



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	261600010022
School Name	Abraham Lincoln Elementary School No. 22
School Address	27 Zimbrich St., Rochester, NY 14621
District Name	Rochester City School District
School Leader	Clinton Bell
Dates of Review	November 5-6, 2013
School Accountability Status	Priority School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet																	
Grade Configuration	PK-6	Total Enrollment	509	SIG Recipient		Title 1 Population	100%	Attendance Rate	90%								
Free Lunch	100%	Reduced Lunch	0%	Student Sustainability	N/A	Limited English Proficient	28%	Students with Disabilities	19%								
Free Lunch																	
#Transitional Bilingual	8		#Dual Language		58	#Self-Contained English as a Second Language			N/A								
Number of Special Education Classes																	
#Special Classes	1		#Consultant Teaching			#Integrated Collaborative Teaching			6								
# Resource Room	1																
Number Special Classes																	
#Visual Arts		#Music	2		#Drama		#Foreign Language		#Dance		#CTE						
Racial/Ethnic Origin																	
American Indian or Alaska Native	0%		Black or African American	37.5 %		Hispanic or Latino	59.9%		Asian or Native Hawaiian/Other Pacific Islander	0%		White	2.6%		Multi-racial	0%	
Personnel																	
Years Principal Assigned to School	4		# of Assistant Principals		1	# of Deans			# of Counselors / Social Workers								
% of Teachers with No Valid Teaching Certificate	0		% Teaching Out of Certification		0	% Teaching with Fewer Than 3 Yrs. of Exp.		5	Average Teacher Absences								
Credit Accumulation (High School Only) and Performance Rates																	
% of 1 st yr. students who earned 10+ credits		% of 2 nd yr. students who earned 10+ credits		% of 3 rd yr. students who earned 10+ credits		4 Year Graduation Rate											
ELA Performance at levels 3 & 4	1.9%		Mathematics Performance at levels 3 & 4	0.7%		Science Performance at levels 3 & 4	59.9%		6 Year Graduation Rate								

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

Describe the school's top priorities (no more than 5) based on the school's comprehensive plans (SCEP, SIG, DCIP, etc.):

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL

School Focus 2013-2014:

Continue to build capacity to collect, analyze, and respond to data by utilization of:

- Consistent, formal and focused horizontal and vertical team meetings.

Continue implementation of the Common Core curriculum shifts in Math and ELA with utilization of:

- Student engagement strategies.
- Differentiation of instruction to meet the needs of all students.
- Inquiry learning/ high level questioning.

Create a school climate that is inclusive of all students, parents, and staff by:

- Monitoring and promoting student attendance.
- Increasing parental involvement and staff collaboration.
- Teaching and reviewing PBIS protocols.

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 tenet, and mark in the 'OVERALL RATING' row the final designation for the overall tenet.

#	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		X		

	(SCEP).				
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.		X		
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.			X	
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).			X	
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.			X	
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.			X	
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.			X	
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.			X	
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
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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.			X	
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.			X	
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.			X	
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).			X	
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.			X	
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.			X	
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.			X	
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.			X	
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
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6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.			X	
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.		X		
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.			X	
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.			X	
	OVERALL RATING FOR TENET 6:			D	

School Review Narrative:

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
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Debriefing Statement: School leaders have used the School-Based Planning Team, grade level facilitators, and leadership and planning meetings to communicate to all stakeholders a vision and mission that reflects the school’s goals. The school leader strategically allocates resources to align with these goals. The goals as outlined in the School Comprehensive Education Plan (SCEP) are specific, measurable, ambitious, realistic, and timely (SMART) and focus on improving academic performance, attendance, and parent involvement. However, the achievement of these goals is at varied stages of development and, as a result, academic achievement is low.

Strengths:

2.2 The school has received a rating of *Effective* for this Statement of Practice: 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).

- The review team found that the vision and goals have been shared with stakeholders and align with the priorities in the SCEP and the recommendations from the district review of May 2013. The mission statement focuses on students achieving their academic potential, regardless of their starting points. During an interview with the review team, teachers demonstrated knowledge of the school’s mission statement. Many school volunteers, including some parents, spoke of the ways that they support the school’s mission and vision by helping in classrooms, on trips, at the extended school activities, and at lunchtime. During interviews with the review team, the school leaders shared specific data and goals related to improving student attendance. The attendance committee meets once a month to agree on strategies and to monitor and assess improvement. Because attendance is a top priority, the school established an attendance committee comprised of representatives from Pencil Partners, teachers, parents, coaches, and the school leader. The school staff now documents attendance, makes home visits, and engages social services based on this information. When interviewed by the review team, teachers stated how they help students to understand the importance of attendance. One strategy teachers use is a competition between grade levels to encourage good attendance. The school gives special recognition to classes with perfect attendance. Currently, the lowest attendance is in kindergarten, so the school is educating parents of these students on the mandatory attendance policy. The school is at an early stage of using data consistently to drive instruction. The school leader stated that measuring students’ growth from individual starting points is a new concept that is linked to teachers’ evaluations. The new evaluation process has resulted in five teachers being put on a Teacher Improvement Plan (TIP). Student reviews are held four times a year for teachers to explain their students’ growth. Teachers on a TIP do not receive more student review meetings than other teachers. At the teacher

