



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	170500010004
School Name	Boulevard Elementary School
School Address	56 East Boulevard, Gloversville, NY 12078
District Name	Gloversville Enlarged School District
School Leader	Thomas Komp
Dates of Review	March 24-25, 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)			
Grade Configuration	K-5	Total Enrollment	404
		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	3	# SETSS	
		# Integrated Collaborative Teaching	1
Types and Number of Special Classes (2014-15)			
# Visual Arts	0	# Music	0
		# Drama	0
# Foreign Language	0	# Dance	0
		# CTE	0
School Composition (most recent data)			
% Title I Population	100	% Attendance Rate	94
% Free Lunch	64	% Reduced Lunch	7
% Limited English Proficient	0	% Students with Disabilities	13
Racial/Ethnic Origin (most recent data)			
% American Indian or Alaska Native	0	% Black or African American	4
% Hispanic or Latino	4	% Asian or Native Hawaiian/Pacific Islander	0
% White	86	% Multi-Racial	6
Personnel (most recent data)			
Years Principal Assigned to School	14	# of Assistant Principals	0
# of Deans	0	# of Counselors/Social Workers	2
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	0
% Teaching with Fewer Than 3 Years of Experience	7	Average Teacher Absences	4
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	18.8%	Mathematics Performance at levels 3 & 4	23.9%
Science Performance at levels 3 & 4 (4th Grade)	85%	Science Performance at levels 3 & 4 (8th Grade)	
Student Performance for High Schools (2013-14)			
ELA Performance at levels 3 & 4		Mathematics Performance at levels 3 & 4	
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits		% of 2nd year students who earned 10+ credits	
% of 3rd year students who earned 10+ credits		4 Year Graduation Rate	
6 Year Graduation Rate			
Overall NYSED Accountability Status (2013-14)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			

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

SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:

1. Increase the number of students reading at or above grade level by 5%.
2. Increase the number of students scoring a 3 or 4 on the NYS Reading/Math assessment by 5%.
3. Reduce the number of students with 20 or more absences by 20%.

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, a Special Education School Improvement Specialist (SEIS) representative and a newly hired district representative who was shadowing the process.
- The review team visited 39 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 157 students (38 percent) completed. However, this is a Kindergarten to grade five- school. It is not clear which grades participated in the survey.
- The school provided results of a staff survey that 35 staff (100 percent) completed.
- The school provided results of a parent survey that 30 parents (7 percent) completed.
- On the morning of the review, the school leader’s mother passed away. He left the school after the first school leader interview to be with his family. He called in periodically on days one and two to learn how the review was progressing. On the debriefing day, the team had a 30 minute conference call with the school leader to present the recommendations. He agreed with the recommendations and said they represented areas he had identified himself and planned to work on. The team determined from the school leader that he wanted the recommendations presented to the building leadership team (BLT), which the review team did. He requested that the BLT share the recommendations with their grade-level teams, collect feedback from the teachers, and discuss them with him upon his return. This message was shared with and agreed to by the BLT.

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 checked="" type="checkbox"/>	<input 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
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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 checked="" type="checkbox"/>	<input type="checkbox"/>
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	<input type="checkbox"/>	<input type="checkbox"/>	<input 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, along with the building leadership team (BLT), reported they developed a School Comprehensive Education Plan (SCEP) that is aligned with the district goals of increasing reading levels, increasing proficiency levels on State assessments, and increasing attendance. To address these goals, the school leader is implementing the district-led “Results First” program, which the district provided to all school leaders that includes specific, measurable, ambitious, results-orientated, and timely (SMART) goals. The program involves identifying what is essential for students to achieve, setting targets for improvement, collecting data, taking action, and constantly monitoring student growth via assessment data, and adjusting strategies accordingly. The school leader and teachers are following the guidelines of this program to reach their goals. However, when asked by the review team, neither the parents nor the students were aware of the explicit goals of the school.
- The school leader has made some strategic decisions to allocate resources to improve student achievement. He has adjusted class schedules to provide longer literacy blocks each day as well as modifying staff schedules to allow Academic Intervention Services (AIS) providers to push into classrooms. This latter initiative provides additional support to greater numbers of students and enables teachers and AIS providers to align their instruction. Results from the March benchmark examinations show that students have exceeded the proficiency targets by 20 points in grade four English language arts (ELA) and by 14 points in grade four mathematics. Learning time has been extended through an after-school program, which includes mathematics tutoring as well as a summer academy to increase student achievement. The school leader has increased the numbers of books in classroom and school libraries as well as providing phonics kits for students with disabilities and Fountas and Pinnell kits, which include assessments to monitor progress in reading. This has led to an improvement in all grades, apart from grade three between the first and second quarter.
- In the absence of an assistant principal, the school leader reported he is responsible for all teacher observations. The observation schedule includes four observations of untenured teachers and two observations of tenured teachers each year. He uses the district-required Danielson framework to evaluate teachers. The school leader indicated that the process includes a pre- and post-observation discussion with each teacher in which he provides more specific feedback than what was written on the observation forms reviewed by the Integrated Intervention Team (IIT). The school leader stated that due to other responsibilities, opportunities for him to conduct informal walk-throughs or visit classes are limited. The student survey showed that although students responded positively to most questions, less than one-half of the students indicated the school leader visited their classrooms. The review team, during their classroom visits, observed inconsistent use of the instructional strategies to support student learning that the school leader had identified. Although teachers received actionable feedback, the school leader noted that he did not observe classrooms to monitor progress often enough.

