



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

**DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)**



<b>BEDS Code</b>	530600010017
<b>School Name</b>	Yates School
<b>School Address</b>	725 Salina Street, Schenectady, NY 12308
<b>District Name</b>	Schenectady City School District
<b>School Leader</b>	Robert Flanders
<b>Dates of Review</b>	December 8 – 10, 2015
<b>School Accountability Status</b>	<input checked="" type="checkbox"/> Focus School
<b>Type of Review</b>	<input checked="" type="checkbox"/> SED Integrated Intervention Team (IIT)

### School Information Sheet for Yates School

School Configuration (2015-16 data)					
Grade Configuration	K-6	Total Enrollment	345	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	0
Types and Number of Special Education Classes (2015-16)					
# Special Classes	4	# SETSS	0	# Integrated Collaborative Teaching	2
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	94%		
% Free Lunch	87%	% Reduced Lunch	6%		
% Limited English Proficient	5%	% Students with Disabilities	18%		
Racial/Ethnic Origin (most recent data)					
% American Indian or Alaska Native	.6%	% Black or African American	35.2%		
% Hispanic or Latino	28.5%	% Asian or Native Hawaiian/Pacific Islander	7.2%		
% White	24.9%	% Multi-Racial	3.6%		
Personnel (most recent data)					
Years Principal Assigned to School	4	# of Assistant Principals	0		
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	0		
% Teaching with Fewer Than 3 Years of Experience	1	Average Teacher Absences	8		
Student Performance for Elementary and Middle Schools (2014-15)					
ELA Performance at levels 3 & 4	6%	Mathematics Performance at levels 3 & 4	8%		
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 (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	X
Hispanic or Latino	X	Asian or Native Hawaiian/Other Pacific Islander	
White	X	Multi-Racial	
Students with Disabilities		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	X	Asian or Native Hawaiian/Other Pacific Islander	
White	X	Multi-Racial	
Students with Disabilities		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	X

**SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:**

1. During the 2015-16 school year, the building leadership team will collect data from lesson plan objectives and the use of critical thinking questions by all classroom teachers to promote higher order thinking skills in students as described by Paul and Elder (2006). Stems include depth, clarity, analyzing, applying, and synthesizing (Paul & Elder, 2006). The school leader will ensure that 75 percent of a teacher’s lesson plan and delivery include higher order thinking question stems by October 2015 and provide feedback to teachers at monthly grade-level meetings.
2. At least 30 percent of economically disadvantaged, white, special education, and English language learner students in grades three through six will move from Level 1 to Level 2, as measured by the New York State (NYS) Common Core Learning Standards (CCLS) assessments by applying targeted interventions and monthly action plans for each student in all classrooms.
3. Seventy-five percent of all classrooms visited by leadership will have the following activities in place by December 2015, as shown by lesson plans and observations: phonemic awareness, phonics, guided reading, and explicit instruction in vocabulary areas.
4. All new students to Yates School during the 2015-16 school year will have an individualized action plan developed by the school-based support team that includes a social history and prior areas of academic success and challenge. Appropriate academic and social supports will be put in place within two weeks of the student's start date.
5. Fifty percent of parents will attend quarterly grade-level after-school events detailing their student's progress on CCLS critical thinking skills and receive strategies to be used in the home. The meetings will take place two weeks before and two weeks after the 1st, 2nd, and 3rd quarter report cards.

**Information about the review**

- The review was co-led by an Outside Educational Expert (OEE) and a representative from the New York State Education Department (NYSED). The team also included a district representative, a Special Education School Improvement Specialist (SEIS) representative, and a SEIS staff shadow.
- The review team visited a total of 26 classrooms during the two-day review.
- Reviewers conducted focus groups with students, staff, and parents.
- Reviewers examined documents provided by the school, including curriculum maps, lesson plans, schoolwide data, teacher feedback, and student work.
- The school provided results of a student survey that 144 students from grades three through six (80 percent) completed.
- The school provided results of a staff survey that 34 staff members (100 percent) completed.

