



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	411800010025
School Name	George R. Staley Upper Elementary School
School Address	620 E. Bloomfield St., Rome, NY 13440
District Name	Rome City School District
School Leader	Elizabeth Voegler
Dates of Review	January 19 – 20, 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 George R. Staley Upper Elementary School

School Configuration (2015-16 data)					
Grade Configuration	5-6	Total Enrollment	774	SIG Recipient	yes
Types and Number of English Language Learner Classes (2015-16)					
# Transitional Bilingual	0	# Dual Language	0	# Self-Contained English as a Second Language	0
Types and Number of Special Education Classes (2015-16)					
# Special Classes	2	# SETSS	0	# Integrated Collaborative Teaching	5
Types and Number of Special Classes (2015-16)					
# Visual Arts	1	# Music	1	# Drama	0
# Foreign Language	0	# Dance	0	# CTE	0
School Composition (most recent data)					
% Title I Population	100	% Attendance Rate	93.3		
% Free Lunch	56.5	% Reduced Lunch	7.4		
% Limited English Proficient	1.0	% Students with Disabilities	16		
Racial/Ethnic Origin (most recent data)					
% American Indian or Alaska Native	0.1	% Black or African American	10.1		
% Hispanic or Latino	5.2	% Asian or Native Hawaiian/Pacific Islander	1.2		
% White	83.2	% Multi-Racial	0.3		
Personnel (most recent data)					
Years Principal Assigned to School	2	# of Assistant Principals	1		
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	0		
% Teaching with Fewer Than 3 Years of Experience	2%	Average Teacher Absences	23		
Student Performance for Elementary and Middle Schools (2014-15)					
ELA Performance at levels 3 & 4	20%	Mathematics Performance at levels 3 & 4	17%		
Science Performance at levels 3 & 4 (4th Grade)	n/a	Science Performance at levels 3 & 4 (8th Grade)	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	X		
Priority School					

Adequate Yearly Progress (AYP)

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

SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:

1. Develop a solid protocol for looking at data to determine where instructional needs lie.
2. Work to develop a schedule that allows for differentiation for all students.
3. Build teacher expertise through collaboration on a weekly basis.

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 district-selected OEE, 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 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, schoolwide data, teacher feedback, and student work.
- The school leader began at the school in December 2014, so was completing her first year as principal at the time of the review. In the last year, there have been four different assistant principals. The current assistant principal is completing his second month in the position.

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 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 needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
TENET 5 OVERALL STAGE :					1

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

#	Statement of Practice	Stage 4	Stage 3	Stage 2	Stage 1
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input 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

1

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

- The school leader has developed a mission and vision for the school. The mission characterizes the school as a bridge from elementary to middle school; and the vision includes providing a safe, nurturing environment for all students, high standards of learning, and data-driven decision making. The school leader developed specific, measureable, ambitious, results-oriented, and timely (SMART) goals with the building leadership team, which consists of teachers, staff, parents, and students, and monitors school progress toward the realization of these goals quarterly. However, in classroom visits, the Integrated Intervention Team (IIT) found little evidence showing instruction aimed at high standards of learning, with teachers holding low expectations for many students and opportunities for higher-order thinking rarely observed. Additionally, although teachers have received professional development (PD) on using data to inform instruction, the IIT found that data-based decision making was not prevalent in the school.
- The school leader is beginning to use resources such as time and personnel to increase student success, but there is no formal plan for resource acquisition, allocation, and monitoring. The school leader has adjusted the schedule to create Academic Intervention Services (AIS) blocks during which teachers group students for instruction by ability or performance. These blocks provide opportunities for guided reading and targeted instruction connected to the modules. However, leaders have not yet fully analyzed the results from recent benchmark assessments to identify any progress. The school leader has adjusted the schedule to provide teachers with common planning time, but has not given teachers explicit guidance on how to use the time effectively. The school leader maintains a data wall to display AIMSweb and certain module assessment scores by student, but teachers told the IIT they needed more support to understand the instructional implications of assessment results. Additionally, although the school leader composed co-taught classes, the IIT found that the teachers have not implemented many of the co-teaching strategies presented in PD. As a result, students are not fully benefitting from having two teachers to support their learning because the school leader has not regularly monitored instruction in the co-taught classes to determine use of these strategies.
- School leaders provide feedback to teachers on both formally observed lessons and the plans for these lessons; however, the IIT found little evidence that teachers are using this feedback to change their instructional practices. Upon review of a sample of teacher evaluations, the IIT found that leaders had provided written feedback to teachers; however, the school leader told the IIT that she did not systematically revisit classrooms to determine whether teachers had acted upon the feedback or it had resulted in improved instruction. Reviewers found that the school leader is beginning to use walkthroughs to increase the monitoring of instruction, but the number of walkthroughs with accompanying feedback has been limited to date.
- The school leader is beginning to establish systems to track and monitor schoolwide practices. For example, she directed the newly-hired assistant principal to create a discipline team to monitor student behavior, and the student support team, also known as the AIS problem-solving team, meets regularly to discuss student referrals and plan interventions based on data submitted by classroom teachers. However, student support staff told the IIT that that they do not always use data to plan and evaluate the effectiveness of interventions.

