



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

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



<b>BEDS Code</b>	110200010008
<b>School Name</b>	Alton B. Parker Elementary School
<b>School Address</b>	89 Madison Avenue Cortland, New York
<b>District Name</b>	Cortland Enlarged City School District
<b>School Leader</b>	Kevin Yard
<b>Dates of Review</b>	March 3-4, 2015
<b>School Accountability Status</b>	<input checked="" type="checkbox"/> Focus School
<b>Type of Review</b>	<input checked="" type="checkbox"/> SED Integrated Intervention Team (IIT)

### School Information Sheet

School Configuration (2014-15 data) - given			
Grade Configuration	K - 6	Total Enrollment	307
		SIG Recipient	Yes
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	0	# Dual Language	0
		# Self-Contained English as a Second Language	0
Types and Number of Special Education Classes (2014-15)			
# Special Classes	0	# SETSS	0
		# Integrated Collaborative Teaching	7
Types and Number of Special Classes (2014-15)			
# Visual Arts	1	# Music	1
		# Drama	0
# Foreign Language	0	# Dance	0
		# CTE	0
School Composition (most recent data)			
% Title I Population	43%	% Attendance Rate	94.53%
% Free Lunch	57%	% Reduced Lunch	10%
% Limited English Proficient	0	% Students with Disabilities	8.47
Racial/Ethnic Origin (most recent data)			
% American Indian or Alaska Native	0	% Black or African American	4%
% Hispanic or Latino	2%	% Asian or Native Hawaiian/Pacific Islander	1%
% White	90%	% Multi-Racial	3%
Personnel (most recent data)			
Years Principal Assigned to School	16	# of Assistant Principals	0
# of Deans	0	# of Counselors/Social Workers	2.5
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	0
% Teaching with Fewer Than 3 Years of Experience	10%	Average Teacher Absences	4.6
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	29	Mathematics Performance at levels 3 & 4	33
Science Performance at levels 3 & 4 (4th Grade)	39	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2013-14)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate	N/A		
Overall NYSED Accountability Status (2013-14)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District		Focus School Identified by a Focus District	X
Priority School			
Accountability Status – Elementary and Middle Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	-	Black or African American	-
Hispanic or Latino	-	Asian or Native Hawaiian/Other Pacific Islander	-
White	No	Multi-Racial	-
Students with Disabilities	-	Limited English Proficient	-
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	-	Black or African American	-
Hispanic or Latino	-	Asian or Native Hawaiian/Other Pacific Islander	-
White	No	Multi-Racial	-
Students with Disabilities	-	Limited English Proficient	-
Economically Disadvantaged	No		
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	Yes	Multi-Racial	-
Students with Disabilities	-	Limited English Proficient	-
Economically Disadvantaged	-		
Describe the school's top priorities (no more than 5) based on the school's comprehensive plans (SCEP, SIG, DIP, etc.):			

## 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.
- The review team visited a total of 20 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 141 students (46 %) completed.
- The school provided results of a staff survey that 32 staff completed.

**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.

Mark an "X" in the box below the appropriate designation for each Statement of Practice. Provide the letter rating in the OVERALL RATING row as the final overall tenet rating.

#	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 type="checkbox"/>	<input checked="" type="checkbox"/>
<b>OVERALL RATING FOR TENET 2:</b>				<b>D</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	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"/>
<b>OVERALL RATING FOR TENET 3:</b>				<b>D</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	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"/>
<b>OVERALL RATING FOR TENET 4:</b>				<b>D</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	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 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 checked="" type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL RATING FOR TENET 5:</b>				<b>D</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	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"/>
<b>OVERALL RATING FOR TENET 6:</b>				<b>D</b>	

<b>Tenet 2 - School Leader Practices and Decisions:</b> 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.	<b>Tenet Rating</b>	<b>D</b>
<p>The school has received a rating of <b><i>Developing</i></b> for Tenet 2 – School Leader Practices and Decisions.</p> <ul style="list-style-type: none"> <li>• Evidence from discussions with the school leader and staff indicate that the school leader has worked with the school staff to establish school-wide goals, but the goals as articulated in the School’s Comprehensive Education Plan (SCEP) are not specific, measurable, attainable, realistic or timely (SMART). The lack of SMART goals limits the school leader and staff in their ability to measure progress towards achieving goals, to prioritize areas for improvement, or to realize the vision. Although the school leader has prioritized initiatives that address school improvement, the school leader lacks monitoring protocols to determine and evaluate if current activities are having the desired effect on student achievement and success.</li> <li>• The school leader stated that although he has brought resources into the school to facilitate school improvement, such as curriculum development in alignment with the New York State modules and partnerships with the State University of New York (SUNY) for after school tutoring, these initiatives have not yet resulted in improved student achievement. The school leader made the strategic decision to set aside time for data meetings during Professional Learning Community (PLC) blocks, but classroom observations and a review of documents demonstrated that teachers inconsistently use data to drive curricular and instructional modifications to meet the needs of all students. Although the school runs a tutoring program four days during the week, the IIT did not find evidence of data to show the program is having a positive impact on its participants. The school leader has not established systems for monitoring the effectiveness of resource decisions.</li> <li>• The school leader and teacher interviews demonstrate that the school leader regularly provides feedback, formal and informal, to teachers on their instructional practices. However, classroom visits indicate that the feedback has yet to lead to sustained improvements in instruction or student achievement. Teachers confirmed that the school leader does not ensure that they implement the feedback provided to drive improvements in their instructional practices. Additionally, discussions with the school leader reflect that he does not have a systematic process in place to ensure that all teachers effectively implement the strategies they learn through professional development (PD) in their classrooms.</li> <li>• The school leader has not set up systems to track, monitor, and ensure success for many of the school’s individual or school-wide practices. The school leader acknowledged that much of the evidence he looks for when determining program success is anecdotal stating that, “some is based on what I am hearing.” He also shared that when reviewing practices related to instruction, student achievement, or behavior, he checks for compliance but does not necessarily checks for the extent or quality to which the practice is being done. As a result, the school leader is limited in his awareness of how well the school or individuals within it are performing.</li> </ul>		

