



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



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| BEDS Code | 662300010045 |
| School Name | Cedar Place Elementary School |
| School Address | 20 Cedar Place, Yonkers, NY 10705 |
| District Name | Yonkers City School District |
| School Leader | Magdaline Delany |
| Dates of Review | January 12 – 13, 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 Cedar Place Elementary School

| School Configuration (2015-16 data) | | | | | |
|---|-----------|------------------|---|---|-------|
| Grade Configuration | Pre K - 8 | Total Enrollment | 599 | SIG Recipient | |
| Types and Number of English Language Learner Classes (2015-16) | | | | | |
| # Transitional Bilingual | 0 | # Dual Language | 0 | # Self-Contained English as a Second Language | |
| Types and Number of Special Education Classes (2015-16) | | | | | |
| # Special Classes | 6 | # SETSS | 0 | # Integrated Collaborative Teaching | 9 |
| Types and Number of Special Classes (2015-16) | | | | | |
| # Visual Arts | 0 | # Music | 5 | # Drama | 0 |
| # Foreign Language | 5 | # Dance | 0 | # CTE | 0 |
| School Composition (most recent data) | | | | | |
| % Title I Population | | 53% | % Attendance Rate | | 93.3% |
| % Free Lunch | | 77.6% | % Reduced Lunch | | 6.2% |
| % Limited English Proficient | | 18.0% | % Students with Disabilities | | 24.4% |
| Racial/Ethnic Origin (most recent data) | | | | | |
| % American Indian or Alaska Native | | 3% | % Black or African American | | 14.2% |
| % Hispanic or Latino | | 77.8% | % Asian or Native Hawaiian/Pacific Islander | | 1% |
| % White | | 5% | % Multi-Racial | | 1.7% |
| Personnel (most recent data) | | | | | |
| Years Principal Assigned to School | | 8 | # 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 | | 5% | Average Teacher Absences | | 1.2% |
| Student Performance for Elementary and Middle Schools (2014-15) | | | | | |
| ELA Performance at levels 3 & 4 | | 13% | Mathematics Performance at levels 3 & 4 | | 11% |
| Science Performance at levels 3 & 4 (4th Grade) | | 76% | Science Performance at levels 3 & 4 (8th Grade) | | 18% |
| Student Performance for High Schools (2014-15) | | | | | |
| ELA Performance at levels 3 & 4 | | | Mathematics Performance at levels 3 & 4 | | |
| Global History Performance at levels 3 & 4 | | | US History Performance at Levels 3&4 | | |
| 4 Year Graduation Rate | | | 6 Year Graduation Rate | | |
| Regents Diploma w/ Advanced Designation | | | % ELA/Math Aspirational Performance Measures | | |
| Overall NYSED Accountability Status (2014-15) | | | | | |
| Reward | | | Recognition | | |
| In Good Standing | | | Local Assistance Plan | | |
| Focus District | | Y | Focus School Identified by a Focus District | | Y |
| 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 | | Multi-Racial | |
| Students with Disabilities | | Limited English Proficient | X |
| 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 | | 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 | X |
| Hispanic or Latino | X | Asian or Native Hawaiian/Other Pacific Islander | |
| White | | Multi-Racial | |
| Students with Disabilities | X | Limited English Proficient | X |
| Economically Disadvantaged | | ALL STUDENTS | |
| SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL: | | | |
| <ol style="list-style-type: none"> 1. Rigor 2. Differentiated Instruction 3. Narrowing the achievement gap between general and specific students | | | |

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 OEE, a Special Education School Improvement Specialist (SEIS) representative and a representative from the Regional Bilingual Education Resource Network (RBERN).
- The review team visited 63 classrooms during the two-day review.
- Reviewers conducted focus groups with students, staff, and parents.
- Reviewers examined documents provided by the school, including curriculum maps, lesson plans, school-wide data, teacher feedback, and student work.

