



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	570101040000
District	Addison Central School District
District Address	7 Cleveland Street, Suite 101, Addison, NY 14801
Superintendent	Joseph DioGuardi
Date(s) of Review	December 4 – 5, 2013
Schools Discussed in this Report	Addison Middle-High School

District Information Sheet																							
District Grade Configuration		K-12		Total Student Enrollment		1141		Title 1 Population		100%		Attendance Rate		94%									
Free Lunch	43%	Reduced Lunch		13%		Student Sustainability		H.S.-95% Tusc-93% Valley-88%		Limited English Proficient		0%		Students with Disabilities		15%							
Racial/Ethnic Origin of District Student Population																							
American Indian or Alaska Native		0%		Black or African American		1%		Hispanic or Latino		1%		Asian or Native Hawaiian /Other Pacific Islander		0%		White		97%		Multi-racial		1%	
Personnel																							
Number Years Superintendent Assigned/Appointed to District		1		Number of Deputy Superintendents		0		Average Years Dep. Superintendents in Role in the District		0		# of Directors of Programs		1									
% of Teachers with No Valid Teaching Certificate in District		0%		% Teaching Out of Certification in District		1%		% Teaching with Fewer Than 3 Yrs. of Exp. in District		4%		Average Teacher Absences in District		11.3									
Overall State Accountability Status (Mark applicable box with an X)																							
District in Good Standing				Focus District		X		Number of Focus School Identified by District		1		Number of SIG Recipient Schools		1		Number of Schools in Status		1					
ELA Performance at levels 3 & 4		16%		Mathematics Performance at levels 3 & 4		15%		Science Performance at levels 3 & 4		75%		4 yr. Graduation Rate (for HS only)		77.4%		6 yr. Graduation Rate (for HS only)		79.7%					

Did Not Meet Adequate Yearly Progress (AYP) in ELA			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-racial
X	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-racial
X	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Science			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-racial
X	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective			
	Limited English Proficiency		

Tenet 1 - District Leadership and Capacity: The district examines school systems and makes intentional decisions to identify and provide critical expectations, supports and structures in all areas of need so that schools are able to respond to their community and ensure that all students are successful.

#	Statement of Practice	H	E	D	I
1.1	The district has a comprehensive approach for recruiting, evaluating and sustaining high-quality personnel that affords schools the ability to ensure success by addressing the needs of their community.		X		
1.2	The district leadership has a comprehensive explicit theory of action about school culture that robustly communicates high expectations for addressing the needs of all constituents.		X		
1.3	The district is organized and allocates resources (financial, staff support, materials, etc.) in a way that leads to appropriate levels of support for schools based on the needs of the school community, which promotes school improvement and success.		X		
1.4	The district has a comprehensive plan to create, deliver and monitor professional development in all pertinent areas that is adaptive and tailored to the needs of individual schools.		X		
1.5	The district promotes a data-driven culture by providing strategies connected to best practices that all staff members and school communities are expected to be held accountable for implementing.		X		

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	H	E	D	I
2.1	The district works collaboratively with the school to provide opportunities and supports for the school leader to create, develop and nurture a school environment that is responsive to the needs of the entire school community.		X		

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	H	E	D	I
3.1	The district works collaboratively with the school(s) to ensure CCLS curriculum that provide 21st Century and College and Career Readiness skills in all content areas and provides fiscal and human resources for implementation.		X		

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	H	E	D	I
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4.1	The district works collaboratively with the school to provide opportunities and supports for teachers to develop strategies and practices and addresses effective planning and account for student data, needs, goals, and levels of engagement.		X		
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	H	E	D	I
5.1	The district creates policy and works collaboratively with the school to provide opportunities and resources that positively support students' social and emotional developmental health.		X		
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	H	E	D	I
6.1	The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families.			X	

District Review Narrative:

Tenet 1.1: The district has a comprehensive approach for recruiting, evaluating and sustaining high-quality personnel that affords schools the ability to ensure success by addressing the needs of their community.	Tenet Rating	E
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Debriefing Statement: The district has a comprehensive plan for recruiting, evaluating, and sustaining high quality personnel. The district staff collaborates with outside agencies to identify eligible candidates. The district ensures all new hires participate in a formal orientation program. The district has established a formal, system for evaluating teaching personnel that includes a framework of feedback, instructional coaching support, and professional development (PD) initiatives designed to support staff. As a result, schools in the district have personnel that meet the needs of students and the community.

