



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	061700010009
School Name	Samuel G. Love Elementary School
School Address	50 E 8th St, Jamestown, NY 14701
District Name	Jamestown Public Schools
School Leader	Renee Hartling
Dates of Review	November 4-5, 2014
School Accountability Status	<input checked="" type="checkbox"/> Focus School
Type of Review	<input checked="" type="checkbox"/> SED Integrated Intervention Team (IIT)

School Information Sheet

School Configuration (2014-15 data)					
Grade Configuration	Pre-K-4	Total Enrollment	349	SIG Recipient	n/a
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	n/a	# Dual Language	n/a	# Self-Contained English as a Second Language	2
Types and Number of Special Education Classes (2014-15)					
# Special Classes	2	# SETSS	n/a	# Integrated Collaborative Teaching	n/a
Types and Number of Special Classes (2014-15)					
# Visual Arts	1	# Music	1	# Drama	n/a
# Foreign Language	n/a	# Dance	n/a	# CTE	n/a
School Composition (most recent data)					
% Title I Population	100	% Attendance Rate	93		
% Free Lunch	100	% Reduced Lunch	n/a		
% Limited English Proficient	13	% Students with Disabilities	5		
Racial/Ethnic Origin (most recent data)					
% American Indian or Alaska Native	1	% Black or African American	6		
% Hispanic or Latino	40	% Asian or Native Hawaiian/Pacific Islander	1		
% White	44	% Multi-Racial	8		
Personnel (most recent data)					
Years Principal Assigned to School	14.5	# of Assistant Principals	0		
# of Deans	0	# of Counselors/Social Workers	1		
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	0		
% Teaching with Fewer Than 3 Years of Experience	1	Average Teacher Absences	16		
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	14	Mathematics Performance at levels 3 & 4	26		
Science Performance at levels 3 & 4 (4th Grade)	58	Science Performance at levels 3 & 4 (8th Grade)	n/a		
Student Performance for High Schools (2013-14)					
ELA Performance at levels 3 & 4		Mathematics Performance at levels 3 & 4			
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits		% of 2nd year students who earned 10+ credits			
% of 3rd year students who earned 10+ credits		4 Year Graduation Rate			
6 Year Graduation Rate					
Overall NYSED Accountability Status (2013-14)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District		Focus School Identified by a Focus District	X		
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native		Black or African American	
Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander	
White		Multi-Racial	
Students with Disabilities		Limited English Proficient	
Economically Disadvantaged			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native		Black or African American	
Hispanic or Latino	X	Asian or Native Hawaiian/Other Pacific Islander	
White	X	Multi-Racial	
Students with Disabilities		Limited English Proficient	
Economically Disadvantaged	X		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native		Black or African American	
Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander	
White		Multi-Racial	
Students with Disabilities		Limited English Proficient	
Economically Disadvantaged	X		

Describe the school's top priorities (no more than 5) based on the school's comprehensive plans (SCEP, SIG, DIP, etc):
SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:

1. Create a school-wide vision and SMART Goals that will be articulated to 100% of the school community.
2. Teachers will use data more strategically for short- and long-range planning.
3. Teachers will attend district sponsored workshops to enhance their understanding of NYS Curriculum Modules.
4. Monthly pep assemblies will be held to focus on positive behavior as a part of PBIS.
5. Each grade level will plan 3 activities during the school year to engage parents in activities related to the CCLS.

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 Special Education School Improvement Specialist (SEIS) representative and a representative from the Regional Bilingual Education Resource Network (RBE-RN).
- The review team visited a total of 34 classrooms during the two-day review.
- Reviewers conducted focus groups with students, staff and parents.
- Reviewers examined documents provided by the school, including 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.

Mark an "X" in the box below the appropriate designation for each Statement of Practice. Provide the letter rating in the OVERALL RATING row as the final overall tenet rating.

#	Statement of Practice	H	E	D	I
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"/>
OVERALL RATING FOR TENET 2:				D	

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
3.2	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"/>
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"/>
OVERALL RATING FOR TENET 3:				D	

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
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"/>
OVERALL RATING FOR TENET 4:				D	

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
---	-----------------------	---	---	---	---

5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>

OVERALL RATING FOR TENET 5:

D

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
6.2	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 type="checkbox"/>	<input checked="" type="checkbox"/>
OVERALL RATING FOR TENET 6:					I