- The school leader reported that several systems are being developed in the school. For example, there are processes to align curricula with standards, to collect and monitor data for mathematics and ELA for individual students, and to adjust instruction. The school-based support team (SBST) is collecting data and monitoring academics and behavioral needs. Grade-level leaders on the building leadership team (BLT) report back from grade-level meetings on SMART goals, and the school leader reports to the superintendent at administrative cabinet meetings. While several systems are in place, they are not yet fully coordinated, which limits the ability of the school leader to identify problem areas and to determine steps to promote increased academic achievement for all students.

Recommendation:

- To ensure consistency in effective school-wide teaching practices, the school leader should establish a schedule beginning now and for the remainder of the school year, which allows for a certain number of classrooms to be visited on a daily basis. Specific feedback should be shared with teachers in a timely way and subsequent visits should ensure that suggestions offered have been implemented.

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 through data collection of assessments and progress monitoring of student growth, he is supporting implementation of the curriculum. The district’s new Director of Elementary Curriculum and Instruction reports regularly to the school leader about the school’s progress in developing curriculum maps that are aligned with the Common Core Learning Standards (CCLS), reflect the instructional shifts, and are reflective of student assessment data. The school leader indicated he has provided for an outside literacy consultant for 20 days this school year, and a school literacy coach to support teachers in instruction and curriculum alignment. While benchmark assessments, including running records and Fountas and Pinnell assessments indicate that overall student reading levels are increasing, the school did not provide the review team with a breakdown for subgroups.
- Teachers stated they meet every other week in grade-level teams to develop units and lessons. Both the school leader and teachers confirmed that they are required, contractually, to submit lesson plans prior to a formal observation, but not on a daily basis. The lesson and unit plans that were submitted to the review team did not follow a standard format or common guidelines. The strongest plans listed standards, objectives, data analysis used to support the lesson, activities, and assessment opportunities in a thorough manner. The weakest plans addressed all areas in a cursory fashion. All teachers on a grade level, district-wide, meet by video conference on alternate weeks to share data. At the meeting attended by the review team, teachers analyzed benchmark data, identified specific items that were problematic for students, created an action plan for addressing those areas and for adjusting

the curriculum, and shared resources, which they had found especially useful. There is one co-taught class at grade five level. The special education teacher attends that grade level meeting to ensure coordination between general education and special education instruction, but it is too early to determine the impact on achievement. Last summer, teachers focused primarily on ELA for their curriculum development. The District Curriculum Coordinator has planned that this summer teachers will further refine consensus maps for English language arts (ELA) and revise mathematics curricula based on data collected this school year.

- The review team found no evidence to indicate that there is a systematic process for developing interdisciplinary curriculum. However, some teachers reported they informally share ideas and lessons to support learning across content areas although they did not provide the review team with specific examples. Teachers noted they are increasing the amount of informational texts their students are reading in order to address science and social studies content, but the review team did not find reference to these texts in the unit plans they examined..
- Teachers reported they are using multiple types of assessments to determine students' reading levels. These assessments include Dynamic Indicators of Basic Early Literacy Skills (DIBELS), running records, standardized testing and reporting (STAR), and eSpark for iPads, which identifies areas where students are weak and differentiates the programs for individual student needs. In addition, teachers stated they are receiving professional development (PD) on developing their own benchmark assessments to mirror the State assessments. During the data meeting the review team attended, teachers analyzed results of the March benchmarking assessment. They found that their students did not do well on the fractions portion of the test and determined that their scope and sequence did not align with the assessments. As a result, teachers adjusted the sequence of lessons to ensure that students received instruction on all content that could appear on the assessment. Teachers indicated they are in the process of refining their skills in analyzing data. During discussions with teachers and students in their respective focus groups, the review team found inconsistencies in the amount and quality of feedback given to students about their performance to help them reflect on and improve their own learning. For example, students provided examples of work in ELA, which only had a score, such as 7/10, but did not indicate what they had done wrong or next steps to improve their performance.

