



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	060800010010
School Name	Dunkirk Middle School
School Address	525 Eagle Street, Dunkirk, New York 14048
District Name	Dunkirk City School District
School Leader	Rocco Vallone
Dates of Review	May 6-7, 2015
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) - given			
Grade Configuration	6 - 8	Total Enrollment	465
		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	9
Types and Number of Special Education Classes (2014-15)			
# Special Classes	2	# SETSS	4
		# Integrated Collaborative Teaching	12
Types and Number of Special Classes (2014-15)			
# Visual Arts	8	# Music	24
# Foreign Language	17	# Dance	0
		# CTE	17
School Composition (most recent data)			
% Title I Population	70	% Attendance Rate	94
% Free Lunch	64	% Reduced Lunch	6
% Limited English Proficient	11	% Students with Disabilities	9
Racial/Ethnic Origin (most recent data)			
% American Indian or Alaska Native	1	% Black or African American	8
% Hispanic or Latino	48	% Asian or Native Hawaiian/Pacific Islander	0
% White	41	% Multi-Racial	3
Personnel (most recent data)			
Years Principal Assigned to School	2	# of Assistant Principals	1
# of Deans	0	# of Counselors/Social Workers	4
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	0
% Teaching with Fewer Than 3 Years of Experience	2	Average Teacher Absences	
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	13	Mathematics Performance at levels 3 & 4	7
Science Performance at levels 3 & 4 (4th Grade)	NA	Science Performance at levels 3 & 4 (8th Grade)	62
Student Performance for High Schools (2013-14)			
ELA Performance at levels 3 & 4	NA	Mathematics Performance at levels 3 & 4	NA
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	NA	% of 2nd year students who earned 10+ credits	NA
% of 3rd year students who earned 10+ credits	NA	4 Year Graduation Rate	NA
6 Year Graduation Rate	NA		
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			

Accountability Status – Elementary and Middle Schools

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		Multi-Racial	
Students with Disabilities	X	Limited English Proficient	
Economically Disadvantaged			
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	X	Multi-Racial	
Students with Disabilities	X	Limited English Proficient	
Economically Disadvantaged			
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	X	Multi-Racial	
Students with Disabilities	X	Limited English Proficient	
Economically Disadvantaged			

SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:

1. To promote our vision of preparing students for college and career.
2. Use of data to drive instructional decision making.
3. Common Core and NYS aligned curriculum and assessments.
4. Atmosphere that fosters students' emotional and academic growth as well as teaching pedagogy centered on student engagement and ownership of their learning (i.e. Protocols).
5. Foster greater community and parent engagement.

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 Special Education School Improvement Specialist (SESIS) representative and a Regional Bilingual Education Resource Network (RBE-RN) Representative.
- The review team visited a total of 48 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 424 out of 481 students completed (88 percent).
- The school provided results of a staff survey that 54 out of 57 staff members responded (95 percent).
- No parent survey was administered.

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 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 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"/>
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 type="checkbox"/>	<input checked="" 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 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	Developing
<p>The school has received a rating of Developing for Tenet 2 – School Leader Practices and Decisions.</p> <ul style="list-style-type: none"> • The school leader has shared the school vision and goals with staff and parents during faculty meetings and school events. Most goals reviewed by the Integrated Intervention Team (IIT) in the School Comprehensive Educational Plan (SCEP) describe specific actions for driving school improvement but few have measures aligned to planned increases in student achievement to enable the school to measure success. Members of the vertical teacher group, student support team, and parents in the focus group were not able to articulate the specific goals that are listed in the SCEP. Participants of these groups were not able to explain how their roles are specifically linked to the achievement of these goals or to cite any progress towards goals listed in the SCEP. Teachers, support staff, and parents, described the school’s main goals in general terms of helping each child to become college and career ready and to have options after they graduate from high school. • The school leader has allocated some resources to address student achievement needs. The school leader reported he successfully advocated to the district to maintain current school resources, such as English as a second language (ESL) teachers and an instructional coach through the 2015-16 school year, although current grants are expiring at the end of the 2014-15 school year. However, the school leader was not able to provide specific data to the review team concerning the effectiveness of these efforts on improving student achievement. The school leader also noted he implemented a reading intervention program, Read 180, in response to low student performance. While the school leader discussed success by individual students since the adoption of this program, he was not able to provide data that indicates the impact of the program on student performance school-wide. The school leader’s lack of monitoring of the impact of the allocation of resources minimizes school improvement efforts, which limits student academic success. • The school leader reported he is in compliance with the district’s Annual Professional Performance Review (APPR) process and that a professional development (PD) program is in place. Most of the teachers interviewed stated that the feedback provided to them by the school leadership has helped improve their practice. However, classroom visits by the review team and student performance on State tests indicate that the feedback provided has had a limited impact on teacher practice and student achievement. The review team’s examination of the comments on 28 of the school leaders’ walk-through documents showed that only eight reports contained actionable and formative feedback, which specified steps to improve teacher practice. • The school leader reported that he does not have school-wide systems in place to determine if programs and other initiatives are having the desired impact on student success. The school leader noted, however, that he uses information from classroom visits to check whether teachers apply what they have learned in PD to their practice and that instructional practices are improving. He indicated that he has also started to analyze strengths and weaknesses in teacher practices to identify further 		

whole-school PD needs. However, he does not measure the impact of teacher practices on student achievement because the majority of goals in the SCEP are not specific, measurable, ambitious, results-oriented and timely (SMART). The school has an Academic Intervention Services (AIS) program, which gives additional classroom time to students who are behind grade level in English language arts (ELA) and mathematics. However, the review team found that the school leader does not consistently review the assessment data of students in this program to determine if it is having a positive impact on student achievement.