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

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

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

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

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|-------------------------------|--|--------------------------|--------------------------|-------------------------------------|--------------------------|
| 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 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 checked="" type="checkbox"/> | <input type="checkbox"/> |
| TENET 6 OVERALL STAGE: | | | | 2 | |

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| 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 leader reported that the school’s leadership team worked collaboratively with staff and parents to develop the School Comprehensive Education Plan (SCEP) and to develop the school’s mission, vision and goals. However, the Integrated Intervention Team (IIT) found that not all members of the school community understood or clearly articulated the vision, mission and goals. The review team noted that the goals included in the SCEP are Specific, Measurable, Ambitious, Results-oriented and Timely (SMART). Although the vision and mission are on the school website and in the parent handbook, and the goals are included on data walls in classrooms, the IIT found that some teachers and parents did not have a clear understanding of the goals and/or the vision. For example, during discussion with the IIT, while some teachers referenced the goals listed on data walls, few teachers could articulate how the goals drive school improvement. Additionally, parents interviewed by the review team reported that they did not know and/or understand the school’s vision, mission and goals. A review of State assessment data demonstrated that overall student achievement is low and that there are gaps in performance for subgroups. • The school leader is developing ways of using resources to improve instruction and address low-student achievement; however, these initiatives have not yet led to measurable improvements in student achievement. The school leader reported that she advocated for a funded targeted day program and two additional classes for English language learners (ELLs) in an extended day learning program. The school leader also reported that she collaborated with Fordham University to increase resources and consultancy time to develop school-wide initiatives, support teachers, and aid instruction. The consultant models best-teaching practice and delivers professional development (PD) across the school and to support targeted teachers. The review team did not find evidence of data that shows the impact of these efforts on teachers’ instructional practice. The school leader embedded weekly grade-level and vertical team meetings to facilitate teachers sharing best practices and analyzing collected data to make instructional decisions to meet individual student needs. During the visit, the IIT attended a grade-level meeting and noted that staff’s discussions did not focus on student work, on data, or on differentiated strategies for student skill development, including for academic levels and for the identified sub-group of ELLs. Class visits showed that teachers’ are not consistently providing instruction that meets the need of all students. • Although the school leader has established systems to support staff collaboration and build instructional capacity, the school leader has not ensured that instruction schoolwide meets the needs of all students. The school leader and assistant principal conduct walk-throughs and formal evaluations to review teachers’ planning and instruction. The school leaders reported that they use information from the walkthrough and evaluation to provide teacher feedback and plan future PD. Teachers reported that they valued the feedback and that when school leaders note that they have implemented a particular practice or skill well, school leaders ask teachers to share their knowledge with colleagues during the weekly PD session. The school leader in interviews reported that 100 | | |

percent of teachers who received feedback implemented the recommendations. However, the school leader’s formal evaluations showed that teachers are at different stages in planning and adapting lessons to meet the varying needs of their students. Classroom visits showed that few teachers differentiated their instruction or provided students with materials and text that challenged students to think at high levels. The IIT found minimal evidence to show how the school leader uses data from class observations, lesson plans, and subject and grade-level meetings to follow up on those teachers who have not improved their practice after receiving support.

- A review of school improvement plans and PD agendas demonstrated the school leader has embedded protocols for developing and supporting staff use of data, but school-wide improvement to teaching and student achievement is still developing. Teachers are encouraged to use evidence-based systems including interim assessments and any other data that show student progress to track and evaluate student achievement and social and emotional developmental health. Teachers use data to form student groupings at the start of the school year and to make changes to groupings during the year. However, classroom visits demonstrated that most teachers do not use data to guide and modify curriculum and instruction to match the learning needs of all students, particularly ELLs. The IIT found that the school leader is not using all available data such as from class observations, lesson plans, and subject and grade-level meetings to closely monitor and follow-up on those teachers who have not yet improved their practice, which hinders school-wide improvement.

