforts to a comprehensive plan for parent and family engagement. School leaders include high expectations in written and verbal communications with parents; however, in documents reviewed by the IIT, the vocabulary and semantics were not always easily understandable. School leaders and parents said the school has increased efforts to promote parent engagement, which include increasing opportunities for parents to volunteer in the school and serve on school committees and moving the parent coordinator into the main office so she is more accessible to parents. Despite these efforts, school leaders, staff, and parents stated that parental attendance at workshops, performances, and even parent-teacher conferences is sparse.
- Parents and teachers stated that the school communicates with families through written communications, phone calls, school messenger, and Class Dojo, a program that allows online communication between parents and teachers. However, they also stated, and school leaders confirmed, that the school does not provide multiple opportunities for reciprocal communication. School leaders, staff, and parents reported that school officials arrange for Spanish translations, the dominant second language in the school, of all written communications. Although the school has submitted a required, formal plan for translation and interpretation services for parents, reviewers found that translators are not always present to provide services for verbal communications with parents. While the school provides scheduled time for parent engagement every Tuesday afternoon and teachers prepare workshops for parents on a monthly basis, teachers reported that attendance is poor. Parent participation in the school survey, however, increased from 19 percent in 2013 to 39 percent in 2015.
- Parents and staff stated that leaders have not provided PD to sustain home-school partnerships or develop relationships with community organizations to support student achievement. School leaders and parents reported that the parent coordinator and teachers have planned workshops to help parents understand how to support their children’s learning. For example, parents stated the school has offered workshops on topics such as ELA and math learning standards and strategies to help their children learn. However, parents and staff stated that attendance was minimal at these workshops despite offerings in both the morning and afternoon.
- The school provides data to parents through progress reports, report cards, parent-teacher meetings, i-Ready reports, and sometimes Class Dojo. However, parents stated that teachers mostly use Class Dojo to communicate anecdotal information about their children or notifications about tests and homework. Additionally, reviewers learned that school leaders and staff do not monitor these communications to note frequency of use by teachers and parents. Professional development for DataCation has been provided to staff, but not yet to parents, and leaders stated that program implementation in Spring 2016 will eventually allow them to track usage. School leaders and staff acknowledged that the range of services available through the school are not communicated consistently to all parents, so not all parents are equipped with the information they need to advocate for services to address their children’s needs.

Recommendation:

- By February 2016, school leaders should create a survey to assess the best method of communication with the parents whom teachers have identified as not engaging in reciprocal communication. Teachers should send the survey home to these parents. Within one week, teachers should submit the names of parents who do not respond to the survey to the parent coordinator and family worker for further outreach.