



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	030200010005
School Name	Benjamin Franklin Elementary School
School Address	262 Conklin Avenue
District Name	Binghamton City School District
School Leader	Suzanne J. Thomas
Dates of Review	November 4-5, 2014
School Accountability Status	<input checked="" type="checkbox"/> Focus School
Type of Review	<input checked="" type="checkbox"/> SED Integrated Intervention Team (IIT)

School Information Sheet

School Configuration (2014-15 data)					
Grade Configuration	PK-5	Total Enrollment	489	SIG Recipient	YES
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	NA	# Dual Language	NA	# Self-Contained English as a Second Language	77
Types and Number of Special Education Classes (2014-15)					
# Special Classes	1	# SETSS	-	# Integrated Collaborative Teaching	-
Types and Number of Special Classes (2014-15)					
# Visual Arts	26	# Music	26	# Drama	0
# Foreign Language	1	# Dance	0	# CTE	0
School Composition (most recent data)					
% Title I Population	89%	% Attendance Rate	92%		
% Free Lunch	71%	% Reduced Lunch	6%		
% Limited English Proficient	16%	% Students with Disabilities	12%		
Racial/Ethnic Origin (most recent data)					
% American Indian or Alaska Native	0%	% Black or African American	31%		
% Hispanic or Latino	19%	% Asian or Native Hawaiian/Pacific Islander	2%		
% White	40%	% Multi-Racial	8%		
Personnel (most recent data)					
Years Principal Assigned to School	1	# of Assistant Principals	0		
# of Deans	0	# of Counselors/Social Workers	1		
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	0		
% Teaching with Fewer Than 3 Years of Experience	7%	Average Teacher Absences	3		
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	8%	Mathematics Performance at levels 3 & 4	8%		
Science Performance at levels 3 & 4 (4th Grade)	72%	Science Performance at levels 3 & 4 (8th Grade)	NA		
Student Performance for High Schools (2013-14)					
ELA Performance at levels 3 & 4		Mathematics Performance at levels 3 & 4			
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits		% of 2nd year students who earned 10+ credits			
% of 3rd year students who earned 10+ credits		4 Year Graduation Rate			
6 Year Graduation Rate					
Overall NYSED Accountability Status (2013-14)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District	X		
Priority School					

Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	-	Black or African American	X
Hispanic or Latino	✓	Asian or Native Hawaiian/Other Pacific Islander	-
White	X	Multi-Racial	-
Students with Disabilities	-	Limited English Proficient	✓
Economically Disadvantaged	X		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	-	Black or African American	X
Hispanic or Latino	✓	Asian or Native Hawaiian/Other Pacific Islander	-
White	X	Multi-Racial	-
Students with Disabilities	-	Limited English Proficient	✓
Economically Disadvantaged	X		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
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	✓		

SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:

1. Increase percentage of students reading on grade level by 50% as measured by the electronic Independent Reading Leveled Assessment (eIRLA).
2. 75% of PK-5 students will meet or exceed proficiency in writing as measured by the New York State common core Writing Rubric.
3. K-5 students will increase their performance in mathematics by 50% as measured by district post assessments.
4. 85% of all teachers will effectively Teach to a learning Objective as measured by observations and walkthroughs.
5. K-5 students will decrease the number of disciplinary referrals by 50% as measured against the number of referrals accrued during the 2013-2014 school year.

Information about the review

- The review was co-led by an Outside Educational Expert (OEE) and a representative from the New York State Education Department. The team also included a district representative, a district-selected Outside Educational Expert, and a Special Education School Improvement Specialist (SEIS) representative.
- The review team visited a total of 33 classrooms during the two-day review.
- Reviewers conducted focus groups with students, staff, and parents.
- Reviewers examined documents provided by the school, including curriculum maps, lesson plans, school-wide data, teacher feedback, and student work.
- The school provided results of a student survey that 214 students (46 percent) completed.
- The school provided results of a teacher survey that 41 teachers (82 percent) completed.
- The current principal assumed her position in December 2013. She replaced an interim principal who served from September 2012 to December 2013. The district has created a full-time position this year for a collaborative instructional coach and will shortly be providing an assistant principal to this school.

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
2.2	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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
OVERALL RATING FOR TENET 2:				D	

Tenet 3 - Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.

