



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	58-01-09-02-0000
District	Wyandanch UFSD
District Address	1445 Dr. Martin Luther King Blvd
Superintendent	Dr. Mary Jones (Acting Supt of Schools)
Date(s) of Review	January 21, 2014
Schools Discussed in this Report	Wyandanch Memorial High School, Milton L. Olive Middle School, Martin Luther King, Jr. Elementary School, LaFrancis Hardiman Elementary School

District Information Sheet											
District Grade Configuration	PreK-12	Total Student Enrollment	2138	Title 1 Population	100%	Attendance Rate	91.7%				
Free Lunch	76.4%	Reduced Lunch	4.3%	Student Sustainability	79.7%	Limited English Proficient	14.8%	Students with Disabilities	21.7%		
Racial/Ethnic Origin of District Student Population											
American Indian or Alaska Native	0%	Black or African American	60%	Hispanic or Latino	35%	Asian or Native Hawaiian /Other Pacific Islander	0.3%	White	1%	Multi-racial	0.4%
Personnel											
Number Years Superintendent Assigned/Appointed to District	Acting Supt. Appointed Jan 8, 2014	Number of Deputy Superintendents	2	Average Years Dep. Superintendents in Role in the District	Asst Supt for Business – 1 yr Asst Supt for C & I – appointed Jan 15, 2014		# of Directors of Programs	4			
% 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	6.8%		Average Teacher Absences in District	10.6%			
Overall State Accountability Status (Mark applicable box with an X)											
District in Good Standing	No	Focus District	Yes	Number of Focus School Identified by District	2	Number of SIG Recipient Schools	3	Number of Schools in Status	3		
ELA Performance at levels 3 & 4	Grades 3-8 6.0%	Mathematics Performance at levels 3 & 4	Grades 3-8 5.6%	Science Performance at levels 3 & 4	Grades 4 and 8 61.9%	4 yr. Graduation Rate (for HS only)	2009 Cohort 57.9%	6 yr. Graduation Rate (for HS only)	2007 Cohort 73.8%		

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

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	

Note: At the time of this review, the Acting Superintendent had been in her position for two weeks. She had previously served in this position for one year prior to the district hiring the Superintendent she has just replaced. The Interim Assistant Superintendent had been in her newly created position for one week. Both leaders have been in the district for several years. The Business Administrator has been in the district one year.

Additionally, this review was conducted on a day a paralyzing snowstorm had begun. After-school activities and meetings were cancelled early in the day. The district was closed due to inclement weather the following day.

District Review Narrative:

<p>Tenet 1.1: The district has a comprehensive approach for recruiting, evaluating, and sustaining high-quality personnel that affords schools the ability to ensure success by addressing the needs of their community.</p>	<p>Tenet Rating</p>	<p>E</p>
<p><u>Debriefing Statement:</u> The district is meeting recruitment and hiring needs. An evaluation system is in place that ensures all staff recognizes the expectation for high levels of effectiveness.</p> <p><u>Strengths:</u></p> <ul style="list-style-type: none"> Although the district does not have a high need for new personnel, the district has a comprehensive approach for recruiting, evaluating, and sustaining high quality personnel. District leaders report that the staff turnover is approximately one percent. When vacancies occur, the district staff uses several methods of recruiting candidates including the Board of Cooperative Services (BOCES) On-Line Application System (OLAS) and advertising in the local newspaper. Additionally, the district has partnerships with several colleges and universities in the area that enable staff to secure student teachers and interns to assign to classrooms throughout the district. When staff openings arise, building administrators request or recommend candidates with whom they have worked during the student teaching and/or internship programs. Using the existing networks and partnerships assists the district staff in hiring candidates who are best suited to serve the needs of the students. The district leadership has ensured all district and school leaders know and understand the Annual Professional Performance Review (APPR) system and the associated procedures. The district leaders acknowledge that in the first year of implementation there was some confusion about ratings. However, the district staff has addressed the concerns and the system is now fully functional. District staff reported that the schools across the district use the Danielson model for teacher evaluation. The district staff chose the system in collaboration with the teachers' collective bargaining unit. School leaders and directors have received PD in this evaluation system, including the rubrics. The school leaders conduct formal and informal evaluations according to an established schedule. Both the district and school leaders received training in the walk-through procedures developed by Pearson. Staff uses the data collected from the walkthroughs to inform plans for additional PD. The district leadership has raised salaries to a level comparable to neighboring districts and report that the increase salaries help to attract and sustain personnel in the district. The district also supports current staff by providing professional development (PD) on a variety of topics. School and district leaders make frequent visits to classrooms to provide targeted support and to ensure staff implements the strategies learned through PD. The district has systems in place to recruit, evaluate, and sustain well-qualified staff to meet the needs of the schools in the district. 		
<p>Tenet 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.</p>	<p>Tenet Rating</p>	<p>D</p>
<p><u>Debriefing Statement:</u> The district has an explicit theory of action; however, the district leadership team is new and is in the developing stages of communicating the district's expectations for student achievement to all stakeholders</p> <p><u>Areas for Improvement:</u></p> <ul style="list-style-type: none"> Although employed in the district for many years, at the time of the visit, the Acting Superintendent 		

