



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	170500010011
School Name	Kingsborough Elementary School
School Address	24 W. 11 th Avenue, Gloversville, New York, 12078
District Name	Gloversville Enlarged School District
School Leader	Laura Buzas
Dates of Review	May 5-6, 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	PreK-5	Total Enrollment	262	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	1	# SETSS		# Integrated Collaborative Teaching	2
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	93%	% Attendance Rate	95.32%		
% Free Lunch	61%	% Reduced Lunch	2%		
% Limited English Proficient	5	% Students with Disabilities	11.9%		
Racial/Ethnic Origin (most recent data)					
% American Indian or Alaska Native	0	% Black or African American	3%		
% Hispanic or Latino	7%	% Asian or Native Hawaiian/Pacific Islander	1%		
% White	86%	% Multi-Racial	3%		
Personnel (most recent data)					
Years Principal Assigned to School	2	# of Assistant Principals	0		
# of Deans	0	# of Counselors/Social Workers	1		
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	0		
% Teaching with Fewer Than 3 Years of Experience	7%	Average Teacher Absences	4.3%		
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	8%	Mathematics Performance at levels 3 & 4	16%		
Science Performance at levels 3 & 4 (4th Grade)	82%	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			
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			
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			
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native		Black or African American	
Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander	
White		Multi-Racial	
Students with Disabilities		Limited English Proficient	
Economically Disadvantaged			

SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:

1. Increase number of students reading at or above grade level by 5%.
2. Increase number of students scoring a 3 or 4 on the NYS Assessments 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, and a Special Education School Improvement Specialist (SEIS) representative.
- The review team visited a total of 33 classrooms during the two-day review.
- Reviewers conducted focus groups with students, staff and parents.
- Reviewers examined documents provided by the school, including curriculum maps, lesson plans, school-wide data, teacher feedback, and student work.
- The school provided results of a student survey that 101 (39 percent) completed.
- The school provided results of a staff survey that 26 (100 percent) completed.
- The school provided results of a parent survey that 17 families (11.8 percent) 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.

#	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 type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
OVERALL RATING FOR TENET 6:				D	

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement.

Tenet Rating

D

The school has received a rating of **Developing** for Tenet 2 – School Leader Practices and Decisions.

- The school leader reported that she has worked with members of the building leadership team over the last two years to craft the school’s vision, which is based on the district’s goals. The vision statement, “All children can and will learn, no matter what it takes,” is displayed throughout the school and known to constituent groups in the school community. When asked by the review team during their respective focus groups, parents, staff, and students were able to articulate the vision statement. The school leader shared with the review team school goals that are specific, measurable, ambitious, results-oriented, and timely (SMART), which she and the building leadership team developed, and are detailed in the School Comprehensive Educational Plan (SCEP). One overarching goal is to increase the number of students reading at or above grade level by five percent, and another goal is to increase by five percent the number of students who score at level three or four on the New York State assessments. Staff indicated that the school leader attends the meeting of the grade-level professional learning communities (PLCs) to support the development of grade-level specific goals aligned to the school goals, which are then shared with parents. The grade five teachers reported that they shared and discussed the goals with students to enable them to better understand their role in achieving them. While the grade-level goals examined by the review team aimed for an increase in student achievement, they did not include a specific timeline or progress targets.
- The school leader indicated she has allocated resources to address student achievement needs, particularly in relation to students’ performance levels in reading. She reported that she secured a grant to fund a Reading Recovery program and the training of one Reading Recovery teacher. The teacher is sharing her knowledge with another grade one teacher in order to bring successful reading strategies to more students than would ordinarily be serviced by the small number of students in the program. During the teacher focus group, some participants reported they have been provided with resources from both the district and the school leader to aid in the effort to improve reading levels. These resources include additional leveled readers in a well-organized book room and additional funds to supplement classroom libraries. While it is too early to judge improvement as measured by State assessments, as the year progresses, an increasing number of students are reading at grade level in all grades. However, the school leader reported that mathematics curriculum and instruction has not been a focus. Consequently, the review team did not find evidence that resources have been allocated to address problems concerning performance levels of students in mathematics or to improve teachers’ instructional practice, which minimizes students’ academic success.
- The school leader stated that she conducts one formal and one informal, unannounced observation each year for each teacher. Teachers reported they receive useful feedback from these observations. They also indicated that the school leader often visits their classrooms and shares resources with them. The school leader reported that she sometimes models lessons or suggests that they visit a colleague’s class to observe additional successful strategies. However, the review team found that there is no

formal schedule for these visits or evidence of an identified focus to the walk-throughs. Although teachers indicated they receive actionable feedback, the reviewers did not find evidence of a process for recording the feedback to enable the school leader to return to the class to determine whether instructional practice has improved in the areas identified. The review team found that while the professional development (PD) plan had sessions identified for the year, there was no evidence that these walkthroughs resulted in PD opportunities to address the targeted areas, which limits improvements in instructional practice.