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 Rating	D
<p>The school has received a rating of <i>Developing</i> for Tenet 2 – School Leader Practices and Decisions.</p> <ul style="list-style-type: none"> • The school leader has worked with teachers and support staff to create specific, measurable, ambitious, results-oriented, and timely (SMART) school-wide goals. However, they are not yet fully implemented or being monitored to measure the success of the school’s actions against what it wants to achieve and its ability to prioritize improvement areas and set up structures in order to attain the goals. The school leader and grade-level teams have worked together to develop grade-level goals for English language arts (ELA) and mathematics. The goals are based on data from the school’s common formative assessments, Scholastic Reading Inventory (SRI), and other assessments that measure mathematics and reading competency. However, the review team’s examination of lesson plans, classroom visitations, and observations at grade-level meetings, showed no evidence to indicate that grade-level teams are monitoring or adjusting their practices to ensure student progress towards these goals. In addition, parents interviewed by the review team stated that they have not received communication about the school’s goals and were unable to specify actions that they could take to support the goals. • Although the school leader has allocated some resources to meet the needs of students, she has not consistently implemented strategies that promote students’ progress. For example, she has scheduled ELA and mathematics foundation blocks for an hour each school day in which students are placed in homogeneously arranged groupings based on assessment data. However, the review team found during classroom visitations that in the majority of classes, students were completing primarily low-level activities focusing on fact and comprehension, such as spelling tests, and were not engaged in higher-level activities leading students to apply, analyze, synthesize or evaluate questions, content or ideas in a thoughtful manner. The school leader does not track teacher practices to ensure a high quality learning environment for all students. The lack of monitoring to ensure rigorous pedagogical practices limits the effectiveness of this block of time. • The school leader conducts regular classroom observations in accordance with the district’s Annual Professional Performance Review (APPR). The review team’s examination of feedback provided to teachers by the school leader indicated that the feedback is generally specific and actionable; however, the feedback has not led to improvement in classroom practices. For example, the review team noted that the written feedback in one document called for the teacher to promote student ownership of their learning and provided a strategy to do so. However, during the majority of classroom observations, the review team found that most instruction was geared toward whole-group instruction, lacked questions to promote higher-level engagement, as well as classroom differentiation based on student performance data. The disconnection between school leader’s feedback and teacher practice has led to classroom practice, which does not meet the needs of each learner. In addition, the school leader does not track the strategies taught during professional development (PD) to determine the degree of its implementation and the effectiveness of these practices. 		

- There is a lack of school-wide systems to effectively track, analyze, and inform strategic decision-making regarding school-wide practices. The school leader reported that she does not have systems to track several school-wide initiatives focusing on teaching practices and corresponding (PD) effectiveness, parent engagement, and student social and emotional developmental health. While the school leader reviews some forms of data to measure progress towards goals, she relies on anecdotal evidence to cite success in areas related to parent communication, academics, and classroom practices. The lack of systems limits her ability to make strategic decisions in an on-going and proactive manner and to determine appropriate steps for school improvement.

Recommendation:

- The school leader must implement systems to monitor the implementation of school-wide goals and actions for improving instruction by ensuring all classes are visited at least every week and then use data and feedback from classroom visitations and students’ achievement to:
 - identify foci for future visits;
 - check that teachers are taking the agreed upon actions to improve instruction; and
 - make strategic decisions for allocation of resources, necessary training, and communication.

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 Rating

D

The school has received a rating of **Developing** for Tenet 3 – Curriculum Development and Support.

- The majority of lessons for ELA and mathematics are derived from the EngageNY modules and are in alignment with the Common Core Learning Standards (CCLS). However, they lack some of the CCLS instructional shifts and expectations, such as the use of data to individualize instruction. Of the nine teachers interviewed in the vertical teacher group, only two stated that they use student data to differentiate the modules to provide multiple points of access for all learners.
- Although teachers meet regularly to discuss how to use components related to the CCLS in their lesson planning for instruction, a lesson plan review and classroom visits by the review team showed that the majority of lessons do not contain many of these components. A professional learning community (PLC) meeting viewed by the review team included a discussion on data from a recently administered ELA assessment; however, the teachers did not then direct their efforts on how to use student performance data to make curricular and instructional modifications to meet individual learner needs in the subsequent lessons. The PLC noted through an item analysis of an assessment that inference was an area of need for many of their students, but members of the PLC put off planning for this until the next meeting, which would be a week later.
- Some interdisciplinary planning takes place on an informal basis, primarily through the EngageNY modules; however, this is not a regular part of the school’s instructional practice. Although the school

leader stated that she sees interdisciplinary planning taking place, the review team did not find any interdisciplinary planning in the lesson plans reviewed, and only in a very small percentage of classes that they visited. One example of this was observed in a reading class where the subject was portable water availability in Africa. The teacher had the students make connections between the text and a related lesson they had in science.