Strengths:

- The district has a comprehensive plan for recruiting, hiring, and orientating high quality personnel. The district staff uses a wide range of mechanisms for identifying potential candidates including, the district’s attendance at The Central New York Teacher Recruitment Days held at State University of New York (SUNY) at Cortland. A review of the district’s New Employee Hiring Flowchart and interviews with staff who have served on hiring committees demonstrate that the plan includes the collaboration of parents, students, teachers, and school leaders. District staff reported that all members of the hiring committee receive training in the recruitment process to include a review of the evaluation rubric that is based on student performance as well as an orientation to the school self-assessment process to identify the key characteristics of an ideal candidate and the candidate reference check process. District documents highlight a formal Hiring Timeline with identified specific responsibilities and the district’s seven tenets for human resource selection. The district staff reported that, the district provides a formal orientation program for all new hires. The program includes a detailed review of the district’s strategic plan, goals, resources, technologies, as well as professional development (PD) activities related to instructional practice, and specific teaching-related expectations that align to the district’s mission/vision. The district has established a defined system for evaluating teaching personnel that conforms to the Common Core Learning Standards (CCLS), the CCLS instructional shifts, the APPR, and the district’s PD initiatives. According to the district leader, the district has contracted with a consultancy company to provide training to improve staff’s ability to accurately and effectively implement the Danielson Model for non-tenured and tenured staff. The district leader also reported that the training emphasizes increased levels of calibration of and high quality feedback on instructional practice. A review of documents indicates that the district provides staff support through a framework of feedback, a written mentoring program, instructional coaching, and other resources. The district has a comprehensive plan for selecting, placing, and supporting staff, which meets the needs of the school community.

Tenet 1.2: The district leadership has a comprehensive explicit theory of action about school culture that robustly communicates high expectations for addressing the needs of all constituents.	Tenet Rating	E
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Debriefing Statement: The district has collaborated with stakeholders to develop a Strategic Plan. This plan serves as a comprehensive, overarching design for setting high expectations for students, teachers, administrators, and staff in order to address the needs of all students and the entire school community.

Strengths:

- The district staff has developed an explicit theory of action about school culture. Based on staff interviews and a review of documents the IIT found that the theory of action is captured not only in the Strategic Plan, but resonates through district written communication with staff as well as through a series of district-sponsored activities throughout the school year. The district leadership reported that the community stakeholders collaborated to create the Strategic Plan, which identifies the district’s core beliefs of “The students are the primary focus of all of our efforts; High expectations lead to academic and personal achievement; a safe and secure learning environment is the right and responsibility of all.” The district staff produced posters of the plan and staff has placed the posters in hallways and classrooms in the schools. The district leader reported that written communications to staff refers to this theory of action. The review team noted saw examples of correspondence on Instruction that included expectations such as, more time spent by teachers working in teams to help students; making better use of student data; taking more time examining assessment data and collaborating on instructional strategies and lessons. The district ensures that all staff embraces the theory of action by providing PD and other supports that align to the district priorities. Examples of such initiatives include a recent visit by a team of teachers to a model school in Boston to observe successful instructional practices; the utilization of an instructional coach to assist with planning and instruction linked to higher expectations, the CCLS, and the CCLS literacy and math shifts. As a result, teachers interviewed were well aware of the district’s emphasis on supporting the CCLS and higher expectations for student performance. The district staff ensures the school community recognizes the commitment of the district to support the attainment of higher expectations, which encourages staff to implement instructional strategies that support high levels of student success.