had been in her current position for only a few weeks. The Interim Assistant Superintendent had been in her position for one week. The District Comprehensive Improvement Plan (DCIP), established under the previous administration, indicates a goal to “establish a support system that will ensure compliance to state and local regulations while simultaneously meeting the needs of culturally diverse groups.” The district leaders state that district staff has high expectations for all students. Staff shared that several mechanisms exist to communicate information and expectations to district staff and school community stakeholders. For example, there is a schedule for formal and informal observations/evaluations of teachers, including walk-throughs, to ensure that teachers implement the strategies learned during PD sessions in the classrooms. The district leader holds monthly meetings with school leaders in which district and school goals are discussed and high expectations are reiterated. However, during discussions with the IIT district leaders acknowledged that there is work to be done to translate these expectations and initiatives into strategies that produce sustained improvements in student achievement. Superintendent’s Round Table meetings are held monthly with school and district leaders as well as parents and other community members to discuss issues that affect student achievement. District leaders take the opportunity in newsletters, on the website, and in other communications with parents and the community to stress the importance of holding students and staff to high standards. The district staff shares communications in the three prevalent languages within the school community, English, Spanish, and Haitian-Creole. The DCIP indicates that part of the theory of action is to conduct meetings with staff and parents of students with disabilities and English Language Learners (ELL) to increase achievement on state assessments. While the student support team meets together and with parents to plan interventions, the district has not made adequate progress in raising the achievement level of all students, particularly students with disabilities and ELLs. While several activities and mechanisms are currently in place to promote high expectations throughout the district, staff has not yet aligned their professional practice to the extent necessary for all students to achieve at high levels of success.

Tenet 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

D

Debriefing Statement: The district staff has structures in place to allocate resources to school communities, but do not ensure that available resources are targeted to address the greatest areas of need. Although district staff has increased efforts to secure grant funding for additional resources, the current resource allocations do not consistently meet the changing and diverse needs of the community.

Areas for Improvement:

- The district has structures in place to allocate resources to school communities but these structures are not always rigorous or focused enough in ensuring that the resources are targeted to where the need is greatest or reflect the changing circumstances of schools. The district staff allocates resources using data from a number of sources including state assessments and periodic commercial benchmarking exams. The district has placed a strong focus on allocating resources to support the implementation of the CCLS. School staff has had, and continues to have many PD opportunities to learn more about both the English Language Arts (ELA) and math standards and the instructional shifts these higher standards require. Staff has received the modules developed by the State Education Department as well as the student workbooks to accompany them. The 2013-14 school

year, is the second year of implementation of the Success For All (SFA) program in the Martin Luther King, Jr. Elementary School. The “iRead” curriculum from Scholastic is being implemented in the LaFrancis Hardiman Elementary School, to increase students’ reading levels. During discussions with the IIT, the district staff reported that the changing demographics in the schools present new and difficult challenges that stretch the available funds and a long-term strategic plan has not yet been established to address the changes. For example, a specific plan is not in place to address the rise in the number of students with disabilities requiring BOCES services or the increase in the number of homeless students requiring transportation. The district is exploring options to reduce cost, such as not using BOCES’ services and educating the additional students with disabilities within the district. However, there is no additional classroom space within the current configuration of buildings within the district to accommodate these increased numbers. Staff reported that the maximum class size is 25 but the average class size is closer to 30 because of a limited number of classrooms. Discussions are also underway to house pre-school classes in a facility in the community rather than a school building, thus freeing up approximately eight classrooms for other grades. The district staff reported that they seek grant opportunities to try support the budget. However, the grants are not guaranteed from year to year, which sometimes impact the district’s ability to consistently support the program and services. Although members of district staff reported, they are reluctant to cut personnel or programs, district made decisions to reduce spending. . For example, staff reported that there are no social workers employed in the district, as well as no art teachers in the elementary school. In addition, the deans’ positions have been cut, the number of reading teachers has decreased from 14 to four, the music program has been decreased, and the feeder program to the high school has been eliminated. The district allocates resources to support schools, however, the lack of adequate resources results in programs and strategies that do not effectively support school improvement and student success.

