



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	421800010012
School Name	LeMoyne Elementary School
School Address	1528 LeMoyne Avenue, Syracuse, NY 13208
District Name	Syracuse City School District
School Leader	Jason Armstrong
Dates of Review	December 9-10, 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 LeMoyne Elementary School

School Configuration (2015-16 data)					
Grade Configuration	PK-5	Total Enrollment	534	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	2	# SETSS	3	# Integrated Collaborative Teaching	7
Types and Number of Special Classes (2015-16)					
# Visual Arts	1	# Music	3	# Drama	0
# Foreign Language	0	# Dance	0	# CTE	0
School Composition (most recent data)					
% Title I Population		73.0	% Attendance Rate		91.3
% Free Lunch		69.9	% Reduced Lunch		3.2
% Limited English Proficient		25.5	% Students with Disabilities		20.6
Racial/Ethnic Origin (most recent data)					
% American Indian or Alaska Native		1.3	% Black or African American		28.8
% Hispanic or Latino		8.6	% Asian or Native Hawaiian/Pacific Islander		21.0
% White		31.3	% Multi-Racial		9.0
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		4.9	Average Teacher Absences		0.84
Student Performance for Elementary and Middle Schools (2014-15)					
ELA Performance at levels 3 & 4		12%	Mathematics Performance at levels 3 & 4		17%
Science Performance at levels 3 & 4 (4th Grade)		65%	Science Performance at levels 3 & 4 (8th Grade)		NA
Student Performance for High Schools (2014-15)					
ELA Performance at levels 3 & 4		NA	Mathematics Performance at levels 3 & 4		NA
Global History Performance at levels 3 & 4		NA	US History Performance at Levels 3&4		NA
4 Year Graduation Rate		NA	6 Year Graduation Rate		NA
Regents Diploma w/ Advanced Designation		NA	% ELA/Math Aspirational Performance Measures		NA
Overall NYSED Accountability Status (2014-15)					
Reward			Recognition		
In Good Standing			Local Assistance Plan		
Focus District		X	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	-	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	X
Hispanic or Latino	-	Asian or Native Hawaiian/Other Pacific Islander	-
White	X	Multi-Racial	-
Students with Disabilities	X	Limited English Proficient	X
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	X	Multi-Racial	-
Students with Disabilities	-	Limited English Proficient	-
Economically Disadvantaged	X	ALL STUDENTS	X

SCHOOL PRIORITIES AS WRITTEN BY SCHOOL:

1. One of our top priorities is to increase the number of students who are demonstrating proficiency with grade-level skills on both ELA and math.
2. We would like to decrease the number of discipline referrals building-wide, which will increase time on task and student success.
3. We feel it is important to develop and implement a plan for providing more meaningful, targeted professional development that is specific to our needs within the building.
4. In order to raise the level of student achievement, it is imperative to increase the consistency with which differentiated instruction is provided to all students across grade levels and subject areas.
5. It is critical that we become more consistent at collecting and analyzing student data from formative and summative assessments to help us track student progress and provide targeted interventions and reteaching.

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, 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 38 classrooms during the two-day review.
- The review team conducted focus groups with students, staff, and parents.
- The review team examined documents provided by the school, including curriculum maps, lesson plans, schoolwide data, teacher feedback, and student work.
- In the self-reflection, the school leader cited the rapidly increasing number of multi-language learners, which are entering his school. More than one-quarter (25.5 percent) of the school enrollment is limited English proficient (LEP). During the week in which the review took place, seven new LEP students enrolled in the school.

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

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

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

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

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

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

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

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

#	Statement of Practice	Stage 4	Stage 3	Stage 2	Stage 1
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.	<input type="checkbox"/>	<input type="checkbox"/>	<input 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"/>

	TENET 5 OVERALL STAGE:			2	
Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.					
#	Statement of Practice	Stage 4	Stage 3	Stage 2	Stage 1
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>
	TENET 6 OVERALL STAGE:				1