**Recommendation:**

- The school leader should regularly monitor the PLC/ Data Meetings and daily data analysis to ensure that teachers differentiate instruction in ELA and math through small student groupings based on Data Driven Instruction (DDI); the school leader should ensure that these pedagogical practices have a positive impact on student learning through the analysis data related to the small group practices.

**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 and teachers told the IIT that the school leader has a plan for the implementation of a curriculum to meet the needs of students including PD and the alignment of grades three to six ELA lessons and grades kindergarten to six math lessons from the New York State (NYS) modules on the EngageNY website. The review team noted an absence of rigorous lesson and unit planning to engage students in higher- level questions or strategies and activities that reflect the CCLS shifts. The school leader stated, “This is our second year of use of the modules and curriculum planning and instruction still needs work to come around.”
- Interviews with teachers confirm that they discuss student performance data at data and PLC meetings; however class visits and teachers’ planning documents indicate that the use of this data to drive curricular modifications to meet the needs of all students is limited. In the PLC meetings attended by review team, teachers discussed recent student performance data, but did use the data to manage or modify planning or student groupings for the next or subsequent days’ instruction. In addition, the teachers did not use the student data to determine if curriculum needed to be retaught to students who did not demonstrate adequate understanding of the material. The IIT found that the school leader does not have monitoring systems in place to track how teachers use the data to implement the CCLS.
- The school leader reported and teachers in the Vertical Teacher Group (VTG) confirmed that, though teachers are encouraged to collaborate and create interdisciplinary units, it is not a school-wide expectation nor is it a formalized program. Discussions with teachers reflect and classroom visits support the view that some teachers plan and implement interdisciplinary learning. For example, the review team saw math teachers using literacy skills, such as close reading, to complete word problems. However, these practices were informal, inconsistent, and not part of a cohesive program to enhance student learning through a series of planned opportunities to connect various subjects.
- Members of the VTG stated that there are no guidelines for providing feedback for student work. Students in the Small Student Focus Group (SSFG) were able to show rubrics affixed to some of their student work. However, feedback was not always specific enough and some students in the SSFG had a difficult time articulating what skill they specifically needed to develop to improve their grade. The school leader spoke of his expectation that teachers use recent academic data to guide curriculum and instructional planning. However, discussions with teachers and an evaluation of teachers’ planning indicate that teachers are not consistently using pertinent and recent data to make curricular and

instructional decisions aimed at more rapidly improving student achievement and learning.

**Recommendation:**

- To raise teacher expectations, the school leader should insist and closely monitor that all core teachers imbued their lesson plans with two higher-level questions focused on application, analysis, synthesis, and evaluation that relate to the objective of the daily lesson. Teachers should then plan to review the questions with students and explain that the expectation is for all students to be prepared to share their responses with the teacher and class.

**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.

- The school leader confirmed that conversations about the use of data to drive instruction are at an early stage. In the majority of classrooms visited by review team, teachers minimally used data to inform their instructional decisions. The predominant teaching strategy observed in classrooms was teacher directed instruction, which began most lessons. In classes where grouping occurred, many of the strategies, resources, and outcomes were the same for every group indicating that teachers minimally used individual student data to differentiate lessons. The majority of students interviewed by the IIT were unable to articulate why they were put into specific groupings, or describe the learning objective of the group's. Additionally, all 14 students in the Large Student Focus Group (LSFG) reported that they believe all students are taught the same things and about half of the students said that all student groupings do the same things. Teachers minimally use data to differentiate instruction, which limits their ability to meet the learning needs of all students.
- During class visits, the review team noted few examples of teachers asking students higher-level questions. Teachers primarily asked fact and comprehension questions to check for understanding. Only in a small number of lessons did teachers ask students additional questions extensions to determine their thought process and depth of knowledge or understanding. This lack of higher-level questions and a rigorous classroom environment limits students' ability to become college-and career-ready.
- In most classes visited by the review team, the classroom setting was positive and absent of classroom disruptions; however, the lack of a rigorous instruction limited the effectiveness of classroom instruction and accessibility for all learners. The IIT found that, although most teachers grouped students to complete the academic tasks, teachers minimally provide opportunities for students to engage in open-ended discussions where differing views, values and perspectives could be explored. In addition, most classroom activities were lower -level skill acquisition, which do not challenge the majority of learners.
- According to members of VTG, the school needs to do a better job of increasing the use of data to drive instructional and curriculum decisions, particularly in math. The school leader cited that teachers use exit tickets to determine what students know, and that this data is supposed to be used to drive

instruction and content. However, the IIT found no evidence to show that this process is implemented regularly on a school-wide level. Discussions with students reflect that teachers do not consistently provide students rigorous feedback on their work or from tests and other assessments that gives clear guidance on what students need to do to improve their work or to achieve at a higher academic level.