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

Tenet Rating

D

Debriefing Statement: The district offers many opportunities for PD for district and school staff.

Areas for Improvement:

- The district is committed to implementing the CCLS for both ELA and math through PD support. However, the impact of PD activities is not yet evident in sufficient classrooms in schools to bring about sustained improvements in student achievement. The district provides many opportunities, both outside the district and on-site, for all staff to engage in PD activities. District staff, including directors and coordinators, takes part in PD and often turn-key what they have learned to their staffs upon returning to the district. As part of the PD plan, the district requires four hours of after school PD each month. Literacy consultants from Pearson and SFA conduct PD for teachers involved in their programs. In addition, the district partners with Bridges, a company that provides assessments and assessment data. The district utilizes the services of the Eastern Suffolk BOCES to support special education teachers in topics such as behavior management and differentiated instruction. Teachers of English as a second language (ESL) as well as general education teachers with ELLs in their classrooms learn strategies for this population from ESL educators at BOCES. During classroom visits, however, reviewers observed few examples of teachers using strategies that have been proven successful with these populations of students. Individual schools are expected to survey the staff to determine the PD needs that exist. Staff must submit their PD requests through

the BOCES system called “My Learning Plan.” This allows school and district leaders to monitor requests to ensure that they are aligned with the goals of the district including implementing CCLS, data-driven decision making, and ensuring students are successful. School and district leaders collect and evaluate feedback forms from participants after each PD session presented at the district. In addition, they use the formal and informal evaluation system, including walk-throughs, to determine if strategies learned during PD are being implemented in the classrooms. School and district leaders have conversations with teachers about what they observed in classrooms. They subscribe to a “two pats and a push” philosophy. This means that leaders attempt to praise staff for what they have observed (two pats) and provide a suggestion or recommendation (a push) to work on an additional strategy to improve instruction. However, despite these efforts student test scores indicate that the effect of the PD has not yet resulted in increased student achievement. The district recognizes that more structures that are rigorous must be put in place to better evaluate the impact of PD on improving student outcomes but this process is at a developmental stage.

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

Tenet Rating

D

Debriefing Statement: The district is in the process of establishing a data-driven culture. However, staff members and school communities do not yet use data consistently or rigorously to raise student achievement.

Areas for Improvement:

- District staff ensures data are available to staff and encourages all staff and school communities to use data to inform practices. While data are available and staff is in the process of being trained to use this data, discussions with members of the district staff indicate that staff does not yet use data from a variety of sources sufficiently to support instruction and establish student goals. The District Network Team attended training on data-driven decision-making and disseminated that information to school leaders who, in turn, shared the information with their respective staff. The district leadership has contracted with Pearson to provide intensive training institutes including how to develop assessments for school data teams. District staff report that a district-wide testing committee meets regularly to gather and disseminate data, develop assessments, and share best practices. The predominant type of data available is assessment data related to state assessments, Bridges testing, and Foresight testing. While the district has ensured staff understands the district’s expectations for collecting data, especially in the form of assessment data, reviewers found limited evidence of the promotion of a range of evidence-based practices to collect and use data beyond test scores and identification of problematic test items. As a result, staff is limited in their ability to adjust instructional practices to address the needs of all students to promote higher achievement.