- The school leader and staff indicated they are monitoring assessment data concerning student achievement in reading to determine if the goals and vision are bringing about sustained school improvement. The school leader reported she is in the process of establishing systems to track school-wide initiatives. Some of these efforts are district driven, such as curriculum development and the implementation of the Positive Behavioral Interventions and Supports (PBIS) program to address students’ social and emotional developmental health. The school leader indicated she is guiding other efforts, such as ensuring that instruction is aligned to Common Core Learning Standards (CCLS) and strengthening home-school relationships. However, implementation of the systems regarding student achievement and school improvement are in the beginning stages, which limits assessments concerning their impact on student success and school improvement.

Recommendation:

The school leader should strengthen the effectiveness of classroom walkthroughs by:

- scheduling periods of time at least three days per week to conduct classroom visits;
- using a protocol to ensure targeted practices are observed and monitored; and
- identifying and communicating to teachers specific areas (instructional and behavioral) that would benefit from additional PD and/or discussion during PLCs.

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 when time permits she attends weekly meetings with the district Director of Elementary Curriculum and Instruction who is responsible for the collaborative development of a district-wide curriculum that is CCLS-aligned and meets the needs of the students. She indicated she receives meeting minutes, is familiar with the areas being targeted, and is able to further the implementation of the curriculum by providing materials and PD to the teachers. Teachers reported that attention is primarily focused on English language arts (ELA). The review team found lesson plans reviewed aligned ELA content to CCLS, and teachers are starting to use data to determine groupings and text selection in reading. Staff indicated there is no consistent mathematics curriculum

across all grade levels, which they find problematic, and it results in mathematics lesson plans and instruction that is not always CCLS-aligned or vertically articulated across the grades.

- The school leader and staff indicated that while the school leader provides feedback on instructional practice and resources after visiting classrooms, she does not influence what is included or offer feedback on the quality and content of daily lesson plans, as teachers are only required to submit lesson plans to the school leader for their one formal observation. The lesson plans that the review team examined did not have a common format or identify the standards being taught. Teachers reported that during their daily grade-level meetings, they collaborate on lesson planning based on their curriculum. During a grade-level meeting observed by the review team, teachers were planning their instructional strategies for upcoming lessons. However, during observations of the 33 classroom visits, the review team did not find evidence of the use of the Depth of Knowledge (DOK) question stems that had been suggested by the district Director of Elementary Curriculum and Instruction, and teachers did not often pose higher level questions, which required students to extend their responses by referring to text-based evidence. While the review team found that teachers were aware of the reading levels of their students through benchmark assessments, there were limited opportunities for students to read challenging texts above grade level to provide rigor to their learning. Some students reported that their lessons are often easy, and they would like more challenging work. Lesson plans included few adaptations for subgroups, such as students with disabilities, who received interventions as pull-out activities.
- While eight of the ten participants in the student focus group indicated that art was their favorite subject, apart from three teacher conference days per year, teachers confirmed during interviews that there are no regularly scheduled opportunities for classroom teachers to collaborate with teachers of the arts or technology to create interdisciplinary curricula. The review team observed few interdisciplinary activities in classes visited. Students were using technology to engage in *eSpark* activities but not to support learning in a range of content areas. Staff indicated that these computer-based assessments, which the students use independently, are designed to monitor student achievement. However, when some students were questioned by the review team about the work they were doing on *eSpark*, the students were unclear about what they call their “game,” and one student working with fractions was consistently finding the correct answer but was not able to explain why the response was correct.
- Teachers reported that they use a range of formative assessments created in their grade-level meetings as well as running records and Fountas and Pinnell benchmark examinations. Some teachers noted they analyze the results of these assessments and make adjustments to their curricula as needed by modifying the pacing of lessons. For example, adjustments are made to permit more time to address particular skills and/or concepts such as “cause and effect.” However, the review team observed minimal written feedback on samples of student work. Students reported that they receive feedback on their work from some teachers. Teachers shared that they provide feedback to students mainly through their conferences with students during reading and writing workshops but gave limited feedback to students about their learning in mathematics. Teachers’ inconsistent feedback limits students’ ability to understand what they need to do to improve academically.

Recommendation:

Using grade-level curriculum maps in ELA and math, teachers should use weekly grade-level meeting time to create unit and lesson plans that reflect the CCLS. Units and lesson plans should include:

- existing DOK question stems and higher order questioning;
- complex texts beyond leveled readers at the instructional level;
- rigorous and varied learning opportunities that are relevant and capture the students’ attention; and
- lessons that reflect high expectations for every student including those with disabilities.