Recommendations:

- In preparation for summer curriculum work in both ELA and math, grade level teams should immediately collaborate with the school leader, coach, and the district's Director of Elementary Curriculum and Instruction to develop, by the end of the school year, a common standards-based template for units of study that will be adopted across all grade levels.
- By June, the school leader and teachers should develop a system to evaluate the performance of all students and subgroups and create curriculum supports for students, such as extended activities for interventions and/or enrichment.

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

- School and teacher leaders reported they have adopted the “Results First” strategies of data collection and action planning for all students. Students in all grades are represented on progress monitoring sheets, which indicate benchmarking information based on Fountas and Pinnell assessments, DIBELS, and STAR assessments for ELA and mathematics. Data teams meet monthly to determine interventions for students. During the focus meetings the reviewers attended, teachers made short-term adjustments in unit plans in response to assessment data to better match work to students’ understanding. However, the school does not require teachers to use a common format for daily lesson planning. The most complete plans that were completed prior to formal observations and reviewed by the IIT did not include provisions for differentiating instruction based on student needs.
- During classroom visitations, the review team found that lessons were often teacher led. Although there were many examples of students working in centers, the majority of center work was the same for all students. However, there were also instances when students were at the center with the teacher, and lessons were differentiated to address particular student needs. In addition, students worked on eSpark, the iPad software that differentiates the work and details student achievement for the teacher. In teacher-led lessons that were observed by the review team, there was little evidence of higher level questioning or teachers’ probing more deeply into students’ responses to questions. Most questions required a short factual response or one-word answers. There was minimal evidence of teachers challenging students with complex problems to solve, either individually or working in a group. Samples of work that students shared with the review team were predominantly single step problems on worksheets. Even in the higher grades, much of the work involved coloring and/or cutting and pasting worksheets into notebooks.
- School leaders and teachers indicated that the school’s diverse population includes a wide range of economically disadvantaged students and students with disabilities who are struggling with academics. There was some evidence of teachers addressing the unique needs of these students. For example, the results of the quality assurance process for special education showed improvement in explicit instructional practices. Between January 2013 and March 2015, teachers’ specifying lesson objectives for students rose from 63 percent of the time to 100 percent. Recently, support staff shared a newsletter article listing some information about children living in poverty and the possible educational implications. However, staff reported there has been no recent, in-depth PD focusing on successful strategies to engage the diverse student body. During interviews, the review team found that some staff members do not have high expectations for students from economically disadvantaged backgrounds or for the students with disabilities.
- Teachers are using some formative assessments, such as exit tickets, with their students. Teachers indicated they are also in the process of creating benchmark assessments to monitor student progress. The school leader encourages teachers to make sure that the language of instruction matches the language of assessment in order to prepare students to do well on their tests. While teachers are collecting and analyzing student data, they are not sharing the results with their students on a regular

basis. Not all students are receiving feedback that is helpful to them, although some teachers are helping students monitor their progress and record their scores as they move towards taking ownership of their own learning.

Recommendation:

- Starting now, the teachers, instructional leaders, and school leader should collaborate to implement school-wide, consistent usage of higher level questioning techniques aligned to the CCLS and instructional shifts. They should hold higher expectations for the performance of every student in every class, by increasing the complexity and relevance of lessons and, thereby, challenging all students.

