



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	321100010078
School Name	P.S. 078 The Anne Hutchinson School- CSD 11
School Address	1400 Needham Avenue, Bronx, NY 10469
District Name	NYCDOE
School Leader	Claudia Skerritt
Dates of Review	February 2-3, 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. 078 The Anne Hutchinson School

School Configuration (2015-16)					
Grade Configuration	OK,01,02,03,04,05	Total Enrollment	704	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	86%	% Attendance Rate		93.14%	
% Free Lunch	79.9%	% Reduced Lunch		N/A	
% Limited English Proficient	4%	% Students with Disabilities		15.5%	
Racial/Ethnic Origin (2015-16)					
% American Indian or Alaska Native	1%	% Black or African American		71.6%	
% Hispanic or Latino	20.7%	% Asian or Native Hawaiian/Pacific Islander		1.0%	
% White	5.9%	% Multi-Racial		0%	
Personnel (2015-16)					
Years Principal Assigned to School	15.8	# of Assistant Principals		2	
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification		1.9%	
% Teaching with Fewer Than 3 Years of Experience	14.0%	Average Teacher Absences		6.4	
Student Performance for Elementary and Middle Schools (2014-15)					
ELA Performance at levels 3 & 4	13.2	Mathematics Performance at levels 3 & 4		16.1	
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	YES
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	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	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	YES

High School

Met Adequate Yearly Progress (AYP) in ELA (2013-14)			
American Indian or Alaska Native	N/A	Black or African American	N/A
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	N/A	ALL STUDENTS	N/A
Met Adequate Yearly Progress (AYP) in Mathematics (2013-14)			
American Indian or Alaska Native	N/A	Black or African American	N/A
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	N/A	ALL STUDENTS	N/A
Met Adequate Yearly Progress (AYP) in Graduation (2013-14)			
American Indian or Alaska Native	N/A	Black or African American	N/A
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	N/A	ALL STUDENTS	N/A
SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:			
<ol style="list-style-type: none"> Engage students daily in rigorous learning opportunities aligned to CCLS, the shifts, and school instructional focus. Provide differentiated learning activities and scaffolds in support of student learning. Utilize a variety of data to effectively monitor student progress and adjust instruction based on varied needs. Enhance collaborative learning opportunities to ensure high levels of thinking and engagement among students. Utilize a coordinated approach to strengthen the home-school connection. 			

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 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 88 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 563 students (69 percent) in selected grades completed.
- The school provided results of a staff survey that 59 (100 percent) teachers completed.
- The school provided results of a parent survey that 423 (68 percent) 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 checked="" type="checkbox"/>	<input type="checkbox"/>
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
TENET 2 OVERALL STAGE:				2	

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

#	Statement of Practice	Stage 4	Stage 3	Stage 2	Stage 1
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
TENET 3 OVERALL STAGE:				2	

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

#	Statement of Practice	Stage 4	Stage 3	Stage 2	Stage 1
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
TENET 4 OVERALL STAGE:				2	

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

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

TENET 5 OVERALL STAGE:

2

Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.

#	Statement of Practice	Stage 4	Stage 3	Stage 2	Stage 1
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

TENET 6 OVERALL STAGE:

