



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	12-16-01-06-0000
District	Sidney Central School District
District Address	95 West Main Street, Sidney NY 13838
Superintendent	William Christensen
Date(s) of Review	June 10, 2014
Schools Discussed in this Report	Sidney Elementary School

District Information Sheet																							
District Grade Configuration		K-12		Total Student Enrollment		1072		Title 1 Population		School-wide		Attendance Rate		94%									
Free Lunch	54%	Reduced Lunch		10%		Student Sustainability		%		Limited English Proficient		1%		Students with Disabilities		12%							
Racial/Ethnic Origin of District Student Population																							
American Indian or Alaska Native		1%		Black or African American		1%		Hispanic or Latino		5%		Asian or Native Hawaiian /Other Pacific Islander		1%		White		92%		Multi-racial		0%	
Personnel																							
Number Years Superintendent Assigned/Appointed to District		4		Number of Deputy Superintendents		1		Average Years Dep. Superintendents in Role in the District		2		# of Directors of Programs		1									
% of Teachers with No Valid Teaching Certificate in District		0		% Teaching Out of Certification in District		0		% Teaching with Fewer Than 3 Yrs. of Exp. in District		13%		Average Teacher Absences in District											
Overall State Accountability Status (Mark applicable box with an X)																							
District in Good Standing				Focus District		X		Number of Focus School Identified by District		7-8		Number of SIG Recipient Schools		2		Number of Schools in Status		2					
ELA Performance at levels 3 & 4		27.6%		Mathematics Performance at levels 3 & 4		30.5%		Science Performance at levels 3 & 4		86%		4 yr. Graduation Rate (for HS only)		81%		6 yr. Graduation Rate (for HS only)		90%					

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
	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
	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		All Students
Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective			
	Limited English Proficiency		

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

#	Statement of Practice	H	E	D	I
1.1	The district has a comprehensive approach for recruiting, evaluating, and sustaining high-quality personnel that affords schools the ability to ensure success by addressing the needs of their community.		X		
1.2	The district leadership has a comprehensive 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 – Findings, Evidence, Impact and Recommendations:

<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 ensures that schools have secured appropriate personnel able to implement district and school visions of increasing student achievement for all students, resulting in some preliminary measurable progress.

Strengths:

Overall Finding:

The policies and procedures established by the district empower and support the schools’ ability to secure appropriate personnel.

Evidence/Information that Lead to this Finding:

- In recent years, the district has revised the philosophies, policies, and procedures for securing and evaluating personnel to reflect high expectations for professional practice, as illustrated in the quote from a district cabinet member, “The best school improvement plan is to hire the right people and fire those that repeatedly do not meet the needs of students.” The district leader reported, and human resource staff confirmed, that district policies have been altered to put the onus of recruitment, hiring, evaluating, and dismissal, in compliance with district procedures, onto the school leaders in order for them to make local decisions that meet the needs of their students.
- The district engages in a wide assortment of recruitment strategies, including career fairs, partnerships with institutions of higher education, multi-stage interview and demonstration teaching processes, and personal outreach to potential candidates. Strong collective bargaining agreements support the school and district leaders in attracting high quality candidates and ensuring that their performance supports school improvement and fosters student achievement.
- Analysis of trend data across the district has supported district leaders in making strategic decisions for selection, evaluation, professional development (PD), dismissal, and tenure recommendations. This includes data reports such as student outcome and performance data from previous positions, and those that compare student achievement data with Annual Professional Performance Review (APPR) ratings, hiring dates, and PD supports.
- The district has a New York State (NYS) compliant APPR plan that includes formal and informal observations for annual evaluations. However, the district has enhanced this plan with local protocols to ensure that frequent, timely, and best practice assessment and feedback mechanisms

are in place. The district leader holds the district office staff regularly accountable with daily, weekly, and monthly formal and informal meetings and outcomes review meetings. The district leader holds school leaders accountable with weekly and monthly formative and summative assessment expectations and frequent school “walkthroughs.” School leaders are required to submit quarterly performance data to the district leadership. School leaders hold teachers regularly accountable for continuous improvement and student outcomes on a daily, weekly, quarterly, and annual basis with assorted procedures and instruments, all of which are primarily focused on frequent mini-cycles of walkthroughs and observations of practice. The emphasis on accountability has reportedly shifted the cultural perspective in the district to one of transparency and of meeting the needs of students to increase achievement.