Tenet 1.3.: The district is organized and allocates resources (financial, staff support, materials, etc.) in a way that leads to appropriate levels of support for schools based on the needs of the school community, which promotes school improvement and success.	Tenet Rating	E
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Debriefing Statement: The district uses a collaborative model centered on the needs of students to allocate financial and human resources. School leaders are empowered to modify and expand the budgetary allocations as unanticipated needs arise. This flexibility and responsiveness promotes school improvement and success.

Strengths:

- The district uses a collaborative model to allocate resources to ensure appropriate levels of support for schools. Through interviews with the district leadership as well as with the school leader, reviewers found that district and school leaders work together to prioritize and plan the budgetary and human resource needs of the schools in the district. A review of meetings minutes and staff interviews indicate that staff gathers early in January to review the seniority lists, staffing needs, and personnel items to determine the needs of the school as it relates to budget. A member of the district leadership team reported to the Integrated Intervention Team (IIT or review team) that budget decisions aligns to the board of education goals, the district goals, and the building goals. When interviewed by the IIT, the Human Resources director stated, "Everything we do is driven by our Strategic Plan." The district staff has identified PD as a priority in the strategic plan. As a result, district staff has allocated fiscal and staff resources to ensure school leaders and teachers receive PD to increase their capacity to improve instructional practices. According to the district leader, he works collaboratively with school leaders to meet planned and unplanned resources needs. For example, when a student expressed an interest in learning Mandarin Chinese at the start of the school year, the district funded a special program of distant learning for that student although this cost had not been budgeted. In addition, the district staff immediately replaced a set of choral risers when the school leader reported that the risers represented a potential safety hazard. Finally, the district created a program through the local community college to allow students of all ability levels to earn college credit in classes taught by district staff at no cost to the students. The wide range of courses aligned to the community college coursework has meant that virtually all high school students receive at least one college course credit and some receive an entire year of college credit with all the related costs of tuition and texts paid for by the district in order to generate higher expectations on the part of students. The district allocates resources throughout the district to meet the need of students and the school community, which promote school improvement and success.

Tenet 1.4: The district has a comprehensive plan to create, deliver and monitor professional development in all pertinent areas that is adaptive and tailored to the needs of individual schools.

Tenet Rating

E

Debriefing Statement: The district has established a comprehensive PD plan that creates a range of teacher/staff training and supports to promote growth and development. The district staff created a classroom visitation strategy that monitors the implementation of the training provided and formalizes a feedback dialogue between instructional coach, teachers, schools, and district leaders. Consequently, the PD provided by the district meets the needs of individual schools and the needs of subgroups within those schools.

Strengths:

- The district approaches the process of providing PD in a systematic way. According to the district leader, staff developed the Professional Development Plan (PDP) by collaborating with school leaders and teachers to conduct a formal needs assessment. As part of the process, staff reviewed a wide range of data drawn, from various sources, including, the school report card, BEDS data,

student discipline data, disaggregated student performance results, longitudinal data drawn from statewide and in-house summative/aptitude testing, as well as the rubric for the Diagnostic Tool for School and District Effectiveness. The PD plan focused staff's efforts on the design and effective use of curricula to improve student learning as well as on instructional strategies designed to support the CCLS and the CCLS instructional practice shifts. The plan identified district resources available to support successful implementation such as the Special Education Training Resource Center (SETRC), and the Southern Tier Teacher Center. In addition, the plan identified in-house resources such as, Thoughtful Classroom Teams, School Social Workers, and a Response to Intervention (RtI) Specialist, and a PD planning team. The district staff as well as outside vendors has provided training for school leaders and staff focused on Standardized Testing and Reporting (STAR), Positive Behavioral and Interventions Support (PBIS), and Research Based Instruction. The district has also established a classroom visitation strategy that employs the formal observation with pre-observation and post-observation conferencing and unannounced visitation models with a post-visitation component. In addition, the school leaders are required to use a walk-through evaluation system where each of five minimum observations must contain a suggestion for improving instruction, which then become a focus for future observations. In addition, this year, each teacher is required to post a "Target Objective" supporting the CCLS or the CCLS instructional practice shifts. This evaluation process provides a means for the school leader to provide feedback to teachers on the quality of those "Target Objectives". The district and school leaders created the plan with the input of teachers and staff who have conducted a building and district level needs assessment, and as result the activities in the PDP make addresses the needs of each of the two schools in the district. The district's systematic and structured plan for PD promotes teacher effectiveness, which positively impact upon student achievement.

