



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

**DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)**



2015-2016 School Year

<b>BEDS Code</b>	441600010009
<b>School Name</b>	Horizons on the Hudson
<b>School Address</b>	137 Montgomery Street, Newburgh, NY 12550
<b>District Name</b>	Newburgh Enlarged City School District
<b>School Leader</b>	Lisa Buon
<b>Dates of Review</b>	February 18th and 22 <sup>nd</sup> , March 14 <sup>th</sup>
<b>School Accountability Status</b>	<input type="checkbox"/> Priority School <input checked="" type="checkbox"/> Focus School
<b>Type of Review</b>	<input checked="" type="checkbox"/> District-led Review

### School Information Sheet for

School Configuration (2015-16 data)				
Grade Configuration	K-5	Total Enrollment	388	SIG Recipient
Types and Number of English Language Learner Classes (2015-16)				
# Transitional Bilingual	0	# Dual Language	0	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2015-16)				
# Special Classes	2	# SETSS		# Integrated Collaborative Teaching
Types and Number of Special Classes (2015-16)				
# Visual Arts		# Music		# Drama
# Foreign Language		# Dance		# CTE
School Composition (most recent data)				
% Title I Population		79	% Attendance Rate	93
% Free Lunch		73	% Reduced Lunch	6
% Limited English Proficient		14	% Students with Disabilities	20
Racial/Ethnic Origin (most recent data)				
% American Indian or Alaska Native		0	% Black or African American	38
% Hispanic or Latino		42	% Asian or Native Hawaiian/Pacific Islander	2
% White		14	% Multi-Racial	5
Personnel (most recent data)				
Years Principal Assigned to School		10	# of Assistant Principals	1
% of Teachers with No Valid Teaching Certificate		0	% Teaching Out of Certification	0
% Teaching with Fewer Than 3 Years of Experience		6	Average Teacher Absences	94%
Student Performance for Elementary and Middle Schools (2014-15)				
ELA Performance at levels 3 & 4		23	Mathematics Performance at levels 3 & 4	20
Science Performance at levels 3 & 4 (4th Grade)		42	Science Performance at levels 3 & 4 (8th Grade)	
Student Performance for High Schools (2014-15)				
ELA Performance at levels 3 & 4			Mathematics Performance at levels 3 & 4	
Global History Performance at levels 3 & 4			US History Performance at Levels 3&4	
4 Year Graduation Rate			6 Year Graduation Rate	
Regents Diploma w/ Advanced Designation			% ELA/Math Aspirational Performance Measures	
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing			Local Assistance Plan	
Focus District			Focus School Identified by a Focus District	x
Priority School				

### Adequate Yearly Progress (AYP)

DID NOT MEET Adequate Yearly Progress (AYP) in ELA (2013-14)				
American Indian or Alaska Native			Black or African American	x
Hispanic or Latino	x		Asian or Native Hawaiian/Other Pacific Islander	
White			Multi-Racial	
Students with Disabilities			Limited English Proficient	
Economically Disadvantaged	x		ALL STUDENTS	x
DID NOT MEET Adequate Yearly Progress (AYP) in Mathematics (2013-14)				
American Indian or Alaska Native			Black or African American	x
Hispanic or Latino			Asian or Native Hawaiian/Other Pacific Islander	
White			Multi-Racial	
Students with Disabilities			Limited English Proficient	
Economically Disadvantaged	x		ALL STUDENTS	x
DID NOT MEET Adequate Yearly Progress (AYP) in Science (2013-14)				
American Indian or Alaska Native			Black or African American	
Hispanic or Latino			Asian or Native Hawaiian/Other Pacific Islander	
White			Multi-Racial	
Students with Disabilities			Limited English Proficient	
Economically Disadvantaged	x		ALL STUDENTS	x

