



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	512201040000
District	Norwood-Norfolk Central School District
District Address	7852 State highway 56, Norwood NY 13668
Superintendent	James Cruikshank
Date(s) of Review	February 6, 2014
Schools Discussed in this Report	Norwood-Norfolk High School

DATA BASED ON 2011-2012 NYS SCHOOL REPORT CARD

District Information Sheet											
District Grade Configuration	PK-12	Total Student Enrollment	990	% Title 1 Population	43	% Attendance Rate	94				
% Free Lunch	33	% Reduced Lunch	11	% Student mobility	6	% Limited English Proficient	0	% Students with Disabilities	19.8		
Racial/Ethnic Origin of District Student Population											
% American Indian or Alaska Native	2	% Black or African American	2	% Hispanic or Latino	1	% Asian, Native Hawaiian /Other Pacific Islander	1	% White	94	% Multi-racial	0
Overall State Accountability Status											
Number of Focus Schools Identified by District	1	Number of Priority Schools	0	Number of Local Assistance Plan Schools (LAP)	1	Number of Schools in Status	2	Number of SIG (a) Recipient Schools	1		
								Number of SIG (g) Recipient Schools	0		
% ELA Performance at levels 3 & 4	3-8: 53% HS: 85%	% Mathematics Performance at levels 3 & 4	3-8: 55% HS: 85%	% Science Performance at levels 3 & 4	4: 87% 8: 81% HS: 55%	% 4 yr. Graduation Rate (for HS only)	70	% 6 yr. Graduation Rate (for HS only)	84		
Federal Funding											
Fund Source	District Allocation			Mandated Set-Aside Amounts							
Title I	\$273,177			Title I – School Improvement \$16,391 Title I – Parent Engagement \$2,732							
Title IIA	\$70,665			Title IIA – School Improvement \$4,240							
SIG A Basic	\$70,000										
SIG A Leadership & STEM	\$60,000										

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
	White		Multi-racial
X	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		All Students
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
	White		Multi-racial
X	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		All Students
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
	White		Multi-racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective			
	Limited English Proficiency		
X	Graduation Rate for Economically Disadvantaged		

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 and explicit theory of action about school culture that 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 aligns appropriate levels of support for schools based on the needs of the school community.		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	
	OVERALL RATING FOR TENET 1:			D	

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
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:

<p>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.</p>	<p>Overall Tenet Rating</p>	<p>D</p>
<p>Statement of Practice 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.</p>	<p>Tenet Rating</p>	<p>E</p>

Debriefing Statement: The district has a system in place for the recruitment, orientation, and retention of new staff and has an established teacher evaluation system in compliance with the approved Annual Professional Performance Review (APPR) system that is understood and implemented by the district and school leader, as well as the teachers. New teachers are provided with both district and New York State United Teacher (NYSUT) orientations. Professional development opportunities provided by the school and outside agencies support teacher efforts to implement the Common Core Learning Standards (CCLS) and their Shifts.

Strengths:

- The school district has implemented several mechanisms for recruiting, hiring, and retaining high quality staff members (100 percent of the teachers in the district are deemed “Highly Qualified”) which leads to high-level services provided to all members of the school community. The district leader notes that hiring is the “most essential component must get it right.” He, along with the school leaders, are involved with teacher preparation programs in the area, and district representatives speak with graduate students in education programs locally to share their expectations on effective teaching. The recruiting is done most often from the county of St. Lawrence and State University of New York (SUNY) Potsdam Universities. The district leader stated that the hiring procedures need more inclusion, such as adding a parent. The district leader has developed a teacher induction program for all new teachers and the New York State United Teachers (NYSUT) provides a program. The district teachers association also has mentoring program for new staff members where a new teacher is assigned a mentor from the same department to help the new teacher become acclimated to the new position. The district encourages staff members to attend the “Effective Teaching Program”, which is a two to three day professional development (PD) based on best teaching practices. The vertical teacher group interviewed positively discussed the new teacher-mentoring program to support new teachers, as well as the district taking in student teachers from St. Lawrence and Potsdam Universities to both gain new resources for the district and find out in advance which candidates are a “good fit.” The district leader acknowledged that in terms of a “career ladder,” there is a “lack of leadership candidates in the ranks.” Due to the processes and community outreach in place, the school district is able to attract high caliber candidates, and provide them the appropriate training to contribute immediately to the school and district.

Statement of Practice 1.2.: The District Leadership has a comprehensive and explicit theory of action about school culture that communicates high expectations for addressing the needs of all constituents.	Tenet Rating	D
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Debriefing Statement: The district is developing methods for effective communication with its families and members of the community to establish trust and garner feedback. Though the school outreach efforts are apparent, it is often times a one-way mechanism, with limited engagement and responsiveness from its stakeholders. The lack of a robust collaborative relationship between the community and the district limits its ability to be responsive to the needs of its families and community.