interview conducted by the review team, many teachers agreed with a statement made by one teacher that the student review meetings were “very challenging, but beneficial.” The school monitors the goals in the SCEP through regular meetings with the planning team. The school leader monitors schedules and makes adjustments, accordingly. For example, teachers used to be pulled away from instructing students to participate in student review meetings. Staff informed the review team that leaders now schedule these meetings after school. Grade level facilitators are being trained to monitor the school’s goals in order to build leadership capacity, which according to the school leader empowers the facilitators to lead. Monitoring of the school’s goal to improve learning for ELLs has resulted in a successful Pre-School Parent Partnership Program and a Family Literacy Program, where parents learn English as they pursue a General Educational Development (GED) qualification. Because of the varied programs and teams established by school leaders, staff is beginning to engage in a range of opportunities designed to move the school forward. The school leader is committed to building leadership capacity through a distributive leadership model, which encourages teachers to take ownership and value shared accountability. As a result, teachers are positive about the school leader and his determination for academic improvement. The school leader and staff has articulated the vision and goals outlined in the SCEP and has positioned all stakeholders to work together to achieve the goals.

2.3 The school has received a rating of *Effective* for this Statement of Practice: Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.

- The school leader works to acquire additional resources and staffing to meet school needs. The school is fully staffed, and staff members have a broad range of expertise and experience. The school leader secured from the district funds to implement the Walk to Intervention and Walk to Success intervention programs. According to the school leader, because he successfully articulated the needs of the school, the district provided an additional English as a Second Language (ESL) teacher to provide instruction to English language learners (ELL). Based on classroom observations and an examination of the teacher roster and information relating to teacher qualifications, the review team found that bilingual classrooms are staffed appropriately with highly qualified staff. During interviews with the review team, parents stated that they appreciated the expanded learning after school program and the transportation that enabled their children to participate. In the large student group interview with the review team, students stated that they loved the activities. Comments included, “I never thought I’d get the chance to play the drum” and “Our basketball coach is awesome!” Parents said they are very happy with the school’s staff. Several parents expressed their appreciation for the work of the Parent Liaison. For example, one parent became very emotional as she described how invaluable the Parent Liaison’s active support had been for all of her children. The school leader uses external grants from Title I and Baden Street to staff and operate an expanded learning program three to five times per week. The review team observed students participating in a range of academic and enrichment activities offered through the expanded learning program, after school. School documentation reviewed by the Integrated Intervention Team (IIT) indicates that students who participate in the program are either referred by teachers or selected based on performance data from the Northwest Evaluation Association’s (NWEA) Measures of Academic Progress (MAP). As a result of the school leader’s successful

strategic decision-making, the school's resources address the immediate needs of the school community.

Areas for Improvement:

2.4 The school has received a rating of *Developing* for this Statement of Practice: 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.

- A clear Annual Professional Performance Review (APPR) plan is in place and is aligned to the district's APPR plan. The plan demonstrates a strategic use of observations and walk-throughs, and includes dates for regular monitoring. However, the school is in the early stages of implementing the plan and current practices have not yet led to improvements in instruction. The school leader shared that there is a detailed observation schedule, i.e., each leader is responsible for half of the teachers' informal and formal observations, in addition to weekly walk-throughs. Prior to this year, the school leader began the observational process with the newly assigned assistant principal (AP) (now in her second year) in order to ensure consistent implementation of the APPR rubric. Based on a document review and interviews, the review team found that the school leadership is working on a new feedback system for conducting walk-throughs. The information from these walk-throughs is brought to grade level Professional Learning Community (PLC), Data, and School-Based Planning Team meetings to assist teachers with reflective practice. The school leader stated that measuring students' growth from individual starting points is a new concept that is linked to teachers' evaluations. This new practice has resulted in Teacher Improvement Plans (TIP) for five teachers. The school leader indicated that student review meetings, which allow teachers to explain their students' growth, are held four times a year for all teachers. While school leaders use the observation process to identify weaknesses in instruction, the review team found that the written feedback provided to teachers lacks specific details and does not consistently include student data and feedback. School leaders are beginning to use information gathered from observations to review and assign resources and to plan professional development (PD) to address the need for teachers to improve their instruction. These practices have not yet been in place long enough to bring about gains in student learning.

2.5 The school has received a rating of *Developing* for this Statement of Practice: 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).

- School leaders are beginning to use evidence-based systems to address student achievement and improve school-wide practices, such as the engagement of parents. Teachers reported that the school leader requires teachers to submit their lesson plans for evaluation during the regular, planned student review meetings. Teachers are required to bring along their binder containing evidence of their planning, rubrics, assessments, and students' growth scores. The review team was

unclear regarding how rigorously the school leader examined these binders during student review meetings. The school leader reported that the staff implements the Positive Behavioral Interventions and Supports program (PBIS) across the school. Reviewers noted the school's behavior rules posted on walls in all classrooms and in the school's common areas. Some displays were of student work, although many classroom displays consisted of visual prompts. In the hallways, there were bulletin boards that depicted students' sporting successes in a range of competitions and tournaments. Based on an observation of a common planning time (CPT) meeting, the review team determined that staff members focus on DDI and various assessment practices, but there was little evidence that staff analyzes and uses data to inform instruction. The concept of differentiation is a work in progress. The school has begun discussions and, as a result, has divided students according to ability for the Walk to Success intervention program. During the school leader's interview with the review team, he identified a limited number of specific monitoring strategies and was unable to articulate how he would implement and monitor these plans over the coming year. Hence, current systems are at an early stage of development, particularly in relation to accelerating student achievement and promoting greater student and family engagement.