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement.	Tenet Stage	2
<p>The school is at Stage Two for Tenet 2 – School Leader Practices and Decisions.</p> <ul style="list-style-type: none"> • The school leaders worked with the School Leadership Team (SLT) to develop a vision and goals for the school. The vision, which is well known to staff and the school community, is “to become the most successful school in the Syracuse City School District.” To elaborate on this vision, the school leaders have identified specific goals, including, but not limited to, raising student achievement, decreasing behavioral referrals, and promoting higher-order thinking and differentiated instruction. While the goals are identified, they are not developed in ways that are Specific, Measureable, Ambitious, Results-oriented, and Timely (SMART). In focus group interviews, students, parents, and some teachers reported not clearly understanding the specific goals or the school’s plan to achieve them. • The school leaders have targeted resources to support the school’s goals, but they have not yet achieved schoolwide improvements in student achievement. The school leaders reported that they have organized staff, materials, and time to increase student achievement. For example, the schedule has been adjusted to allow time at the beginning of each day for teachers to meet as professional learning communities (PLCs). Teachers use this time to plan together by grade level or across grades and to participate in professional development (PD). The school leaders reported that they secured resources to hire a reading specialist and instructional coaches in English language arts (ELA) and math based on data showing low assessment scores. To date, ELA and math scores have improved at some grade levels based on assessment data. To serve the large population of English language learners (ELLs), the school leaders reported that they hired a part-time nationality worker/information specialist to decrease language barriers for ELLs, their parents, and teachers and to increase cultural awareness. • School leaders reported having created a comprehensive teacher observation and walkthrough schedule that allows school leaders and the instructional coaches to visit classrooms on a continuous basis. Feedback is provided to teachers via email using district-approved forms uploaded to databases, and during informal conversations. Teachers reported that they find the feedback helpful and are eager to learn from the suggestions and recommendations. School leaders and coaches use the information they gain in classrooms to identify areas to focus on during PLC sessions. The review team found that, while the school leaders have developed an observation system, this system has not yet led to teacher instructional practices that are fully consistent with the Common Core Learning Standards (CCLS) and instructional shifts. • School leaders reported that they have charged staff teams with specific responsibilities for tracking and monitoring individual and schoolwide practices. For example, the school leaders and instructional coaches are responsible for teacher observation; the SLT monitors implementation of the School Comprehensive Educational Plan (SCEP); the Student Intervention Team monitors behavioral referrals; and the School-based Intervention Team monitors academic interventions. Each team collects and analyzes data to inform decisions. The systems developed by these teams have resulted in improvement in some areas. For example, behavioral referrals have decreased by 75 percent this year compared with last. However, there are still significant challenges to raising student achievement, 		

particularly for students with disabilities, ELLs, and the economically disadvantaged.

Recommendation:

- The school leader and SLT should review and refine SMART goals to identify and address priorities. The school community should be made aware of the goals using a variety of media, such as newsletters, school assemblies, and meetings, in ways that promote staff understanding of, and responsibility for, school improvement.

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

Tenet Stage

2

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

- The school leaders have provided teachers with supports for developing rigorous curricula. For example, the school leader reported that he has arranged the teaching schedule to provide common planning time for grade-level teachers as well as additional PLC time for collaboration on curricula. However, the review team found that not all teachers are implementing rigorous curricula in their classrooms. While the school leader stated that teachers must use the district-developed curricula and pacing guides to direct their instruction, not all teachers use curricula that align to the CCLS and instructional shifts. The school leader collects lesson plans regularly to assess CCLS support and provides feedback to teachers. In the vertical teacher group, some teachers said this feedback is helpful and use the feedback to adjust their instruction but not to make overall adjustments to the curricula. During classroom visits, the review team observed that some teachers did not adjust their lesson plans to meet student needs.
- The review team noted that some lesson plans incorporated higher-order questions, complex materials, and the instructional shifts. The school leaders and teachers reported that the district has instituted several new programs, including Core Knowledge Language Arts. Pre-kindergarten, kindergarten, and grade one teachers are becoming familiar with this program but are not yet modifying their lessons to address student needs. In lesson plans and in classrooms, the review team found little evidence of scaffolding of materials to support differentiated instruction or the learning needs of struggling students.
- Most teachers do not use an interdisciplinary curriculum to increase student engagement and deepen understanding. While the school leader departmentalized grade five this school year to enable teachers to focus on specific content areas, and these teachers reported that they are beginning to incorporate math and ELA into science and social studies, teachers do not use an interdisciplinary curriculum across other grades. According to the school’s self-reflection document and teachers, there is no scheduled interdisciplinary curricular planning across the school.
- Teachers review assessment results, including STAR and Achievement Net scores, and keep running records of students’ reading achievement. However, teachers reported that they do not adjust the district-developed curricula, especially the pacing guides, to meet student needs based on this data. Therefore, data are seldom used to modify curriculum. The review team found little evidence that

teachers provide students with more than limited feedback about test scores. Students reported that, in the upper grades, teachers often comment in their writing journals.