Recommendation:

- By next week, the school leader should create for all teacher grade-level meetings a standing itemized agenda to include the review and discussion of high, medium and low achievement student work in order to develop grade-wide strategies to accommodate/modify instruction for each level of student learning. During the meetings, teachers and administrators should focus on discussing student academic data to modify lesson planning. The school leader should regularly monitor lesson planning and delivery to support best instructional practices for all students, particularly among identified sub-groups.

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 leader reported that she formed a PD committee of school leaders and teachers representing grades across the school to identify teachers’ professional needs, create a school-wide PD plan, and coordinate ongoing PD. The school leader stated that the primary focus of the PD was to align the curriculum program with the Common Core Learning Standards (CCLS). The school leader worked with a consultant to create school-wide grade-level maps to assist teachers in understanding and implementing the CCLS- and the instructional shifts. However, the IIT found minimal evidence to show that the school leader rigorously monitors teachers across all grades to ensure they adapt the

curriculum to take account of student need. An examination of planning documents demonstrated that most teachers are in the early stages of planning lessons that reflect the CCLS and instructional shifts. The school leader and coach created a Literacy skill of the Month guide that focused on the CCLS to assist teachers in teaching student skills not covered by the district-mandated program for grades kindergarten through six. The IIT found that teachers do not consistently reinforce literacy skills in each core academic area to help all students make cross-curricular connections, particularly English language learners.

- The school leader implemented staggered grade-level literacy blocks in order to facilitate opportunities for teachers, to share ideas and support for small group differentiated instruction. The IIT found that few teachers’ plans were scaffolded to meet students’ needs. In addition, teachers inconsistently planned targeted interventions and goals for identified subgroups in integrated classes. Lesson plans and class visits demonstrated that teachers do not typically incorporate levelled materials, identify student language and vocabulary needs, or include higher-order questions into their lessons. For example, in one grade one lesson about word verb endings, students used a pair “turn and talk” exercise to share a sentence that included the words learn and learned. In this lesson, the teacher had the whole- class work on a worksheet, and the teacher did not modify the lesson to challenge the high achieving students or assist the learning of ELLs or students with disabilities.
- Reviewers observed examples of interdisciplinary curricular project-based learning in some lower grades, particularly in grades three and five, but this is not typical across all grades. The IIT found minimal evidence of Interdisciplinary curricular project-based learning in grades six through eight. The school leader indicated that she established a technology advisory committee to facilitate the technology curriculum and its integration within subjects. The IIT noted that each classroom has a bank of computers and every class is scheduled to use the technology laboratory.
- The school leader reported teachers are developing ways to use data to inform curricular decisions. Teachers reported that they used a range of data and evaluations, including logs, journals, unit and interim assessments to track student progress. In addition, teachers reported that the data team provided New York State assessment data to teachers to use in planning instruction. However, the IIT found that while some teachers grouped students by ability, classroom visits demonstrated that most teachers taught lessons using a whole-class approach. Teachers reported they used the rubrics developed by the consultant from Fordham University to assess CCLS content in reading, writing, math and science. Student portfolios contained student work, the rubrics, and student progress profiles that form the basis of student conferencing and teacher feedback. The students interviewed by the review team confirmed that teachers provide helpful feedback to achieve their goals. However, teacher feedback examined by reviewers was uneven in pinpointing the next steps for students to advance.

Recommendation:

- Daily, classroom teachers will actively integrate through practical application Literacy skills of the Month into each core academic area as part of a cross-curricular connection in student 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

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| Tenet Stage | 2 |
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The school is at **Stage Two** for Tenet 4 – Teacher Practices and Decisions.