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

Debriefing Statement: The school leader supports the implementation of the Common Core Standards and curricula. Teachers use unit and lesson plans that reflect the standards; however, lesson observed by reviewers generally lacked rigor and differentiation. School leaders, teachers, and instructional coaches are actively engaged in newly established weekly professional learning community meetings and horizontal grade level meetings that focus on the instructional priorities stated in the SCEP. In addition, two vertical teams, the grade level facilitators meetings and the bilingual teams, meet regularly. Professional development priorities include, collecting, analyzing, and adjusting instruction according to the data; increasing student engagement; implementing differentiation; and using higher-order questioning and inquiry learning. The use of data to group students and adjust instruction is evident in the grades kindergarten to two Walk to Success intervention model. However, teachers' use of data was not evident in the lesson plans and instruction, which prevents student achievement from being higher.

Strengths:

All ratings for this Tenet are **Developing** or **Ineffective** and, therefore, comments are listed under **Areas for Improvement**.

Areas for Improvement:

3.2 The school has received a rating of *Developing* for this Statement of Practice: 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.

- The school leader has begun to create systems and supports to facilitate curricula that appropriately support the Common Core Learning Standards (CCLS.) These include PD in CCLS shifts; implementation of DDI protocols; and the introduction of CPT focused on the engagement of students, differentiated instruction, and kinesthetic learning. However, these practices are at an early stage of development and are not yet having a positive impact on student achievement across the school. The PLC grade level meetings have focused agendas, addressing the instructional and curricula priorities identified in the SCEP, including feedback from the District DTSDE review in May 2013. The school leader stated during the interview with the review team that the presence of the administrative and instructional coaches at the weekly PLCs at each grade level adds rigor to the meetings. However, reviewers were unclear how this presence was contributing to improving student achievement. During the interview with the review team, the school leader shared that the coaches use PLC time to provide embedded PD support. Staff interviewed by the review team stated that the instructional coaches for ELA and math and a Literacy Specialist attend the weekly PLC meetings. The coaches work in collaboration with the grade level facilitators to assist teachers in examining data and with the implementation of the Common Core Learning Standards curricula. In addition, after-school PLCs are initiated by teachers in collaboration with the school leadership, Special Education School Improvement Specialist (SEIS), and instructional coaches. The priorities addressed within the after-school PLCs include: increasing student engagement, differentiation, higher-order questioning/thinking skills, and utilizing professional resources provided by the SEIS. During the school leader interview with the review team, the assistant principal shared how the instructional coaches and the SEIS are providing weekly “toolbox tips” such as instructional strategies and additional resource information that directly link to the school priorities. The school self-assessment indicates that the school leadership team attended CCLS training in Albany. School leaders interviewed by the IIT informed reviewers that they brought the information gathered from the CCLS training back to the school and disseminated it to some teachers during after-school PD sessions. However, staff interviewed by the review team stated that PD is not strategically planned to enable an appropriate period of time to be spent on each topic before moving on to another topic. The school is the beginning stages of using PD to provide curricula supports aligned to CCLS; however, the impact of the training is not rigorously monitored to ensure that teachers are implementing strategies with fidelity. As a result, the learning needs of all students are not consistently met.

3.3 The school has received a rating of *Developing* for this Statement of Practice: 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.

- Based on a review of lesson plans, the review team found that teachers are beginning to address CCLS standards; however, not all plans include DDI protocols to ensure that differentiated strategies address the needs of all students. During the school leader interview with the review team, the school leader discussed the Walk to Intervention program that staff implemented last school year.

The school leader indicated that that the staff modified the program this year because of the district initiative to centralize PD schedules and coaches. The program now includes a Walk to Success plan and a literacy specialist for grade levels kindergarten through two. The plan requires staff to use PLC grade level meeting times to examine DDI protocols aligned to CCLS to better provide differentiated instruction. Staff shared that beginning this school year all students in grades kindergarten through two will receive differentiated instruction five days a week. The grade four staff indicated plans to implement a Walk to Success plan, based on the grades kindergarten through two model, beginning the week following the IIT visit. However, such protocols were not in place at the time of the visit for the review team to determine the impact of these protocols upon student achievement. In addition, there was variability in the quality of lesson planning for students of differing abilities. Consequently, planning to identify and meet the academic needs of all students is a not common practice. Classroom observations by the review team indicate that the school is beginning to implement curricula that support CCLS. Many hallway displays demonstrate work aligned to the CCLS. For example, classrooms, support staff offices, and hallways were enriched with cross-curricular vocabulary. The understanding of the importance of building transferable academic vocabulary, an ELA common core shift, was also evident. The review team observed a grade four PLC meeting where the instructional coach for grades three to six led a discussion focused on unpacking a pre-chosen math module lesson. During a PLC grade level meeting, teachers were discussing redesigning assessments in math so students can better understand the tasks that teachers assign. However, such discussions are relatively new, so little impact on student achievement is yet evident. Evidence indicates that there are inconsistencies in the quality of planning and the implementation of DDI protocols, which leads to instruction that fails to address individual student's needs.

3.4 The school has received a rating of *Developing* for this Statement of Practice: 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.

