



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

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



<b>BEDS Code</b>	010100010016
<b>School Name</b>	Pine Hills Elementary School
<b>School Address</b>	41 N Allen Street, Albany, NY 12203
<b>District Name</b>	Albany City School District
<b>School Leader</b>	Vibetta Sanders
<b>Dates of Review</b>	January 26-27, 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 Pine Hills Elementary School

School Configuration (2015-16 data)					
Grade Configuration	PK-6	Total Enrollment	488	SIG Recipient	NA
Types and Number of English Language Learner Classes (2015-16)					
# Transitional Bilingual	NA	# Dual Language	NA	# Self-Contained English as a Second Language	NA
Types and Number of Special Education Classes (2015-16)					
# Special Classes	2	# SETSS	NA	# Integrated Collaborative Teaching	3
Types and Number of Special Classes (2015-16)					
# Visual Arts	NA	# Music	NA	# Drama	NA
# Foreign Language	NA	# Dance	NA	# CTE	NA
School Composition (most recent data)					
% Title I Population		100	% Attendance Rate		94
% Free Lunch		94	% Reduced Lunch		1
% Limited English Proficient		11	% Students with Disabilities		10
Racial/Ethnic Origin (most recent data)					
% American Indian or Alaska Native		0	% Black or African American		42
% Hispanic or Latino		21	% Asian or Native Hawaiian/Pacific Islander		9
% White		17	% Multi-Racial		10
Personnel (most recent data)					
Years Principal Assigned to School		10	# of Assistant Principals		0
% of Teachers with No Valid Teaching Certificate		0	% Teaching Out of Certification		2
% Teaching with Fewer Than 3 Years of Experience		0	Average Teacher Absences		9
Student Performance for Elementary and Middle Schools (2014-15)					
ELA Performance at levels 3 & 4		20	Mathematics Performance at levels 3 & 4		20
Science Performance at levels 3 & 4 (4th Grade)		84	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	
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	
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. Continue professional development in data teaming, Colombia writing, differentiated instruction, and the 7 Habits®.
2. Provide increased common planning time for teachers to collaborate vertically and horizontally.
3. Continue to provide a continuum of support for the whole child both academically and emotionally.
4. Continue to find creative ways to engage all parents in support of their child's educational development.

## 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 and a Special Education School Improvement Specialist (SEIS) representative.
- The review team visited a total of 57 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 316 (74 percent) completed.
- The school provided results of a staff survey that 24 (70 percent) completed.
- The school did not provide results of a parent survey.
- Pine Hills Elementary School is a very ethnically diverse school, with over 17 different languages spoken by the school's families. As a result, some students and parents have significant language barriers. Also, a majority of students are economically disadvantaged.