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

1. Increase staff capacity for cultural responsiveness, as evidenced by positive relationships, sensitive/positive behavior management methods, and a reduction in write-ups for insubordination.
2. Reduce the number of minor altercations in our school
3. Increase social/emotional support for students with high absences, suspension rates, and our Black or African American female students.
4. Reduce the number of families/students on the 20+ absence list, which currently includes > 20% of our student body
5. Integrating technology to improve student academics and engagement

## Information about the review

- The review was led by the deputy superintendent. The team also included a representative from Curriculum and Instruction.
- The school invited the participation of two classroom teachers to shadow the observation.
- The review was initiated on February 18<sup>th</sup> and 22<sup>nd</sup>. Additional data collection occurred during the week of March 14<sup>th</sup>.
- Due to the lag in time between the onsite observation and events and the actual report writing, additional documents were used to inform the report (copies of documents are maintained at Central Office).
- Reviewers conducted focus groups with students, staff and parents
- Reviewers examined documents provided by the school, including curriculum maps, lesson plans, schoolwide data, teacher feedback, and student work.
- The school provided results of a student survey that 133 completed.
- The school provided results of a staff survey that 36 completed.
- The school provided results of a parent survey that seven parents completed. The parent response rate was too low to have statistical significance.

### 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	Stage 4	Stage 3	Stage 2	Stage 1
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission, and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL RATING FOR TENET 2:</b>			<b>3</b>		

**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	Stage 4	Stage 3	Stage 2	Stage 1
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL RATING FOR TENET 3:</b>				<b>2</b>	

**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	Stage 4	Stage 3	Stage 2	Stage 1
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL RATING FOR TENET 4:</b>			<b>3</b>		

**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	Stage 4	Stage 3	Stage 2	Stage 1
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL RATING FOR TENET 5:</b>			<b>3</b>		

**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	Stage 4	Stage 3	Stage 2	Stage 1
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL RATING FOR TENET 6:</b>			<b>3</b>		

**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**

**Stage 3**

The school is in **Stage 3** for Tenet 2 – School Leader Practices and Decisions.

- The school leadership team created a Strategic Plan for School Excellence (SPSE) that includes smart goals aligned to the school’s mission and vision that have generated measurable school improvement, yet not at a rate where students are meeting state standards. The school has implemented an attendance improvement initiative. This initiative includes phone calls home, home visits, and monthly recognition of improvement and classroom competitions. The initiative has led to an increase in school attendance. The school leader through analysis of school suspension data determined that a cohort of African American females was being suspended at a high rate. The school leader worked with staff to implement the BA Star program to reduce suspensions. Of the 14 students enrolled and consistently attend, none of the students had been suspended this year as of this date. As a result of implementing activities aligned to the long-term mission vision and goals, measurable school improvement has been achieved.
- Human resources have been extended beyond their intended purpose in order to achieve school wide expectations. AIS reading teachers are being schedule to cover content area teacher classes one hour each day. As a result, targeted and direct services to Academic Intervention Services (AIS) eligible students is being diminished. Fiscal resources have been maximized to support student learning and increased teacher capacity to meet the needs of the diverse population. Monitoring of the implementation of the community schools grant led to the removal of a provider based on lack of progress tied to student improvement and a revised program for extended day services linked directly to student needs in math and English Language Arts was put in place. The strategic use of fiscal resources has resulted in programmatic decision to increase student success. The use of human resources beyond their intended purpose has decreased opportunities for student success.
- The school leader has: created teams to address specific areas for improvement, designed opportunities for collaborative planning, and implemented the Annual Professional Performance Review (APPR) with fidelity. During the document review, over 100 walkthrough reflection sheets completed by the principal and assistant principal were reviewed. However, in conversations with teachers, timely feedback to grade levels and whole faculty has not been provided in a consistent manner. Formal observations under the responsibility of the school leader and assistant principal were completed based on contractual requirements. Grade level leader meetings were developed to improve communication from the leader to the grade level teams. The meetings focus more on problem solving and responding to questions rather than analysis of data to improve student learning. Intentional strategies to increase staff’s instructional capacity have been initiated, however, the impact on high quality instruction has not positively affected all classrooms.
- The school leader coordinates the administration of a variety of assessments that are used to inform teacher practice and determine unique needs of individual students. Progress monitoring of student growth relating to teacher practice is consistently presented through data walls. Systems and structures to generate progress monitoring of activities aligned to the goals in the SPSE have led to adjustments throughout the year to the activities originally planned in June of 2015. The student support team routinely collects data on students’ social, emotional and developmental health leading to targeted supports and interventions for the student and their families. Systems and structures in the school have been established that rely on data to inform social/emotional and academic interventions leading to improved student success.