- The school leader facilitates CCLS implementation through leveraging local partnerships and providing opportunities for collaboration. The school self-assessment indicates that a technology support teacher collaborates with classroom teachers, modeling how to integrate technology into the classroom. The SCEP indicates that 100 percent of staff will have completed training in laptops and SMART Boards by June 2014. The plan is for teachers to use technology appropriately as determined by walk-throughs and lesson plan reviews. However, reviewers noticed very few students used technology during class lessons. The school leader indicated that the assistant principal facilitates a monthly grade level meeting, comprised of instructional coaches and a facilitator from each grade level. The intention is to continue to build the capacity of teacher leaders, thus leading to development of interdisciplinary curricula that focuses on technology, the arts, and other enrichment opportunities. However, staff members did not specify how they would monitor the development process to ensure implementation of enriched opportunities and improvement in student achievement. During the school leader interview, leaders shared with the review team that after receiving some feedback from the District DTSDE review in May, the school

leaders adjusted the expectations for grade level meetings. Last year, there were no mandatory grade level meetings, so teachers had limited opportunities for discussion and the sharing of interdisciplinary ideas. This year the school leadership shared the expectation that one of the five embedded planning times within teachers' schedules is to be utilized for weekly PLCs. However, each grade level facilitator decides the content of the meeting. As a result, each grade level is focused upon different interdisciplinary aspects, which leads to inconsistency across the school. Therefore, school staff does not uniformly collaborate to create interdisciplinary curricula, which limits students access to activities and opportunities that are cross-curricula and that increase their ability to be academically successful.

3.5 The school has received a rating of *Developing* for this Statement of Practice: 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.

- The school leader is beginning to develop teachers' understanding of how the use of data can lead to improved instruction and student achievement. During the school leader interview, classroom visits, and observations of academic meetings, the review team found that some, but not all, classroom teachers have a system for using data. During some classroom visits, the review team observed teachers using exit tickets, Whiteboards, and informal check-ins to measure and check for students' understanding. During the small student group interview, the review team saw evidence of teacher feedback via rubrics attached to students' work. In a minority of classrooms, reviewers saw bulletin boards that displayed students' goals and their progress. For example, in a grade five integrated classroom, math academy (a supplemental program to Tier 1 instruction, shared by the instructional coach) progress for all students was posted. The review team observed that some, but not all, teachers use targets based on the NWEA assessment. Teachers indicate that they measure progress through benchmarks throughout the year. Twenty-three classrooms use NWEA as a fall benchmark and 14 classrooms use AIMSweb as a fall benchmark data. Although several teachers used both types of assessments, in the teacher interview with the review team, many teachers expressed frustration about using summative and formative assessments to develop their planning. Because teachers are at the beginning stages of using assessment data to inform and adjust instruction, not all students receive consistent feedback about their progress, which limits opportunities for students to self-reflect and take ownership of their learning.

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

Tenet Rating

D

Debriefing Statement: The school's instructional practices are beginning to promote student engagement; these practices include strategic, flexible student grouping and use of co-teaching. While several grade levels collaborate to provide instruction intervention support for students to support early reading, the review team observation of lessons indicate that some teachers do not adjust lessons to accommodate students' varying levels of language proficiency. Initial implementation of the CCLS module lessons was evident in most

classrooms, with some examples of emerging differentiation of instruction in integrated co-teaching classrooms. A strong positive behavioral support system creates a learning environment that is physically and intellectually safe for all students; a strong sense of teacher and student pride and belonging to the school community is evident. There is limited evidence of strategic co-planning and alignment of pull-out instruction to grade level lessons. There is little evidence of teacher collaboration in designing push-in services to support the effective adaptation of CCLS lessons to meet diverse student needs. Data is inconsistently used to inform student grouping and instruction, which impedes the school's ability to bridge gaps between what students know and need to learn to attain higher levels of achievement.

Strengths:

All ratings for this Tenet are ***Developing*** or ***Ineffective*** and, therefore, comments are listed under **Areas for Improvement**.

Areas for Improvement:

4.2 **The school has received a rating of *Developing* for this Statement of Practice:** 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.

- School leaders are at an early stage of developing teachers' knowledge and understanding about the need to align their plans to student data. Therefore, teachers have not yet established consistent practices. During classroom visits, reviewers found that some teachers use a workshop format that begins with whole group instruction. Instructional practices vary considerably, with some teachers modeling tasks to small groups, leading to independent practice, while other teachers did not address all students' needs through instruction. Coaches are beginning to support teachers in the use of the CCLS modules and the setting of student goals as observed by the review team in the grade four team meeting. School documentation and comments from teachers during the teachers' interview indicate a lack of clarity and consistency in aligning plans and goals to grade level benchmarks. Consequently, many teachers only use modules and do not supplement the modules with other instructional materials, missing opportunities to modify the activities to meet the needs of all students. Hence, student engagement varies across the school.

4.3 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.