Areas for Improvement:

- The district leader concedes that “the community does not trust school...has an antagonistic attitude... doesn't feel connected with the school.” The history of the Norwood-Norfolk Central School District includes the combining of two school districts 60 years ago- Norwood and Norfolk. According to the district leader, Norfolk is the more affluent area, and a dichotomy between the two communities still exists. To introduce himself to the community as the new superintendent, the DL attends community events and does public relations (PR) on a regular and sometimes informal basis. A community forum has been held, but the community only seemed to hear and focus “about negatives.” He stated that he wants to “establish a connection so that people may feel comfortable to ask questions,” and uses Facebook and Twitter to take the pulse of the community reaction to various school decisions. In addition, the district uses these web based communication platforms to send a positive message and image to the community with the goal to foster good will and mutual respect, which will garner two-way communication between the school district and community. There are many initiatives that the district leader sees tied in with the Regents Reform Agenda. For example, the district leader stated, "I will know when the community sees me as the instructional leader when the dialogue shifts with parents, and a level of respect and trust give me the benefit of the doubt." The absence of a two-way communication channel between the district and community hinders the district's ability to create relationships and gain insights into the community culture, which would allow for it to make decisions in a collaborative, better-informed manner. This disconnect in communication also results difficulties for the district leader in conveying an aspiration for high academic achievement that is bought into by the wider community.

Statement of Practice 1.3: The district is organized and allocates resources (financial, staff support, materials, etc.) in a way that aligns appropriate levels of support for schools based on the needs of the school community.	Tenet Rating	E
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Debriefing Statement: The district uses a distributive decision making model based on the needs of the school community to allocate limited financial resources and human capital. School leaders are part of the budget development process, as they advocate for the needs of their students and staff members. This input calibrates the School Comprehensive Education Plan (SCEP), which drives many of the budgetary requests, with resource allotment.

Strengths:

- The school district uses an approach that allocates resources to the learners most in need of additional supports. This is the first budget cycle with the new district leader, who has begun working with the school leaders, business manager, district-level leadership such as the Committee on Special Education (CSE) chairperson, and the district’s board of education. The board of education does not have a “Budget Committee” though each board member is part of the budget process. The district makes decisions based on perceived "needs of the community." Ultimately, the community votes on the budget, which has passed every year. Some items are re-examined from time to time. Junior varsity sports were cut to save money, but now a few community members are pushing for restoration of the program and that is being considered by the school district. The community is invited to use the school facility throughout the year, whether it is the fitness centers, trails, or hallways in which to walk. The youth sports programs also use the fields, and facilities. Interviews with district personnel decide collaboratively, the district leader, school leaders, and other central office leaders, such as the CSE chairperson, set priorities. The role of the business manager is to find all information related to the cost of any item or proposed initiative, and provide guidance to the decision makers in the district. It is not her responsibility to say no to any item, and her role is related strictly to the budgetary and fiscal process- not pedagogical. That is the role of the district leader and board of education. The philosophy of the district is to manage conservatively and prudently and meet student and school needs. According to the district leader “Most resources are going toward the lower achieving half of students (special education and community college bound) with less available for the college bound students (AP courses).” The School Improvement Grants (SIG) have been instrumental in providing funds for most new initiatives- “especially those related to the Regents Reform Agenda, such as Common Core and related PD,” stated the district leader. He reiterated that the district must provide the proper environment at the elementary school level to support the upper levels, and that it is easier to cut electives at the secondary level. Data is reviewed when making recommendations- especially graduation rates and standardized test data, to help determine next course of action in regards to resource allocation. An example is the Poverty Training provided, as a result of poverty’s perceived impact on student social, emotional and pedagogical success. Currently the district has a zero fund balance and reserves, and the district leader and business manager note that this has improved through wise management of resources. Also noted was that the district has 3.5 million dollars in various reserves. The district leader alluded to the SCEP several times when discussing alignment between the budget and desired impact on the school stakeholders. The school district allocates resources in a way that is both fiscally prudent and beneficial to those needing the most support within the district and school community.

Statement of Practice 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

D

Debriefing Statement: The district has a PD plan centered on the development and implementation of the

Common Core Learning Standards and their Shifts, as well as some trainings based on situational issues unique to the school students and community. The school leaders provide support- both in the form of regular and on-going feedback to support the PD, as well as time allotments and fiscal allocations as a means to facilitate implementation of best practices. The plan, though not always data-driven or systematic, does result in PD that is tailored to the needs of learners and teachers.

