



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

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



<b>BEDS Code</b>	010100010029
<b>School Name</b>	Giffen Memorial Elementary School
<b>School Address</b>	274 South Pearl Street, Albany, NY 12202
<b>District Name</b>	Albany City School District
<b>School Leader</b>	Jasmine N Brown
<b>Dates of Review</b>	January 12-13, 2016
<b>School Accountability Status</b>	<input checked="" type="checkbox"/> Focus School
<b>Type of Review</b>	<input checked="" type="checkbox"/> SED Integrated Intervention Team (IIT)

## School Information Sheet for Giffen Memorial Elementary School

School Configuration (2015-16 data)					
Grade Configuration	Pre K – 6	Total Enrollment	605	SIG Recipient	No
Types and Number of English Language Learner Classes (2015-16)					
# Transitional Bilingual	0	# Dual Language	0	# Self-Contained English as a Second Language	0
Types and Number of Special Education Classes (2015-16)					
# Special Classes	0	# SETSS	0	# Integrated Collaborative Teaching	0
Types and Number of Special Classes (2015-16)					
# Visual Arts	0	# Music	24	# Drama	0
# Foreign Language	0	# Dance	0	# CTE	0
School Composition (most recent data)					
% Title I Population		100	% Attendance Rate		95.2
% Free Lunch		100	% Reduced Lunch		100
% Limited English Proficient		9	% Students with Disabilities		11
Racial/Ethnic Origin (most recent data)					
% American Indian or Alaska Native		1	% Black or African American		57
% Hispanic or Latino		21	% Asian or Native Hawaiian/Pacific Islander		10
% White		5	% Multi-Racial		6
Personnel (most recent data)					
Years Principal Assigned to School		3	# of Assistant Principals		0
% of Teachers with No Valid Teaching Certificate		0	% Teaching Out of Certification		0
% Teaching with Fewer Than 3 Years of Experience		4	Average Teacher Absences		9.5
Student Performance for Elementary and Middle Schools (2014-15)					
ELA Performance at levels 3 & 4		6	Mathematics Performance at levels 3 & 4		6
Science Performance at levels 3 & 4 (4th Grade)		6	Science Performance at levels 3 & 4 (8th Grade)		NA
Student Performance for High Schools (2014-15)					
ELA Performance at levels 3 & 4		NA	Mathematics Performance at levels 3 & 4		NA
Global History Performance at levels 3 & 4		NA	US History Performance at Levels 3&4		NA
4 Year Graduation Rate		NA	6 Year Graduation Rate		NA
Regents Diploma w/ Advanced Designation		NA	% ELA/Math Aspirational Performance Measures		NA
Overall NYSED Accountability Status (2014-15)					
Reward			Recognition		
In Good Standing			Local Assistance Plan		
Focus District			Focus School Identified by a Focus District		X
Priority School					

### Adequate Yearly Progress (AYP)

DID NOT MEET Adequate Yearly Progress (AYP) in ELA (2013-14)			
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		Limited English Proficient	
Economically Disadvantaged	X	ALL STUDENTS	
DID NOT MEET Adequate Yearly Progress (AYP) in Mathematics (2013-14)			
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		Limited English Proficient	
Economically Disadvantaged	X	ALL STUDENTS	
DID NOT MEET Adequate Yearly Progress (AYP) in Science (2013-14)			
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		ALL STUDENTS	

#### SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:

1. Additional and more focused/target Extended Learning Time (ELT) for students.
2. Teacher development of lesson plans that include Data Driven Instruction (DDI) and that are Common Core Learning Standards (CCLS) aligned Instructional Shifts.
3. Scheduled common planning time devoted to teacher development of data teaming protocols with the support of district level coaches (short cycle assessments with grade level SMART goals set).
4. Increase Positive Behavior Interventions and Supports (PBIS) implementation and engagement around PBIS procedures and protocols.
5. Increase parent participation and engagement around student achievement and social emotional needs.

## 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 (SESIS) representative.
- The review team visited a total of 41 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 169 (76%) completed.
- The school provided results of a staff survey that five (46%) completed.
- The school did not provided results of a parent survey.
- The school has grown significantly over the last year, with over 200 new enrollments, many of whom are English language learners.

### 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	Stage 4	Stage 3	Stage 2	Stage 1
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 type="checkbox"/>	<input checked="" 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"/>
<b>TENET 2 OVERALL STAGE:</b>				<b>2</b>	

### Tenet 3 - Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.

#	Statement of Practice	Stage 4	Stage 3	Stage 2	Stage 1
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 type="checkbox"/>	<input checked="" type="checkbox"/>
<b>TENET 3 OVERALL STAGE:</b>				<b>2</b>	

**Tenet 4 - Teacher Practices and Decisions:** Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking, and achievement.