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

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

- Although discussions with school leaders indicate that they feel the district staff supports them in reaching goals and fulfilling their vision, this is not always reflected in the allocation of resources to meet the needs of the entire school community. Discussions with one school leader indicated that the district has established strong relationships with the school and has supported the school leader's efforts to achieve the school's vision. In addition, the district has been instrumental in providing support to implement a reading programs and programs designed to meet the social and emotional needs of students. However, school and district leaders shared that much of the support provided to schools is through grants. While the district business office is diligent in pursuing grants and other opportunities for funding to augment the district budget, this approach is not dependable or sustainable over the long term. For example, one of the district's goals is to develop a universal pre-K program but it was unsuccessful in obtaining funding through grants. During discussions with teachers, student support staff, and parents at school visits, constituents identified a substantial need for social workers in the schools. One school leader shared that the changing demographics of the district and the number of economically disadvantaged families creates a great need for these professionals. Although the district funded social workers last year, the grant did not continue in this school year so schools no longer have social workers. The district has developed positive relationships with school leaders. However, the district's allocation of resources does not fully support school leaders to achieve their goals, which limits school leaders in their ability to address all student needs, which negatively impacts student achievement.

<p>Tenet 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.</p>	<p>Tenet Rating</p>	<p>D</p>
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Areas for Improvement:

- The district has provided PD in CCLS and is in the developmental stages of putting together a long-term plan to better support curriculum development beyond this PD and learning resources. In one school, the SFA model of school reform has been adopted but both the school leader and district staff acknowledged that additional support, guidance, and training is needed to ensure staff effectively implements this program. Discussions with staff and school leaders further indicated that this program does not consistently meet the needs of ELLs and students with disabilities. During a school visit, the IIT attended a grade level meeting and noted that teachers are creating timelines to address content and paying attention to scope and sequence. However, teachers did not engage in specific curriculum development activities. While teachers use a calendar to list when units will be delivered, reviewers found limited evidence of a uniform curriculum. Discussions with school leaders and staff indicate that the district has not yet provided sufficient training and support on how to achieve vertical and horizontal articulation of content and skills, including interdisciplinary instruction. Observations indicate that at the current time not all teachers are currently reviewing the materials they are using for alignment with CCLS but rather rely on the authors of the programs to assure alignment with the CCLS. School leaders reported and reviewers'

classroom observations confirmed that the commercial materials do not meet the needs of all students. The current curricula and related supports limits teachers in their ability to deliver a curriculum that consistently meets the needs of students and ensures that students are college- and career- ready.

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

Tenet Rating

D

Areas for Improvement:

- Although the district provides opportunities for teachers to improve their instruction through PD activities; however, the district staff has not consistently evaluated the impact of the PD on teachers’ instructional practices. Interviews and a review of documents show that teachers received PD on the CCLS, and on understanding the processes and protocols of SFA. During a school visit, teachers reported to the IIT that they understand the school and district emphasis on collecting and using data to inform instruction. During classroom visits, reviewers found that teachers inconsistently used data and implemented CCLS aligned lessons. For example, at one school reviewers found that while students were working on reading comprehension, students did not work on task that allow them to analyze text, which is a focus of the CCLS instructional shifts practice in this important skill. While students were able to tell reviewers what score they were aiming for on the next set of tests in their literacy block, students were unable to articulate what skills they needed to work on to move to the next level. Students were compliant in class but did not show high levels of engagement in their work. Presently, schools and district leaders do not consistently evaluate and monitor how well PD brings about improvements in student achievement and the quality of instruction. As a result, students have limited exposure to rigorous learning opportunities, which hinders student achievement.

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

Tenet Rating

D

Areas for Improvement:

- The district staff is developing structures to collaborate with schools to provide support for the social and emotional developmental health of students. While there are several programs in place to support student social and emotional development health, reviewers found limited evidence of a district policy to collaborate with community organizations to deliver a comprehensive PD program to build staff capacity in this area. The district has one attendance officer and has just recently hired another one. There is a Dignity for All Students Act (DASA) coordinator who addresses alleged discrimination, intimidation, harassment issues, and provides support in fulfilling the requirements of the DASA. In support of DASA, the district has in place anti-bullying programs and offers PD to teachers in this area. During focus group interviews, teachers and student support team members said that the data show numbers of suspensions and bus referrals for unacceptable behavior are going down. There are formal and informal programs in place to ensure that students are provided food, especially during the after school programs. School staff has instituted a backpack program, in collaboration with the “Long Island Cares” organization, to provide a backpack full of food on Fridays so children will have food at home over the weekends. Although the district and school leaders work together on various initiatives to enhance the learning environment, during a school review, a student support team shared that this school is lacking critical resources to support student social

and emotional health such as social workers, guidance counselors at the elementary level, and speech teachers. In addition, the staff identified a need for smaller class sizes to allow teachers to address the varying needs of individual students. The lack of a comprehensive plan to build the capacity of all staff to address, student social and emotional needs, hinders school staff's ability to provide supports that meet the needs of all students.