Areas for Improvement:

- The PD plan is not developed systematically using data to inform plan choices. According to the district leader, the resources are allocated to PD by a "cart before the horse" system, whereby it has been done as an after-thought and the budget had not properly planned for it. The reason for this is that many state test results or reform items are not known until well after the budget has been passed, and then money has to be transferred from budget lines to rectify this situation. An example of this is that teachers have a need for the NYS modules, and subsequent training. The Algebra module was not available until the school year began, and then the planning and subsequent training/support around it took place. Fortunately, the SIG has helped significantly with PD funding. The district leader also acknowledged that the PD plan is out of date, and as a result, PD is done based on the Regents Reform Agenda with- APPR, CCLS, and DDI. He stated that he could make some PD predictions based on STAR testing, including the trajectory of potential student performance and subsequent PD to follow. The new PD plan for next year, 2014-15, will be based on reflections of the district needs after the district level curriculum council comes together with a vision before the PD plan for next year will be developed. Student data will also be a component of the PD plan, along with staff input. The current APPR is well intentioned, but is a wide brush for a narrow target. "Emphasis is on gotcha rather than development." The APPR system in place provides teachers three opportunities to be observed by the school leaders each year, as well as a regular and on-going system of classroom walk-throughs, in which feedback is usually provided afterwards, either orally or in written form. The vertical teacher group corroborated this evidence and said that they found the feedback provided by the school leader both helpful and formative. Additionally, each vertical teacher group interviewed stated the specific components that their school leader looked for in a visit, and how each corresponds with the SCEP- such as chunking and the use of data to drive planning and instruction. The district leader noted that during PD sessions, the staff seems very engaged and inquisitive, and that many of the initiatives which have received support in the form of PD, such as the implementation of the CCLS, DDI and professional learning communities, are receiving enthusiastic and robust advocacy by the staff. The High School leader and members of the vertical teacher group believe this has resulted in improved instructional practices. Though this may be the case, as the district leader has acknowledged, the district needs to implement PD in a more systematic and data driven way in order to provide more focused, targeted PD which will most efficiently and effectively increase student achievement.

Statement of Practice 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

D

Debriefing Statement: The district is in the process of developing a data-driven culture, with corresponding usage, to drive student learning, professional development, and the district decision-making process. Though the expectation from the district and school level is that data is used to drive curricular and instructional decisions surrounding the implementation of the Common Core Learning Standards and Shifts, this is not done with fidelity, though focused and engaged activity towards this end is. The result of this process is an uneven application of Data Driven Instruction (DDI) pedagogy, limiting targeted intervention for its students.

Areas for Improvement:

- As the district promotes the use of data, and provides support to staff members in its understanding and implementation, there is an emerging culture of data usage in the school district to inform decisions and gauge program effectiveness. When the district leader was asked how he knows he is successful in the implementation of DDI in the district, he replied “I will know I am successful by the level of implementation, [if I] see changes in lesson plans, teaching, teachers believe in some data such as STAR, not just NYS 3-8 tests.” He went on to explain that grade-level teachers and professional learning communities must work together to understand the tests and [he must] lead them to trust the testing. “School leaders must be the leaders in this. ” According to the district self-assessment, Response to Intervention (RTI) is implemented fully in the elementary grades, with DIBELS, Fountas & Pinnell, and STAR Reading & Mathematics assessments also used to gather student data for planning purposes. The district provides for a minimum of one monthly data meeting for all grade levels to assess student growth. The district has offered a DDI camp last summer (2013) to focus on creating interim assessments and over half the teachers participated in the camp; the entire faculty participated in DDI training during September and the district will offer STAR training for staff on its interpretation and usage for DDI. Also, according to the self-assessment, “We define best practices as those aligned with the strategies of the Marzano rubric as described in his book *Classroom Instruction that Works*.” The teachers in the Vertical Teacher Group also referenced how they incorporate Marzano’s work, particularly pertaining to data and rubrics into their professional learning communities and DDI meetings. The district leader stated that he has created some district goals to date, will reflect at the end of the year on progress by faculty in each building, and then will create the “next steps.” “Some work still needs to be done, everything is in developmental stage.” The district’s limited use of data to drive decision-making and instruction is developing but more need to be done to ensure all staff creates differentiated learning opportunities for all students.