#	Statement of Practice	Stage 4	Stage 3	Stage 2	Stage 1
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>TENET 4 OVERALL STAGE:</b>				<b>2</b>	

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

#	Statement of Practice	Stage 4	Stage 3	Stage 2	Stage 1
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>TENET 5 OVERALL STAGE:</b>				<b>2</b>	

**Tenet 6 - Family and Community Engagement:** The school creates a culture of partnership where families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.

#	Statement of Practice	Stage 4	Stage 3	Stage 2	Stage 1
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>TENET 6 OVERALL STAGE:</b>				<b>2</b>	

<b>Tenet 2 - School Leader Practices and Decisions:</b> Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement.	<b>Tenet Stage</b>	<b>2</b>
<p>The school is at <b>Stage Two</b> for Tenet 2 – School Leader Practices and Decisions.</p> <ul style="list-style-type: none"> <li>Although the school has a clear vision for improvement, it has not been successfully communicated to all staff, and as a result, instructional practice in some classes is not leading to improved academic standards. The school leader agreed that she needs to monitor classroom practices more closely to ensure consistency of practice across the school. The school leader developed specific, measurable, ambitious, results-oriented, and timely (SMART) goals for improving student achievement, behavior, and engagement collaboratively. In interviews with the IIT, teachers, staff, and parents said that they had participated in the development of the school improvement goals and expressed a clear understanding of them. Signs and bulletin boards throughout the school display the school vision and mission statements. The school leader has provided parents with a variety of documents that explain the school’s mission and vision in their home languages. The IIT observed teachers addressing and supporting school improvement goals in a vertical teacher meeting and implementing strategies consistent with the realization of some of these goals in observed classes.</li> <li>Although there is evidence that the school leader is using some resources strategically to address certain priorities cited in the school self-reflection document and the action plans she has developed for implementation of the School Comprehensive Education Plan (SCEP), resource decisions have not led to consistent results in or improved student achievement. The SCEP identifies student misbehavior during instruction as a major constraint on learning. In response, the school leader introduced the Positive Behavior Interventions and Supports (PBIS) program, provided teacher training, and increased staffing in order to implement it effectively. The school leader also created a separate class to provide intensive support for students most at risk of presenting challenging behaviors. The number of referrals to the school leader for poor behavior has declined by ten percent from September to November 2015. The school leader adjusted staff schedules to increase services for the 200 new students who have entered the school since September 2015. Most of these students do not speak English, have little or no educational background, and are unfamiliar with the school’s behavioral and learning expectations. The school leader created an orientation program for the new students which was jointly conducted by the home-school coordinator and English as a New Language (ENL) teachers. However, the IIT found that the school leader was not delegating enough responsibility for parent and student concerns to support staff, such as the home-school coordinator and counselors.</li> <li>The school leader has provided professional development (PD) focused on SCEP achievement goals to increase the instructional capacity of the teaching staff, but she has not given high priority to monitoring classroom instruction and providing feedback to teachers to bring about change where needed. The school leader explained to the IIT that addressing parent and student concerns was taking much of her time. At present, she observes each class monthly and conducts weekly school-wide walk-throughs. The prevalence of high-quality instruction is increasing according to the observational notes taken by the school leader and evidence from the Northwestern Evaluation Association (NWEA) assessments that show that student achievement has improved, especially in reading. In classroom visits conducted during the review, however, it was evident that not all teachers were using feedback they have received from the school leader to improve their instructional practices.</li> </ul>		

- Although the school leader has established data collection systems, she has not ensured that these are used effectively by all teachers. Documents examined by the review team demonstrate that there are well-established data collection systems that the school leader uses to track and monitor attendance, behavior, and achievement. As a result, she has a good knowledge of the school’s strengths and weaknesses. Input from the data coach at grade level planning meetings has helped teachers to use student achievement data more effectively. According to the IIT’s examination of lesson plans and observation of classes, some teachers are using data to plan lessons, although this practice is not typical, and the school leader acknowledges she has not held all teachers accountable for implementing the established systems in their classrooms. Documents examined by the IIT showed a clear link between SCEP goals and the data collected.

**Recommendation:**

- By February 1, 2016, the school leader should conduct school-wide walkthroughs on a rotating, daily basis and provide feedback to teachers that will be recorded. The school leader should regularly follow up these visits to ensure that school initiatives to improve instructional capacity and student social and developmental health needs are implemented effectively.

**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.

<b>Tenet Stage</b>	<b>2</b>
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The school is at **Stage Two** for Tenet 3 – Curriculum Development and Support.