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 reported that teachers are only required to submit lesson plans to her before each formal observation, and she has no influence over the content and quality. However, she and the other teacher leaders discuss instructional strategies with teachers during the PLC meetings and during feedback after visiting classes. Lesson plans written during the weekly grade-level district meetings provided to the review team show adjustments to instruction to address student needs and are beginning to be used to inform interventions for students who are reading below grade level. However, during classroom observations the review team found that there was no consistent format for the lesson plans reviewed. Only one lesson plan had content standards listed; most outlined activities that would be used in class but had no reference to standards. Higher-level questions were not asked consistently in all classes visited by the review team. Some teachers accepted simple answers without probing more deeply to check for understanding. Although teachers often grouped students based on their reading levels and offered guidance on independent reading choices, all students in lessons observed received the same teaching, completed the same tasks, and were reading the same texts in rotation throughout the lesson.
- Some differentiation to address the needs of diverse groups of students is provided through pull-out Tier 2 and Tier 3 interventions by teachers, including the reading teacher, the Academic Intervention Services (AIS) providers, and special education teachers. However, these needs are not always addressed in the general education classes. The review team observed that teachers provided Tier 1 interventions for students in their classes but did not consistently provide more intense interventions, as recommended by the school-based support team (SBST). While students reported that they feel safe and supported in their classrooms, many students indicated they miss instruction in their general education classrooms because they are pulled out for more intensive instruction instead of working with groups in their classes, which limits college and career readiness.

- Through formative and summative assessments, especially Fountas and Pinnell benchmark assessments, teachers group students according to their skill level. However, they do not always provide different activities and texts for the different groups to challenge their learning. The school leader and teachers in all grade levels reported they are monitoring student progress for increases in reading levels throughout the school year. For example, teachers shared data that showed that in grade two, 14 of 41 students were reading on grade level as measured by the benchmark examination administered in fall 2014. By mid-year, 33 of the 41 students were reading on grade level. In grade five, only four students were reading on grade level at the beginning of the school year. By January 2015, 15 of the 34 students were reading on grade level. Teachers indicated that they use data to adjust their reading groups and to help students choose appropriate books for their independent reading. The review team found that students did not consistently have the opportunity to learn how to use data to take ownership of their own learning by setting targets or achievement goals for themselves. In addition, since literacy has been a focus of the school and the district, the review team found there has been little monitoring of growth in mathematics proficiency, which limits student academic success.

Recommendation:

The school leader and teachers should establish a goal of providing additional Tier 2 and Tier 3 interventions within the classroom to meet the needs of all students. To achieve this goal, the school leader should identify a cadre of teachers and staff before the end of June, who:

- are well-versed in instructional intervention strategies;
- are able to collaborate with colleagues and will provide PD on these strategies in PLCs on a weekly basis and/or in monthly faculty meetings; and
- will develop a system that the school leader could use to monitor and evaluate progress towards this goal.

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 reported she is in the process of establishing systems to address the social and emotional developmental health needs of students. She indicated that the district has made the decision to use the tenets of PBIS throughout all schools and that her role is to implement PBIS within the school. Daily PBIS sessions occur where students talk about how to be safe, responsible and respectful. Most students who responded to the survey indicated that they feel safe in school, and those interviewed noted that there is an adult in the school they can share concerns with if they have a

problem. To ensure that students are known by adults, the school leader noted that she has worked with the SBST to launch a “check and connect” program this academic year where some students check in with an adult at various times throughout the day for additional behavioral support. Since the introduction of this “check and connect” system this academic year, the school leader noted that discipline referrals have decreased by 50 percent this year. The school has a referral system for both academic and behavioral issues, and teachers report and review of minutes of meetings indicate that teachers collect data and bring the information to the support team for review and development of an intervention plan.