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

<p>Statement of Practice 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.</p>	<p>Tenet Rating</p>	<p>E</p>
<p><u>Strengths:</u></p> <ul style="list-style-type: none"> • The new district leader has cultivated relationships with the school leaders, leading to increased trust, mutual respect and relationships resulting in effective communication and a more collaborative decision-making process. According to the new district leader when he began in the summer of 2013, “Principals were afraid to breathe without coming to check with the superintendent.” He wants them to have autonomy to run their buildings. According to a school leader in the district, she finds the new leader to be positive and very informed. She finds him “very approachable, very informed.” According to her, the district leader constantly asks the school leaders how to improve things in their schools and provides a newsletter called “Jamie’s Blast” which includes best practices he has researched. This newsletter was also referenced by the vertical teacher group as a school-wide resource that the staff uses and refers to regularly. The school leader also stated that the district leader is present at many school events and functions, such as the Elective Fair, where students, staff and parents meet to discuss future course offerings, class options, and what colleges and even future employers will look for in their graduates. The school leader says that she feels listened to, and that her opinion is valued. The district leader believes that relationships between he and the school leaders are developing, and he is taking steps to “encourage relationships amongst the school leaders... wants them to feel and be part of the team.” To facilitate regular and on-going communication, there are weekly administrative meetings between the district leader and school/district leaders where they discuss current issues and collaborative strategies are shared among administrators. According to the self-assessment provided to the Review Team, “All administrators have been trained and calibrated for evaluating teachers using the Marzano rubric, and the district has procured the assistance of a Network Team member to assist with the development of both Student and Local learning Objectives.” and need more support with writing student learning objectives. As a result, several school leaders will attend a new leadership academy at St. Lawrence University. The district leader explained that the board of education has laid out their expectations of him when he began, and they see their roles in the same way. He stated that the board of education has been supportive of the district decisions and goals. The vision and collaborative nature of the district leader has enabled the district and its school leaders to work together and focus on various instructional elements necessary to drive the school improvement efforts at both the school and district levels. 		

Statement of Practice 3.1 - Curriculum Development and Support: 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.	Tenet Rating	E
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Strengths:

- The school district has supported its schools in the development, implementation, and on-going support associated with the Common Core Learning Standards initiative (CCLS). According to the district self-assessment, all school leaders and teachers were provided training to support the implementation of the CCLS Shifts in grades K-12, by an outside consultant and grade level / department meetings have been held on a weekly/monthly basis to review the curriculum and modules to support CCLS implementation. In the vertical group interview, the teachers noted several instances where the district has supported the teachers in the development and implementation of the CCLS. According to the vertical teacher group, the district established goals for curriculum development and implementation with the school and helped support these efforts by hiring outside consultants to evaluate the CCLS and curriculum alignment work to show what it (the curriculum) used to look like and what it looks like now (Gap Analysis). A summer retreat was held for teachers to learn more about student learning objectives and the CCLS in English language arts (ELA) and mathematics. The school leaders ensure that the CCLS are being implemented by observing teacher delivery services and the school leader indicated that the district leader is supportive and knowledgeable of the needs for the school, and is willing to dialogue with the school leaders. A member of the vertical teacher group also stated that “All staff development has been focused on Common Core for the past 2 years....included core and encore classes.” They all agreed that they are proud of the staff’s ability to tackle new initiatives. “We all are coming together to tackle shifts.” According to a school leader, there has been on-going support this school year with the weekly administrator meetings using the CLS as a discussion regularly. The regular support provided by at the district level to the schools to implement the CCLS is leading to greater access to learning for all students.

Statement of Practice 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 and addresses effective planning and account for student data, needs, goals, and levels of engagement.	Tenet Rating	D
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Areas for Improvement:

- Though the district and schools are focused on providing instruction in alignment with the Common Core Learning Standards and their Shifts, with the district providing appropriate resources and supports, this transition to the CCLS is still developing, with the application of data to drive both PD and instructional practices uneven. The district leader stated the PD plan is not planned systematically, as he would like it to be. The district leader indicated he plans to use of student performance data to determine staff needs and develop subsequent PD plans. He also indicated that he would use this report to assist him in the school improvement process, which includes the

implementation of the CCLS. A school leader interviewed stated that the district communicates regularly with resources available as well as the expectations surrounding the CCLS implementation. Both the district and a school leader stated they work collaboratively to plan and provide PD for teachers concerning instructional practices based on school data. The district provides release days and half days for both PD presentations and for teachers to work together to implement the new initiatives, such as DDI. Additionally, the district collaborates with school leaders to provide funding through the school improvement grant (SIG) and Title I and Title IIA funds for PD that draws on local, regional, and statewide expertise. Some examples include training in working with students living in poverty, professional learning communities, DDI, and APPR. The district has a contract with BOCES for additional support, including a Network Team Member who works one day per week to support CCLS implementation in mathematics and other reform initiatives, including student learning objectives and the locally developed 20 percent of the APPR assessments. Though the district and schools have centered their SCEP on the CCLS implementation, the absence of data-usage to drive some strategic and instructional decisions does not allow the district to maximize its efforts through quantitative measurements.