Impact Statement:

The district supports the schools in recruiting, evaluating, and sustaining high-quality personnel, resulting in increases in student achievement.

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

Debriefing Statement: The district has established and communicates high expectations for student achievement, and has built improvement systems to promote student success. However, the implementation of plans to achieve these expectations is not yet universal across all grade levels, thereby hindering student growth.

Areas for Improvement:

Overall Finding:

Although high expectations are recognized across the district, an explicit theory of action for school improvement is still in the process of being widely understood.

Evidence/Information that Lead to this Finding: *(Note: the Integrated Intervention Team (IIT) gathered evidence from a review of documents and interviews with district leaders, principals, staff, parents and students.)*

- Although all interview participants stated that the district has high expectations for all staff and students, and is focused on improved student achievement, a comprehensive theory of action was inconsistently understood and articulated across constituents.
- District communication documents and plans confirmed that high expectations have been communicated across staff constituents. However, action plans, procedures, protocols, and growth targets for some district-wide school improvement activities demonstrate inconsistent approaches and are not in full alignment vertically across grade levels, such as special education programming, enrichment opportunities, curriculum and assessment development, and data analysis cycles and protocols.

Impact Statement:

Without a fully integrated theory of action, not all stakeholders consistently make decisions in alignment with district expectations, resulting in missed opportunities to increase student achievement for all.

Recommendation:

In order for the district's strategy and practices to align with the Effective rating on the DTSDE rubric, the district should:

- Expand district communication and collaboration mechanisms to educate all constituents explicitly and regularly about the district’s theory of action, while ensuring that all action plans, protocols, and processes across all grade levels demonstrate alignment.

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

Debriefing Statement: The district has collaborated with the schools to provide proactively resources aligned to the priority of improved student achievement, resulting in increased opportunities for students to be successful.

Strengths:

Overall Finding:

Through regular collaboration with school leaders, the district prioritizes the allocation of resources to schools in support of student achievement.

Evidence/Information that Lead to this Finding: *(Note: the Integrated Intervention Team (IIT) gathered evidence from a review of documents and interviews with district leaders, principals, staff, parents and students.)*

- With formal training and experience as a school business manager, the district leader effectively guides the entire school community to gain its support in preparing an adequate operating budget each year. A balance between responsible spending, improved performance, and the ability of the community to provide resources, has been accomplished through collaboration, transparency, and a focus on outcomes by the Board of Education and the district, school, and teacher leadership, to generate a negative tax levy for three straight years and increase student achievement in several key subjects.
- School and district leaders reported that a consistent and collaborative study of student needs and outcomes, as well as best practice strategies, informs their collective decision making when allocating fiscal, human, programmatic, and capital resources across schools. “If we can’t make a case for how our requests will improve student achievement, [He] won’t approve it,” explained school leaders and district departmental staff.
- With a priority to spend resources equitably and adequately for schools, efficiency and balancing strategies are actively managed throughout the full school year. Reductions in the administrative

layers of personnel have loosened funds that could be shifted to the focus areas of student achievement. The district offsets expenses with revenue generating opportunities, such as leading regional programming to receive Board of Cooperative Educational Services (BOCES) cooperative service benefits of reimbursement, which include a summer enrichment program, participating in the Central Business Office model, and centralized purchasing.

- Many actions and strategies have contributed to increased opportunities for students to be successful. These include calendar adjustments to maximize PD and instructional time, strategic alignment of all grant funds, a reconfiguration of grade levels and administrative positions, departmentalizing content down to the grade three level, adoption of relevant technology tools and products, as well as the purchase of curricular and instructional materials aligned to district and school achievement goals.

Impact Statement:

A focused approach for allocating district resources in alignment with improvements in student achievement has resulted in a reduction of obstacles and increased opportunities for students to be successful.

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’s data-driven PD plan is targeted to attend to some student achievement concerns. However, not all staff receive adequate PD to ensure that all student needs are met, hindering some students from achieving at high levels.

Areas for Improvement:

Overall Finding:

The district has a plan to offer PD; however, adequate PD does not reach all staff in all content areas.