Recommendation:

- By February 15, 2016, the school leader should have developed a schedule and begun weekly walkthroughs using her newly created walkthrough guide. The school leader should use the guide to provide insights to teachers and provide a record to be used on subsequent walkthroughs. The guide

should also be used to provide insights on lesson plans.

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 has created a curriculum development team composed of teachers and instructional coaches. This team has developed pacing guides for English language arts (ELA) and mathematics. However, the school leader has not directed the team to create a comprehensive and timely cycle for adjusting curricula to meet diverse student needs. Therefore, reviewers found the school does not offer rigorous curricula to students who are meeting grade-level standards or to struggling students. Although teachers participate in summer curriculum development time and have opportunities during the school year to review modules and identify areas where students have struggled, the school leader has not developed a systematic process for teachers to continuously come together during the year to anticipate areas in upcoming units where students might have difficulty and make appropriate accommodations.
- Although teachers use Common Core Learning Standards (CCLS) modules for ELA and math, interviewed teachers told the IIT they remain uncertain about how to use data to adjust curricula. During class visits, the IIT found that teachers were not consistently using complex materials or higher-order questioning. Reviewers learned that teachers are only required to have three consecutive days of lesson plans available for school leader review and there are no required planning components or template. Lesson plans reviewed by the IIT did not consistently contain scaffolding accommodations or adaptations for English language learners (ELLs) or students with disabilities.
- Although classroom teachers have scheduled common planning time, specials teachers are not regularly available to meet with them. The IIT learned that some art, music, and physical education teachers are beginning to integrate ELA and math content into their lessons. However, because not all teachers can regularly meet to explore the integration of content, teachers have not developed interdisciplinary curricula.
- Teachers told the IIT that they are using some assessment results to adjust the pacing of lessons, but do not adjust the content, materials, and strategies in the curricula. Teachers collect data, but do not have a process for analyzing the data to make curricular revisions. Many teachers said district policy prohibited them from adjusting or adapting modules. However, school and district leaders said this was a misunderstanding; teachers are free to adapt the modules as needed. Reviewers learned that students complete self-reflection sheets to review their performance on assessments and set goals. However, in interviews, some students said they did not complete the sheets and many reported they did not fully understand their purpose.

Recommendation:

- By February 15, 2016, the school leader and the teacher coordinators should meet to plan a protocol and a quarterly schedule for reviewing and revising the next quarter’s ELA modules with teachers. The protocol should include identifying which lessons to use and ensuring that teachers address the CCLS while adjusting instruction to meet the needs of every student. In addition, critical components of every lesson, such as scaffolded activities to differentiate content, higher-order questions, and relevant vocabulary, should be identified and included in the modules.

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

Tenet Stage

1

learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking, and achievement.

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

- Reviewers found that the school leader is not consistently visiting classrooms to monitor instructional practices and has not developed a procedure to ensure that teachers are using feedback from classroom observations and walkthroughs. As a result, teachers are not accountable for adjusting instruction to meet students’ diverse needs. Although the school leader has established a data wall to further this practice, teachers lack the training to use the data to modify lessons.
- During class visits, reviewers observed some teachers, including special education teachers, using higher-order questioning and providing multiple opportunities for students to learn; however, in the majority of observed classes, questioning was at a literal level and student engagement was low. Teachers often accepted answers from one student without seeking broader classroom involvement. Differentiation was rarely evident in observed classes and students said that mostly everyone did the same work. There was limited implementation of the instructional shifts noted by reviewers. Although teachers have attended PD on the CCLS, many believed that solely using informational texts satisfied the instructional shifts and did not understand the need for complex materials and deeper questioning.
- There was no evidence of student misbehavior during the review. Students said they felt safe in school, although some experienced bullying on the buses. However, reviewers found little opportunity for intellectual discovery and rigorous thinking was not evident in observed classes. Most observed classes were teacher centered with all students receiving the same instruction, at the same time. In several observed classes, teachers administered a planned assessment instead of reteaching when students expressed confusion about the content. In two observed classes, ITT members observed crying students and learned from the students that they did not understand the work, so could not do it.
- During class visits, the IIT found little evidence of teachers using formative assessments to check for understanding or modify lesson content. Some teachers used feedback strategies; however, they did not alter their instruction when student answers displayed on white boards were incorrect; when only a few students responded with thumbs up signaling understanding; or when worksheets were mostly incomplete. Teachers did not differentiate based on formative assessments. For some students, the work was not challenging enough, and when asked what they did when they finished their work ahead of others, they said they just sat and waited. For other students, the work was too difficult, but reviewers saw little attempt to scaffold the work for them. Teachers told the IIT that they did not always know how to adjust instruction based on the results of module assessments and benchmarking exams; and in fact, reviewers noted that data from some benchmarking exams are useful only for a narrow area of instruction, such as fluency. The IIT observed very little teacher feedback on the student work shared during a small student group meeting.