- Although teachers use common formative assessments, the SRI, and other school assessments to gain insight on student performance, the feedback that teachers provide to students does not include steps the students need to take to improve their work and to promote student ownership of their own learning. In reviewing over 30 examples of student work that were returned to students, the review team found that most teachers do not generally write comments on student work that would enable them to understand what they need to do to gain greater competency in their subjects. Additionally, in the large student focus group, none of the students interviewed were able to articulate to the review team whether they were reaching the grade in their classes. The lack of regular and on-going focused feedback limits the ability of students to understand their academic performance and seek specific help to improve in those subject areas.

Recommendation:

- Teachers will use data from common formative assessments, the SRI, and other school assessments to plan instructional groupings in ELA and mathematics classes, which focus on specific skill deficiencies. These groups will:
 - take place in each ELA and mathematics class;
 - be grouped heterogeneously or homogeneously;
 - be assessed daily and changed based on each child’s academic performance that day; and
 - include assignments with a level of rigor in each group that is at a higher level, and contain elements of application, analysis, synthesis or evaluation.

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 Rating

D

The school has received a rating of **Developing** for Tenet 4 – Teacher Practices and Decisions.

- The school leader does not consistently ensure that teachers’ plans and practices are aligned to varied instructional practices that best meet the needs of all learners. During classroom visitations, the review team found that teachers did not regularly use data to inform instructional practices, such as differentiation, higher-level questions, or the learning styles of students. In the majority of classes, teachers employed whole-group instruction. When students were in small groups, they were all typically doing the same activity, which was not differentiated, and did not meet the needs of each learner. In the large student focus group, most participants reported that classroom groupings are based on behavior, not on academic levels.

- The review team noted during classroom observations that few teachers consistently used data-driven instruction (DDI), differentiation, and higher order questions that require students to apply, analyze, synthesize or evaluate questions or concepts. As a result, the expectations for the class were not compelling and the review team found that students were not engaged at a high level. The school leader reported that she does not usually see classes where the students were pushed too hard, or challenged academically. Some parents interviewed indicated that they felt their child is being properly challenged in the classroom, while others indicated that their child was not being challenged to their level.
- The majority of classes observed by the review team appeared intellectually safe for students although not all learner needs were being met. The review team observed positive student behavior, high student participation and engagement in the majority of classrooms visited, but some members of the vertical teacher group and large student focus group noted negative student behavior on a regular basis, which disrupted instruction. The behaviors described include: students sometimes talking back to the teacher; students not doing what they were asked to do the first time they are asked; and students talking to peers without permission, during instructional time.
- Although teachers use data to gain information on student achievement, the use of data to modify classroom instruction is not consistently applied. In the majority of classrooms visited by the review team, students were all working on the same task with no scaffolding to help those who struggle and no additional challenge for those who could already do the work. Additionally, in the large student focus group, none of the participants were able to answer questions concerning their progress in different subject areas, and none could say what they needed to do next to improve.

Recommendation:

- Teachers will differentiate instruction on a daily basis, through small student groups, based on DDI, in ELA and mathematics. These groupings will take place for at least fifteen minutes in each ELA and mathematics class. The teachers will assess each group’s members on a daily basis, and provide feedback that each child can use to improve their academic performance. English language learners (ELLs) and students with disabilities in these mainstreamed classes will also be grouped, according to their areas of need.

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 Rating

D

The school has received a rating of *Developing* for Tenet 5 – Student Social and Emotional Developmental Health.

- The school has not developed systems to identify and support the social and emotional developmental health needs of all students. The school does not provide training for staff members on how to identify

a student who may need social and emotional developmental health supports, or the processes to determine what supports may be needed by the child. The review team did not find evidence of a written, detailed protocol to inform staff of the social and emotional developmental health identification or referral process. While the school leader, teachers, and student support staff acknowledged that there was no written protocol, they expressed confidence that staff, as well as parents would be walked through the process by a school leader, teacher or a member of the student support staff if necessary. In addition, there is no system in place to regularly track the social and emotional developmental health behaviors of students and to make strategic decisions based on this data, such as the addition of programs or community partnerships. During interviews, a member of the student support staff indicated that they try to do their best but there are probably students whose needs are not being addressed.