Evidence/Information that Lead to this Finding: *(Note: the Integrated Intervention Team (IIT) gathered evidence from a review of documents and interviews with district leaders, principals, staff, parents and students.)*

- Through a combination of PD models and strategies, including conferences, collective inquiry, embedded coaching, networking, and consultation with experts, the district and schools have provided ongoing supports to staff in alignment with the District Comprehensive Improvement Plan (DCIP), School Comprehensive Education Plans (SCEPs), and other school improvement goals.
- Based on student performance data, accountability status, and Board of Education priorities, the district has prioritized efforts to increase student achievement in English language arts (ELA) and mathematics, and implement the Common Core Learning Standards (CCLS) in grades Kindergarten through eight for the 2013-14 year. Therefore, action planning and resources have been focused on curriculum, instruction and assessment development, aligned PD, and securing material primarily for those subjects.

- Although the district has a comprehensive PD plan driven by analysis of critical district and school data, walkthrough summaries, and coaching feedback, documentary evidence indicates that special education programs and service providers, as well as teachers of other core subjects and electives, have not participated in extensive PD focused on improving critical student outcomes. General education teachers have not had adequate training and coaching, especially at the secondary level, in differentiating and scaffolding instruction to meet the needs of all learners and subgroups.

Impact Statement:

Staff capacity to improve student achievement has begun to increase, as a direct result of strategically designed PD, but more work needs to be done to ensure that improvements to academic outcomes are even and consistent across all grades and subjects.

Recommendation:

In order for the district's strategy and practices to align with the Effective rating on the DTSDE rubric, the district should:

- Expand targeted PD planning and implementation to include all staff to ensure they have adequate capacity to attend to the needs of all students in preparing for college and future careers. All staff should be held regularly and explicitly accountable for implementing the targeted PD provided.

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 sets expectations for using data to identify effective student learning and intervention practices. However, in practice, this is inconsistent across grades and subjects, prohibiting some students from experiencing targeted instruction that meets their individual needs.

Areas for Improvement:

Overall Finding:

The district sets high expectations and uses assorted data points and trend analyses to make decisions; however, implementation of this expectation is inconsistent.

Evidence/Information that Lead to this Finding: *(Note: the Integrated Intervention Team (IIT) gathered evidence from a review of documents and interviews with district leaders, principals, staff, parents and students.)*

- The district sets a priority for data-driven decision making across all practices, as reported by all district staff. District staff recently engaged in an inventory and analysis of all data collection and analysis tools currently in use, in order to make accurate and efficient streamlining decisions to reduce duplication of efforts. However, district office staff stated that protocols and processes for how data should be collected, analyzed, and reported is not explicitly defined or communicated to the schools.

- School leaders reportedly lead data-driven inquiries and dialogue at the school level, but this too is variable; ELA teachers in grades Kindergarten through eight and mathematics teachers in grades three through six participate in the district’s common formative assessment initiative with corresponding data analysis procedures, but secondary programs do not. All teachers give quarterly assessments, but not all school leaders implement the same analysis protocols or intervention systems based on the assessment data.
- Although the district has prioritized the implementation of formal data cycle protocols for 2014-15, and the curriculum and instruction staff have facilitated data team meetings at the school level, data-driven instruction (DDI) is not yet in place district-wide.

Impact Statement:

Opportunities to accurately assess the needs of all students and align appropriate interventions are missed without systemic data collection and analysis protocols.

Recommendation:

In order for the district's strategy and practices to align with the Effective rating on the DTSDE rubric, the district should:

- Fully implement, with fidelity, a research-based best practice model to use formally data as the basis of all decision making and planning in all schools and departments in the district. Include mechanisms for measuring the effectiveness of the implemented strategies, in order to adjust the implementation to maximize impact on student achievement.

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

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.	Tenet Rating	E
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Strengths:

Overall Finding:

The district supports school leaders in nurturing school environments responsive to the needs of all stakeholders.

Evidence/Information that Lead to this Finding: *(Note: the Integrated Intervention Team (IIT) gathered evidence from a review of documents and interviews with district leaders, principals, staff, parents and students.)*

- School leaders stated they were given the autonomy and responsibility to fully staff and evaluate

their schools. District procedures, guidance, and support are provided for all aspects of human resource management at the schools. School leaders reported that collective bargaining agreements, district support, and accountability systems criteria have supported their ability to ensure that personnel are in place to meet the needs of the students in their care.