Statement of Practice 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

D

Areas for Improvement:

- The district provides the schools with supports necessary to meet the social, emotional and academic needs of their students, through both in-house trainings and resources provided by community organizations, though there is an absence of a policy, systematic protocol or long term strategic vision to bring forth such collaborations. During the Student Support Team (SST) interview, members stated that the new district leader has improved relationships this year and fosters a climate of openness and transparency that has helped the administrators. “He has an open door.” The district provides three counselors at the school levels, with days spent at each school based on that student needs. The district has also established a mentoring program in the high school, where students in need of additional resources are paired with a staff member who meets with them on a regular basis to provide academic support, and the middle school has developed an after school program in which 100 students are participating. They receive homework help, recreation activities, and a connection with a caring adult. The district contracts through the Board of Cooperative Extension Services (BOCES) to write the Title Grant applications. One element of the district culture which is being reviewed is the challenge of creating 3 separate schools- each with a distinct climate linked to its’ grade levels- while all occupying the same building. The middle school has approached the district leader to look for support to recreate a "middle level" focus to meet needs of students. The district leader has been trained on “the *Essential Elements of a Middle-Level program and schools*” which stresses “developmental responsiveness,” and he has begun to work with the middle school to create a unique middle school experience for the district students and staff. Recently a

6:1:1 autism program has been created within the district in order to begin several autistic students back to their school. However, the district seeks to meets the need of its students, a lack of a long-term vision and plan restricts potential collaborations between the district and community organizations that are strategic, targeted, and fully supported

Statement of Practice 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

Areas for Improvement:

- The district is seeking ways to increase family engagement, enthusiasm, and trust in order to form partnerships that will better support academic achievement and social/emotional health among its students. The district leader stated that some families have a lack of trust with the district. Despite this, the district leader who is from the area has made it a point to be visible at many school and community events, in order to engage in positive conversations that will ultimately lead to greater community involvement with the district. He acknowledges that it still in the “developing” stages. A school leader states that the district leader is visible at school events and is approachable. She reiterated that the district leader uses email to update parents and families on what is going on in the district with weekly updates. Newsletters are also posted in the post office and other community areas. A district newsletter is mailed home four times a year. The district uses a website portal called “School Tool” in which parents can sign on with their account (parent training for School Tool was provides during Freshman orientation) and have access to their child’s real time grades, absences, referrals and most other school information. Additional training is provided for any parents in the district who requests it. There are no specific goals set by the district for parent engagement, such as parent conferences or the high school’s Elective Fair, and no information on attendance at these events was provided. The high school has recently added a Parent Engagement Facilitator, which is currently a volunteer position, and whose role it is to communicate school and district information to families, link families to community supports as needed/requested, and strategize ways to include families in the school and district community. The lack of family and community engagement with the school district inhibits it from making the families full partners in their child’s education.

DISTRICT LEVEL RECOMMENDATIONS:

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

Tenet 1: District Leadership and Capacity

- 1.2: Develop a long-term school and district plan for community engagement, including and collaborating with members of the community, to foster mutual trust and high levels of stakeholder engagement. Incorporate SMART goals, with specific actions and quantitative indicators of success.
- 1.4: Develop a short and long-term plan for district and school professional development, considering all student performance data and surveys, as well as teacher observation data, evaluations and surveys, while garnering input from all school stakeholders- including outside community partners.
- 1.5: Using a collaborative approach, establish a district philosophy and establish protocols for data usage at all levels- classroom, school, and district- from assessment to implementation. Include in the aforementioned professional development planning process, a system to evaluate the use of data at the classroom, school, and district levels.

Tenet 4: Teacher Practices and Decisions

- 4.1: Evaluate the support mechanisms provided by the district to the schools and teachers in regards to pedagogical implementation of the CCLS and Shifts. Use student performance data, teacher evaluation data, surveys and other sources to deem program effectiveness and needs- both short terms and long term.

Tenet 5: Student Social and Emotional Developmental Health

- 5.1: Through a collaborative process involving representatives from each district group and community partner, examine how the district currently responds to its' students' social and emotional needs, and develop short and long term strategies, goals, partnerships and evaluation systems to ensure student success.

Tenet 6: Family and Community Engagement

- 6.1: Develop a long-term school and district plan for community engagement, including and collaborating with members of the community, to foster mutual trust and high levels of stakeholder engagement. Incorporate SMART goals, with specific actions and quantitative indicators of success.