**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 type="checkbox"/>	<input checked="" type="checkbox"/>
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>
<b>TENET 2 OVERALL STAGE:</b>					<b>1</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 type="checkbox"/>	<input checked="" 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>1</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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>
<b>TENET 5 OVERALL STAGE:</b>					<b>1</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 type="checkbox"/>	<input checked="" type="checkbox"/>
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>TENET 6 OVERALL STAGE:</b>					<b>1</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>1</b>
<p>The school is at <b>Stage One</b> for Tenet 2 – School Leader Practices and Decisions.</p> <ul style="list-style-type: none"> <li>• The school leader reported that she has worked with staff over the years to set a vision for the school that emphasizes the development of leadership skills and personal qualities in students and staff. However, student assessment results show that the school’s philosophy has not been effectively translated into the day-to-day actions needed to bring about sustained improvements in student achievement. During interviews, staff and parents stated they are aware of this vision for developing leadership skills, but they did not know how it related to school improvement. The School Comprehensive Educational Plan (SCEP) does not contain specific, measurable, ambitious, results-oriented, and timely (SMART) goals or identify concretely defined practices in need of improvement. The Integrated Intervention Team (IIT) did not find evidence that the school leader has communicated a sense of urgency to the school community to support efforts to promote improved student achievement. The New York State Education Department identified the school as a Focus School because of the lack of academic progress of economically disadvantaged students, who comprise a majority of the school’s population.</li> <li>• The school leader reported the school has adequate resources to assist students, but the review team found little evidence that the school leader has developed a clear strategy to allocate resources to promote school-wide improvement. Reviewers also found little evidence the school leader uses effective systems to monitor the impact of resource allocation. Documents demonstrated to the IIT that the school leader’s plans for expanded learning time are not clear or aligned to achievement for most groups of students. In addition, a disproportionate number of staff are allotted to support the school’s social-emotional philosophy. The school leader stated the district provided curricular materials aligned to the Common Core Learning Standards (CCLS) as well as professional development (PD) opportunities for teachers, but she stated she has not yet fully mobilized staff to use these resources to bring about school improvement.</li> <li>• The school leader reported that although she conducts district-required teacher evaluations, she does not conduct informal walkthroughs or use classroom data to give teachers targeted feedback or make strategic decisions to improve the quality of instruction. The examination of teacher evaluations by the review team confirmed the lack of targeted feedback provided to teachers. Although the review team observed some effective literacy practices in reading classes, the school leader has not provided formal opportunities for teachers to share best practices to promote improved student achievement. Data from the teacher survey indicate that PD is driven by the school’s leadership philosophy and teacher needs rather than student performance.</li> <li>• The review team found little evidence that the school leader has established formal systems and structures to monitor the operational and academic functions of the school. For example, in class visits the IIT observed teachers did not make effective use of time at the end of the day, with several classes ending their work up to 30 minutes before the end of school, resulting in lost learning time for those students. The school leader stated she spends most of her time on building issues and crisis management. The lack of systems to monitor the school’s functions hinders the school leader’s ability</li> </ul>		

to determine what steps need to be taken to improve the school.

**Recommendation:**

- The school leader should immediately reorganize her calendar to allot time for daily classroom visitations, with a specific focus for each month starting with teachers' use of time. The school leader should provide each teacher visited with written feedback based on the specific focus for the month within 24 hours.

**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 Stage**

**1**

The school is at **Stage One** for Tenet 3 – Curriculum Development and Support.

- School leaders and teachers are implementing CCLS-aligned modules for English language arts (ELA) and mathematics through curriculum provided by the district. However, in teacher interviews, a review of lesson plans, and classroom visits, the IIT found no evidence that curricular adjustments are made to meet the needs of all students. The school leader does not provide adequate pedagogical support to teachers through walkthroughs and PD to ensure the curriculum is sufficiently rigorous to raise student achievement. The school has provided PD focused on developing teachers' leadership skills and some PD on improving their curricular planning. In interviews and classroom observations, the review team found that teachers do not effectively use on-going assessments such as exit tickets to adapt the curriculum to better meet varied student learning needs. It was not clear from documents reviewed that the school leader has a vision for curriculum other than promoting the school's philosophy of leadership based on the *7 Habits of Highly Effective People*. However, documents showed that instructional coaches are working with specific teachers and all grade levels to support their understanding and implementation of the curriculum.
- A review of lesson plans showed that although most were aligned to the CCLS and based on grade-level expectations, teachers did not regularly incorporate the use of complex materials and include differentiation or scaffolding in lesson plans to meet student needs. For example, teachers checked off general modifications, such as repeat question, on the lesson plan form, but made few specific adjustments to meet the needs of immigrant students or English language learners (ELLs). In class visits, the review team found that teachers' lessons included higher-order questioning and some use of complex materials, but many lessons did not effectively build on prior learning. Teachers provided students with disabilities with push-in support but gave them the same work to do as the rest of the class. However, in the planning meeting observed by the IIT, it was evident that teachers are beginning to adjust the curriculum to support the CCLS instructional shifts.
- Lesson plans, class visits, and interviews with teachers demonstrated to the review team that teachers plan little interdisciplinary curricula to increase student engagement and deepen their understanding of subject matter. The IIT observed students in a physical education class count in different number groups while running relays and the gymnasium has a word wall related to physical activities, but this is not typical in other subjects or classes. Teachers stated they are limited to a half-hour of common

planning time weekly.

