



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	261600010119
School Name	Dr. Charles T. Lunsford School #19
School Address	465 Seaward Street, Rochester NY 14608
District Name	Rochester City School District
School Leader	Eva Thomas
Dates of Review	November 3 - 4, 2015
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 Dr. Charles T. Lunsford School # 19

School Configuration (2015-16 data)					
Grade Configuration	Pre K-8	Total Enrollment	406	SIG Recipient	No
Types and Number of English Language Learner Classes (2015-16)					
# Transitional Bilingual	0	# Dual Language	0	# Self-Contained English as a Second Language	1
Types and Number of Special Education Classes (2015-16)					
# Special Classes	10	# SETSS	0	# Integrated Collaborative Teaching	6
Types and Number of Special Classes (2015-16)					
# Visual Arts	18	# Music	34	# Drama	0
# Foreign Language	2	# Dance	0	# CTE	0
School Composition (most recent data)					
% Title I Population		92%		% Attendance Rate	
% Free Lunch		89%		% Reduced Lunch	
% Limited English Proficient		1%		% Students with Disabilities	
				19%	
Racial/Ethnic Origin (most recent data)					
% American Indian or Alaska Native		1%		% Black or African American	
% Hispanic or Latino		6%		% Asian or Native Hawaiian/Pacific Islander	
% White		3%		% Multi-Racial	
				0%	
Personnel (most recent data)					
Years Principal Assigned to School		5		# of Assistant Principals	
% of Teachers with No Valid Teaching Certificate		0%		% Teaching Out of Certification	
% Teaching with Fewer Than 3 Years of Experience		0%		Average Teacher Absences	
				10 a month	
Student Performance for Elementary and Middle Schools (2014-15)					
ELA Performance at levels 3 & 4		2%		Mathematics Performance at levels 3 & 4	
Science Performance at levels 3 & 4 (4th Grade)		58%		Science Performance at levels 3 & 4 (8th Grade)	
				18%	
Student Performance for High Schools (2014-15)					
ELA Performance at levels 3 & 4		n/a		Mathematics Performance at levels 3 & 4	
Global History Performance at levels 3 & 4		n/a		US History Performance at levels 3&4	
4 Year Graduation Rate		n/a		6 Year Graduation Rate	
Regents Diploma w/ Advanced Designation		n/a		% ELA/Math Aspirational Performance Measures	
				n/a	
Overall NYSED Accountability Status (2014-15)					
Reward				Recognition	
In Good Standing				Local Assistance Plan	
Focus District				Focus School Identified by a Focus District	
Priority School				x	

Adequate Yearly Progress (AYP)

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

SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:

1. A coordinated whole-school effort to have all Dr. Charles T. Lunsford School # 19 Scholars show improvement in their comprehension skills will be initiated.
2. Specifically, all students will show measurable growth in their ability to answer constructed-response questions.
3. Strategies will be implemented that utilize common and consistent targeted classroom practices.

4. Student growth will be measured by the use of NWEA and other formative data, for example School Wide Writing Rubrics, RACE (S), NYS Assessments, etc.

Information about the review

- The review was co-led by an Outside Educational Expert (OEE) and a representative from the New York State Education Department. The team also included a district representative, a district-selected Outside Educational Expert, and a Special Education School Improvement Specialist (SESIS) representative.
- The review team visited a total of 45 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 did not conduct a student survey.
- The school did not conduct a staff survey.
- The school did not conduct a parent survey.

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

#	Statement of Practice	Stage 4	Stage 3	Stage 2	Stage 1
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission, and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP(student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
TENET 2 OVERALL STAGE:					1

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

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

3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, 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 type="checkbox"/>	<input checked="" type="checkbox"/>
TENET 3 OVERALL STAGE:					1

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

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

	needs.				
	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	Stage2	Stage 1
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	TENET 6 OVERALL STAGE:				1

FINAL DRAFT

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	1
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The school is at **Stage One** for Tenet 2 – School Leader Practices and Decisions.