#	Statement of Practice	H	E	D	I
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	<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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
OVERALL RATING FOR TENET 3:				D	

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

#	Statement of Practice	H	E	D	I
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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
OVERALL RATING FOR TENET 4:				D	

Tenet 5 - Student Social and emotional developmental health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.

#	Statement of Practice	H	E	D	I
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>
OVERALL RATING FOR TENET 5:				D	
Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.					
#	Statement of Practice	H	E	D	I
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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
OVERALL RATING FOR TENET 6:				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.	Tenet Rating	D
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The school has received a rating of *Developing* for Tenet 2 – School Leader Practices and Decisions.

- The school leader has begun to collaboratively revise a new overarching mission statement that includes core values and supports Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals regarding academic achievement, which have been developed by the district. The school’s current mission statement, written during a prior building administration, is posted in the main hallway, but it is inconsistently displayed throughout the rest of the building and is not well known by constituents. The school leader reported that the mission statement does not reflect the current priorities of the school and has posted a survey on-line for parents and community members to use to submit suggestions for key components for a revised mission statement. The lack of a consistently identifiable mission statement that is understood by all school community members results in the absence of a coherent, unified plan for promoting student achievement.
- Recognizing the need for a coherent, unified plan for promoting student achievement, the school leader, in collaboration with district leaders, has begun to align available resources in order to construct frameworks, structures, and systems to strategically bring about school improvement and increase opportunities for student success. For example, by allocating building-level funds, the school leader was able to implement a plan for an outside instructional expert this year to provide training and modeling to teachers on innovative instructional strategies. Strategies include the “most-some-one” strategy to create literacy groups and target instruction based on an analysis of the electronic Independent Reading Level Assessment (e-IRLA) class data. However, as this is new, the review team found limited evidence of the impact this work is having on student achievement.
- The school leader has a formal schedule for providing frequent observations aligned to the district’s Annual Professional Performance Review (APPR) and utilizes a formal teaching rubric in conducting those observations. However, the school leader reports that she has been inconsistent in adhering to this schedule and in providing follow-up observations targeted to address the performance difficulties of individual teachers. A survey of teachers conducted in May 2014 indicated that only 24 percent of teachers agreed with the statement, “I am satisfied with the teacher evaluation process at this school.” The lack of targeted, differentiated support for teacher instructional practice has led to inconsistent classroom practices.
- The school leader inconsistently uses data-based systems and structures to examine and improve critical individual and school-wide practices. The school leader collects information about individual and school-wide practices through classroom observations and discussions with teachers, but has not aligned this information to student achievement data.

Recommendation:

The school leader should use data-based systems and structures to examine and improve critical individual and school-wide practices by:

- reviewing teacher instructional plans and classroom observations to determine the alignment between planning and instruction and to monitor the implementation of effective instructional strategies;
- meeting with the school’s shared leadership team to collaboratively determine building-specific strategies to address gaps in instructional practices, such as utilizing the full-time collaborative coach to assist teachers in meeting performance expectations and using the “fishbowl strategy”; and
- frequently sharing the results of monitoring activities with the staff utilizing the professional learning community and grade-level meetings to plan for and coordinate adjustments to instruction on an on-going basis to meet student needs.

Tenet 3 - Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.

Tenet Rating

D

The school has received a rating of **Developing** for Tenet 3 – Curriculum Development and Support.

- Although the school leader is in the process of ensuring the quality implementation of the Common Core Learning Standards (CCLS), classroom observations and a review of lesson plans demonstrated the inconsistent planning and use of the CCLS in classroom instruction. Teachers have been directed to modify the EngageNY modules to better address the individual needs of students. However, there is no written plan or consistent process on how teachers should make these modifications.
- The district has created a professional development (PD) program to support teachers in revising curriculum. The district has also provided a full-time collaborative instructional coach this school year to support CCLS-aligned lesson planning. The school leader has overseen the implementation of the district-initiated PD program and utilized the district-provided coaching support; however, the school leader has not established a system for monitoring these instructional changes. The collaborative instructional coach reported that teachers are developing protocols to use data to adjust curricula to support the CCLS instructional shifts. Teachers in a grade-level professional learning community (PLC) were observed creating short-range action plans after analyzing e-IRLA data. Special area teachers recently participated in district-wide training in the use of a two-point writing rubric and its application to their content areas. However, special area teachers did not use this writing rubric during classroom visits. Lesson plans, action plans, and curricula maps reviewed do not consistently align to the CCLS or incorporate strategies to meet student needs, including the use of complex materials and higher-order questioning.
- The school leader stated that the school has not developed processes for interdisciplinary instruction, and that content area teachers do not have formal partnerships to address interdisciplinary curricula. Teachers of music, technology, and physical education were observed supporting reading strategies through the use of sight words and reading time during instruction. However, there are no formal protocols for teachers of other content areas to meet together or with grade-level teams to make connections across subjects.
- Teachers are developing a system to analyze and use data to make curricular decisions. This system