- The school leader reported that she secured additional resources to support instruction including a school-wide initiatives calendar and ongoing PD on understanding and implementing the CCLS and instructional shifts. Teachers stated that the school leader expects all teachers to have and use data walls to inform instruction and increase student awareness of their progress, strengths, and needed improvement. Although reviewers saw data walls in all classrooms, reviewers found that not all teachers consistently used data during instruction to adapt learning to meet students' different learning levels. In addition, teachers inconsistently implemented targeted interventions and goals for identified subgroups in integrated classes. For example, in some classes adults worked with small groups on related tasks using varied questioning and support to enable groups to achieve the lesson goal. However, in other classes, students worked in two smaller groups but were asked identical questions and completed the same task.
- During visits to classes, the IIT found that most teachers did not ask higher order questioning or used levelled texts to address students' varying needs. In addition, teachers rarely checked that students were focused on or understood what they were learning. Teachers in the lower grades provided opportunities for students to work in pairs and small groups; however, most teachers in the higher grades provided teacher-directed instruction. Most teachers in grades six through eight asked questions of the whole class, and students copied down the answers given with few opportunities for discussion, and to offer and develop their own ideas. The review team noticed that not all teachers consistently check that ELLs understood the specific terms and vocabulary used during instruction. In addition, few teachers used strategies or materials that supported students' in their understanding of what they were reading such as larger font, picture dictionaries, shorter sentences or native words.
- The school leader reported that teachers share expectations of student behavior around Response to Intervention (RtI) principles and use the positive Respectful, Organized, Active, and Responsibility (ROAR) program to promote and reinforce behavior expectations. The review team observed this happening at the start of some lessons. The students interviewed by the IIT reported feeling safe when asked to share their opinions and answer questions in class. However, some students reported that learning time was lost in some of their lessons due to disruptive student behaviors. During classroom visits, reviewers observed that students appeared happy and relaxed. However, the IIT found that teachers' lessons did not promote high levels of intellectual discovery and rigorous thinking.
- Although some teachers use formative and summative assessments to develop individual student goals, not all teachers use data consistently to modify lessons to meet individual student's needs. Teachers reported that they use data from sources such as data walls and other assessments to align instruction to match students' literacy and math skills. However, the IIT found that teachers inconsistently use data to differentiate instruction. For example, in many classes teachers gave students the same worksheets or learning tasks regardless of their different learning needs. The school leader's reported that the school-wide initiative of Literacy skill of the Month has increased the basic skills of some students. Data from the spiralled interim assessment data showed that over 40 percent of students in grades four through six have demonstrated improvement from baseline assessment data. While teachers' formative assessments demonstrate improved student achievement overall

student performance remains low as compared to the State averages.

Recommendation:

- The leadership team will reevaluate current instructional coaching efforts and should identify teachers that require additional support to enhance the specific instructional needs in CCLS, particularly among ELLs, emphasizing skills in the area of rigor, oral and academic language development and higher order questioning. The leadership team should monitor instructional planning for multiple points of access during teachers’ scheduled meetings.

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 is implementing systems that identify and support student social and emotional developmental health needs. The school leader reported that she conducts meetings with the pupil support team and classroom teachers to discuss individual student concerns. Staff reported that they know and use the referral and support systems to report any concerns they may have about students. Students with disabilities have a current Functional Behavior Program or a Behavior Support Plan in place. The school population has increased but the school no longer has a full-time guidance counselor and full-time psychologist. While the school leader reported using some partnerships and existing staff to plug these gaps, some students needs are unmet. Evidence from class visits indicated that barriers to learning still exist for some students, particularly English language learners.
- The school leader reported that the school uses RtI and ROAR to teach and share expectations for student behavior and well-being. Members of the pupil support team reported that they provide PD to staff to develop adult capacity to support student social and emotional developmental health needs. Teachers reported that conflict resolution sessions and a community service program help embed a sense of ownership and responsibility for students’ actions. Students reported that the conflict resolution sessions make them think about their actions, and help others to understand their position. Parents, students and staff reported that the school is physically safe; however, some students reported that sometimes their lessons are interrupted by occurrences of disruptive student behaviors. In addition, the IIT found that not all teachers ensure that the learning environment is intellectually safe for all students.
- School staff, parents, and students are beginning to work together to support students social and emotional developmental health. Student volunteers are members of the school’s safety patrol, which reinforces behavior expectations and empowers students to take responsibility. Students contribute to and lead on school committees such as multi-cultural groups and a recycling committee. The school leader reported that she holds conversations with community groups and staff to gather verbal feedback from constituents. However, discussions do not pinpoint why group working and support have yet to secure and sustain students’ academic success. Parents interviewed by the review team confirmed working together with the school and each other and reported feeling a part of their child’s