Tenet 1.5: The district promotes a data-driven culture by providing strategies connected to best practices that all staff members and school communities are expected to be held accountable for implementing.

Tenet Rating

E

Debriefing Statement: The district has incorporated mechanisms for gathering summative data and distributing that data to school stakeholders. In addition, there is the expectation that school leaders and classroom room teachers use data to organize instruction that aligns to the needs of students and the rate of student progress. The district holds school leaders accountable for aligning school practices to student performance data.

Strengths:

- The district staff is promoting and establishing a data-driven culture throughout the school communities. The district has established an instructional framework and PD events that promote the effective use of data, as evidenced by a review of documents. The district has provided training on the work of Marcia Tate and RtI, which encourages staff to monitor the performance of students at each stage of intervention and to create appropriate responses. During the school review, the IIT noted that during the grade/subject team meeting teachers reviewed the data on the lowest performing students in their grade level. The staff reviewed the performance data on each student and made recommendations for various intervention strategies based on their assessments of that

data. The district staff also provides each teacher a class list that contains an identification of the learning style of each student. In addition, the current suggested lesson plan template that teachers use includes a reference to the learning style(s) that teachers will address in the lesson. The district leadership reported that teachers access performance data through their SchoolTool internet-based student recordkeeping software system. The district leader shared that it is a district-wide expectation that teachers refer to the summative data contained in this system. There is a current emphasis at the building level to utilize strategies for gathering formative data, including, the recent introduction of the “Fist of Five” feedback strategy for monitoring levels of understanding within the classroom. Although some school staff has not consistently used data in lesson planning and instructional practice, the district tailors PD efforts to provide the additional support to staff and encourages school leaders to monitor the staff uses of data. Consequently, stakeholders across the district have an understanding of how students are performing and are held accountable for making adjustments to support increased student achievement.

This section provides a narrative that communicates how school communities perceive the support provided by the district.

Tenet 2.1 - School Leader Practices and Decisions: The district works collaboratively with the school to provide opportunities and supports for the school leader to create, develop and nurture a school environment that is responsive to the needs of the entire school community.

Tenet Rating

E

Debriefing Statement: The schools and district to works together to achieve the goal of continuous improvement for schools and the families they serve. The joint efforts support and nurture a school environment that is responsive to the needs of the entire school community.

Strengths:

- The district staff works with school leaders to provide opportunities and support for the school leaders to meet the needs of the schools. In interviews with the school leaders, during the school review, school leaders indicated that the school staff has a positive relationship with the district leadership. The school leaders also indicated that they work closely with the district leaders to ensure that school goals align directly with district goals and that district goals evolve out of the input of school leaders. During discussions with the IIT, the school leaders cited examples of how the district provides ongoing fiscal and programmatic support to schools. One such example was when a school leader requested additional site licenses because of an unexpected demand for the school’s on-line credit recovery program; the district provided the money for that expansion. The district leader told reviewers that when the building leaders for the elementary and middle-high school English language arts (ELA) and math teachers were ready to implement the NYSED curriculum modules during the summer of 2013, the district provided the money to print the modules selected for all appropriate grade levels. The district has also provided support for school leaders to access various trainings on implementing the CCLS. The district staff provides high quality support and flexibility to school leaders, which allows leaders to create and nurture a school environment that is responsive to the needs of the school community.

Tenet 3.1 - Curriculum Development and Support: The district works collaboratively with the school to provide opportunities and supports that are connected to the implementation of a comprehensive curriculum appropriately aligned to the Common Core Learning Standards (CCLS) and are inclusive of the arts, technology and other enrichment subjects in a data-driven culture.