- While the school uses some programs to promote positive student behavior, the impact is limited, and the support provided for staff implementation is minimal. The school has a Positive Behavioral Interventions and Supports (PBIS) system in which students are rewarded for good behavior with tickets, which can be used to buy items from the school store. However, the school leader and most students and staff members interviewed by the review team indicated that the program is not having the desired impact on student behavior. According to the school leader, although this system is intended to reward good behavior observed by staff, it is also employed as an incentive to students who teachers want to behave. Sometimes, a student may demonstrate good behavior, get a ticket, and then behave improperly for the rest of the period, as tickets cannot be taken away. Parents interviewed reported that based on their child's feedback, the system was being implemented in a way that did not consistently promote positive student behavior.
- Although the majority of school stakeholders, including the school leader, student support staff, vertical teacher group, students and parents note that the school is a safe environment, the PBIS is not strategically organized in a way that enables constituents to fully understand and support their roles in creating and sustaining a healthy learning environment. Most of the students interviewed considered the school a safe place; however, they also expressed concern about negative student conduct that sometimes interrupts instruction. Less than a third of parents interviewed knew the appropriate person to contact in the school if their child had a social or emotional issue. In addition, parents do not receive training on the social and emotional developmental health identification or referral process.
- The school collects some data on student behavior, but it does not consistently use this data in a manner that meets the needs of all students. Although the school leader reported the collection of student referral data, in which student misconduct initiates a documentation and response process by the school leadership, the review team found that the documentation and response process is not done in a systematic manner to provide a consistent response by the school. In addition, although teachers are expected to keep notes and other related data when they have initiated a student referral, the school leadership does not check that the teachers are completing this task. The student support staff also stated that there is no system in place to ensure that student behaviors are tracked, and as a result, they are unable to proactively determine trends in negative behavior or reward those who typically behave well.

Recommendation:

- The school leader should consult student support staff, teachers, students, families and community organizations at team and faculty meetings, town hall meetings, open days and through a survey to establish clear written protocols for the school’s social and emotional developmental health program that describe:
 - the role of all school stakeholders, including students, staff, families, and community organization;
 - the services offered in the school and community, including tiered interventions; and
 - a PD plan for all school staff and parents, which supports implementation of this program.

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 Rating

I

The school has received a rating of *Ineffective* for Tenet 6 – Family and Community Engagement.

- The lack of a reciprocal communication system between the school and families impedes the ability of the school to inform parents about the school’s high expectations for student achievement. The school leader stated that she is concerned about the lack of reciprocal communication with families, and noted that in a recent Kindergarten curriculum night, only five of 70 parents attended the meeting. She stated that the communication issue hinders the ability of parents to help their children at home. During interviews with parents, many participants stated that they are unaware of expectations for student achievement. They cited a lack of rubrics or exemplars sent home with their child, which would be helpful in defining high quality work. Parents also noted that the school does not have a homework policy, and so they are not clear about the type and amount of work that students are expected to do at home. In addition, some families reported that they have not received a code of conduct that defines the school’s expectations about student conduct so that families can reinforce this at home.
- The school has not strategically set up systems to enable staff and families to communicate consistently and address student needs. During interviews, parents were not able to articulate what to do if they have concerns about their child’s social and emotional developmental health or the interventions that are available. In addition, there is no communication process that regularly updates parents on their child’s academic progress. Members of the vertical teacher group stated that there is no system to notify families if their child is failing, prior to each quarter. This limits the ability of families to seek interventions or supports to help their child in school. Correspondence from the school is translated into families’ native language, and translation services are provided by the school.
- The school has not set clear expectations for its staff regarding communication with families, and no formal training has been provided to either staff or families that focus on developing and sustaining

home-school partnerships. The school leader stated that the school does not have a communication plan for families, and the members of the vertical teacher group stated that there are no clear expectations that relate to teachers' communication with families.

- Although the school uses and communicates some data to staff, families, and students, it is not done in a systematic manner that enables parents to advocate for their children's social and emotional developmental health and academic needs. The main means of communication between the school and the home is through each child. Some parents interviewed by the review team indicated that some students might remove documents that the child may consider negative, such as a poor grade, which limits the ability of families to understand their child's progress or problems and how they can best help their child at home. In addition, the school does not provide all families with a document or resource guide that indicates the availability of school or community services that might be helpful to the child or family. The student support staff stated that while the school will inform families about community supports if a problem is made known to the school, the family may need to initiate the contact to obtain this information.

Recommendation:

- The school will begin to send home reports for every student every five weeks, which will provide detailed information to parents on both their child's progress and how they can best help their child at home. These dates will correspond with the midway point of every quarter as well as at the end of each marking period.
 - In these reports, the teacher will provide both a phone number and email address on which to contact the teacher for a face to face conference or a telephone call to follow-up on the report's information if requested;
 - The school leader will ensure that each teacher will also contact each of their families to offer and set up these conferences if not requested; and
 - To ensure that the families receive these reports, send home these reports through multiple means: the U.S. mail or through email, as well as through the students' take home folders.