- Although the schools implement the district APPR process, school leaders reported an additional formative support model has been implemented to ensure that frequent and relevant feedback is provided for instructional improvement. A non-evaluative walkthrough tool, which is based on NYS evidence guides in ELA and mathematics, is used by school and district leaders, including school leaders, coaches, the district director of curriculum, assessment and staff development and the director of school improvement, to conduct observations, provide teachers with formative feedback, and mentor new teachers. Teachers can request walkthroughs, suggesting they are viewed more in the context of professional growth than compliance.
- School leaders reported that they have been supported by the district office in aligning resource allocation with student achievement. Budget procedures and cycles are organized, ongoing, and transparent in order for school leaders to ensure that increased opportunities are provided for students at all levels.

Impact Statement:

Because the district office leads and provides supports for the vision, mission, and activities of school leaders, measurable increases in student achievement are occurring at some grade 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

D

Areas for Improvement:

Overall Finding:

The district and schools are working collaboratively to develop and implement CCLS-aligned curricula and assessments, but this has not been fully implemented at all grade levels, in all subjects.

Evidence/Information that Lead to this Finding: *(Note: the Integrated Intervention Team (IIT) gathered evidence from a review of documents and interviews with district leaders, principals, staff, parents and students.)*

- School leaders and teachers reported that, through the collaborative efforts of the Office of Curriculum, Assessment, and PD, the schools’ staff’s blueprints and pacing guides were in place for all subjects, but not vertically aligned with the implemented curriculum.
- School leaders confirmed that the district has used data to prioritize curriculum and assessment development efforts to implement the CCLS in ELA and mathematics. The dedicated Office of

Curriculum, Assessment, and PD works directly with school and teacher leaders to set goals, develop PD calendars, and implement PD and coaching models at all grade levels. With a priority focus for the 2013-14 school year on the CCLS in grades Kindergarten through eight, and secondary classes with a Regents examination, not all staff benefit consistently from these supports.

- The district sponsored and supported curriculum and assessment initiative has used collaboration with school leaders and teachers to identify “power” standards and break these down into sub-standards, which they prioritize for teaching. District staff, coaches, and a literacy specialist work with teachers to support this endeavor, and teachers indicated that they appreciate the assistance. However, teachers also stated that they have struggled to implement such a rigorous curriculum, as students lack background knowledge, due to their inexperience with CCLS-aligned curricula in previous grades. The district has created a guided reading lesson plan template, which teachers have an option to use, and some teachers noted that the district has provided some “very helpful tools.”

Impact Statement:

The current curriculum and assessment development efforts are supporting the schools in developing CCLS-aligned curricula, but this initiative has inconsistent focus across grade levels.

Recommendation:

In order for the district's strategy and practices to align with the Effective rating on the DTSDE rubric, the district should:

- Expand curricular development efforts to include all subjects and grade levels across the schools, and ensure that implementation includes rigorous monitoring and evaluation.

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

Areas for Improvement:

Overall Finding:

Although the district provides collaborative support to school leaders and teachers to enable them to implement instruction reflecting best practices, this is inconsistent across the district.

Evidence/Information that Lead to this Finding: *(Note: the Integrated Intervention Team (IIT) gathered evidence from a review of documents and interviews with district leaders, principals, staff, parents and students.)*

- District and school staff participated in relevant training from Solution Tree and turnkeyed this information to some school staff. As a result, the schools implemented the use of common formative assessments (CFAs) in November of this school year at some grade levels. School leaders

reported that all teachers in grades Kindergarten through eight are now expected to develop and administer CFAs in ELA every two weeks, and teachers in grades three through six must develop CFAs in mathematics. Some school leaders, in collaboration with district staff, established common administration and scoring procedures to ensure reliability. Through this process, school leaders expressed that teachers are beginning to understand better the rigor expected by the CCLS. Many teachers have been provided with release time and per session, hourly compensation to write curriculum in collaboration with district staff to align with CCLS implementation.

- Although some of the schools have developed data analysis processes and protocols, they are inconsistent across the district. Teachers in grades three to six are required to conduct a formal data analysis process by creating and submitting a spreadsheet that can be used for item and standards analysis, and are expected to use the results to create and submit an instructional plan for enrichment periods. School leaders noted that additional training is needed on what to do with the data as teachers are in different places with respect to using data to adapt instruction, and the re-teaching process is not consistently rigorous.
- School leaders reported that the autonomy and support provided to them through the hiring, evaluation, and dismissal procedures of the human resources model have assisted them in ensuring that instructional personnel are qualified and prepared to deliver instruction that, generally, meets the needs of all students in the school.