- The school leader is providing teachers with access to support, materials, and training to help them align their lesson plans to Common Core Learning Standards (CCLS) curricula and instructional shifts, but this support is not consistent and classroom visits demonstrated that not all teachers plan effectively. Not all lessons meet the needs of all students effectively, and only a minority of teachers use higher-order questions to extend students thinking skills. The district provides teachers with curriculum maps based on the CCLS modules for English language arts (ELA) and mathematics. The school leader and data coach have defined a structure and provided expectations for weekly grade level meetings during which teachers make adjustments to the district CCLS modules in order to meet the needs of their students. The IIT observed teachers making such modifications to the curricula and planning lessons during a grade level meeting. The IIT learned in interviews and through a review of documents that the school leader receives the minutes from the grade level meetings and provides feedback to the teachers.
- School leaders have helped teachers to use data to plan instruction through staff meetings and PD sessions, but the analysis of data is inconsistent and lesson and unit plans are not informed by available student data in all grades and subject areas. In a review of teachers’ lesson and unit plans, the IIT found that although most were aligned to the CCLS, they did not always include a variety of complex materials, or provisions for higher-order questioning. Some lesson plans examined by the IIT were well-constructed. For example, in a lesson about what it would be like to be a Native American in a city unfamiliar with Native American culture, the teacher included both higher-order questions and

complex text. Other plans examined by the IIT lacked sufficient detail to provide a coherent sequence of skills, especially in mathematics.

- The school leader said that she is initiating discussions with teachers about ways of incorporating the arts and technology into other disciplines, and that some teachers had designed interdisciplinary lessons. The team observed an example in a physical education class where students were running relays and the teacher used the counting of laps and jumps to reinforce their mathematical skills. However, such planning is at an early stage and only a few teachers are designing interdisciplinary curricula within the grades and subjects.
- It was evident in classroom visits that although some teachers were beginning to use data to modify instruction, the practice was inconsistent. Teacher feedback to students about their work is limited. In interviews, students told the ITT that they did not understand what they needed to do to progress to the next level. The IIT found few specific, actionable teacher comments about how students could improve their work.

**Recommendation:**

- By February 1, 2016, develop and monitor teachers’ instructional practices so that the regular assessment of students’ work includes feedback and goal setting, so that students know what they must do to improve and move on to the next level.

**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 Stage**

**2**

The school is at **Two** for Tenet 4 – Teacher Practices and Decisions.

- According to an examination of the agendas and documents from staff meetings and PD sessions, the school leader has addressed the topic of using data to inform instruction. The school leader’s expectations for high-quality instruction were evident in action plans examined by the team and through notes from walkthroughs and observations, which showed that she has emphasized the importance of ensuring that instruction is well matched to students’ needs. The school leader reported that a small group of teachers are not making effective use of the PD they have received, or the available data from assessments. However, the school leader has not monitored classrooms frequently enough to ensure that all teachers are carrying out expectations and practices. According to the ITT’s classroom visits, there were weaknesses in the quality of instruction for at-risk students with behavior plans, as well as students from newly-arrived immigrant families who are learning English as a new language.
- The lesson plans examined by the review team showed that most teachers were developing learning activities and strategies aligned to the CCLS. In approximately half of classes visited, teachers made good use of higher-order questioning to extend student learning. Although the level of text complexity was appropriate to the grade level, the IIT found that accelerated learners were not sufficiently challenged in most classes. The overall quality of instruction throughout the school was inconsistent.
- The school leader has established a range of assessment strategies to identify and meet the needs of individual students and groups of students, but teachers are using these strategies inconsistently. In observed grade level meetings, teachers were discussing strategies to address the variable and

changing needs of students, but these discussions were in the early stages of development. Overall, there was a lack of intellectual challenge in most observed classes. Teachers tended to pose literal questions, requiring concrete answers and only a few students responded. Students rarely volunteered or asked questions of their own. Generally, there was a lack of rigor in most observed lessons and few provisions for higher performing students. Students told the IIT that they were physically safe in school. Some students said that they felt embarrassed when they made a mistake and some said that they were subjected to peer ridicule.

- As documented in the minutes of grade level meetings, some teachers have begun to make use of data to modify instructional strategies. However, teachers do not consistently modify instruction for subgroups of students. It was evident from the sample of student work examined by the review team that few teachers are giving students appropriate and detailed feedback. Teachers rarely provided oral feedback to students during observed lessons or checked for understanding. Written feedback was often in the form of encouragement to do better, or general words of praise such as “good work.” In interviews with the IIT, students said that they needed to set higher goals for themselves and improve their work, but could not be more specific.

**Recommendation:**

- By February 1, 2016, teachers should use available data to plan instruction and tasks for different groups of students that is appropriately challenging, meets their needs effectively, and thereby closes gaps in learning.