Recommendation:

- The school leader should work with instructional coaches to identify the proficiency levels of teachers in the following areas:
 - teachers adjusting curricula and pacing guides to meet student needs;
 - teachers scaffolding materials to support differentiated instruction and the learning needs of struggling students; and
 - teachers providing feedback to students to enable them to self-evaluate.
- The coaches should then create ongoing, targeted PD in these areas. Coaches should work with teachers to incorporate these areas into their lesson planning.

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

Tenet Stage

2

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

- The school leader and teachers reported that the school leader has communicated to teachers his expectation that they plan and implement data-driven instructional practices. However, during classroom visits and focus group interviews, the review team found that not all teachers use data-driven strategies to provide differentiated instruction. The school leaders and the instructional coaches stated that they meet regularly and work together to support teachers in PLC sessions and through ongoing feedback. Further, the school leaders reported that data are used to determine content for PLC sessions and topics for discussion in teacher meetings.
- While some teacher instruction incorporated higher-order questions and multiple opportunities for students to learn, not all teachers used these techniques. The review team found some teachers using instructional shifts, such as strategies for close reading. Students could explain the processes and advantages of using techniques like “stop and jot” to help them identify important facts in their reading. Some classes with high numbers of students with disabilities or ELLs had both a general education teacher and a special education or ESL teacher. In these classes, the review team found that the general education teacher directed the instruction and there was little co-teaching done by the other teachers. Further, teachers in these classes did not consistently scaffold activities or materials to support the learning needs of these subgroups.
- Although ELLs make up 25 percent of the enrollment and students with disabilities make up 20 percent, the review team observed that not all teachers provided instruction that met these students’ diverse needs. Some teachers used scaffolding of material to support diverse needs, but this practice was not uniform. In interviews, teachers reported that many of them did not know how to address the needs of subgroups, particularly the needs of students who do not speak English. In some classrooms,

teachers did not take advantage of ELL’s diverse experiences to explain a concept or situation and make it relevant for the class. ESL classrooms had displays showing other cultures, but in other classrooms, the review team observed few examples of cultural awareness. Students reported that, in some classes students who responded incorrectly were laughed at by peers, which limited the ability of some students to feel comfortable sharing their opinions.

- Teachers are beginning to use assessment data to inform their instructional strategies and groupings. Teachers identified and posted objectives in many classrooms, but did not explain the objectives to students before or during the lessons to aid understanding of what was being taught. In many classes, the review team observed that teachers did not check for understanding or use other methods of formative assessment during the lessons. One technique that teachers used frequently was “turn and talk.” However, teachers using this technique did not always circulate or ask students to share their conversations to ensure that students understood the concepts being taught. In many classes, assessment results were used to group students during instruction. In classes, student work was often posted, but the feedback to students was vague, such as “good job.” During the focus group interview, students could not explain the connection between the work they did and the grades they received. Students reported that they did not know how to improve their work and they were not familiar with rubrics.

Recommendation:

- The school leader and SLT should create a three-month schedule for school leaders and instructional coaches to conduct walkthroughs focused on learning objectives, checking for understanding, and providing feedback to students. Using the walkthrough schedule, the school leaders and instructional coaches should provide feedback and monitor progress.

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.

- The school leader reported that the school vision for student social and emotional developmental health is to provide a safe environment where students are successful. He reported that he oversees established systems, such as those established by the Student Intervention Team and the School-Based Intervention Team, to ensure that appropriate social-emotional health supports are provided to students. These teams share agendas and meeting minutes with the school leader. The student support staff explained that their referral systems have been in effect for a long time. Through the work of the school leaders, teachers, and student support team, behavioral referrals have decreased 75 percent, from 298 to 74, from the same time last school year. Staff reported they do not feel confident that they know or can implement specific strategies to address the language, social, and academic challenges ELLs are facing.
- The school uses a combination of three programs, Positive Behavioral Interventions and Supports (PBIS), Responsive Classroom, and Life Skills, to teach social and emotional health skills, but according

to the student support staff, these programs do not meet the needs of all students, particularly ELLs. Life Skills vocabulary was observed throughout the school. Staff reported that students practice the Responsive Classroom principles in class meetings and they reward positive behaviors with incentives called “Gator Gotchas,” which are tickets or points students receive for adhering to school and classroom rules. A weekly “Gator Gathering” is held to highlight student successes. In interviews, students reported that they were not told the precise connection between behavior and rewards, but they understood in general that rule-compliant behavior was awarded with candy or pizza. For students with behavioral issues, the school has instituted a “check in – check out” program. Teachers and support staff reported that limited resources are available to meet the needs of all students and that language barriers present a challenge when communicating with students and parents who are not fluent in English. The school leaders reported that they have not provided PD that is focused on strategies to address behavioral and academic issues that are unique to ELLs.