Recommendation:

- By the end of February 2016, the school leader should work with the AIS lead teachers in each house to develop and implement a protocol for teachers to collect and analyze data to inform and adjust instruction. Data from AIMSweb, module assessments, and frequent checking for understanding to guide daily class work should be triangulated. The protocol should include, but not be limited to, planning and measuring the success of intervention strategies, determining which standards students have mastered, and guiding the formation of student groups to differentiate 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.

- The school leader has not defined a vision of student social and emotional developmental health and conveyed it to staff, parents, and students, and in interviews, parents, staff, and students were unaware of a plan for addressing students’ social and emotional health needs. The school leader has established an AIS problem-solving team that meets regularly and serves as a child study team. However, the team does not yet use an established system to identify, document, provide, and monitor the effectiveness of interventions. The team lacks a referral protocol that ensures all students receive needed supports. Although SchoolTool, a data management system for student attendance, achievement, and behavior, is available at the school and throughout the district, teachers said they did not take full advantage of its capabilities to record and analyze student information or run customized reports they could use to monitor student progress and track trends.
- There is currently no curriculum to address students’ social and emotional needs. Teachers attempt to “catch students being good” and practicing “knightly virtues,” such as responsibility and respectfulness, since the school mascot is a knight. School staff reward students for positive behaviors. Teachers said they address character building when positive traits such as perseverance occur in, for example, ELA modules, but there is no prescribed character education curriculum. Some student support staff said that leaders acquired the Second Step program, which promotes self-regulation and other positive traits, while some teachers said that the school had implemented Second Step several years ago and subsequently abandoned it. When asked, neither the school leader nor most staff knew about a program purchase despite the fact that its implementation would require PD for staff and administrative oversight.
- The guidance counselor and school psychologist meet for an hour on alternate weeks to discuss student concerns. There is a formal, district-developed process for referring students to the Committee on Special Education, but the school lacks a consistent formal process to document the identification and referral of general education students for intervention services, developing strategic interventions, and monitoring their effectiveness. The IIT found no evidence of a process for implementing a functional behavior assessment for students in need.
- Staff are beginning to analyze data on attendance and disciplinary referrals, but there was limited evidence showing that staff use such data consistently to address the needs of all students. Reviewers noted that school staff share most information about student behavior and achievement during informal conversations. Additionally, school leaders do not have a plan to keep all student data in a database that school staff can access on demand.

Recommendation:

- By February 15, 2016, the school leader, along with the student support team, should review the capabilities of SchoolTool to determine what data can be collected and how it can be analyzed to identify and address the social and emotional needs of students. Analyses of this information should be part of each agenda for weekly meetings of the school leader and guidance counselors to identify trends, and to plan, implement, and monitor interventions and supports for students.

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 shares high expectations for student success with parents and staff through newsletters, bulletins, and events such as the harvest festival and science fairs. Many families attend

events at the school that often offer information to help parents support their children’s learning. The school’s mission and vision statements, which students and staff described as to “build bridges and create opportunities for the future,” were clearly displayed on posters throughout the school.

- The school uses a variety of methods to support reciprocal communication between the school and families to promote increased student performance. Teachers and parents explained that they use email, texts, phone calls, and notes in student agendas to stay connected and share student achievement information. Parents told the IIT that school leaders, teachers, and staff were very responsive to their concerns. The school provides translation of some letters and flyers into predominant languages other than English, particularly communications concerning student assessment. Even though there is not a large population of non-English speakers, interpreters and translators are available for parent-teacher conferences and other events; this includes translators for the hearing impaired. The school also provides busing and childcare to allow parents to attend school functions.
- The school offers many opportunities throughout the year for parents to learn about the CCLS, including what their children are currently learning and how to support their learning at home. Teachers offer CCLS curriculum nights for parents and use the modules to teach lessons to parents in the same manner as their children. Parents told the IIT that teachers have reviewed curricula with them and offered workshops to share information. Reviewers learned that teachers have provided reference guides to help parents help their children with schoolwork and have recommended websites that offer additional guidance in understanding the material students are learning. The school has implemented the One School, One Book program, which requires everyone in the school, students and staff, to read the same book. Inspired by the book, teachers plan events focused on the story for families at the school and the entire school community takes part. Additionally, the school participates in a Community Schools grant program, which provides a wide array of services to students and families, strengthening the home-school partnership.
- School staff are beginning to collect data, but do not always share it with community agencies. Student support staff said they work with agencies such as Child Protective and Preventive Services of Oneida County, and parole officers, but do not systematically share data with these organizations. Most interactions among student support staff, teachers, parents, and community agencies are informal. School staff have not prioritized data to collect and share, with some staff stating there is little need since they have close relationships and easily share information through verbal communication. Additionally, teachers and staff do not share the data documented in SchoolTool in ways that help families advocate for services.

Recommendation:

- At the February 2016 staff meeting, the Community School representatives from Staley Upper Elementary School should present the information they received at the recent training in New York City with regard to community schools. The Parent-Teacher Group (PTG) members should also be invited to hear about the structure, findings, and next steps so they are able to lend support to the initiative.