- Teachers reported they administer Northwest Evaluation Association (NWEA) and AimsWeb assessments. In a grade-level meeting observed by the review team, teachers used NWEA assessment data in discussing and planning lessons for the following week. However, in class visits, the review team found that teachers do not consistently use data to inform curricular planning across the school. Although the IIT observed some teachers give focused feedback to students, in many classes, teachers did not use assessments such as exit tickets to gauge students' understanding of the lesson. Students interviewed did not express ownership of their own learning or awareness of their next steps to improve their learning.

**Recommendation:**

- Beginning immediately, the school leader and the district instructional coaches should assist teachers in using exit tickets in mathematics lessons on a daily basis. At the end of each day, teachers should review exit tickets to determine which students are ready to move on and which students need additional support or re-teaching in mathematics.

**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.

<b>Tenet Stage</b>	<b>2</b>
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The school is at **Stage Two** for Tenet 4 – Teacher Practices and Decisions.

- The school leader stated that she does not regularly monitor instruction or provide feedback to teachers to ensure that their instructional practices are informed by data and meet varied student needs. The school leader expressed a lack of clarity about her vision for instruction, and she stated that she has tended in the past to focus on addressing student social and emotional needs rather than the quality of teaching. The school leader stated that she provides little feedback to teachers, and the feedback she does provide is usually not timely. In many classes observed by the review team, teachers did not differentiate their practice to match students' learning styles or levels of ability. For example, many students working independently finished their tasks early and then either chatted or colored pictures.
- In many classes visited by the review team, some students were observed to be actively engaged in learning. Most teachers' instructional practice incorporated higher-order questions. However, teachers inconsistently used complex texts to extend student thinking and promote their engagement. Most lesson plans reviewed by the IIT were appropriately aligned to the CCLS and some reflected the CCLS shifts. In some class visits, students were able to identify what they were learning by repeating the "I can" statement followed by the objective of the lesson, and a minority was also able to demonstrate what they had learned. In some lessons, teachers used time ineffectively and the pace was slow. Although some teachers practiced effective instruction, the significant inconsistency in practice across the building has not resulted in high levels of student achievement.
- The IIT found in their review of teachers' lesson plans that most teachers explicitly teach the school's leadership philosophy, including expectations for student behavior. In class visits, students generally

were well behaved and engaged in lessons. Students appeared comfortable asking and answering questions, and in interviews they stated that they feel safe in class. Teachers are developing teaching strategies to acknowledge student diversity and address their needs. Diversity is celebrated through posters in many of the languages spoken in the school, cultural displays, and class-led assemblies.

- The school leader and teachers reported that teachers do not use data effectively to adjust instructional practices and student groupings. The review team observed a variety of groupings in classes visited; however, it was not always clear why students were grouped together, as groups often did the same work. Students reported that teachers provide them with some feedback on their work, but the IIT found in class visits that feedback typically was not specific enough to help students take ownership of their learning. A review of student work showed a lack of teacher feedback to students on how grades were determined and what skills students needed to improve.

**Recommendation:**

- Beginning February 1, 2016, the school leader should go into classrooms on a daily basis and ask students what they are learning and how they will demonstrate success by the end of the lesson.

**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**

**1**

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

- The school leader has not prioritized the development of a plan or system to identify and support students’ social and emotional developmental health needs. The student support team confirmed that the school does not have an effective system to identify student social and emotional developmental health needs, and they stated they rely on the school’s leadership philosophy that seeks to develop student leadership skills to support these needs. In observations and interviews with students, the review team found that although students clearly enjoy their leadership roles, the leadership philosophy does not effectively support all student needs.
- As the school leader and staff rely on the school leadership philosophy to support student social-emotional needs, the school does not provide a coherent curriculum to support these needs and has not identified the social-emotional skills students need to succeed. Responses to student needs typically are reactive and do not reach all students. PD for teachers has revolved around the “Leader in Me” philosophy, but none has been provided so far this school year due to insufficient funds. Meeting minutes from the Positive Behavioral Interventions and Support (PBIS) team noted a decline in student referrals and out-of-school suspensions, but team members were unable to provide an explanation for the decline. The school has a Second Step program that enables teachers to incorporate social-emotional learning into classroom practice, but it is not being effectively used to reach PBIS Tier two and three students.
- The school does not have written protocols to identify the roles of stakeholders or a system to coordinate and monitor services provided, and therefore services are not aligned to student needs. The school leader and staff reported that stakeholders tend to work independently with students. The

