



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	140600010033
School Name	Bilingual School 33
School Address	157 Elk Street, Buffalo, New York 14211
District Name	Buffalo Public Schools
School Leader	Miguel Medina
Dates of Review	December 1-2, 2014
School Accountability Status	<input checked="" type="checkbox"/> Priority School
Type of Review	<input checked="" type="checkbox"/> SED Integrated Intervention Team (IIT)

School Information Sheet

School Configuration (2014-15 data)					
Grade Configuration	PK-8	Total Enrollment	546	SIG Recipient	Yes
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	6	# Dual Language	5	# Self-Contained English as a Second Language	4
Types and Number of Special Education Classes (2014-15)					
# Special Classes	4	# SETSS	0	# Integrated Collaborative Teaching	0
Types and Number of Special Classes (2014-15)					
# Visual Arts	2	# Music	1	# Drama	0
# Foreign Language	4	# Dance	0	# CTE	1
School Composition (most recent data)					
% Title I Population		% Attendance Rate			90
% Free Lunch	86.4	% Reduced Lunch			2.3
% Limited English Proficient	65.4	% Students with Disabilities			20
Racial/Ethnic Origin (most recent data)					
% American Indian or Alaska Native	0	% Black or African American			9
% Hispanic or Latino	68	% Asian or Native Hawaiian/Pacific Islander			2
% White	17	% Multi-Racial			4
Personnel (most recent data)					
Years Principal Assigned to School	5	# of Assistant Principals			2
# of Deans	0	# of Counselors/Social Workers			1.5
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification			0
% Teaching with Fewer Than 3 Years of Experience	.05	Average Teacher Absences			19
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	8	Mathematics Performance at levels 3 & 4			9
Science Performance at levels 3 & 4 (4th Grade)	61	Science Performance at levels 3 & 4 (8th Grade)			23
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		Focus School Identified by a Focus District			
Priority School	X				

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	No	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	No
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	Yes	Multi-Racial	N/A
Students with Disabilities	Yes	Limited English Proficient	Yes
Economically Disadvantaged	Yes		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	Yes
Economically Disadvantaged	Yes		

SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:

1. Reggio-Emilia Inspired program.
2. Dual Immersion (50%/50%) Target English/Target Spanish.
3. Inquiry Based Learning.
4. Data Driven Instruction.
5. Culturally Responsive Instruction.

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 and a Special Education School Improvement Specialist (SEIS) representative.
- The review team visited a total of 34 classrooms during the two-day review.
- Reviewers conducted focus groups with students, staff, and parents
- Reviewers examined documents provided by the school, including lesson plans, schoolwide data, teacher feedback, and student work.
- There were no surveys available for the review team to scrutinize.
- The review was originally scheduled on November 17-18 2014, but the school was closed because of snow. The Principal interview, the Vertical Teacher Focus Group and the Student Support Staff Focus Meeting were conducted by conference calling while the school was closed. Reviewers spent two further days in 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	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	(CCLS) that is monitored and adapted to meet the needs of students.				
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 type="checkbox"/>	<input checked="" 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 checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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"/>
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 checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 reported he has developed a plan, which shows the school’s priorities that focus on improved student achievement. The school leader stated that he, the assistant school leaders, and a few parents, and teachers identified these priorities. During interviews with the review team, teachers, parents, and support staff were not able to articulate the priorities or to explain how progress toward achieving priorities was determined. The school leader does not ensure that priorities are shared with all parents, students, and teachers or are effectively monitored and evaluated, which limits student achievement and school improvement.
- The school leader made some strategic decisions to allocate resources, which address school improvement needs. For example, he introduced an expanded learning-time program that focuses on improving student achievement. This program enables students in grades three to eight to focus on English language arts (ELA) and mathematics, along with time to complete homework and a physical education program. However, the review team was provided with no evidence of the impact the program has had on student achievement. Some parents reported the lack of similar programmatic support for students below grade three. Recently, funds have been used to bring in consultants to improve the leadership skills of school leaders, the quality of instruction, and to develop student-centered learning. The review team found little evidence of the impact of the consultants’ work on student achievement as yet. While the district makes the final hiring decisions, the school leader has been involved in the selection of staff through school-based budgeting. Support staff stated that the elimination of positions for their team has negatively affected the quality of support they are now able to provide to address students’ social and emotional needs. While the school leader’s allocation of available resources addresses some of the immediate needs of the school community, its impact on student achievement is limited.
- The school leaders provide oral and written feedback to teachers in accordance with the Annual Professional Performance Review (APPR) process. While teachers reported that they receive oral and written feedback from formal and informal observations, they noted that actionable pointers for improving their instructional practices are not routinely provided. The review team examined the written feedback and found that pertinent steps for improvement of instructional practices were not routinely specified, and the feedback did not consistently take into consideration how well students are learning and achieving.
- Systems to monitor and evaluate the work of the school are in the early stages of development. Consultants have started to develop some evidence-based systems to improve teacher practices and strengthen the school leaders’ skills. The school leader reported that school leaders and consultants are developing a plan to monitor the impact of procedures and practices. He indicated that the data team provides information to school leaders and staff, who are now developing a better understanding of how to analyze and use data in their work. Because systems to collect and evaluate information and data are not fully developed and implemented, the school leader’s ability to determine improvement

strategies in critical areas is limited, which impedes school progress and student achievement.