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

#	Statement of Practice	Stage 4	Stage 3	Stage 2	Stage 1
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission, and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input 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	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	progress of teacher practices based on student data and feedback.				
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"/>
<b>TENET 2 OVERALL STAGE:</b>					<b>1</b>

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

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

**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"/>
<b>TENET 4 OVERALL STAGE:</b>					<b>1</b>

**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 checked="" type="checkbox"/>	<input 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"/>
<b>TENET 5 OVERALL STAGE:</b>				<b>2</b>	

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

#	Statement of Practice	Stage 4	Stage 3	Stage 2	Stage 1
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>TENET 6 OVERALL STAGE:</b>					<b>1</b>

<b>Tenet 2 - School Leader Practices and Decisions:</b> 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.	<b>Tenet Stage</b>	<b>1</b>
<p>The school is at <b>Stage One</b> for Tenet 2 – School Leader Practices and Decisions.</p> <ul style="list-style-type: none"> <li>• The school leader developed a vision for the school through meetings and discussions with teachers and parents, although reviewers learned that parental participation was limited. The School Comprehensive Education Plan (SCEP) supports the school vision and includes improvement targets focused on key areas identified by data analysis. These areas include literacy instruction, student behavior, and home and school relationships. School leaders told the Integrated Intervention Team (IIT) that they monitor and evaluate school progress toward the improvement goals in the SCEP monthly, but in interviews teachers, staff, and parents were not certain whether the targets were achieved or on-track, or whether strategies were adjusted based on progress. In interviews, teachers, staff, and parents were unable to describe the vision and goals or the roles they need to play to achieve them.</li> <li>• The school leader has made resource decisions intended to meet the academic and social needs of students. For example, the leader used resources to create smaller groups for literacy instruction in grades three through six and appointed an instructional dean to support and improve instruction, student behavior, and home-school relationships. In addition, the leader provided extended day programs focused on interventions for specific, identified learning deficits for targeted students. The school leader told the team that there had been some evaluation of the effectiveness of these initiatives through the monitoring of student attendance at extended day programs and reviewing of student performance data; however, these formative evaluations have not demonstrated that the resources are having a substantial impact on student achievement.</li> <li>• Interviews with school leaders and teachers indicated that school leaders carry out regular, informal lesson walkthroughs using a walkthrough tool. The 14 members of the school leadership team each carry out approximately two walkthroughs every month according to a schedule. Interviews with teachers and a review of feedback documentation showed that while teachers received feedback, it was usually not specific enough to improve instruction. The comments reviewed by the IIT often consisted of encouragement to continue good practices. While recent (December 2015) survey data showed that teachers were generally positive about the instructional support they receive from school leaders, the actions of school leaders are not resulting in high quality instruction across the school.</li> <li>• The school leader has established some systems that provide a structure to track, monitor, and evaluate the effectiveness of schoolwide practices. For example, the school leader schedules regular and frequent meetings of the school behavior support team, grade-level teams, the building leadership team, and the data benchmarking and professional learning community (PLC) groups. However, in interviews with school leaders and teachers, the team learned that these meetings usually do not culminate with final products, such as modified instructional strategies and clear action plans intended to improve student achievement.</li> </ul>		

**Recommendation:**

- School leaders should inform staff that from February to April 2016 a specific walkthrough focus will be checking that students understand the learning objectives for each lesson and the purpose of their learning. School leaders should provide individual teachers with specific, detailed feedback that will help them to improve and embed this instructional strategy in their practice.