- Teachers are beginning to provide instruction that reflect the CCLS. However, not all teacher practices align fully with the CCLS. The review team observed that teachers are implementing standard CCLS lessons and instruction is reflective of the CCLS shifts in most, but not all, classrooms. Similarly, differentiation and modifications of lesson plans to meet individual needs of students, including strategic support for students with disabilities and ELLs, is inconsistent. Only in a minority of classes observed by the review team did teachers modify their lessons based on students' needs. Where this occurred, students made rapid progress. In many of the classrooms with students with

special education needs, there was evidence that teachers monitor and adjust curricula to support the CCLS instructional shifts and standards by providing the necessary support for all groups of students. For example, in a grade six integrated classroom, after the teachers assessed the exit tickets, it was apparent that students did not have a clear understanding of the task. Therefore, the teachers recreated the exit ticket, breaking the tasks down into steps that were more concrete. This practice did not occur consistently within the general education classes. In many classrooms that the review team observed, teachers did not pose many open questions, which prevented students from thinking more deeply about their answers. The review team found that teachers' questioning focused mostly on recall and comprehension and was addressed to the whole class, where only one student could answer at a time. There was minimal evidence of the teaching of higher-order thinking skills; many questions had a predetermined, single, correct answer. Instructional materials were generally the same for all students and did not reflect differentiated access for students with diverse needs. As a result, some students manage their work easily and finish quickly while others struggle to understand. The lack of consistent instructional practices fully aligned to the CCLS limits students' access to a robust curriculum that stimulates higher levels of student engagement and achievement.

4.4 **The school has received a rating of *Developing* for this Statement of Practice:** 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.

- Reviewers found that students and staff promote an environment of respect and care throughout the school. Mutual respect exists between teachers and students and a climate of kindness and courtesy is evident. However, some students indicated they do not have opportunities to contribute their ideas about how to improve the learning environment. Teachers indicate that students demonstrate a clear understanding of expectations and adhere to the protocols. This is achieved by ensuring students have an understanding of the importance of following school rules and students hold each other accountable in their roles as citizens of the class. The "Lincoln Laws," the school code of conduct, were evident throughout the school, and students interviewed by the review team demonstrated their knowledge and understanding of why the rules were important and how they were consistently applied. As one student stated, "they keep everyone safe." In the large student group interview, students indicated a desire for more opportunities to express their opinions about the school. Comments included "We can't really say what we feel." "I have lots of ideas for how the school can be better. I just don't know who to tell them to." However, in many classrooms, the review team saw and heard instances of positive reinforcement. For example, in a grade one class, the positive use of immediate praise resulted in students exhibiting better behavior and improved attitudes toward learning. Students interviewed spoke with pride about being awarded "gotcha tickets" and said, "We work hard to get one because we can save them up to buy something good." While in some lessons students were provided opportunities to collaborate and share ideas and opinions, and articulate their thinking, this practice is not yet widespread. Staff members have identified the need for greater student input as a concern and staff told reviewers they are seeking ways to address this concern. Teacher collaborations on initiatives such as the bilingual/dual language program, and discussions to determine the most effective way of addressing

the issues relating to diverse groups of students are helping to foster positive student/teacher partnerships. The review team observed lessons in which assistants and volunteers provided students individual support. While the school staff and students work together to create a safe learning environment, some students lack the opportunity to collaborate to share ideas. This limits some students' ability to participate in creating a learning environment that is intellectually safe.

4.5 **The school has received a rating of *Developing* for this Statement of Practice:** 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).

- Teachers do not have a clear understanding of formative and summative assessments, which limits their ability to use data to inform instruction. During the teacher interview with the review team, many teachers expressed that there were too many assessments. Specific comments included “it takes us away from actually teaching,” and “I just don’t see the point of so many tests.” The review team concluded that teachers inconsistently use assessment data, which contributes to a lack of understanding of the purpose of assessments. In many lessons observed by reviewers, teachers used strategies such as “thumbs up” or “hands up” as methods of assessing students’ understanding. The school did not provide any formal documents that indicate that teachers are using assessment data to track students’ progress within CCLS content. In the small student group interview with the review team, students gave varied accounts of the quality of the feedback they receive from teachers. One student stated, “it depends on the teacher.” Some students were able to explain how their work had improved because of their teachers’ use of rubrics to provide feedback. However, other students stated that they did not understand what they needed to do to improve their work. All students do not routinely receive constructive, timely feedback that enables them to take ownership of their own learning, which limits opportunities for increased academic achievement.

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

Debriefing Statement: The school has systems and community partners to support the social and emotional growth of students. Staff, students, and families work together actively to promote a sense of ownership in maintaining an environment that is conducive to learning. The school has established grade level Student Support Teams to identify needed academic and behavioral interventions to support the social emotional and developmental health of students. The grade level Student Support Teams review data to identify students who are in the greatest need and provide them with the appropriate interventions. However; in some instances, there remains a need to improve coordination and collaboration among the school, support teams, and community partner(s) to better meet the academic and social emotional needs of students.

Strengths:

All ratings for this Tenet are ***Developing*** or ***Ineffective*** and, therefore, comments are listed under **Areas for Improvement**.

Areas for Improvement:

5.2 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.

- The school has systems in place that provide support to foster the social and emotional developmental health of students. However, the lack of collaboration between teachers and student support staff hinders the full implementation of some of the systems. The school staff is beginning to implement the Positive Behavioral Intervention Services (PBIS) program through the consistent application of the Lincoln Laws (Respectful, Responsible, and Safe). In the large student group interview with the review team, students stated that they felt safe, and each was confident that an adult would help them if necessary. The review team confirmed this view through discussions with staff. The school leader reported in the self-assessment that as the school moves forward, staff will continue to develop a system of referral and support that addresses the social and emotional developmental health and academic success of students in a more timely and efficient manner. In the past, the school did not implement the PBIS program consistently and monitor it rigorously. The school Alternative to Suspension (ATS) teacher reported providing incentives to students who are exhibiting positive behaviors by selecting these students to serve on the school's safety patrol team. Students have to make a formal application to become part of this team. The student support team provides support to teachers regarding behavior intervention plans; however, this year the support team has had limited opportunities to consistently meet with teachers to discuss Behavior Intervention Plans (BIPs). This limits opportunities for Support staff members to work with other school staff provide maximum social emotional and developmental support to all identified students.