Recommendation:

- When monitoring the quality of instruction, the school leaders should:
 - identify two clear, actionable points for improvement for each teacher;
 - check that each teacher understands what they need to do to improve;
 - revisit to check that appropriate improvement has been made, and any impact on student achievement; and
 - provide targeted, documented support for teachers who do not improve their practice.

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.

- The school leader reported that he encourages teachers to develop their understanding of how to implement the Common Core Learning standards (CCLS). Teachers are given opportunities to meet regularly during grade level meetings and common planning time in order to focus on issues, such as developing their understanding of the implementation of CCLS and instructional shifts. During discussions with the review team, teachers stated that common planning time was useful and helpful. However, during classroom visitations the review team found that instructional practices are not consistently aligned to CCLS, and instructional shifts were not always evident. Procedures to support staff and monitor how well curricula are being adjusted are developing, but do not ensure that students receive curricula that meet their needs.
- Teachers do not consistently use data to adjust curricula to address student needs. Learning objectives are identified on lesson plans, but teachers’ approach to sharing these objectives with students is inconsistent. During classroom visits, although the review team found that teachers used modules related to ELA and mathematics that were aligned to CCLS, there was often a lack of focus on instructional shifts. The needs of individual students or subgroups were not addressed consistently in either planning or delivery of instruction. Teachers stated that co-teachers adjust the curriculum for students with disabilities; however, classroom visits indicate this is not always the case.
- The use of interdisciplinary curricula is in the developmental stage. In grade two, the review team observed students developing pictures and stories, which demonstrated their understanding of the types of weather during storms. Students then identified the kind of fears that they associated with storms, thereby extending their weather study into creative writing. In grade six, during a mathematics lesson about measurement, student learning was linked to skills they had learned in science. However, the review team found that students are not consistently provided with multiple opportunities to engage in thoughtful cross-curricular activities, which minimizes their ability to be academically successful.
- The data team supports teachers in the use of data, and teachers are beginning to develop their

expertise in using data from assessments in classes. For example, some teachers place students in groups based on the information from the assessments. During interviews, teachers discussed goals for students with disabilities on their Individualized Education Programs (IEPs) but said little about other student goals. Classroom visits indicate that assessments are not used consistently to adjust curricula to meet the needs of all students. During interviews, some students shared that the feedback they receive is usually supportive but does not consistently inform them of areas for improvement.

Recommendation:

- Use the instructional coach, the data coach, the building math teacher, the math support teacher, the program coordinator and the reading teacher to support teachers in developing their understanding of implementing CCLS curricula and the instructional shifts, and the importance of using data to support their instruction by:
 - working with teachers as they plan instruction and show them how to deliver good quality instruction; and
 - checking that teachers understand how they can use data to group students and then adjusting curricula to make sure that individual needs are addressed;

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.

- While teachers assess their students in all grades and classes, activities are not generally planned to address students’ wide range of abilities and needs. During observations, the review team found that students usually receive whole class instruction, which does not focus on the needs of the diverse groups of students. Classroom visitations indicate that the additional support that some students receive from other teachers or teaching assistants, who work in their classes, is varied in its focus and on its impact on improving student achievement. During visits to some grade three, seven, and eight classes, the review team observed a few teachers who did not provide sufficient response time when asking for responses to questions. Other students were then reluctant to answer and participate in class discussions.
- The school leaders reported that they encourage teachers to align instructional plans to data. During discussions teachers stated that they are developing their understanding of this process. However, classroom visits indicate whole class teaching does not often address the needs of all students. The review team found little evidence of the development of student goals, apart from students with IEPs. During interviews, some students and teachers were not able to specify how goals can influence achievement, and many students shared that they are unsure about their goals. Instructional practices do not promote high levels of student engagement and inquiry, which limits increased student achievement.
- Lessons usually show alignment to CCLS in ELA and mathematics. However, this practice is not always

reflective of the instructional shifts and does not provide multiple points of access for students. During classroom visits, the review team found that teachers do not frequently provide opportunities for students to develop higher-order thinking skills and that some teachers do not check that students understand what they are learning, which limited student participation during lessons. Instructional practices do not consistently lead to high levels of student engagement and achievement because teachers do not adjust curricula for the wide range of student abilities in their classes or plan to develop higher-order thinking skills.

- Teachers assess their students in all grades and classes but do not consistently use the information they collect to adjust instructional practices. During classroom visitations, the review team found that although data is sometimes used to group students and plan different activities, by the end of the lesson all students complete the same activities despite their differing abilities. A review of the written feedback given to students shows that feedback does not clearly inform students what they need to do to improve their skills and understanding.