Recommendation:

- The school leader will develop a system to track and analyze student performance data to determine the effectiveness of the school’s current Academic Intervention Services (AIS) program.
- The school leader is to ensure the implementation of the recommendations in tenets 2-6, with particular emphasis on planning and instruction.

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

Developing

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

- While the lesson plans examined by the review team were generally in alignment with the CCLS in regards to subject area content, the majority of the plans did not contain references to data to inform curriculum modifications to meet the needs of all learners. The school leader and members of the vertical teacher group stated that planning, which focuses on the use of data-driven instruction (DDI), differentiation, and higher order questions are in the developing phases of implementation. However, they are improving through the planning for small groups of students to work together on a specific task. While the review team observed students working in small groups, they were still completing the same task in most classes visited. In addition, instructional strategies were not adapted to meet the needs of students with disabilities and English language learners (ELLs) through scaffolding tasks or providing simplified texts and questions.
- The IIT review of lesson plans and observation of a grade-level team meeting indicated that DDI planning among teachers was varied, with planning for differentiation of instructional strategies occurring in some classes and not in others. Although the team members discussed lesson plans, assessments, and instructional strategies during the grade-level meeting and instructional groupings were identified, their discussions did not lead to actionable steps based on student performance data, which informed curricula modifications or instructional strategies based on student needs.
- The review team was not provided with a school plan that sets out expectations for the planning and implementation of interdisciplinary lessons, and the school leader and members of the vertical teacher group indicated that the development of interdisciplinary curricula is not a formal expectation. However, the review team observed examples of interdisciplinary content during classroom visitations although in other classrooms there were few interdisciplinary connections made by the teacher. The

review team found that in several non-ELA classes, including science and social studies classes, literacy skills such as close reading, were used as instructional strategies. In addition, in one ELA class, the teacher used United States history themes as content to teach literacy skills.

- Teacher feedback to students does not consistently provide students with clear guidance on how to improve their academic performance. In the small student focus group, participants indicated that the majority of written teacher feedback on student work was descriptive, and not formative or actionable to help the student understand what s/he needs to do to improve a skill or knowledge area. A few samples of student work brought to the meeting did contain a rubric, and some students reported that they receive regular verbal feedback from their teacher that helps them to improve their grades. Teachers’ inconsistent formative feedback limits students’ ability to track their own learning and understand what they need to do to improve academically.

Recommendation:

All core teachers will regularly use common planning time to review and analyze student performance data in order to determine:

- student groupings that best meet the needs of all learners, including students with disabilities and ELLs;
- instructional strategies to best meet the needs of all learners; and
- accommodations/adaptations to best meet the needs of all groups and subgroups of learners.

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

Developing

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

- During classroom observations, the review team found that teacher’s do not frequently provide differentiation of instructional strategies to meet the needs of all students. Many lessons contained teacher-directed instruction as the main instructional strategy, with all learners doing the same work and producing the same product. Some lesson plans and classes visited by the review team addressed student needs and individual goals. However, in the classrooms where there were ELLs and students with disabilities, teachers did not provide instructional modifications to meet the needs of these learners.
- Teachers’ use of higher order questioning and complex materials was inconsistent in the classroom instruction observed by the review team. Many of the lesson plans and classroom instruction lacked rigorous activities, which challenged every student above fact and comprehension activities or included higher order questions that fostered analysis and evaluation through question extensions. In the large student focus group only one of the seven participants indicated that their work was generally challenging. As a result, not every child is being prepared to be college and career ready.

- The review team observed compliant student behavior with high student engagement in most classrooms visited. In many classrooms, students were discussing and completing the tasks together, sharing and listening to each other’s ideas. While some students reported during interviews that they and their peers do not always feel that they can share ideas or answer questions without being picked on by other students, few classrooms visited by the review team were disrupted by negative student behavior.
- Although teachers review assessment data during grade-level team meetings, the review team found that the data from assessments, such as exit tickets, common assessments or unit tests, are not often used to modify instruction to meet the needs of all learners. Participants in the student focus group indicated that while teachers use assessment results to re-teach, it is typically done with the whole class, regardless of their test result. The school leader stated that there are no common school-wide expectations for providing feedback on student work. Students reported that while students are given their score on assessments, they are not consistently provided with individual feedback related directly to their performance on the assessment.