main provider of after-school activities does not communicate with the school leader or the home-school coordinator, leading to a disjointed provision of services and this has been a long-standing problem, mainly due to the rapid turnover of the provider’s personnel. Although documents reviewed showed that some parents and teachers use the online system ClassDojo to communicate about student behavior, parents reported they do not know how to access support services for their children. Documents reviewed also showed that there is a referral process for academic and behavior concerns through the district Response to Intervention (RtI), but school documentation is not specific about what the process is within the school.

- The student support team stated that the school does not have a coherent strategy to analyze and use data that have been collected to consistently identify and meet the social and emotional developmental health needs of students, preventing the school from removing barriers to learning for all students. The school has no quality assurance for provided services, especially for students who present challenging behavior. The school uses an electronic system to collect behavior points, but in discussions with staff it became apparent to the review team that staff do not analyze these points to identify where problems may exist.

**Recommendation:**

- Within a week, the school leader with the student support team should review discipline data by grade level and the number of referrals by individual student to allocate resources to provide the Second Step curriculum interventions in small groups and classrooms.

**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.

<b>Tenet Stage</b>	<b>1</b>
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The school is at **Stage One** for Tenet 6 – Family and Community Engagement.

- Although the school leader has communicated the school’s overarching philosophy of leadership to parents and stakeholders, she has not conveyed her expectations for students’ academic success. The school leader’s vision for family engagement is based mainly on the school’s leadership philosophy and not on the attainment of academic success. Parents stated that they are not clear about the school’s academic expectations and do not feel equipped to help their children meet high expectations. Parents and support staff reported that trainings and workshops for parents to help them support their children’s learning are poorly attended.
- The school has been diligent in providing information in the 17 languages represented in the school, and some staff members speak several of these languages. Translators are provided for school events when necessary. A parent stated that staff are very helpful in integrating non-English speakers into the school. However, the school does not have a plan to increase or improve current support services for parents or to improve reciprocal communications. A review of documents revealed that communication between staff and families is primarily one-way communication through newsletters, report cards, and flyers. Although ClassDojo is available to parents for communicating with staff, some parents said they do not know how to use it.

- The school does not have not a plan to develop partnerships with parents in order to increase parent understanding of how they can help their children learn. Some parents reported that they would like more information about what they can do to support their children’s learning. Although school records show that the school has provided some training sessions for parents in the recent past to help them support their children’s learning, none are planned for the current school year. A member of the Parent Teacher Association (PTA) reported that parents actively support social events, but interest in training events has declined, and the school does not have a plan to address this issue. Because PD provided to staff has concentrated on the school’s leadership philosophy, staff have not been provided with training to help them establish home-school partnerships.
- The school does not have a plan to provide data to parents in ways they understand that allow them to advocate for services that address their children’s needs. Although report cards are issued four times a year that include NWEA assessment data and some suggestions about what parents can do to support reading at home, several parents commented they did not understand the graphs and grades given on the reports. Students have achievement binders containing samples of their work that they take home, but parents stated the binders do not include explanations of the grades given or the next steps their children need to take in order to progress.

**Recommendation:**

- The school leader, home-school coordinator, and teachers should produce a progress sheet every other week to be sent home in student communication binders that explains the current work the class is doing in ELA, the level at which students are working, and how parents can support this work at home. The progress sheet should include space for parents to respond. This practice should start by March 1, 2016.