**Recommendation:**

- In the development of the master schedule for the 2016-2017 school year, the school leader should insure that all Academic Intervention Service teachers, resource room teachers and English Native Language teachers, are scheduled to provide direct support to students in need of services before assigning other school wide duties.

**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**

**Stage 2**

The school is in **Stage 2** for Tenet 3 – Curriculum Development and Support.

- The school leader is working with the faculty to develop a coherent curriculum based on the unique needs of the student population. The school faculty is working to complete a comprehensive guide connecting the Common Core Learning Standards (CCLS) and Instructional shifts to the IB scope and sequence and IB transdisciplinary map. However, beyond October 2<sup>nd</sup>, 2015, where it states that the school is working on developing school wide consistent rubrics, there was no further information documented. The Conceptual Frame 4 of the SPSE Quarterly monitoring was scored a level green, yet through the document review, there is no mention of the progress towards the development of the comprehensive guide. A review of the grade level meeting notes included conversations around gaps by grade level and copies of assessment results, however clear benchmarks for ELA and Math achievement were not found. Although the school leader has a vision for curriculum and faculty are working towards this vision, the development and offering of a rigorous curriculum has not yet been realized.
- Evidence of effective lesson planning was inconsistent throughout the building. While the lesson plans of some teachers include data-related grouping, Common Core aligned materials and differentiation, this is not common practice throughout the building, as evidenced by classroom visits and lesson plan reviewed. During the review there were occurrences of teachers not being able to supply lesson plans for the current day, as well as for the preceding or following days. As a result, not all lessons being delivered incorporate what is needed to prepare students for their future.
- The school self-review document references a school wide curriculum map that outlines interdisciplinary curricula for every grade level. After a review of the transdisciplinary curriculum maps provided, it was revealed that the Actions section were left blank on all pages for grades K-5. Links to Art, Technology and Media/Library were not found. The self-review documents stated that specific grade levels meet with Art, Technology and Media/Library specialists to facilitate transdisciplinary project based learning connected to the CCLS ELA standards and the NYS Social Studies Framework. However, curriculum maps were not provided for these subject areas, nor were they imbedded in grade level maps. Although the master schedule provides opportunities for collaborative planning interdisciplinary curriculum has not lead to increased student engagement, deepened understanding of the curriculum, or academic success based on the NYS assessments.
- Teachers are using a range of assessments to guide and inform their curriculum planning and are giving students specific, actionable feedback to ensure ownership of learning and encourage progress. A data wall in a designated data room indicated measurements being tracked in both math and reading. The grade level team meeting was observed discussing assessment outcomes, needed adaptations to the curriculum and the additional materials deemed necessary for students in order to meet particular domain standards. Feedback that included specific praise and actionable next steps was prevalent on

most student work observed. 60% of students in focus groups stated their teachers use stars and steps protocol to offer feedback. The prevalent use of assessment data informing curriculum discussion along with consistent feedback to students is leading to improved student achievement.

**Recommendation:**

- Beginning immediately, the school leader should work with grade level teams to complete the actions column of the school-wide curriculum maps and to create the transdisciplinary curriculum in consultation with the art teacher, physical education teacher, music teacher and librarian.

**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**

**Stage 3**

The school is in **Stage 3** for Tenet 4 – Teacher Practices and Decisions.