2

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

Tenet Stage

2

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

- The school leader reported that she developed the school vision and instructional focus in collaboration with school staff. In September 2014, school leaders and staff discussed their core beliefs on how students learn, and together they examined the district’s Quality Review results that found inconsistent pedagogical practices. An exploration of their instructional weaknesses led to the decision to identify and adopt five common practices as the instructional focus aligned to the school motto, “Working Smarter for Student Success.” These five practices include modeling, turn and talk, evidence based responses, monitoring, and student feedback. However, teachers’ practice observed by the Integrated Intervention Team (IIT) in class visits did not consistently reflect the instructional focus. The school’s mission is to facilitate learning and empower students to achieve mastery and prepare them for college and career. Staff, parents, and students were unable to identify a vision and goals beyond the school’s work toward evidence-based responses and general student improvement.
- Although school leaders have allocated resources to various research-based programs, the IIT found that the programs are not all strategically used to improve student achievement. The school leader stated the iReady assessment was purchased, as the assessment aligned closely to results from the state English language arts (ELA) assessment. The second cycle of the iReady assessment completed in February 2016, showed a ten percent increase in the Reading Overall Level category. Comparable efforts to improve mathematics achievement have not yet begun. This year, to build reading stamina, the school leader implemented a daily 35-minute independent reading block. The IIT observed that this instructional time was not maximized for full student benefit, and many students were not engaged in their reading.
- The school leader’s observations of teachers, which the IIT reviewed, did not provide next steps with benchmarks or consistent feedback focused on instructional goals. Further, the observation notes did not target known deficiencies in teachers’ practices.
- School leaders have established some systems to monitor school improvement efforts to inform their decision-making. School leaders effectively use iReady to monitor student achievement in reading. The school leader created a school-wide document for teachers to record the skills that require re-teaching and the supplemental intervention lessons to be embedded in the following unit; however, the IIT did not observe teachers using this document. School leaders have not put a system in place to monitor the impact of the independent reading block.

Recommendation:

- At the next scheduled leadership walkthrough, the school leaders should focus classroom visits on the independent reading block to examine:
 - time on task;
 - appropriateness of reading selections;
 - student engagement; and
 - teacher’s individualized student support

- School leaders should use the data gathered to make adjustments to ensure continuous student progress and enjoyment of reading.

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

Tenet Stage

2

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

- The school uses ReadyGen for the ELA curriculum and GoMath for the mathematics curriculum, both recommended by the district. The school leader attributed improvements in student achievement to the choice of curricula aligned to the Common Core Learning Standards (CCLS), and she stated the professional development (PD) she has provided to teachers has led to improvements in building teacher capacity. However, the IIT found in their classroom observations that teachers’ lessons were not consistently rigorous and engaging and did not consistently include high-level activities or differentiated materials and tasks. Although teachers stated that school leaders provide time in the schedule for teachers to collaborate on reviewing and revising the curriculum, and they currently adapt the curriculum to meet student needs more so than previously, the review team found that teachers did not consistently modify their lessons to accommodate diverse student needs.
- The IIT’s review of lesson plans revealed that although teachers plan lessons that align to the CCLS, most lesson plans included the same materials and tasks for all students and did not account for varied student needs. Lesson plans did not consistently incorporate complex materials, scaffolding, higher-order questions, and challenging tasks. Reviewed plans showed that teachers do not share a common understanding of what differentiation means. For example, the differentiation section of one lesson plan included as an accommodation for English language learners (ELLs), “Check in to make sure they have been keeping up with the lesson.” Students stated that some lessons are not interesting and many do not include student choice. Teachers reported that various support staff do not provide input into lesson development as guidance on how to provide accommodations that address the diverse needs of students.
- Although the school leader stated that the arts are integrated into the social studies curriculum, the IIT found in their class visits and lesson plan review that the planning of interdisciplinary curricula is not a school-wide practice but does occur in pockets. Teachers’ lessons typically did not connect the curriculum across subject areas to provide students with opportunities to interact with engaging high-level tasks and different ways to access the curriculum. The review team found that overall exposure to the arts is mainly limited to programs provided to students after school and on Saturdays.
- Teachers use a range of assessments including Fountas & Pinnell, iReady, and diagnostic writing assessments to guide their curriculum planning. The IIT observed teachers review student work and adjust their lesson plans during a grade level meeting. Teachers reported that teacher teams have created pre- and post-assessments. Teachers in grade four and five created assessments after analyzing student results on state assessments they used to set student goals. The school implemented the Leader in Me program to encourage character development, and students have leadership folders in which progress toward academic goals is tracked. However, students stated that teachers tell them what to write in the tracking sheets rather than encourage student ownership of

their learning. The school leader reported that teachers are inconsistent in their implementation of checks for understanding.