- The school leader has shared the school’s mission, long-term vision, and goals with staff, families, students, but the review team found that the vision and goals are not widely understood throughout the school community. Teachers interviewed by the Integrated Intervention Team (IIT) could not articulate the school’s goals or identify which goals had been achieved. Students and parents interviewed by reviewers reported that they did not know the school’s vision and expressed a limited understanding of the school’s goals. The review team found that the goals recorded in the School Comprehensive Education Plan (SCEP) related to curriculum development and support, student behavior, and parent communication were vague. Additionally, the IIT found limited evidence of how the school leaders rigorously monitor or evaluate the goals to measure the school’s progress toward achieving the goals.”
- The school leader has not strategically prioritized resources to ensure that recent initiatives introduced are applied consistently and effectively to support school improvement and student social and emotional developmental health. Staff reported that the school leaders have not provided adequate support and training to assist staff in effectively implement new initiatives, such as student data binders and the new behavioral program. The school leader reported that she requested the addition of new coaches or increased time for the two existing coaches and a new caseworker to replace one who had recently left; however, these requests remain unmet. The school leader also stated that she advocated with the district to hire an African American male assistant principal for the middle school because she noticed increased behavior issues with African American male students. The school leaders attributed the decreases in student behavioral issues and suspensions to this decision. However, the review team did not find evidence to support this assertion. The school leader reported that she has made decisions that support student and school needs, including hiring two literacy specialists and providing professional development (PD) to support the administration and analysis of assessments. The review team found limited evidence of the impact of these decisions.
- Although some members of the school leadership team conduct informal class observations using the Danielson Rubric, staff reported and a review of documents confirmed that the school leaders do not provide rigorous feedback. In addition, the IIT found limited evidence that school leaders followed up on identified weaknesses or used information gathered from walkthroughs to plan PD that addresses teachers’ identified weaknesses. The school leader reported that she created an instructional leadership team that is beginning to look at gaps and trends in data to see how school leaders can support differentiation of instruction by teachers, but the review team found limited evidence of this practice regularly occurring. In addition, school leaders have not ensured that teachers collaborate to share best practices in teaching, which limits opportunities for improvements in instructional practices.
- The school leader has not ensured that rigorous school-wide systems and protocols are in place to monitor school-wide practices. Although a review of documents indicated that the school leader has recently introduced some protocols for monitoring the school’s work, the review team found that staff do not yet use the systems with fidelity. For example, the school leader established data notebooks for

teachers, but most binders reviewed by the IIT contained incomplete or outdated information. Staff indicated that attendance and referral data are collected; however, the review team did not find evidence to show that the school leader and/or support staff use this data to target interventions to respond to students' social and emotional developmental health needs. The school leader is not yet using school-wide evidence-based systems to inform decisions and to monitor school-wide initiatives.

Recommendation:

- The school leader should immediately prioritize student social and emotional developmental health by:
 - contacting the Office of Special Education to secure additional supports including an interim Coordinating Administrator of Special Education (CASE);
 - recruiting one-on-one adult mentors for each child to connect with for emotional support as needed;
 - increasing parent volunteer opportunities in the school;
 - supporting reciprocal communication between staff and families by creating individual behavior action plans with timelines, assigning responsibilities, and devising a means to determine how the impact will be measured; and
 - conducting daily walkthroughs to ensure that teachers consistently apply classroom behavior routines and give immediate actionable feedback, and she should review and monitor individual classroom trends to identify areas where routines are not successful.

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

Tenet Stage

1

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

- The school leader's practices and decisions have not ensured that teachers are sufficiently informed, supported, and held accountable to improve their instructional practices and deliver a rigorous, coherent curriculum that meets individual student needs. The school leader reported that she has scheduled weekly team meetings by grade/subject for teachers to align English language Arts (ELA) and mathematics curricula with the Common Core Learning Standards (CCLS) and instructional shifts. The review team attended a grade level meeting led by school leaders, which focused on protocols for reviewing student work. The IIT found that teachers had low expectations of students' capabilities and minimally used data to adjust curricula or plan instruction to meet the needs of all students, particularly subgroups. The school leader reported that PD focused on aligning CCLS curricula is in place, but the IIT found no evidence to show that all teachers have attended this PD. The school leaders do not sufficiently monitor teachers planning and implementation of curricula.
- Based on document review and classroom observations, reviewers found that most teachers' lesson plans did not align to the CCLS and instructional shifts, and few teachers planned curriculum and lessons that included data driven instruction (DDI). Typically, teachers did not adapt their lesson planning to incorporate complex materials or higher-order questioning to meet varied student needs. Reviewers found that most teachers' plans did not include differentiated strategies and activities to

address student’s different needs, learning styles, or interests.

- Although the school leader reported that she established a task force across grades to develop interdisciplinary curricula, teachers interviewed by the review team expressed that they were unclear about their role on this task force. Teachers reported that a week prior to the school review, the task force created a list of curricular topics that would be integrated across subjects; however, the teachers reported that no collaboration to implement this plan has occurred. Except for the curriculum for grade kindergarten, reviewers found limited evidence of links between curricula across different subjects. Most lesson plans examined by reviewers did not include links to other subjects.
- School leaders reported that they encourage teachers to use a range of assessments; however, the review team found no evidence of formal monitoring structures in place to ensure that teachers consistently use data to inform planning or to provide regular feedback to students. The school leader reported that she expects all teachers to have a class data wall depicting student assessment levels and use the new teacher data notebooks to record assessment data. During the review, the IIT questioned teachers about their data walls and found that most teachers are not using data walls effectively. The reviewers also examined a sample of teacher data notebooks and noticed that most notebooks were empty or contained obsolete data. Teachers reported that the introduction of student data notebooks has been postponed until they receive PD on how to use assessment data. Reviewers saw few constructive comments on students’ work, and students stated in interviews that they receive little feedback on their progress or next steps for improvement.