5.3 **The school has received a rating of *Developing* for this Statement of Practice:** 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.

- The school promotes a safe learning environment through partnerships and a behavioral intervention system. However, some stakeholders are not aware of the school's available resources to support social and emotional developmental health. School leaders, teachers and staff reported that given the high social emotional developmental health needs of students, many partnerships such as the Food Link, Scott Spino Foundation, and Warm Project programs, support students within a safe learning environment. School leaders report that the PBIS system is in place, and all staff and students are expected to use it consistently in order to sustain a school environment that is conducive to learning; the implementation of PBIS is monitored during walk-throughs. Teachers are

expected to deal with disruption within the classroom, using the principles of the PBIS, before making a referral. School leaders stated that moving forward, the school would continue to provide enrichment activities and experiences to support students' social and emotional developmental health that results in a safe, respectful learning community. The school has applied for an extended learning grant to help provide additional learning experiences for students. One goal is to create a more engaging school environment that would improve student attendance. Students reported to the review team meeting with student support staff to discuss anger management and the resiliency program, which provides behavioral supports to students. Although there are many services offered, some parents, particularly those who have recently entered the school community, stated they were not aware of the varied services available to students, and as such, are not able to encourage their children to use these services to improve learning outcomes. In addition, staff have not benefited from PD to meet the social and emotional needs of the students. The lack of a clear understanding on some constituents' part of the resources available to support students' social and emotional need hinders those stakeholders from assisting the school staff in promoting a vision for social and emotional health and addressing students' needs in this area.

5.4 The school has received a rating of *Developing* for this Statement of Practice: 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.

- The school leaders, teachers, staff, and students reported they feel safe in the school. However, a few parents, as noted in the school self-assessment, indicate that they are uncertain about the overall safety of the school. There is a school safety officer, and adults are proactive in maintaining a safe environment. All stakeholders were able to communicate the importance of the PBIS program through articulation of the Lincoln Laws; these laws were visible throughout the school. The school is in the process of developing grade level support teams to identify students who are in need of behavioral interventions. The school is committed to continuing to develop multiple paths for communicating the varied programs that are in place to support students. For example, the Parent Liaison has conducted a parent survey to evaluate parents' perception of their school experience, although parents spoken to were unaware of the outcomes of this survey. The parent liaison stated that the school would continue to monitor the extent that school constituents believe the school is being responsive to their needs. School leaders, teachers, and support staff understand the importance of developing and implementing strategies that clearly articulate the school's vision to provide social and emotional developmental health services to support students. However, some stakeholders' perceptions that the school is not safe limit those individuals from being able to articulate how the school environment supports the well-being of students.

5.5 The school has received a rating of *Developing* for this Statement of Practice: 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.

- The team found that the school is beginning to use data to respond to the social and emotional

developmental health needs of students. However, structures to share this data are limited. The school leaders, teachers, and staff reported the school staff has access to attendance data, student support team, check-in/check-out, and PBIS data. During the grade level facilitators' meeting, teachers discussed how data is used to analyze student progress. Teachers expressed a desire to include data discussion in grade level meetings. In addition, teachers shared ways coaches and other staff can begin to identify students who are in need of social and emotional developmental health support. Teachers are beginning to implement grade level student support teams (SST) and response to intervention (RtI) models to provide social and emotional developmental supports to students. However, support staff members indicated they do not have significant input in developing the agenda for the student support team and the leadership planning meetings to discuss students' BIPs. The support team also reported they have limited opportunities to meet with teachers to share data related to student behavior. This lack of collaboration negatively impacts the staff's ability to establish structures to ensure students receive the support they need to meet their social and emotional developmental health needs.

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

D

Debriefing Statement: The school leader meets with parents before, during, and after school hours or when needed, attends home visits, and communicates with parents via a monthly newsletter. The current plan for communicating school-wide expectations pertaining to student academic achievement with students and families is limited in its reach. Currently, there is a lack of opportunities for staff and families to celebrate student successes. All school communication is sent home in both English and Spanish. The school reaches out to families and community agencies to provide academic and social/emotional support for students; however, the school is in the process of developing professional development for staff on how to create strong relationships with community agencies. Few opportunities are offered for families to understand student data, making it difficult for parents to adequately advocate for their child's academic success.

Strengths:

6.3 The school has received a rating of *Effective* for this Statement of Practice: 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.