learning. However, during discussions with the IIT, some parents raised concerns about not being able to access their child’s individual profile and progress on the school’s website, which hinders some parents’ ability to support their child.

- The school leader reported that staff use data to identify student social and emotional developmental health needs. The school leader also reported that she ensures staff receive data about relevant family -issues so that individual support plans are put in place. The IIT found that some staff collects data about attendance, behavior logs, and referrals, but that these data are not centrally organized or consistently monitored. The review team found limited evidence of a comprehensive plan in place to ensure all students social and emotional developmental health needs are addressed at optimal levels.

Recommendation:

- The school leadership team should revisit school communication efforts immediately in order to enhance reciprocal communication efforts with parents through technology about how students’ social and emotional developmental health programs can better support student achievement.

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.

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

- Parents interviewed by the IIT were very positive about the school’s work. While parents reported that they knew that the school was a focus school because of student achievement, most parents could not articulate a clear understanding of the school’s vision or goals for school improvement. Parents stated that they receive support and resources including spellings, sight words, web links, techniques and advice about how to support their child’s learning. Some parents indicated that they valued the advice they received in newsletters about how to support their child’s reading comprehensive skills through daily practice. The IIT learned that not all materials are translated into prevalent languages, which limits some parents’ in their ability to partner with the school to support students. The school leader confirmed that she has not developed ways to engage more parents and to evaluate and monitor the effectiveness of parent communications.
- Although the school uses multiple ways to communicate with parents, not all parents can communicate reciprocally with the school. Parents interviewed by the IIT stated that teachers kept in touch monthly by Connect-Ed text calls, phone calls, and letters to outline news, events and instructional goals. Some parents reported that they use the school’s website, but said they were not able to access their child’s individual profile and progress online. The IIT found no evidence that the school monitors how many parents use the school’s website and access information. Parents reported translators attended all meetings. The school leader stated that she has applied to and received verbal confirmation from the district for funding to translate school documents and information on the school website; however, currently not all documents including the School Journal and Student Handbook are available in Spanish, a prevalent language spoken by parents.
- Staff indicated that the parent information center is a central location for parental involvement,

training, and outreach. The Parent Teacher Association (PTA) and Title One and Three teachers have frequent meetings to educate parents on CCLS. Parents interviewed by the IIT reported that parent turnout is good for many PTA activities, but few parents attend and engage in workshops. The school offers ENL courses and encourages parents to attend to improve their literacy skills and fifteen parents have attended and passed to date. The school invites parents to the awards ceremonies that celebrate student academic improvement, attendance, and citizenship. Over 380 parents attended Open House. However, the school leader acknowledged that school should do more to reach out to more parents, especially the parents of ELLs and transfer students. Staff have not received training on sustaining home-school partnerships.

- Teachers and parents confirmed that most parents attended meetings to discuss their child's learning. According to parents interviewed, during parent conferencing, teachers discuss student portfolios, progress profiles, and report cards. In addition, the school also scheduled several information events to involve parents including informational sessions to explain State/district assessments and expectations, and the CCLS. The parents interviewed reported that they received exemplars and strategies to use at home and that they understood the information provided by the school. However, the school leader has not analyzed all of these efforts to understand the effect of improving student achievement.

Recommendation:

- The school leader should immediately assemble a parent outreach committee that will be charged with the development of a plan to increase parental engagement and involvement, including classroom parent initiatives. A focus of the plan will be to create a concerted system to translate all school critical documents into Spanish, including the School Journal and the Student Handbook.