**Recommendation:**

- All teachers should include a minimum of five minutes of academic writing in every lesson that directly links to higher order questions that teachers post in the classroom. Teachers should ensure that students are:
  - responding to the higher level questions posted in the class;
  - engaging in activities such as Think-Write-Pair-Share; and
  - Increasing their writing time to improve their skill set.

**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.

- Although staff and students interviewed understood their roles in terms of helping the school promote a safe school and positive learning environment, there is no written plan to ensure that all adults know what they need to do to ensure that all students have their social and emotional needs met. The school does not have processes in place to consistently support students who require tier two or three interventions. In addition, the school lacks protocols to provide on-going school counseling and the formal referral process for special education services. Discussions with the Pupil Personnel Services team (PPS), and a review of the PD calendar, confirmed that there is no formal training for staff on the identification of students with potential social emotional developmental health issues or training to equip school staff with the skills and strategies to address individual student need.
- The school does not have a designated program or curriculum to fully support the teaching of students’ social and emotional needs. However, the school leaders said they use Positive Behavioral Intervention Supports (PBIS), the Responsive Classroom mode, and an anti-bullying education model to provide students with a physically safe place to learn. During discussions with the IIT, parents and students shared that they felt the school is safe. All students interviewed by the review team, reported that they feel safe in the school and that they feel comfortable participating in class. In addition, all students stated that if there were an issue in which they needed to seek help, each would have an adult to go to in the school.
- Discussions with staff and school leaders indicate that the school staff does not regularly check all forms of social and emotional data, in a systematic manner, to address student needs. The school has a response to intervention (RTI) program, in which staff collects data to determine which students need more targeted instruction, but RTI has yet to have the desired impact on student achievement because staff inconsistently use these data. The school leader reports that he has analyzed where

behavioral incidents occur around the school and has increased supervision in these areas. However, discussions with school leaders and staff indicate that staff have not linked behavioral and attendance data with academic performance data. In addition, staff members do not use data systematically to analyze the effectiveness of current initiatives intended to meet the social, emotional, and academic needs of all students.

**Recommendation:**

- The school leader should establish clear written protocols for the school’s social and emotional developmental health program that describe:
  - the school’s vision concerning their social emotional developmental health program;
  - the role of all school stakeholders, including staff, families and community organizations in the Cortland area;
  - the services offered in the school and community, including tiered interventions; and
  - a PD plan for all stakeholders that supports implementation of this program and builds adult capacity in the school.

**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**

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

- A review of documents showed that the school staff communicates its academic expectations to families through forums such as weekly class newsletters and workshops centering on the CCLS. The school leader stated, “In early grades, parents are more likely to come in, and in the older grades, less likely.” Members of the PPS agreed with the school leader’s statement. The school leader shared that at the September 2014 Meet the Teacher Curriculum Night, parent participation for grades Kindergarten and one was much higher than for grades two to six. Discussions with the school leader confirm that he has not yet evaluated the school’s strategies for reaching out to parents or for evaluating why turn out is inconsistent among parents.
- Parents interviewed stated that the school does not send home materials, provide resources, or give specific feedback on aspects of academic development to assist families in promoting high student achievement with their child. Only one of the ten parents interviewed stated that their child’s teacher communicates tips or strategies that parents could use at home to help the child at home. In addition, the school leader stated that he has not yet sought parental opinion on ways to improve communication between the school and families. The lack of actionable and reciprocal communication provided to parents by the school limits their ability work to with their child at home in a way which promotes their academic growth.
- The school leader stated, “We have no formal training for parents on building relationships with the school.” Although a review of documents shows that there is training for new teachers on how to promote and encourage parent involvement, the school leader has no data to support if it is having a positive impact, aside from anecdotal evidence. Additionally, school leader and parent interviews

confirm that the school does not have a specific document that details the community services available for families in need of social or academic supports.

- The school shares student data through a variety of means including parent-teacher conferences, letters sent home and report cards four times a year, with five-week reports sent home for students in grades three to six. However, some parents interviewed stated that they would like an online portal, in which they could access their child’s assessment and behavioral data at home. The majority of parents interviewed stated that they understand the data that the school provides. However, some parents interviewed stated that though they are provided with information on their child’s progress, they are not regularly provided with helpful strategies or tips they could use at home to support their child’s learning.

**Recommendation:**

- To empower parents as partners in their child’s learning, and enable them to work with their child at home, homeroom teachers should provide parents with one specific strategy and a corresponding resource in ELA and math to promote academic growth at home.