- The school leader encourages teachers to reach out to families, and when clarification is needed, teachers and the school leader respond promptly. The school leader stated that teachers communicate with parents by making phone calls, sending notes home, writing emails in English/Spanish, and by making home visits. Parents interviewed reported that teachers call home to share information related to their child's progress and offer suggestions on how they can support their child at home. Parents added that teachers respond quickly and have a respectful rapport with parents. The teachers share student concerns with school leaders and the Parent Liaison, and

teachers keep records of each contact made with parents. There are two opportunities for parents to learn about their child's academic program during curriculum nights, and translators are always available. The experienced Parent Liaison, affectionately referred to as 'Grandma' by students and parents alike, calls parents at home regarding attendance or other student concerns and helps parents connect with community resources. Several parents informed the review team during the parents' meeting that this school is a very caring community and that many teachers and staff go above and beyond what is expected. When parents were asked by the review team what they thought about the school, the following statements were shared: "This school is the heart of the community." "This neighborhood wouldn't be anything without this school." "I can talk to the staff about anything." "This school is like a home." "Before my child came to this school he wanted to be a cop, now he wants to be the President of the United States." Parents of English language learners interviewed by the review team affirmed that all correspondence sent home is translated into Spanish, and bilingual staff ensures that this is done with fidelity. The PTO shares information with teachers, and some of them include this information in their class newsletters. Teachers send homework folders home on a regular basis, write e-mails, and make home visits. General and bilingual education pre-school program orientations are provided to parents to familiarize them with school, and parents have an opportunity to learn what is going on in school. As a result, the school communicates with parents in languages they understand, which enables parents to support their children's progress and assist the school staff in meeting students' learning needs.

Areas for Improvement:

6.2 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.

- The school implements a number of strategies to build school-family relationships, but does not evaluate the success and impact of these initiatives to make adjustments to meet student needs. The school leader indicated to the review team that Town Hall meetings to celebrate student achievement occurred once a month last year. The school staff invites parents to these school-wide events and shares expectations pertaining to student achievement at these events. According to the school leader, the staff uses the Town Hall meeting to cover topics such as expectations for student achievement and to recognize model students. However, the school leader told the IIT that because school staff felt that Town Hall meetings took time away from instruction the he eliminated this meeting. One-on-one reading support for grades kindergarten through two is also provided through the Scott Spino Foundation. Approximately 200 volunteers read one-on-one with individual students and provide each child with a book every month as a gift, so students and parents have the opportunity to read quality literature at home. The review team observed students enjoying these sessions with the volunteers. The school website is a resource available to parents, which includes information on school initiatives such as the 100 Book Challenge; Upcoming Events; the school calendar and specific information for parents including the SCEP, Parent Involvement Policy, and the Rochester City School District (RCSD) Customer Service Resolution process. However, not all parents have access to computers, and the majority of parents interviewed did not know what the SCEP was

and how to access it, and were not aware of State reports indicating school status. Based on parent interviews, the review team determined that parents fill out a district created survey twice a year to gauge the level of parental satisfaction with curriculum, student achievement, school operations, school culture, and other services. The school shares the result of the surveys at Parent Teacher Organization (PTO) meetings. The school leader and parent liaison both stated to the review team that parent attendance at PTO meetings is low and inconsistent. Therefore, information covered at the PTO meetings is shared with other parents mainly through word of mouth; however, some teachers do include the information in their classroom newsletters. Despite these efforts, the relationship between families and the school is strong because the school does not review the effectiveness of its strategies to build sustained partnerships with families and make adjustments when needed. The result is that not all students' needs are addressed and met.

6.4 The school has received a rating of *Developing* for this Statement of Practice: 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.

- The school reaches out to families and community agencies to provide academic and social and emotional developmental health support to students; however, the staff receive limited opportunities for formal PD on how to create stronger relationships with community agencies. Hence, teachers interviewed by the review team were unable to identify specific agencies that were available to support families. The school staff works with the community to identify student strengths and needs and then use this information to enhance learning. The school invites many community organizations to Open House and other events throughout the year to share information about social and emotional development health programs. Some examples include Better Road Ahead, Pearl Ministry, and the Lead/Asthma Clinics. According to the school website, Better Days Ahead, a Mental Health Associates program, provides workshops for parents on a variety of topics related to mental health and well-being. Pearl Ministry provides tutoring, counseling and parent outreach. According to the school leader, the health committee is beginning to plan activities that will train parents in how to support their child's learning and social and emotional growth, and Family Fun Night, which was discontinued, will be reinstated, along with newly developed after school literacy programs. The Family C.A.R.E.E.R.S./ Toyota Family Literacy Program is an important component of the school program. Family C.A.R.E.E.R.S. is a combined family literacy and work force development program run by the (RCSD) Office of Adult and Career Education Services. Parents attend school with their children and participate in literacy activities and adult education (GED and/or ESL) programs. Parents also are partnered with a school employee mentor in a one-on-one relationship designed to help parents gain valuable work skills. Last year teachers and other staff members voted to implement expanded learning time for students, which require that teachers and student support staff create stronger partnerships with community agencies. However, staff lack knowledge about the support different agencies can offer families and students, which limit their ability to promote these services and develop partnerships to support student success.

6.5 The school has received a rating of Developing for this Statement of Practice: 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.

- Opportunities for families to increase their understanding of student data are minimal, other than reviewing data at parent-teacher meetings and contacting teachers when questions arise. According to the student support team, attendance data is used to identify families who may need additional emotional social supports. The parent liaison assists families to connect with community resources. To address the challenges to improve attendance at the school, some teachers created a graph that represents the days each student attends school and posted it in their classrooms. Students in the small group interview were able to explain to the review team how the graph worked. One teacher stated that she also records the days she is present in school to serve as a positive example. When interviewed by the review team, students stated, “attendance is really important. If we’re not here, we can’t learn.” School staff invites families to attend a student support team meeting when their child’s progress data will be discussed. However, most of the school’s efforts to communicate with parents focus on social and emotional matters. There is little evidence that the school has a system for communicating academic data in a way that all parents can understand. Parents can use Parent Connect to review student grades, attendance, and behavioral record; however, several parents interviewed were not aware of Parent Connect. The school leader stated to the review team that the district sends out the status of the school’s ELA and math assessments results, and some teachers share the NWEA/AimsWeb results with parents, but it is not clear whether parents genuinely understand the data. According to the parent liaison, there is an opportunity to share data during parent-teacher meetings and PTO meetings; however, many PTO meetings are poorly attended, which means that many parents are not aware of the information. The lack of a school-wide system to develop parents’ understanding of their child’s academic growth prevents the partnership between home and school from being stronger.