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

**Tenet Stage**

**2**

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

- School leaders expect teachers to use district curriculum plans that align with Common Core Learning Standards (CCLS) expectations. During classroom visits, reviewers observed that teachers usually post learning objectives that match the lesson content and adhere to district curricula pacing guides. However, teachers did not consistently share or discuss the objectives with their students to enable them to understand the purpose of the lesson. In addition, reviewers found that school leaders do not consistently ensure that teachers adapt existing curriculum plans to meet the learning needs of all students. As a result, in many observed classes, students did not always experience learning tasks that addressed their needs at appropriate levels.
- School leaders and teachers told the team that teachers have scheduled time to collaborate to develop unit and lesson plans. However, unit and lesson plans examined by the review team did not show evidence of detailed data use, higher-order questioning, or materials designed to meet the needs of all students. Interviewed teachers told the IIT that they are continuing to work toward a full understanding of CCLS expectations and beginning to adjust curricula to support the required instructional shifts.
- Interviews with school leaders and teachers confirmed that while teachers have some informal discussions to address interdisciplinary curriculum planning, no formal structured plan exists. As a result, students are not consistently presented with opportunities to connect learning across subjects or develop skills they can use across all content areas.
- The school leader provides opportunities for teachers to access, analyze, and discuss a wide range of student performance data. Observed meetings and documentation demonstrated that teachers are in the beginning stages of analyzing data and applying the results to inform unit and lesson planning. The review team found examples, mainly in the lower-grades, of lessons addressing student skill deficits and plans that included student groupings based on identified deficit areas. School leaders and teachers told the team that feedback to students is mostly unstructured and varies in specificity.

**Recommendation:**

At the next staff meeting on January 5, 2016, school leaders should create a common understanding and expectation that learning objectives should be:

- worded so that students can understand them;
- posted in classrooms during lessons; and
- shared with students in ways that enable them to understand the focus and purpose of their learning.

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

**Tenet Stage**

**1**

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

- School and teacher leaders review teacher lesson plans and monitor the quality of instruction through walkthroughs and formal observations. However, an examination of feedback documentation showed school leaders do not provide enough specific, individual feedback to support teachers in improving key elements of their instruction. As a result, reviewers found that teacher planning and instructional practices do not always reflect students’ individual learning styles or include strategies to meet a variety of student learning needs. School leaders and teachers told the team that the use of data to inform instructional planning is at a preliminary stage.
- In a few observed classes, teachers modified instruction or provided grouped students with different learning tasks so that students could learn at different levels. Most teachers, however, did not provide a range of tasks that matched student learning styles; as a result, students encountered few opportunities to experience instruction designed to fit their needs. In most observed lessons, teachers did not incorporate higher-order questioning, complex texts, or strategies that led students to high levels of engagement. Teacher questions frequently required low-level factual recall and did not deepen student learning and develop thinking skills.
- In observed classes, most teachers worked to establish school expectations for student behavior: *Be Responsible, Be Respectful, and Choose Kind*. Although disobedience and talking disturbed learning in a few observed classes, most students were compliant, well behaved, and respectful, and students interviewed by the IIT said that they felt safe, cared for, and comfortable in school. However, observations showed that most instructional practices did not meet the needs of all learners; for example, in many observed lessons, all students were engaged in the same learning task, using the same materials, with the same expectations. Reviewers found that in most lessons, students did not have opportunities to engage in thinking that leads to intellectual challenge and increased achievement.
- In a few observed classes, teachers used phonics assessment data to compose student groups by skill level. In these lessons, teachers used small group instruction specifically designed to address skill deficits. However, most instruction observed by the IIT showed little evidence of data-based instructional strategies to meet individual student learning needs, and as a result, many lessons did not provide the support or challenge needed to maintain high levels of engagement. In a few lessons, the team observed students involved in low-level tasks such as copying text from worksheets or the board and there was little evidence to demonstrate that the learning needs of higher-ability students were being recognized or supported. Additionally, reviewers found that teachers provide very little data-based learning feedback for students and students rarely engage in self-evaluation.

**Recommendation:**

- From January 2016 to February 2016, school leaders should request weekly higher-order question stems as embedded in lesson plans with evidence supported by student work in English language arts (ELA) and math to provide targeted individual feedback to teachers.