was observed in the grade-level PLC meetings that analyzed e-IRLA data. However, staff reported that there was no comparable system for analyzing mathematics data. While teachers report that they are beginning to provide feedback to students to address student ownership of learning, classroom observations, interviews with students, and a review of student work demonstrated little student understanding of the next steps they might take to improve their own performance. Few teachers were observed using formative assessment during instruction, thereby limiting the ability of students to know how to improve their work and for teachers to have the information they need to adjust instruction.

Recommendation:

The school leader and the collaborative instructional coach should institute a process that includes:

- setting expectations for teacher lesson plans aligned to the CCLS;
- attending the weekly PLC and grade-level meetings to guide planning and adjustments to curricula on an on-going basis; and
- conducting and sharing with staff the outcomes of a comprehensive review of instructional plans to determine the alignment between planning and student performance data.

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

Tenet Rating

D

The school has received a rating of **Developing** for Tenet 4 – Teacher Practices and Decisions.

- School and teacher leaders are beginning to engage teachers in conversations about aligning instructional practices to student assessment data. While the teacher leader has teachers establish short-term goals through action plans for implementing practices that are adaptive and informed by data, the quality of those plans is inconsistent and include little direct feedback from the school leader. Classroom observations confirmed that the setting and application of student goals is inconsistent and goals are not adjusted based on data.
- Teacher interviews demonstrated a limited understanding of the connection between the CCLS shifts and instructional practices. Teachers across the school did not consistently teach to an objective, ask students higher-order thinking questions, or provide a wide variety of strategies to engage students in learning. Classroom visits demonstrated that classroom teachers and specialists inconsistently provide modifications for English language learner (ELL) students and students with disabilities. Although the school leaders have recently provided support to staff on delivering Specially-Designed Instruction (SDI), there was limited evidence of SDI teaching strategies used during classroom visits.
- The school has established a new Peaceful Playground program that helps to set expectations for classroom, common-areas, and playground behavior. Students, teachers, and the school leader report improved student behavior and credit that improvement to the program and the establishment of a Positive Behavior Intervention System (PBIS) program of rewards and recognition. However, there are

limited opportunities for students to ask questions, discuss ideas, and demonstrate points of view during instruction. Although the school leader has established an expectation that teachers should talk during instruction for ten percent of the time and students should talk or engage in individual or group work for 90 percent of the time, during classroom visits most instruction consisted of teachers talking with little student input

- Some teachers have begun to use benchmark data to adjust student groups, as observed during a grade-level PLC meeting; however, teachers do not consistently use data to adjust instruction across the school. During classroom visits, the review team found that teachers do not consistently engage students in self-evaluation through feedback. For example, teachers use the e-IRLA assessment to tell students their “color band” in the 100 Book Challenge. As a result, all interviewed students knew their “color” in the challenge and reported that they talk with teachers about their “color” status. However, they also reported that they are not provided with specific strategies about how to improve their performance and move up a color. There was no evidence of a structure for informing students about their math performance and no evidence of student goal setting.
- Teachers used limited formative assessment strategies during classroom visits. When teachers did use formative assessments, they did not provide students with specific feedback to improve their learning. For example, one teacher used the “fist of five” strategy to determine if students understood her explanation, but not all students participated.

Recommendation:

The school leader and the collaborative instructional coach should institute a process that includes:

- setting expectations for lesson plans that include an objective, assessments for understanding, higher-order questions, student engagement, alignment to the CCLS, and student-involvement in their own learning; and
- monitoring teacher instruction regularly for alignment between student needs based on data and instructional practices.