Tenet Rating

E

Debriefing Statement: The district has worked closely with schools to provide training, resources, guidance, and support to aid the implementation of a curriculum that aligns to CCLS. The district closely monitors the CCLS in school to ensure that all schools make progress in implementing the CCLS. As a result, teachers have increased opportunities to provide instruction that aligns to the CCLS and meets the needs of students.

Strengths:

- The district has collaboratively established a general short- and long-term plan for curricula development and implementation with all stakeholders. A review of the March 2013 memo from the district leadership illustrates the priority the district placed on the modifications that staff must make to the math and ELA curricula in order to align to the CCLS. This memo called for "...summer workshops for key teachers and administrators to refine curricula for key secondary ELA and math courses." Evidence gathered from school reviews indicate that school leaders conducted workshops on the CCLS for teachers and adopted the NYSED curriculum modules for their schools. The district ensured that copies of the curriculum modules were available for all teachers in schools. School and district leaders meet every other week to assess progress and problems in the implementation of the CCLS. The school and district leaders also meet to explore concrete CCLS supporting instructional strategies. Currently district and school leaders are conducting "book club" discussions together using the book, "Teach Like A Champion" gleaned instructional best practices that promote better student achievement. The district has also provided on-going fiscal and human resources for curriculum development and implementation including the provision of an instructional coach to facilitate the implementation of CCLS curricula and instructional shifts. The district has supported the implementation of instructional shifts and increases in rigor through , workshops and trainings such as RtI, and "Fist of Five", a formative assessment strategy. The district has also set a "writing across the curriculum" expectation for all subject area teachers. While the school leaders are still in the developing stages of implementing the CCLS, the district continues to provide effective levels of support to schools to ensure the school's curricula aligns to the CCLS. The district is engaged in a collaborative effort with the schools to provide the resources and support connected to the implementation of comprehensive curricula. As a result, teachers have increased opportunities to provide instruction that aligns to the CCLS and meets the needs of students.

Tenet 4.1 - Teacher Practices and Decisions: The district works collaboratively with the school to provide opportunities and supports for teachers to develop strategies and practices that lead to effective planning and account for student data, needs, goals, and levels of engagement.

Tenet Rating

E

Debriefing Statement: The support and monitoring procedures provided and followed by the district have led to planning protocols that focus on the utilization of student data and setting of goals aimed at improving student progress and increasing student engagement. As a result, teachers provide students with increased opportunities to practice skills that prepare students to become college-and career-ready. ▽

Strengths:

- The district has implemented procedures and protocols that enable school leaders to work to provide opportunities and supports for teachers that lead to effective planning. During the school review a school leader indicated that when teachers of one grade level were having some difficulty implementing a portion of the CCLS the district responded by hiring an instructional coach to train the teachers in the instructional strategies reflective of the CCLS. The district also provided two hours of release-time each month for school level training for staff. Evidence from a review of documents shows that the district has provided similar levels of support for other schools. For example, the district has provided the middle-high school with an instructional coach to conduct targeted training on instructional issues with individual teachers, as needed. During the school review teachers reported that they receive extensive training and support from the district. The interviews with district and school leaders confirm that the district provides trainings and materials to support teachers in implementing the CCLS. The staff members reported that leaders have made them aware of the expectations for curricular changes and for changes in instructional practices through trainings provided by the district and the discussions conducted during school meetings. At the school review, reviewers found evidence of teachers implementing CCLS strategies in the grade/subject level meeting where teachers reviewed individual student performance data, samples of student work, and set long- and short-term goals for each student. Teachers reported that they are required to submit minutes of these meetings to the school leader who reviews and shares them with appropriate district staff. The district and school leaders partner to establish protocols and procedures for teacher practices and decisions that results in multiple opportunities for teachers to develop rigorous lessons that encourages students to practice skills that prepares students to become college- and career-ready.

Tenet 5.1 - Student Social and Emotional Developmental Health: The district creates policy and works collaboratively with the school to provide opportunities and resources that positively support students' social and emotional developmental health.

Tenet Rating

E

Debriefing Statement: Effective procedures are in place that enables the district and schools to work together to meet the social and emotional needs of students. The result is that students learn in an environment that is physically and emotionally safe.