Recommendation:

All core teachers are to structure a minimum of five minutes of academic writing for every lesson, which is linked to two to three higher order questions posted in the classroom. The teacher will ensure that students are:

- responding to higher level questions (application, analysis, synthesis and evaluation/creation) posted in the class;
- engaged 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

Developing

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

- The school leader indicated that the school does not have formal protocols, which specify the roles and responsibilities for all school staff and families concerning the school’s Positive Behavioral Intervention Supports (PBIS) program or the identification process for students who may need social-emotional supports. Parents interviewed shared that they do not receive training on the school’s social-emotional programs, and teachers stated that there is no formal training on the school’s referral process. However, the review team found that there are informal processes in place when individual teachers refer a student to the student support team. Teachers explained to the review team how the student support team members coached staff to ensure that the teacher understands the

interventions, communication, and supports the child needs.

- The school leader and members of the vertical teacher group indicated that the staff does not receive formal training that focuses on the identification of behavioral signs, which may indicate a student needs support for social and emotional issues. Parents interviewed also noted that no training is provided on the identification of children who may need assistance or the roles and responsibilities of school community members for promoting a positive learning environment. While the school provides all staff members with a PBIS binder, it does not include specific details concerning the student identification process to guide staff. As a result, not all students who have social and emotional developmental health needs are identified and provided with support.
- The school leader indicated that the school does not have a specific program that address expectations for classroom behavior, and the school does not provide staff PD on classroom management. According to the student support staff, the school does not have an anti-bullying program, although the seven students who were interviewed during the focus group meeting stated that bullying is a pervasive problem at the school. While some students stated that there are classroom disruptions caused by student misbehavior, the review team noted few instances of student disruptions in the 48 classrooms visited during the on-site review, and negative student conduct was not observed in areas outside the classroom.
- Although some student behavioral data such as referral and suspension information is collected, it is not regularly tracked and analyzed to determine the student subgroups and grades that most frequently require interventions. Members of the student support team indicated that they do not track instances of misbehavior to see if interventions have decreased as a result of school activities or if the support provided is having a positive impact. The school leader noted that he does not track the number of referrals to determine if there has been a decrease in disciplinary referrals. While the student support staff indicated that behavioral data is used by team members to make decisions concerning individual students, they stated that the data is not always used to access school-wide trends or to make school-wide decisions regarding the allocation of resources to address the social and emotional needs of all students.

Recommendation:

- The school leader will develop a written protocol, which details the school's social and emotional developmental health program to include a student identification process, the roles and responsibilities of all school community members, including families and staff members, and the collection, analysis and application of school-wide data to determine program effectiveness as well as trends to inform school-wide decisions.

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

Developing

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

- Although the school leader noted that the school sends home newsletters, which detail the calendar of events and other information related to school, he reported that the school does not have formal expectations concerning reciprocal communications between the school and families. He also noted that the school does not have a communication plan to improve communications between home and school. The school and district send communications home in each family’s native language; however, the communication sent home by some teachers and grade-level teams is not always translated into the primary language of the family. In addition, although some teachers have links to their own classroom website on the school’s website, there is not an option to have these pages translated to each family’s native language, which limits reciprocal communication between the school and some parents.
- The school leaders indicated she communicates high expectations for student achievement and shared some communication processes. However, the communication of high expectations for student success varies from teacher to teacher. The school leader and staff indicated that some teachers voluntarily send home newsletters to families, but this is not a school-wide expectation and while the newsletters contain information about curricula content, they do not contain details of student learning. As a result, the communication between the school and families is not uniform and is inconsistently provided across the school, which limits the ability of the school to communicate the school’s high expectations for student success to all families.
- There is no formal training or plans to train staff or parents on ways to enable families to partner with the school to support their child’s learning. The school leader stated that the school held a session on educational resources, which parents could use to help their child academically at home; however, after ten minutes, some parents left the training after they were logged on and received no information. Four of the eleven parents who attended the parent interview indicated that the school leader and teachers have made them aware of resources with which to assist their child and have found that these resources have had a positive impact on their efforts to help their child at home. However, the school leader as well as members of the vertical teacher group and student support team stated that the lack of parental engagement, reciprocal communication, and training to support and sustain home-school partnerships hinders efforts to promote student success. While there is a school goal to foster greater parental engagement, the Parent Teacher Organization president was not able confirm that attendance at events is increasing.
- The school sends home mid-quarter and end-of-quarter grade reports to all families but does not send home information about students’ learning at other times. The school leader indicated that the school has a homework hotline, which enables families to obtain information about homework their child has to complete, but there is no parent portal from which to regularly retrieve their child’s grades or performance data. The student support staff shared that the school distributes a document, which lists community agencies that provide assistance for academic and social and emotional concerns to all

grade six families at orientation. However, is only provided to families who request it at other times, which limits the ability of those families to advocate on behalf of their child.

Recommendation:

- The school leader will ensure that all documents sent home to families from the school and staff is in each family's first language.