Impact Statement:

Collaboration between the district and schools to support and improve the quality of instruction has led to some improvement in student achievement, but some inconsistencies remain.

Recommendation:

In order for the district's strategy and practices to align with the Effective rating on the DTSDE rubric, the district should:

- Expand frequent and interim assessment processes to all grade levels, and revise the PD plan based on student performance data to meet the needs of staff at all grade levels.

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

I

Areas for Improvement:

Overall Finding:

Although the schools have begun efforts to address students' social and emotional developmental health needs, the district has not prioritized opportunities to support them.

Evidence/Information that Lead to this Finding: *(Note: the Integrated Intervention Team (IIT) gathered evidence from a review of documents and interviews with district leaders, principals, staff, parents and*

students.)

- Although district and school improvement efforts have primarily focused on the areas of curriculum, instruction, and assessment, assorted programs and offerings have begun to support enrichment. Implementation of a regional summer enrichment program hosted by the district has grown to expect nearly 700 students this summer, in addition to the hundreds that attend the enrichment program throughout the school year in the district program. Assorted programs and classes are intended to support creative thinking and social and emotional growth, as well as provide accelerated course credit for some students in classes such as robotics, Zumba®, drama club, and guitar lessons. School staff noted, and district staff confirmed, that these programs are open to all students, including those in neighboring communities, for a tuition fee, but they do not exclusively focus on identifying, collecting, or supporting the social and emotional developmental health needs of students.
- Although the district has not hindered the implementation of some behavioral management and positive expectations programs at some of the schools, the district does not provide a vision or processes for addressing the social and emotional developmental health needs of all students. The district does not have a strategic plan for meeting the needs of students, and does not provide PD or follow up activities in this important area of student development and improvement.

Impact Statement:

Students do not receive supports and services to meet their needs because the district has not developed a comprehensive model to support their social and emotional developmental health, which hinders their chances of academic success.

Recommendation:

In order for the district's strategy and practices to align with the Effective rating on the DTSDE rubric, the district should:

- Prioritize the adoption of a vision and curricula to identify and support the social and emotional developmental health needs of the entire district's students; ensure that PD and appropriate follow up is provided to build adult capacity to meet the needs of all students.

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

I

Areas for Improvement:

Overall Finding:

There is no comprehensive plan in place to support family and community engagement. Communication that does occur is inconsistent across schools, and largely unsupported by district policy.

Evidence/Information that Lead to this Finding: *(Note: the Integrated Intervention Team (IIT) gathered evidence from a review of documents and interviews with district leaders, principals, staff, parents and students.)*

- The district and schools are compliant with Title One requirements to maintain and implement a parental involvement policy and plan. However, this does not translate into a district-wide policy and plan to create engaging partnerships with parents, families, and community stakeholders that benefit all district students.
- School leaders reported that both the district and schools use a number of methods to communicate with parents, including meetings and events, newsletters, the school and district website, and staff and robo-calls, but these are inconsistent throughout grade levels and are not aligned with a district-wide approach to communicating with families and communities. Although the district has not hindered the schools' outreach efforts with families, it has not provided support or leadership to enable them to do so successfully.
- District leaders indicated that the community vision needed to be bigger than the village and town of Sidney, in order for students to become sufficiently college and career ready. Dialogue with parents about the big picture of partnerships with outside organizations and institutions of higher education are in progress, but are ad hoc and do not represent a system focused on building community engagement in the district and schools. Although some schools reported a historically strained relationship with the community, recent dialogue and opening the building for community-based night programs and intramural sports have encouraged more community connections with the schools. Both school and district leaders agreed that building stronger partnerships between the district, schools, parents and the community is a priority.

Impact Statement:

Students do not benefit from a robust home-school partnership because of the lack of a systematic and coherent focus on engaging the community in the work of the district and schools to improve student achievement and college and career readiness.

Recommendation:

In order for the district's strategy and practices to align with the Effective rating on the DTSDE rubric, the district should:

- Collaborate with the schools to establish and implement systems, and corresponding policies and protocols, to build family and school partnerships. Include all stakeholders in the planning and implementation process, and introduce mechanisms for regularly assessing the effectiveness of school and community relationships.