Recommendation:

- School leaders and the instructional coach need to support teachers in improving instructional practices by:
 - using information collected from assessments to plan activities that are aimed at student learning levels, rather than their ages;
 - checking student understanding, as lessons progress, and modifying instruction accordingly;
 - using data to develop goals that students understand, and referring to these goals during oral and written feedback, so that all students achieve their goals;
 - improving teacher questioning skills so that students have opportunities to think and develop their answers, share ideas, and debate the views of others; and
 - focusing regular walk-throughs on checking that additional adults who work in classrooms are not missing opportunities to contribute to student achievement.

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

Tenet Rating

D

The school has received a rating of **Developing** for Tenet 5 – Student Social and Emotional Developmental Health.

- The review team found that the school does not have a clear vision that focuses on student social and emotional developmental health, and the school leader has not identified the development of the vision as a school priority. Support staff report that cuts in staffing have made it difficult for them to meet all student social and emotional developmental health needs. Parents report that they have concerns about safety because of some incidents of bullying and behavior issues on the buses. Staff shared that there have been some instances of name-calling. During interviews with the review team, some teachers, support staff, parents, and students were not able to articulate how the school is a safe

learning environment that meets all student social and emotional developmental health needs.

- The school leader reported he is developing procedures and practices to identify the social and emotional developmental health needs of students. While the school collects data relating to student social and emotional health issues, the use of this data is in the early stages of development and does not enable school leaders to monitor or evaluate how successful they are in meeting student needs. Staff and parents use the referral system, which facilitates the collection of information on individuals to support student academic and social and emotional issues. The review team found that the school uses an electronic program to collect data relating to attendance, discipline, and academic performance. However, staff reported that not all staff members and parents understand how to use this system. Discussions with the school leader also indicate that the school does not have a clear system to ensure all students are known by an adult in the school.
- While the school is beginning to implement some curricula to support and promote the teaching of student social and emotional health needs, the lack of a clear vision impedes its development on a school-wide basis. Staff in the primary grades have had some training in Positive Behavioral Interventions and Supports (PBIS). In grades seven and eight, students have recently been focusing on developing an understanding of sharing questions, uncovering answers, and discovering strengths. However, discussions with the school leader, teachers, and support staff indicate that there is little evidence of professional development (PD) focused on building adult capacity to support student social and emotional developmental health needs. Classroom visits show that most students understand behavior expectations and generally get along with each other. However, during discussions, some students shared concerns related to name-calling, occasional fighting, and problems with student behavior on the buses.
- Staff collect some data relating to student social and emotional developmental needs and are beginning to develop procedures to show how this information can be used to address the needs of students. For example, information is analyzed in relation to attendance and suspensions. However, the review team found that structures to support and guide staff on how to use data to respond to student social and emotional developmental health needs are not well established. As a result, students' opportunities to become academically and socially successful are minimized.

Recommendation:

- In collaboration with members of the support team, the school leaders should develop a vision and then plan how to monitor and achieve their newly formed vision.
- School leaders need to develop procedures and structures to enable all students to become known by a member of the staff, travel safely on the school buses, and learn in an environment that is free from bullying.

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 and staff report that although they communicate the school’s high expectations for student achievement to parents, there is a lack of robust parent participation in the school. The school leader indicated he has established several channels for parents to communicate with the school and to relate the school’s high expectations for student success during Open Houses, Meet and Greet sessions, Student and Parent Breakfasts, and regular Parent-Teacher Conference nights.
- The school provides some opportunities for reciprocal communication with families, particularly in relation to translating information for the high percentage of parents whose first language is Spanish, in order to assist them in understanding their children’s needs. The school leader and staff report that many documents are translated into Spanish, and the home/school telephone system delivers messages in Spanish as well as English. Each day, students listen to morning announcements in Spanish and English. However, the school has not had success in increasing the engagement of some families with the school.
- Some training is provided to parents to support student achievement, but the sessions are not always well attended. During interviews, parents reported there was an ELA and mathematics night for parents. Documentation indicates that approximately one quarter of families attended the parent technology course to improve communication channels with teachers via technology. Those who attend the events expressed their appreciation of these opportunities, but most events are not well attended. Discussions with school staff show that there is little evidence of staff receiving PD to enable them to develop and sustain partnerships with families. Because some families are not consistently involved in the work of the school, not all students benefit from a home-school connection in which their parents are engaged in supporting their learning and growth.
- The school staff indicated that they understand the importance of sharing data with families through regular student progress reports, quarterly report cards, and the electronic program, which enables parents to gain information and track their children’s academic progress in grades seven and eight. However, not all parents understand how they can use the data to advocate for support services for their children, when necessary.

Recommendation:

- Make sure that school leaders devise a plan for addressing those parents who do not consistently attend the well-publicized parent training, parent/teacher conferences and other events which the school regularly puts on for them by:
 - identifying the parents who do not attend these events;
 - sending them letters telling them they were missed and informing them what they missed; and
 - sending out parent questionnaires to get their views on the work of the school, analyzing them, and replying so that a two-way dialogue develops between home and school.