- The school leader reported that he has created a School Climate Team, which monitors behavioral data and has developed partnerships with community agencies to support students and their families. In particular, professionals from Promise Zone and Family Support for Student Success are on site to collaborate with the school social worker. These people work with students to build the skills to handle social and emotional challenges. The review team found that staff are still trying to identify appropriate interventions to address all student social and emotional health needs.
- The school leaders have made collection and analysis of data a priority. For example, they reported that the Student Intervention Team produces a weekly report that displays charts and graphs showing trends in student behavior referrals to the office, including day, time, grade analyses, and the resulting actions. School leaders reported that they collect and review data daily using the software program, “Educator’s Handbook.” These data are specifically focused on how well the code of conduct is being implemented throughout the school. In addition, school leaders work with the School-Based Intervention Team to develop and monitor student academic interventions, based on data submitted by teachers.

Recommendation:

- The school leaders should identify resources, for example ESL teachers and R-BERN staff, to support the social and emotional developmental health for ELLs. School leaders should then create a schedule for PD in this area and monitor the support through ongoing classroom walk-throughs.

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.

- The school leader has not implemented a schoolwide system for communicating high expectations for students. The school leader prepares a weekly newsletter for families highlighting, among other items, positive happenings at the school, upcoming events, and school data. The newsletter is posted on the school website, but is available only in English. The school leader reported that there is not enough

lead-time to translate a weekly letter into other languages. Individual teachers have their own methods of communicating with parents. However, the school leader reported that school leaders do not monitor teacher-parent communications.

- School leaders have not provided multiple and equitable opportunities for reciprocal communication between parents and staff to increase understanding of student needs. School leaders reported that they have not established a protocol for reciprocal communication between parents and teachers, so opportunities for such communication vary among teachers. Some teachers reported using “Classroom Dojo” or other phone applications to communicate with parents. Parents receive report cards quarterly and can participate in parent-teacher conferences. Families in this school speak many languages, but materials are not translated into the predominant languages. School leaders reported having employed a part-time nationality worker who speaks several languages and is able to translate for some parents and students. Three parents who were not fluent in English attended the parent focus group, but they did not understand the reason for their invitation and were unable to answer the review team’s questions. School leaders and other staff agreed that language barriers present one of the greatest challenges to increasing student achievement and meeting the needs of parents and children.
- The school holds several family events during the school year to provide information to parents about the CCLS and suggestions for helping children at home, but attendance is low. The school leader reported that participation was greatest at social events, such as the ice cream social at the beginning of the school year, but only a small portion of the school community attended academic events. No parents attended a training session that focused on building relationships and parenting skills. The school leader reported that staff do not track attendance at parent events. Therefore, they cannot analyze how content, time of day, and publicity affect attendance. Student support staff reported that they and the Family Support for Student Success workers make home visits and work with parents to make connections with other community services and supports. The school leader reported that the school has not provided staff training on building relationships with families.
- The school leader reported that data are shared with parents through report cards, other materials about student behavior and academics, and conversations. The staff reported that the report cards are not translated and that the school has provided no training for parents on understanding student data. Student support staff reported that parents of students who have been referred for intervention services receive information about the services and an invitation to a School-Based Intervention Team meeting to discuss their children’s plan. Parents shared that they did not understand student data and that translation services are not adequate to meet their needs. Student data are not shared in a way that allows all families to advocate for services that address their children’s needs.

Recommendation:

- The school leader should identify a member of the School Leadership Team to help him plan and create a parent packet that contains, at a minimum, a welcome letter, important dates from the school and district calendars, the school schedule, and important phone numbers. The packet should include information about strategies families can use at home to support student achievement. The school leader and School Leadership Team member should identify the predominant languages of families in

the school and work with the district or outside translation services to create the packet in relevant languages.

- The school leaders and the nationality worker should create an outline for, and develop, an orientation or information packet for newcomers to the school. The packet should include, but not be limited to, visuals depicting various topics, such as bus information, flowcharts to outline school and district procedures, and lists of contact numbers or email addresses for school staff.