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

Tenet Rating

D

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

- The school leader, as well as the SBST, indicated that they meet weekly to discuss student social and emotional developmental health issues. The SBST is comprised of the school leader, guidance counselor, school psychologist, AIS/literacy coach, and additional members as appropriate for the student being discussed. The additional members might also include a teacher, behavior specialist, nurse, or parent. The SBST shared the school’s formal referral process, including printed forms, information relating to attendance, number of interventions, and the process for submitting this information to the SBST. They also shared the district-wide revision of the child study team’s protocols, which was adopted by the school. The process identifies the steps taken by each individual as well as documentation about the level of success of the intervention strategies used by the school. Although discipline referrals have decreased from 49 last school year to 20 for the 2014-15 school year, the teacher and parent focus group participants indicated that not all staff members apply the process consistently.
- The school has several programs in place that support a safe learning environment, such as character education lessons and regular presentations by outside agencies or consultants including the “Too Good for Violence” program, which focuses on bullying prevention. The anti-bullying program was presented to grade five students during the on-site review. The review team found that Positive Behavioral Interventions and Supports (PBIS) is the most visible program throughout the school. Posters and reminders were prominent in classrooms and throughout the school. Students were well versed in the tenets and easily recited them: “be respectful, be responsible, and be safe.” During classroom visits, the review team observed teachers referring to these tenets while speaking to students, such as praising them for being respectful to a classmate. Teachers stated they had received some PD on PBIS at the beginning of the school year. However, although the school has been identified for the poor performance of economically disadvantaged students, the SBST indicated there has been no PD on the effects of poverty on student engagement and learning.

- The school leader reported the school has support staff in place to address the social and emotional developmental health of students. During the student support team focus group meeting, staff shared examples of the connections they have with individuals and agencies in the community, including the Department of Social Services and Catholic Charities, which assist in supporting student and family needs. They also noted referrals to a food pantry and a place where families can go to receive clothing. However, the review team found that the school does not have fully coordinated systems to ensure that all students receive the assistance they require, such as specialized equipment to participate fully in all areas of the curriculum.
- Staff reported the school has a database, School Tools, which some staff use to collect, share, and analyze data to identify and address student needs. However, the database is not used consistently on a school-wide basis. Individual staff either initiates or take part in providing services for students and their families, but these services are not always aligned or coordinated to ensure that the needs of all students are addressed. Some parents in the focus group meeting stated they were not sure of the services and/or supports being available to their children.

Recommendation:

- The school leader and members of the students support team should review and align current in school and outside agency services being provided to students and families.
- Before the end of the school year, the school leader and student support team should develop and promote a comprehensive system that includes identification of supports for students, progress monitoring/tracking tool(s), and protocols to communicate with parents about their child/children’s social and emotional developmental health.

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.

- The school leader indicated the school works with the community to sponsor events for parents and families. He shared with the review team that event sign-in sheets showed that 93 percent of the parents attended parent-teacher conferences this year, and 88 percent of parents attended the school’s open house. During those events, the school leader reported he shared with families the high expectations the school has for all students. However, when the review team queried parents about the school’s mission and/or goals, they did not refer to high expectations for student achievement but articulated that the school was focused on ensuring a happy, healthy, and productive environment for children. They also noted the “3 B’s” of PBIS, be safe, be responsible, and be respectful, as the school’s vision.

- During the focus group interview, teachers indicated that the school leader sends a monthly newsletter to parents. In addition, teachers communicate with parents via phone, email, and text messaging. Teachers stated they talk frequently with parents who walk their children to school. They also communicate with parents through notes in the children’s agenda books each day. When parents were asked about this two-way communication, they reported reciprocal communication was dependent on which teacher their child had, and that the practice was not consistent across the school. During the student support team focus group meeting, participants indicated that there are a variety of events that foster family engagement, such as “family fun nights,” “principal’s pride” breakfasts, where students are honored for academic or behavioral success, and celebrations for PBIS. However, some parents reported that they are frustrated at not always being invited to events when their child is honored because they are told there is no room for an audience, when the school has a large parent room available for such events.
- School leaders and staff reported that fostering home-school partnerships is an important goal. However, training to foster these relationships has not been a school priority. The review team found that to date no formal training currently is offered by the school or community agencies for teachers or parents to learn about relationship-building strategies.
- The school shares some data with parents that focuses on students’ academic and behavioral needs, including progress reports, home report cards, and State assessment data. However, the school has not provided support to parents to better enable them to understand the data. The SBST developed a referral process that has been adopted district-wide. In a grade three data meeting the review team attended, teachers examined the work of individual students and reported they discussed proposed interventions with the student’s family. In the SBST referral process, however, there is no specific reference indicating when parents are provided with the data and brought into the intervention process. Of nine random referrals shared with the review team, there was no documentation citing how parents were engaged in the discussions around student assessments and interventions.

Recommendations:

- The school leader and family and community educators across the district should start now to review family events offered and develop a comprehensive plan for next school year for a variety of events to be offered, specifically at Boulevard, targeting both academic and social and emotional developmental health areas.
- The school leader, teachers, parents, students, and community members should accurately identify and address barriers to increase family and community attendance beginning now and carrying over to 2015-16.