Recommendations:

Tenet 2: School Leader Practices and Decisions

In order for the school's strategy and practices to align with the concepts in the Effective column of Tenet 2 the school should:

- 2.4: Align each of the planned walk-throughs to a specific goal in order to gather information about progress towards the achievement of that goal. Provide feedback on strengths and areas for improvement to the entire staff before following up on the areas for improvement in the next round of observations and walk-throughs. Build in more student review meetings for those teachers on a TIP in order to track students' growth more frequently.
- 2.5: Ensure all staff has appropriate access to relevant high quality training on the analysis and use of data to track students' growth and to set targets and ensure that all staff implements strategies consistently so that academic outcomes improve.

Tenet 3: Curriculum Development and Support

In order for the school's strategy and practices to align with the concepts in the Effective column of Tenet 3 the school should:

- 3.2: Align the CCLS units across all grades and all areas of study in order to meet the needs of all students. Build the staff's knowledge of tier two and tier three research- based interventions in order to be able to take responsibility for the implementation of such interventions within the classroom and/or across a grade level unit. Use the information from APPR observations and walk-throughs to create a strategic PD plan that is differentiated according to teachers' needs and has a direct and sustainable impact on student achievement.
- 3.3: Ensure all teachers use data consistently to plan and drive instruction in order to address individual student needs in all lessons and improve learning and student achievement.
- 3.4: Plan more opportunities for vertical team collaboration in order to identify explicit pedagogical needs, materials, and training that will enable the CCLS to be fully implemented. Identify links between the interdisciplinary units in order to extend opportunities for technology to be used for research-based learning in order to develop learners that are more independent.
- 3.5: Refine school-wide systems for using assessment data to give feedback to students in order to ensure that all students understand how well they are doing and how to improve their work.

Tenet 4: Teacher Practices and Decisions

In order for the school's strategy and practices to align with the concepts in the Effective column of Tenet 4 the school should:

- 4.2: Use formative and summative assessment data to establish individual learning targets for all students, to hold teachers accountable, and to track each student's growth to evaluate whether the student has achieved or exceeded the target. Use this information to plan and drive instruction so that the needs of individual students are consistently met.
- 4.3: Encourage students to think more deeply by asking more probing and challenging questions that require more in-depth answers. Provide more interactive strategies that will enable all students to be actively involved in all parts of the lesson by planning more opportunities for students to discuss and share ideas. Monitor the impact of these developments on student achievement in order to evaluate improvement.
- 4.4: Create opportunities for students and their families to exchange ideas with school.
- 4.5: Use the information from formative assessments, together with rubrics, to differentiate instruction and provide timely, specific feedback to students. Encourage students to use the rubric to self-assess their learning in order to develop greater ownership of their academic development.

Tenet 5: Student Social and Emotional Developmental Health

In order for the school's strategy and practices to align with the concepts in the Effective column of Tenet 5 the school should:

- 5.2: Develop and implement a system to include student support staff representatives on teams that address the social and emotional developmental health needs of students. Monitor and evaluate the degree to which the new system is supporting the social and emotional developmental health of students and leading to increased academic success for all students.
- 5.3: Develop and share the vision for social and emotional developmental health with the school community. Align the vision with a curriculum or program (e.g., PBIS) that provides learning experiences and supports the social emotional developmental health of students.
- 5.4: Continue to communicate the school's vision for social and emotional health to all stakeholders. Develop opportunities for parents to have a voice in the decision-making process for developing their school culture.
- 5.5: Develop a structure where the student support staff, teachers, and school leader have time to work collaboratively to review data on behavior and use this information to respond to the social and emotional developmental health needs of all students.

Tenet 6: Family and Community Engagement

In order for the school's strategy and practices to align with the concepts in the Effective column of Tenet 6 the school should:

- 6.2: Designate a time each month to share with students and parents the school's priorities and plan for students to graduate from high school and complete postsecondary education in ways that are appropriate for the ages of the students. This time should also include celebrating student achievement and others' successes, as well as providing tips and tools to students and parents relating to student learning and development. Increase

attendance at PTO meetings by scheduling meetings at different times of the day such as, during the school day one month and during the evening the next month. Provide all parents with a PTO newsletter or a monthly column dedicated to PTO news.

- 6.4: Plan family engagement events to inform parents how to work with the school community and how to support their child's social/emotional and academic learning and growth. Provide professional development to school staff on how to actively seek and sustain partnerships with families and community organizations that link to the school's plan for engaging parents to support student success.
- 6.5: Provide a bilingual brochure or include a column in the Principal or teacher newsletter that explains what Parent Connect is and how to access it. Provide learning opportunities for families to understand student data, such as daytime and evening parent workshops, with child care provided, that explain how to interpret data as it relates to AimsWeb, NWEA, NYSESLAT, ELA and Math and other assessment data that will clarify for parents the progress their child is making in school.