Recommendation:

- School leaders should create a schedule and protocols for their weekly review of all teachers’ lesson plans to check alignment and delivery of CCLS curriculum. The school leaders should immediately begin using a walkthrough tool to frequently and consistently evaluate the alignment and quality of curriculum. School leaders should provide specific, strategic, and actionable feedback after each weekly informal and formal observation. The school leader should hold teachers accountable for making sure the curriculum is in place and delivered through means that engage students.

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

Tenet Stage

1

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

- The school leader’s actions, practices, and decisions have not ensured that teachers’ instructional practices are informed by data. Reviewers found that school leaders collect data but do not rigorously analyze these data or widely share data with teachers to adapt planning and instruction. Reviewers found limited evidence of clear directives from school leaders for teachers to plan learning activities that meet varied student needs and learning styles, or of school leaders holding teachers accountable for doing so. Most lessons observed by reviewers were teacher led, and they included low expectations of students.
- The school leader reported, and classroom visits confirmed, that teachers teach to the textbook and do

not explore different ways of teaching to meet the diverse needs of students. Most teachers' lessons did not incorporate higher-order questions or high-level texts. In most classes visited, teachers gave insufficient wait time when questioning students, and they accepted simple answers. Teachers rarely checked for student understanding of new learning, leaving students struggling. Reviewers observed a few teachers not teaching the curriculum they were supposed to teach. For example, in one grade five lesson the teacher read *The Fantastic Mr. Fox* during mathematics and science time, without referring to mathematics or science.

- Reviewers noted that most teachers did not use effective strategies to secure a physically and intellectually safe learning environment. During classroom visits, the review team noticed that some teachers and students exhibited inappropriate behavior. For example, in some classes, reviewers saw teachers yelling at students and in other classes, teachers did not address students when the students interrupted the lesson. The review team also noticed that some students ignored teachers' requests to stop disruptive behavior or to focus on the lesson. Students in both the large and small focus groups shared mixed views about being teased during lessons when they give a wrong answer, or share their opinions. Some students reported feeling unsafe and said bullying was an issue. Parents interviewed shared concerns about student behavior in class.
- Teachers are at the early stages of using data to adapt their instructional practice to meet students' diverse needs. Reviewers found that the practice of grouping students by ability for instruction seldom occurs. Students reported and class visits confirmed that students are taught as a whole class and are given the same tasks. Typically, few teachers addressed the needs of students with disabilities during instruction. Most teachers' lesson provided few opportunities for students to revisit and reinforce their learning, and teachers did not use visual strategies to improve students' learning. Student work examined by reviewers showed few teacher comments for next steps. Student interviews confirmed that they are given infrequent feedback on their progress or on how to reflect on and improve their learning.

Recommendation:

- Grade-level teams should meet weekly to review common formative assessment data and student needs. Teachers should modify lesson plans based on the weekly analysis of formative data to meet students' individual learning needs. School leaders should use evidence from the grade-level team meetings to inform the focus of weekly walkthroughs in classrooms.

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.

- The school leader has not prioritized the establishment of systems to ensure that staff effectively identify and address all students' social and emotional developmental health needs. Evidence gathered from the review indicated that nine students with disabilities, who recently transferred into the school, did not have a current Functional Behavior Program (FBA) or a Behavior Support Plan (BSP). While the school is working

with the district to find the students' cumulative files, at the time of the review, these students were not receiving appropriate support. The review team did not find evidence of protocols in place to monitor these supports. During discussions with the review team, one parent stated that she was not informed about her child's referral, and another parent said that it took over a week for her to receive notification. Staff interviews indicated that recommendations for referrals are often based on anecdotal data rather than standardized assessment data. Reviewers found that while data are collected the school leader lacks a coordinated approach to use data to identify and address all students' social and emotional developmental health needs.