Recommendation:

- During the next round of grade-level meetings, teachers, including ESL and student support teachers, should examine and revise existing lesson plans to ensure that lessons developed include strategies for differentiation, flexible grouping, and tasks that embed student choice to make each lesson interesting and engaging.

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

Tenet Stage

2

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

- The school leader’s vision for instructional practice is focused on the five common practices collaboratively identified by school staff and leaders. Although school leaders support teachers’ instructional practice in a variety of ways including PD related to the five common practices, the IIT found that programming does not maximize instructional time, and teachers’ instructional practices do not consistently engage students and meet diverse student needs. School leaders stated they work collaboratively with lead teachers and teams to ensure that instructional practices are informed by data and responsive to student needs and goals. However, the review team found in their class visits that teachers’ instructional practices did not align with identified student needs and goals. School leaders reported they conduct frequent classroom visits in focused areas of the Danielson Framework and provide actionable feedback. However, reviewed observations inconsistently provided actionable feedback and did not provide targeted steps for improvement with benchmarks and follow-up observations.
- The school leader reported that teachers use varied instructional strategies such as scaffolding of questions, front loading vocabulary, flexible groupings to meet the needs of all students, rubrics and checklists for student self-assessment, and a modeling protocol. Although the IIT observed teachers using these practices in some classes, this was not evident in most observed lessons. Most lessons were skill based without scaffolds for varied student needs. Teachers asked few higher-order questions, and most questions did not facilitate deep discussion. Although students used the turn and talk behavior and selected sentence starters, students did not engage in genuine discussion or build on each other’s responses. Teachers spent a great deal of time repeating explanations of simple concepts, and students seemed to lose interest and some engaged in conversations with classmates. When students provided answers, teachers asked the other students in the class to raise their hands if they agreed and did not build on students’ responses.
- Although the IIT found that the school environment is safe and orderly, and reviewers observed some instances of teachers encouraging intellectual discovery, teachers’ instructional practices typically did not allow students to feel intellectually safe, promote intellectual discovery, or effectively account for diverse student needs. For example, in one observed lesson, during an exit ticket activity, the teacher

had students use a definition to create a question or riddle to share with the class, and then provide the targeted vocabulary word; however, students were allowed to share their question or riddle only after the teacher approved of it.

- Teachers collect and use data to inform their instructional practice and provide feedback to students in a number of ways. The school leader and teachers reported that all students have leadership folders, and teachers and students use rubrics for student self-assessment. However, most of the leadership folders reviewed by the IIT were incomplete, and some students stated they do not understand the data and goals contained in the binders. The IIT also found that rubrics are more for teacher use, as some students do not understand the rubrics. Teachers also use exit tickets to provide feedback to students.

Recommendation:

- To ensure that teachers’ instructional practice provide scaffolds, differentiation, and high-level content and engagement, during the next round of observations and walkthroughs, school leaders should monitor and track that teachers execute with fidelity lessons that they collaboratively revise with the ESL teacher and student support staff.

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.

- Although school leaders and staff make efforts to identify and support student social and emotional developmental health needs, the IIT found that school leaders have not established systems to identify and support students’ needs, and current efforts provide limited support to all students. School leaders are in the early stages of implementing the Leader in Me program to develop leadership skills among students and staff with the goal that all students participate as leaders. The school has a Positive Behavioral Interventions and Supports (PBIS) program, but the review team found that school leaders have not ensured that teachers implement the program with fidelity. Student support staff reported that school leaders have not put a system in place to orient new students who recently entered the school or to prepare teachers in addressing the social-emotional needs of these students.
- The IIT found that the school’s social and emotional developmental health programs are varied and disconnected and do not address all students’ social-emotional needs. The school does not have a system in place to provide classroom teachers with PD to help them address students’ social-emotional needs. The review team observed that teachers do not consistently implement the PBIS program in their classrooms. For example, reviewers did not see students being “caught behaving positively” and receiving butterflies as rewards as the program suggests. Behavior management typically consisted of teachers telling students to be quiet and settle down. Reviewers also observed students being allowed to work on computer academic skill games separately from their classmates as a way of managing disruptive behavior. Student support staff reported that students, primarily those in the enrichment classes, are trained by the guidance counselor to be peer mediators and are used when conflicts arise.