Tenet 5 - Student Social and emotional developmental health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.

Tenet Rating

D

The school has received a rating of **Developing** for Tenet 5 – Student Social and emotional developmental health.

- The school leader has begun to implement some activities to support and sustain student social and emotional developmental health and academic success. For example, the school leader has purchased resources and implemented the Peaceful Playground program, designed to provide opportunities for conflict resolution on the playground. Initial analysis of the reduction in playground disciplinary referrals indicates positive results for this program. In addition, because of the changing demographics of the community served by the school, the school leader has initiated a book study focused on the role of the school in responding to children living in poverty. However, there is no plan or system in

place to identify and support the social and emotional developmental health needs of all students. Teachers interviewed stated that they were not provided with guidance to help them determine which support services would be the most appropriate for the specific needs of individual students.

- Interviews with counseling staff indicated that there is no plan or structure to proactively address the social and emotional developmental health needs of students. The social worker responds to individual student needs, but does not address student social and emotional needs school-wide. There is no guidance counsellor, which diminishes the opportunity to provide additional counselling support for individual students.
- The district trained teachers recently in the Responsive Classroom, a research-based approach to elementary education that leads to greater teacher effectiveness, higher student achievement, and improved school climate. However, teachers were not observed implementing this training during classroom visits. While the school community has some practices and programs in place to address student social and emotional developmental health, such as Progressive Discipline, Peaceful Playground, Responsive Classroom, PBIS, Olweus, and an existing character-building program, these programs are not used strategically to address the social and emotional developmental health needs of all students.
- The school does not have a strategic plan to collect, analyze, and use data to identify and meet the social and emotional developmental health needs of all students. Counseling staff, for example, report that there is no formal system for collecting and analyzing data to determine if programs improve student behavior. The Response to Intervention (RTI) team meets monthly to discuss students who are struggling academically, socially, and emotionally and determine what interventions are needed. The school leader and the student support staff indicated that there is no plan to collect data to support an evidence-based process for checking whether the goals within each program the school uses to promote student social and emotional developmental health are being achieved.

Recommendation:

The Response to Intervention (Rtl) team and the shared leadership team should:

- set expectations for teachers and staff for the consistent implementation of the school’s social and emotional developmental health programs;
- monitor this consistency of implementation through classroom walkthroughs;
- review the available data to determine how well the school is meeting the social and emotional developmental health needs of all students in order to modify programs and support as needed;
- review available resources to address the social and emotional developmental health needs of all students; and
- align resources to the Rtl framework.

Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.

Tenet Rating	D
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The school has received a rating of ***Developing*** for Tenet 6 – Family and Community Engagement.

- The school leader has started to implement a plan to promote high expectations for student success and has started to equip parents to help students reach those high expectations. The shared leadership team organizes a math night program for parents explaining how families can assist their children in mathematics; however, parents interviewed stated that there is little training or support for parent involvement in other academic areas, such as literacy.
- The school provides some communication to parents to increase understanding about student needs and support student achievement through monthly school newsletters addressing key topics, such as student expectations, student learning, and parent involvement. However, newsletters are not provided in all appropriate languages. Some families have limited access to the internet and a review of teacher websites found that fewer than 15 percent of teachers updated the information on their web pages. Daily and weekly robo-calls are provided in English only. In addition, communication reviewed by the review team generally addressed school events and not academic expectations. Further, the review team did not find evidence of systems to monitor the effectiveness of the school's communication with families.
- The school is not providing training to parents and staff on creating and sustaining home-school partnerships in order to support student achievement. Parents interviewed stated that they were unclear how to support their children's academic success. Classroom newsletters and teacher websites are produced through individual teacher initiatives without clear guidelines established by the school.
- Data is not shared in a way that allows parents to understand and advocate for student needs. For example, progress reports reviewed did not provide clear indications of student progress, identify specific deficiencies, and indicate how to address those deficiencies. Furthermore, all reports are provided to parents only in English.

Recommendation:

The school leaders, parents, and school leadership team should:

- establish expectations for home-school communication that is accessible to parents and supports improved student achievement;
- identify a range of tools for communicating student achievement with parents in ways that are easily understood; and
- conduct training sessions for parents at different times of the day on how to support student writing, reading, math, and behavior expectations.