- The PBIS program is visible throughout the school with signs and banners in classrooms and hallways. Students in their focus group were able to articulate the tenets of the program: be respectful, be responsible, and be safe. Students who display these characteristics receive “Husky Bucks,” which can be traded for small prizes. Staff reported that there are monthly celebrations where students are honored, and each teacher has a color coding system for behavior in the classroom with a clip for each student. Depending on the student’s behavior, the clip is moved along the continuum, and parents are notified of good behavior or instances of misbehavior. There are two coaches for the PBIS program who have received training, and they turnkey what they have learned to their colleagues to support teachers in understanding the program. While parents and students shared with the review team that the behavioral expectations and reward systems vary by teacher, which minimizes consistency in implementation, the behavior the review team observed in classrooms and in hallways was positive and did not interrupt learning.
- The school leader reported that the school has some supports and staff available to address students’ social and emotional developmental health, including the PBIS committee, which is comprised of 12 teachers who are divided into sub-committees to analyze data, rewards, and celebrations. The guidance counselor has instituted several lunchtime support groups for students, such as “Banana Splits,” for children who are experiencing a loss through their parents’ divorce or separation. Students and parents interviewed and who responded to surveys raised no concerns about bullying or behavior. The school leader noted that while the school psychologist and behavior specialist are shared with other schools, they are at the school on designated days to attend SBST meetings, to meet with students, and to assist teachers in developing and implementing intervention plans.
- The school leader and SBST report they are using data to track attendance and behavior. Although there has been no significant improvement in attendance, the school leader indicated that the school meets its attendance targets. While the overall number of discipline referrals has been tracked to monitor increases and decreases, the data have not yet been analyzed by infraction or to determine the success of interventions. As part of the referral protocol, teachers submit background information to the SBST including the student’s history, attendance, interventions attempted, and grades, which are used to plan interventions. Self-evaluations completed by the SBST members and shared with the review team indicate that each September students’ files are re-examined, interventions evaluated for success and new interventions are developed. The self-evaluations show that under the current system, the time it takes to carry out the re-evaluation of the large case load of students delays the continuation of service to those in need.

Recommendation:

Before the end of June, the school-based support team (SBST) should review existing intervention plans (instructional and/or behavioral) for each student. Each review should include:

- identification of the current interventions;
- a determination of the success of the interventions;
- any revisions necessary to the intervention plan; and
- an outline of next steps to be taken for each student when school begins in September.

The school leader should identify and provide additional training, including PBIS/behavioral intervention training for all staff.

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 communicates with parents about school events through the website, open house meetings, and a monthly newsletter, which includes the school’s vision statement. In addition, the vision statement appears on posters throughout the school. The school leader communicates expectations for academic success primarily through sending home students’ test scores when completed, including end of unit test scores, and report cards three times a year. Parents stated that if the scores are low, the school devises a plan to improve student performance. Some families also reported that teachers make themselves available and that they can request information more frequently if they want it. Despite these perspectives by participants in the parent focus group, the school surveys indicate that not all consistent groups feel that high expectations for student achievement are communicated effectively or that they are provided with the support that is needed to help the children achieve academic success. In the teacher survey, only 39 percent of the teachers agreed that they are able to help families set high expectations, and only 57 percent of parents in their survey agreed the school helps to prepare students to be college and career ready. Despite the reservations expressed by some teachers and parents, 100 percent of the students surveyed indicated that the school leader expects all students to learn and do well in school.
- During interviews with the review team, teachers reported that they communicate with parents on a regular basis. Participants in the parent focus group indicated they can call and/or email teachers and that they receive a timely response. The school leader noted that the school sponsors open houses and parent conferences as well as literacy and mathematics nights to share academic expectations and to support parents’ ability to support students at home. However, all focus groups concurred that it is difficult to get a consistently high turnout of parents and/or families to attend these events. Staff stated that when meals are provided more families attend and that in the past when students took part in sharing their progress with their parents, more parents participated in events.

- The school provides some opportunities for training to support home-school relationships, such as literacy and mathematics nights although low attendance continues to be an issue. Some parents reported that many teachers share information with them, such as websites that help explain the content that students are learning. Some parents shared that this was helpful because while they are confident helping their children with reading, they have difficulty assisting their children with their mathematics homework. Staff noted that the school shares a parent and community educator with one of the other elementary schools, and the coordinators across the district work together to assist parents and families. A “home visit team” offers help and support to families if they are unable to come to the school. While the PD calendar for the year outlined opportunities for teachers to increase their pedagogical skills, the review team found no evidence of PD sessions that focus on fostering home-school relationships.
- Academic data are shared in Friday folders, which include test scores and grades, and a report on what students need to work on next. In addition to collecting academic data, the school leader indicated the school is in the process of establishing systems to collect other data, such as attendance and health issues about individual students to share with parents and general trends to share with community agencies such as health, dental, and mental health clinics. Along with the guidance counselor, school psychologist, school nurse, and behavioral specialist, the school also has two professionals from the Department of Social Services to help support families. The SBST stated that team members keep in contact with parents as students are referred to the team for review. If parents are unable to attend the meetings about their children, the SBST and/or home visit team meet with parents and keep them informed of the services, which are available to their children and their families.

Recommendation:

The school leader and the building leadership team should develop a plan to engage students to help promote home-school connections. The plan should have the following components:

- teachers should work with students to ensure student ownership of their learning in areas such as:
 - reading, writing and math proficiency;
 - use of rubrics; and
 - goal setting and monitoring.
- protocols developed in collaboration with students to use while sharing their achievements with their parents/family members; and
- monthly parent/family members-teacher-student events during which students present their progress to their parents/family members.