However, about half the peer mediators dropped out of the mediation program this year. Since the school does not have a system to sustain and expand participation in mediation throughout the student body, opportunities are limited for students to engage in an activity that can support their social-emotional needs. Students expressed a desire for more sports and arts programs for all students rather than programs that serve particular groups of students such as girls only or students in enrichment classes. The school does not have a system to prepare students for the transition to middle school.

- Although stakeholders are involved in different activities to address students’ social-emotional needs, their efforts are not strategically organized to support all students’ needs. The school has a partnership with the Astor Mental Health Clinic and refers students struggling with social-emotional issues to the Clinic. While the school leader spoke of success stories for boys referred to this program, the IIT found that it is used as a reactive rather than preventive service. In addition, the school does not have a system in which student support staff work collaboratively with classroom teachers to connect students’ social-emotional needs with their learning behaviors.
- Although staff collect and use some data to identify and support students’ social-emotional needs, the school does not have a strategic plan for this purpose. The school leader stated that staff use data collected from OORS/SWISS forms, behavior modification plans, teacher-made anecdotal notes, and school-generated data forms when discussing a child who may need a referral to the RtI process, and this has contributed to a decrease in student suspension and removals.

Recommendation:

- Starting at the next Marvelous Monday meeting, teachers and student support staff, led by school leaders, should collaborate to create monthly school-wide grade-level student celebrations of culture and academic and leadership accomplishments using the Leader in Me framework.

Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.

Tenet Stage	2
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The school is at **Stage Two** for Tenet 6 – Family and Community Engagement.

- The school leader’s communications with parents do not ensure that parents are aware of high expectations or have the information they need to support their children’s success. The school leader stated that school leaders facilitate parent information sessions throughout the year to communicate high expectations. The school leader keeps a parent activity log that records attendance at parent events. At the parent open house held in September 2015, 23 percent of parents attended, and at the Parent Teacher Conference held in November 2015, 55 percent attended. However, parent attendance at other school-wide events is usually low, and all stakeholders reported they would like to see greater family engagement. Parents spoke of the school’s expectations in general terms such as students will do well and go to college. Parents also shared that they feel welcome in coming to the school to voice their concerns to school leaders and staff.
- Although the school has various means to communicate with parents, many are in their initial stages of

development, and few allow for reciprocal communication. Teachers and parents use Class Dojo to communicate with each other. Parents expressed satisfaction with this communication tool but stated its use by teachers is inconsistent, as some teachers do not use it. The school also communicates with parents through newsletters, fliers, monthly and yearly school calendars, and phone messenger. Written communications are translated into Spanish, the school's second predominant language. Parent handbooks are distributed at the open house, parent-teacher conferences, and curriculum workshops. In their examination of the Parent Handbook, the IIT found that the handbook is dense and is not written in parent-friendly language. For example, information on the PBIS and Leader in Me programs include technical terminology of the program and may be difficult for all parents to understand.

- The school has provided some training to parents to support home-school partnerships. However, while the school's PD plan provided by the school leader indicated that training is provided to staff on creating and sustaining home-school partnerships, teachers reported that such training is not provided.
- The school does not effectively share data with parents in ways that allow them to understand their children's needs and advocate for services. Academic data are shared with families through progress reports, report cards, state assessment results, and iReady reports. However, the school does not have a system of follow-up to ensure that parents receive and understand the information. Parents must visit the school to obtain report cards: however, some parents do not visit the school and the school leader stated there is no system of outreach to parents who do not procure their children's report card.

Recommendation:

- At the next Tuesday Time, the school leader should create a committee composed of parents and student support staff to examine and revise the parent handbook with language that is easily accessible to parents, includes ways families can communicate with the school, and provides student academic and social-emotional expectations by grade level using the Leader in Me framework.