**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 Stage**

**2**

The school is at **Stage Two** for Tenet 5 – Social and Emotional Developmental Health.

- Although the school leader has established a Reponse to Intervention (RtI) team and procedures for identifying and addressing the needs of students based on academic or behavioral concerns, she has not ensured these procedures are being implemented effectively in all classrooms. Also, the organization of the lunch room is poor, which leads to disruption and unacceptable behavior from some students. The school leader told the IIT that the PBIS program is the school’s core program for addressing the social and emotional needs of all students. In recent meetings, the school leader has reiterated the purpose and nature of the PBIS program and issued a PBIS handbook to all stakeholders. The school leader has ensured that students have an adult they can go to for support and students told the IIT that they were well-supported by the school leader, counselors, and teachers.
- The school leader and staff are developing a curriculum based on PBIS to support teachers and promote students’ social and emotional developmental needs. The school leader has provided PD for staff in support of this initiative. The IIT did not find any other curricula or materials to support students’ social and emotional development.
- The school leader has held meetings with stakeholders, including support staff, teachers, and families intended to increase their understanding of students’ social and emotional developmental needs.

Parents and support staff told the IIT that some parents did not understand PBIS strategies and others were actively opposed to the program because it was ineffective for students with chronic behavioral problems. The school leader has not organized and deployed the staff to address some important social and emotional concerns. For example, there is an undercurrent of unacceptable behavior in the lunchrooms and hallways that has not been addressed. Older students are left unsupervised for part of the time and the IIT observed some students fighting and throwing chairs. Lack of appropriate supervision has led to irresponsible behavior and disruption.

- The school leader, home-school coordinator, and student support team have developed and implemented a plan to collect data on the social and emotional developmental health goals in the SCEP. These data are analyzed and used to identify unmet student needs and provide additional support. The school leader also monitors implementation of the PBIS program through classroom walk-throughs and an analysis of behavioral, attendance, and other data that is routinely collected by the staff. Follow-up on the findings from data analysis has been limited by the infrequency of classroom monitoring.

**Recommendation:**

- The school leader, home-school coordinator, PBIS team, and the student support team should meet by January 29, 2016, to review protocols for student behavior support, particularly during lunch and recess, and identify and implement additional PBIS support strategies to ensure a proactive approach to behavior needs, and student social development, including providing older students with appropriate responsibilities around the school.

**Tenet 6 - Family and Community Engagement:** The school creates a culture of partnership where families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.

**Tenet Stage**

**2**

The school is at **Two** for Tenet 6 – Family and Community Engagement.

- The school leader provides multiple channels of communication to ensure good relationships with families; however, families stated they are not aware of the school’s expectations for behavior and academic achievement. Some parents reported to reviewers that they did not understand the PBIS system, or how they could support their children. Communications include newsletters, a school website, a program of school activities for parents, and home visits. The school leader and home-school coordinator are increasing their efforts to meet the needs of transient families who are in a fluid situation that changes daily. For example, the home-school coordinator has reached out to families in temporary accommodations and carried out home visits to encourage two-way communication. According to parents and the school leader, many teachers have good relationships with parents and work closely with families to support learning.
- The school has provided some opportunities for reciprocal communication between staff and families. The school’s plan for communication with parents includes regularly scheduled social gatherings and parent-teacher conferences. Documents are available in all the home languages of parents and translators are provided when necessary. Parents told the team that the school leader has made them aware of the key messages about student achievement and behavior, but the transient nature of the student population is a challenge in developing and maintaining consistent reciprocal communication.

Not all parents agreed with PBIS behavior strategies, but most expressed a desire for the school's support in meeting their children's needs. Parents stated the school kept them well-informed. Both the school leader and the home-school coordinator are visible near the entrance at the beginning of the school day and are available for informal conversations with parents. Members of the school support team and the home-school coordinator said that they have regular informal discussions about the effectiveness of the school's strategies for communicating with parents and make appropriate improvements.

- The school leader has provided some PD for staff and training for parents on creating and maintaining good home-school relationships. In interviews, teachers expressed limited awareness of students' social and cultural backgrounds. The school holds regular parent information and training sessions. For example, the school holds regular sessions intended to help parents acquire English language skills, which parents said was helpful.
- The school leader makes relevant data about student progress and achievement accessible to parents. The school leader has developed report cards that provide the results from NWEA assessments and targets for improvement. The school leader and teachers also give written suggestions to parents on how they can support their children's learning at home. However, some parents said they found the written communications difficult to understand. They added that there were many opportunities to discuss the progress of their children with their teachers and the teachers were receptive and informative.

**Recommendation:**

- The school leader, home-school coordinator, the student support team, and the PBIS team will facilitate the use of the established PBIS matrix by school families by March 1, 2016.