- School and teacher leaders ensure that instructional practices are informed by data, reflective of student needs and learning styles and are promoting student engagement. Walkthroughs completed by school leaders follow a protocol requested by the district and focus on student engagement. A review of over 100 written walkthrough documents all included feedback on student engagement. During classroom visits, a majority of student were observed engaged in instruction. Teachers respond to the unique learning needs of students through the use of manipulatives, emphasis on repetition, dramatization and modeling for students with disabilities, peer mentoring for accelerated students, and the opportunity for homework assistance during extended day programs. The school-wide emphasis on the delivery of instructional practices is leading to an increase in student engagement and the ability for students to reach their goals.
- While evident in some classrooms, not all instructional practices incorporate higher-order questioning, text complexity and multiple opportunities to learn. Generally, CCLS were listed in lesson plans. References to higher-order questioning, to be used within lessons, were not found. While higher-order questioning was witnessed in some classes, this practice was not pervasive throughout the school. Aside from a select few examples, plans did not include alternate opportunities to engage the diverse learners. A lesson plan review revealed one teacher using a lesson plan that was exactly the same for the entire week and also included a plan for a day when school was not in session. Only three lesson plans articulated specific groupings of students. One lesson plan lacked math for the entire week while another lacked science and social studies for the week. As a result, not all instructional practices within the school are leading to high levels of student engagement and increased achievement.
- An environment that stimulates physical and intellectual safety has not been fully established throughout the school. Protocols are in place for students in need of academic assistance through the RTI process. Through the student focus group, students indicated that teachers are caring and conference with them to help them do better. Although there are protocols for academic support there does not appear to be a protocol in place for students in need of social support. Two-thirds of students expressed experiencing issues of teasing or being laughed at during classroom instruction, though the consensus of students stated teachers do their best to address disrespectful students. In one classroom visited students were engaged in a critical thinking/problem solving activity that encouraged students to debate and discuss. In another classroom, students were working in whole group and were presented with high-order questions and opportunities to connect thinking to personal experiences. However, the remainder of the classrooms visited, students were grouped for instruction but provided the same tasks to work on. Therefore, classroom environments that promote discovery



and rigorous thinking, as well as being physically and intellectually safe for all students, do not exist throughout the school.

- The use of a variety of data sources to inform instructional decisions as well as the practice of providing students with feedback is evident within the school. Student feedback is provided in the form of a Stars and Steps format and was evidenced on over half of the student work displayed. Students in focus groups and in classrooms could speak to the protocol’s purpose. Data sources are available through a variety of sources, such as Scholastic Reading Inventory, Scholastic Math Inventory, DIBELS, RIGBY, as well as programs such as Reflex Math and Systems 44. Particular student data is posted and tracked throughout the year in the school’s data room, which is used to focus instruction-based conversations. These school practices are leading to increases in student achievement.

**Recommendation:**

- Beginning immediately, the school leader should implement a process to communicate feedback to grade level teachers and whole faculty in a timely manner based on the results of classroom walkthroughs by the school administration.

**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**

**Stage 3**

The school is in **Stage 3** for Tenet 5 – Student Social and Emotional Developmental Health.