**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.

- School leaders have established systems that include positive behavioral interventions and supports (PBIS) and referral procedures for at-risk students. However, school leaders have not fully maintained systems to identify needs and provide social-emotional supports for all students. For example, the IIT did not observe clear and consistent use of behavior management and reinforcement strategies in classrooms and hallways. The team found that although most students demonstrated good behavior and attitudes and that relationships between teachers and students, and students and their peers, were usually positive, disruptive behavior, such as talking out, disturbed learning. In interviews, teachers, parents, and students could not describe the PBIS program components or explain how the program works to reinforce positive behavioral expectations.
- In interviews, students were confident that they were well cared for and supported, and parents believed that their children were safe in school. Posters on display in most areas of the school stated behavioral and attitudinal expectations. However, reviewers found the school’s PBIS program does not consistently meet the social-emotional health needs of all students because it is not fully implemented. For example, in hallways and classrooms the IIT noted that staff members do not regularly use positive reinforcements and rewards aligned with the school’s established PBIS procedures. Interviewed students and parents expressed concerns, which were known to school leaders, about the behavior of a small number of students who regularly disturb teaching and learning.
- The school has established strategies and referral procedures to respond to student needs when they arise. Interviewed parents reported that when they raised concerns about their children’s welfare the school was responsive. For example, parents who had asked for help with bullying and mental or physical health issues said that the school was supportive and successful in finding a resolution. Teachers and parents told the team that there are multiple opportunities, including meetings and conferences, to work together to remove barriers to learning.
- School leaders collect and analyze referral data to track and monitor student behavior. Leaders have made decisions based on this data, such as employing an additional lunch monitor to decrease a high incidence of behavioral referrals at lunchtime and adopting an incentive system to improve behavior at a specific grade level. School leaders are assessing the effectiveness of these provisions by comparing the number of behavioral referrals prior to and following program implementation. The school’s behavioral intervention team meets regularly to monitor referrals and develop strategies for at-risk students who require additional support. However, interviews revealed few other school programs that identify and support the social-emotional needs of all students in areas such as developing

responsibility, independence, confidence, resilience, and self-management skills. Additionally, leaders have not yet created systems to collate, analyze, and evaluate the use and effectiveness of the school PBIS strategy; as a result, PBIS is not fully effective in developing and maintaining a positive and supportive learning culture for all students.

**Recommendation:**

- By the end of February 2016, establish a deep understanding by all stakeholders of the PBIS system through technical assistance and support that should enable the faculty to implement PBIS with fidelity.

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

**Tenet Stage**

**1**

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

- School leaders have not ensured that students and families are aware of high expectations for student behavior, attitudes, and academic achievement or equipped parents to help students reach those expectations. Under the direction of the school leader, the school provides parents with information about their children’s learning through regular report cards, student folders, and teacher communications. Interviewed parents told the IIT that teachers offer information and support through curriculum evenings and quarterly grade-level events, which include strategies for helping their children with CCLS thinking skills. However, interviewed parents and teachers were uncertain whether the school had a vision related to high expectations for student success and unable to describe school expectations for student learning.
- In interviews, parents and teachers described a range of regular, informative communications from the school to families, including newsletters, telephone calls, report cards, emails, and messages from individual teachers. The school arranges for interpreters through the district so that when necessary they can translate discussions into home languages. Parents reported feeling welcome in the school and stated that school leaders and teachers were approachable and responsive to their needs, especially when there were issues or concerns.
- IIT interviews and document reviews revealed that school leaders and teachers have provided families of kindergarten children with learning opportunities in literacy and that all parents were provided with opportunities to attend quarterly grade-level and after-school events supporting student development of critical thinking skills. These meetings take place two weeks before and two weeks after parents receive report cards and present parents with learning support strategies they can use with their children at home. However, reviewers found no evidence that the school is providing staff and parents with specific, planned support that will help them to create, strengthen, and sustain home-school partnerships.
- Although school staff recognize the need to share data about student academic achievement, personal development, and welfare with parents, reviewers found that not all teachers provide regular information to all students and families. A few teachers reported that they provide informal training,

guidance, and support to parents to build partnerships and support student learning at home; and some parents interviewed by the IIT said that they receive regular, weekly letters from teachers about their children's progress. However, other parents reported that they did not.

**Recommendation:**

- By the end of March 2016, the dean of students, working with school leadership, should use survey results to complete a revised professional development (PD) plan aligned to the Title 1 parent involvement and engagement plan. The plan should begin implementation by the end of March 2016 and include specific PD that will support teachers in developing home-school partnerships, so that teachers and families can work together to effectively support learning and personal development for all students.