Strengths:

- Interviews with school and district staff confirm that the district works with the school leaders to support students' social and emotional development. The district supports a set of behavioral expectations referred to as the Pillars of Knighthood. During the IIT's visit to school, reviewers observed the Pillars of Knighthood posted on hallways. In addition, students interviewed in the large focus groups recited the Pillars of Knighthood. Teachers are also knowledgeable about these expectations. In response to a high number of disciplinary referrals at the secondary level, the district initiated at the start of the 2013-14 school year a program of teacher training in PBIS strategies. A review of discipline records by the IIT indicates that the natures of the disciplinary referrals are for tardiness to class and students using "inappropriate" language. When questioned, students could not recall any dramatic or violent examples of student misbehavior. In fact, students

were emphatic that “bullying is not cool at Addison.” Interviews with students, parents, counselors, and social workers confirmed that students are physically and emotionally safe at school. The district provides and supports a Dean of Students position. Students reported satisfaction the Dean of Students’ responses to any student misbehavior. Students also reported that teachers are actively responsive to the social and emotional needs of the students. In fact, one student reported that it is not possible to appear sad at school without having three or four adults attempting to discover the cause of unhappiness. The district is small and students are well known by teachers who also actively monitor and informally mentor the students. The district’s support for school-wide initiatives and practices creates a positive school environment that is safe and conducive to learning.

Tenet 6.1 - Family and Community Engagement: The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families.

Tenet Rating

D

Debriefing Statement: The district has made efforts to establish strong and sustainable relationships with parents, families and the wider community. However, the district staff has not evaluated the strategies used to establish such partnerships, which limits stakeholders ability to work together to provide supports needed to improve student achievement.

Areas for Improvement:

- The district has a plan and a wide range of activities aimed at engaging families and the community; however, evidence from discussions with parents and school leaders and a document review illustrate that this plan and these activities have not been successful in fully engaging all families and the community in forming a strong partnership. The school and district staff reported that they have made efforts to promote an effective partnership with parents and the community but its efforts have not always been successful. These efforts include the recorded every-other Sunday educational telephone message from the school leaders, school based meetings and weekly articles in the local newspaper on instructional activities at the schools. Evidence from meetings with the school and district leaders and a review documents show that the schools in the district have partnerships with The Steuben Council on Addictions, which with parental consent provides interventions with students about tobacco use and The Addison Youth Center, which supervises an after school program at the middle-high school. In addition, parents are referred to the Jenny Mose Family Resource Center, which conducts parenting education activities and family conflict resolution strategies. Although the district supports partnership with parents and the community organizations, discussions with school and district leaders report limited responses to these efforts by families and the larger community. The district supports a Parent Portal through its SchoolTool website for two-way conversations between teachers/school and parents. During the school review, some parents reported receiving misleading information when they check the teacher’s on-line portal. For example, some parents told reviewers that when checking the website to monitor the performance of their child by viewing the teacher’s on-line grade book, they noticed that not all teachers posted grades in a timely manner and that the grade book system defaults to “zero” when no grade is entered. While the district is eager to establish a better partnership with the community

and parents, the lack of consistent evaluation and monitoring of strategies used to establish community engagement hampers the district's ability to gain greater support from various stakeholders in their efforts to improve student achievement.

DISTRICT LEVEL RECOMMENDATIONS:

Tenet 6: Family and Community Engagement

In order for the District's strategy and practices to align with the concepts in the Effective column of 6.1 the District should:

- 6.1: Create and implement a comprehensive strategic plan to engage targeted parents and the community in promoting and supporting higher expectations for student achievement. Ensure that the strategies used are evaluated on a regular basis and adjustments made when and where necessary so that the district's efforts result in a strong and sustainable relationship with families and the wider community.

Create and implement a comprehensive strategic plan to communicate and educate parents and the community about the demands of the CCLS, CCLS instructional shifts, and the school's efforts to place higher expectations on all students and to engage parents and the community in promoting and supporting these higher expectations for student achievement.