- Systems and understandings of how to support and sustain student social emotional developmental health and academic success are in place. Interagency collaborations have been imbedded in the school community to support the mental health needs of students and families. A community schools approach with participation from faith based organizations and other community resources have resulted in academic interventions and positive relationship building with adults and peers. Through the school leader’s vision and systems created within the school, there is a greater opportunity for the removal of barriers that prevent student success.
- Not all students’ social and emotional health needs are being met. Statements provided in the self-review refer to students successfully transitioning to adolescence and that students are receiving more in terms of academic instruction and social/emotional supports all due to increased time in class, however no data was provided to support those claims. The school leader mentioned the use of the Olweus program, though there was no evidence in classroom visits or in document review that the program is being utilized. It was stated that the lack of Olweus materials from the district has rendered the program nonoperational, but no other program or curricula has been sought by the school to replace it. Though programs are offered to particular groups of students, other groups remained unsupported. The academic achievement of the economically disadvantaged and the black subgroups provide evidence that barriers remain which inhibit continued success.
- School stakeholders are working strategically with community partners and other resources to support students and remove barriers to learning. The community schools grant has been implemented and modified to be responsive to the specific needs of the students. Through monitoring the implementation of the community schools grant, it was determined that an external agency was unable to meet the needs of the students. The school leader removed the agency and repurposed the funding to provide an extended day program tailored to the social emotional an academic needs of the student population. The school climate team has been assembled and focuses on social emotional

needs, parent engagement, school spirit, attendance, and suspension through targeted interventions and monitoring improvements through attendance rates and suspension rates. The school's strategic collaboration with stakeholders is beginning to remove barriers to learning and foster the development of social-emotional learning skills.

- Though the school uses various sources of data to inform decisions regarding supports for students, an overall strategic plan has not been developed. A variety of teams have been created, a curriculum team, climate, partnership and data team, have been created to address specific concerns. Under their respective heading. The school collects and analyzes achievement data, suspension data and attendance data and delivers interventions based data-determined needs. However, long term strategic planning other than in the SCEP was not found. Without the existence of a formalized plan, not all students are receiving the needed supports or opportunities to develop social-emotional learning skills, therefore leaving barriers to learning in place for some students.

**Recommendation:**

- By June 2016, the school leader should work with the school leadership team to select a social emotional curriculum from the choices expected by the school district. (Leader in Me, PBIS, or Ruler)

**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**

**Stage 3**

The school is in **Stage 3** for Tenet 6 – Family and Community Engagement.

- The high expectations set for student success are communicated regularly through a variety of means. School events, such as the beginning of the year BBQ, Open House, Breakfast with the Principal and family engagement nights, are utilized to convey the school's high expectations. Monthly newsletters as well as the school's web-page are also utilized. The school's parent café offers materials and resources for parents and families to review as well as binders by grade sharing specific grade level educational information. As a result of these combined efforts, the school's partnerships with families have been created and the school leaders' high expectations for increased student achievement are well communicated.
- The school regularly engages in planning and reciprocal communication with families. The school continues to maintain a building level compact team open to participation from all parents. The purpose of this committee is to both hear from the school what is occurring and to hear from parents regarding their needs. Minutes from the October Building Compact Meeting indicated details regarding the use of a parent café. The parent café was set up to provide a dedicated space for parents to meet and share resources. A review of central compact minutes indicated parents regularly present agenda topics allowed for input from all stakeholders with regards to initiatives and events. As a result, families and staff have regular opportunities to communicate and share ideas for supports that are focused on increased student achievement and social-emotional growth.
- The school community promotes and provides training opportunities for families and community agencies to support student achievement. The staff continues to utilize research based practices, such as those from Eric Jensens's *Teaching with Poverty in Mind*, to inform instruction based on the diverse population. The school leaders utilize events such as family game nights, Welcome Back Block Party, Breakfast with the Principal and Poetry Out Loud to promote the school's mission of increased student success. A monthly newsletter is posted regularly to the school's website, though at this time it is

provided only in English. As a result of these efforts, increased opportunities for both staff and families' to collaborate on improved student success have been created.

- The school shares information regularly to promote continued student learning and success. School based mental health supports are provided to students through the Orange County Department of Mental Health. These services include collaboration between community agencies such as NHS, Department of Social Services, Children's Rights Society and System of Care. Through these partnerships, a variety of information and data is utilized to determine needs of families in assessing not only the individual but the family as a unit. As a result, the school community and its stakeholders are empowered to take action to support student learning.

**Recommendation:**

- By June 2016, the school leader should insure that written correspondence to parents be translated based on the needs of the student and families in the school