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

Tenet Rating

D

Areas for Improvement:

- The district is committed to providing a welcoming environment for families. However, lacks a comprehensive policy and plan that explicitly articulates the district's expectations for family and community engagement. The district leadership relies on the expertise of these CBOs to provide many services for families including parenting workshops, assistance with personal and parental issues through the "Community Board", the food bank, and family counseling through North Shore Hospital. Within the district, there are either Parent Teacher Organizations (PTOs) or Parent Teacher Associations (PTAs) in every school including a Special Education PTA. The ESL coordinator, who is bi-lingual, attends PTA meetings to help with translations. There is a Parent Portal for the district to enable parents to have access to their child's grades and records. There have been presentations during PTO/PTA meetings to explain the Parent Portal and help parents gain access. These presentations have also been given in Spanish. School and district newsletters and other notices are posted to the website as well as sent home. Documents are translated into the three major languages at the district English, Spanish, and Haitian-Creole. The district leader holds a "Round Table" each month to which community members and parents are invited and at which she shares highlights of district and school activities as well as district goals and the progress made in meeting them. Programs are in place and communication exists between families and the schools/districts. Despite these efforts, school and district leaders confirm that there is not a formalized policy or comprehensive plan that explicitly addresses the expectations of all district staff to contribute to creating a welcoming environment for families, establish methods and strategies for creating and maintaining a reciprocal line of communication, and establishing and maintaining partnerships with families and CBOs. This lack of strategic planning means that efforts are not always fully coordinated or consistent and to ensure all stakeholders across the district are working in partnership, to ensure students receive optimal levels of support.

DISTRICT LEVEL RECOMMENDATIONS:

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

Tenet 1: District Leadership and Capacity

1.2: Develop a theory of action that focuses on high expectations for students and staff; communicate the established theory of action to all stakeholders and monitor and revise, as necessary to ensure all students achieve at a high level of success.

1.3: Develop structures that adequately and efficiently meet the needs of students, staff, and families in the community; periodically assess programs to determine if they are effectively and efficiently meeting the needs of students, staff, and families in the community.

1.4: Develop a comprehensive plan for PD that covers a wide array of instructional practices and that is targeted to the needs of staff and students and provide follow-up support for staff growth based on specific needs within each school.

1.5: Communicate to all staff district expectations for the use of a wide variety of data to support student learning; develop procedures to hold all staff accountable for implementing best practices for the use of data to improve student achievement.

Tenet 2: School Leader Practices and Decisions

2.1: Review the level of support given to schools in order to provide a comprehensive system which is tailored to the needs of all stakeholders; Ensure that financial decisions are made which allow for a sustained level of support in critical areas to meet the needs of the school community.

Tenet 3: Curriculum Development and Support

3.1: Create short- and long-term plans to develop and implement curricula that are aligned with CCLS and include college and career readiness skills; provide PD to ensure staff understands vertical and horizontal articulation within and across curricula, including interdisciplinary units, and rigorous learning experiences for all students;; develop a schedule for curriculum development, including evaluation methods and a revision cycle to ensure that curricula continue to meet the needs of all stakeholders.

Tenet 4: Teacher Practices and Decisions

4.1: Expand PD opportunities to become more specific about how to implement instructional strategies and best practices; monitor teachers more closely to ensure they are using formative and summative data to identify student needs and use data to guide planning and implementation of rigorous and engaging activities for all students

Tenet 5: Student Social and Emotional Developmental Health

5.1: Develop a comprehensive plan, working with community organizations, to provide PD to staff that align to the social and emotional developmental health needs of students; add student support staff, such as social workers, guidance counselors, and speech teachers to address the social and emotional developmental health as well as the academic needs of all students

Tenet 6: Family and Community Engagement

6.1: Develop policies and an overarching plan to create and maintain partnerships among the district, families, and CBOs, including ways to monitor success