- The school uses the positive behavior program Safe, Organized, Accountable, Respectful (SOAR) as its curriculum for teaching student social and emotional developmental health, but has not implemented the program with fidelity. Staff interviews indicated that only five teachers received training in how to apply the SOAR strategies. School leaders reported that staff inconsistently apply aspects of the program such as reward tickets, and older students do not value the program. Although a Restorative Justice program was introduced in September, the IIT found that few teachers were trained and most teachers do not understand the program. Although the school has offered some PD to develop the capacity of staff to support student social and emotional developmental health needs, such as training on how to provide mediation or conduct "Peace Circles," teachers reported that few have attended because the PD is not mandatory and they do not want to extend their workday. The SOAR curriculum and Restorative Justice Program are in the process of development, and reviewers found little evidence of a whole-school approach to provide for student social and emotional developmental health needs.
- Reviewers found that protocols and processes to strategically organize how students, staff, parents, and the community can work together to support student social and emotional developmental health needs are in the early stages of development. The student support team meets weekly to advocate for student support, and the school has an open door policy for parents to use services. However, parents interviewed were unaware of what the school offers to support students' developmental needs. The student support services staff reported they work together with teachers to conduct home visits to families whose children's teachers had concerns about low attendance and behavior issues. The psychologist reported that students confide in the school's therapy dog *Blaze*; this enables students to articulate their social and emotional needs, and because the psychologist listens to students while they talk to the dog, she is able to provide support.
- The school leaders reported that staff collect data on attendance, behavior, and referrals, which are entered into PowerSchool, an online data system. In addition, staff have access to data through the SPA WareHouse system. Although the school collects data, the school does not have coordinated system for staff to analyze and use the data to target interventions to respond to students' social and emotional developmental health needs. Some teachers reported that they are unable to access PowerSchool, and they stated that data on non-serious offenses are maintained informally and cannot be used to systematically analyze students' need for support. The student support staff reported that although the Response to Interventions (RtI) team provides some strategies for teachers, teachers varied in their use of such strategies. The review team found limited evidence of staff systematic use of data to respond to and support student needs.

Recommendation:

- School leaders should develop ongoing PD centered on the SOAR curriculum for all staff and volunteers. Training should be offered bi-weekly with follow-up to ensure that all staff and students in the building have a deep understanding of the guiding beliefs and strategies of SOAR. Students should have an active role in implementation of SOAR incentives. School leaders and student support staff should actively monitor data in order to identify trends and support all staff to ensure full compliance and implementation. Additionally, the data should be used in a system of referral that allows teachers, and parents to regularly check the level of support students receive.

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.

- Reviewers’ conversations with parents indicated that school leaders do not communicate high expectations for their children’s academic success to parents. Parents reported in interviews that they were not aware that their children attended one of the lowest performing students in the district. A document review indicated that the school plans events such as Town meetings, Open House and Community Resource Night to share information with parents. Although parents reported that they felt welcome to visit the school at any time, staff and parents reported that attendance at events such as ELA and mathematics workshops and parent conferences has been low. Reviewers found no evidence of procedures that the school leaders use to evaluate and monitor communications with families to find out what the parents want to increase their engagement.
- Reviewers found no evidence of a plan or systems for reciprocal communication with families. Parents interviewed by the review team, reported that the school shares information with parents through flyers, robocalls, letters, and Class Dojo, an application that allows staff to send instant messages to parents. Although the school has Parent Connect, an electronic parent portal, review of documents indicated that at the time of the review 40 parents registered to use the system, but only one parent had logged in during the last 60 days. Evidence gathered from parent and staff interviews indicated that the school communicates with parents primarily in response to issues and concerns that have arisen. For example while staff conduct home visits, these visits are scheduled in response to student attendance or behavior issues. The review team found that the school’s current communications with parents are not monitored to ensure that all parents can effectively support their children.
- The school leader stated that she recognizes that the school needs to increase parent involvement and has put initiatives in place to promote greater parent involvement including All Pro Dads, Walking Wednesdays, Coffee & Connections and daily open volunteer time. The school leader also reported that she used Title I funding to support after-school programs and to promote family and community partnerships. In addition, the school leader indicated that the school collaborated with Rochester University to provide mentors for students. The review team found no evidence to show that these initiatives have significantly increased parent involvement or parents’ and staff capacity to work together to support student success. Staff indicated in interviews that the school has ongoing

partnerships with only a few parents, as parent involvement is low. In addition, staff reported that they have not received PD on how to sustain relationships and build partnerships with families. The review team found no evidence of a school-wide survey of parents to determine what they need to help them support their children.

- School-wide data systems have not yet been developed to promote parents' understanding of their children's needs. Parents stated that because they received report cards that they do not understand they were unclear about their children's academic progress. During discussion with the review team, parents indicated that little specific information has been shared with them to help them support their children's learning. In addition, most parents indicated that they were unaware of the school's poor performance.

Recommendation:

- School leaders should actively engage with the Parent Teacher Organization (PTO) and the parent liaison to develop a needs assessment survey by the end of November 2015 that will be distributed to all school families by the end of December 2015. By mid-January 2016, the school leadership team should engage with the district offices of Parent Engagement, School Innovation, and School Chiefs to share the results of the survey and determine how to use available resources to support students and their families. The school leadership team should plan parent activities and communications that provide resources and services according to the data collected in the needs assessment.