



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	261600010001
School Name	School 1- Martin B. Anderson
School Address	85 Hillside Avenue, Rochester, NY 14610
District Name	Rochester City School District
School Leader	Kimberly Harris-Pappin
Dates of Review	December 1-3, 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 for School 1, Martin B Anderson Elementary School

School Configuration (2015-16 data)			
Grade Configuration	Pk-6	Total Enrollment	324
		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	2	# SETSS	0
		# Integrated Collaborative Teaching	0
Types and Number of Special Classes (2015-16)			
# Visual Arts	1	# Music	1
		# Drama	
# Foreign Language		# Dance	
		# CTE	
School Composition (most recent data)			
% Title I Population	84%	% Attendance Rate	94%
% Free Lunch	79%	% Reduced Lunch	5%
% Limited English Proficient	3%	% Students with Disabilities	16%
Racial/Ethnic Origin (most recent data)			
% American Indian or Alaska Native		% Black or African American	74%
% Hispanic or Latino	40%	% Asian or Native Hawaiian/Pacific Islander	2%
% White	11%	% Multi-Racial	1%
Personnel (most recent data)			
Years Principal Assigned to School	7	# of Assistant Principals	1
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	0%
% Teaching with Fewer Than 3 Years of Experience	10%	Average Teacher Absences	4%
Student Performance for Elementary and Middle Schools (2014-15)			
ELA Performance at levels 3 & 4	4.9%	Mathematics Performance at levels 3 & 4	3%
Science Performance at levels 3 & 4 (4th Grade)	54%	Science Performance at levels 3 & 4 (8th Grade)	
Student Performance for High Schools (2014-15)			
ELA Performance at levels 3 & 4		Mathematics Performance at levels 3 & 4	
Global History Performance at levels 3 & 4		US History Performance at Levels 3&4	
4 Year Graduation Rate		6 Year Graduation Rate	
Regents Diploma w/ Advanced Designation		% ELA/Math Aspirational Performance Measures	
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	x	Limited English Proficient	x
Economically Disadvantaged		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	x
DID NOT MEET Adequate Yearly Progress (AYP) in Science (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	x

SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:

1. Differentiation- Implementation at every grade level
2. Increase Parent Engagement
3. Increase AVG Daily Attendance

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 43 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, schoolwide data, teacher feedback, and student work.
- The Assistant principal has been in post since September and is the fourth Assistant Principal appointed in the past 8 years. There were no parent, teacher, or student survey results available for the review.

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"/>
TENET 2 OVERALL STAGE:				2	

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"/>
TENET 3 OVERALL STAGE:				2	

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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>
TENET 4 OVERALL STAGE:					1

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 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 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 checked="" type="checkbox"/>	<input type="checkbox"/>
TENET 5 OVERALL STAGE:				2	

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"/>
TENET 6 OVERALL STAGE:					1

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 Stage	2
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The school is at **Stage Two** for Tenet 2 – School Leader Practices and Decisions.

- The school leader told the review team that she met with parents and teachers to develop a vision for sustained school improvement and that she promoted the vision at parent meetings and through newsletters. Although there is a stated vision for the school, the Integrated Intervention Team (IIT) found that students, teachers, and parents interviewed by the team did not have a common understanding of the school’s vision and goals. The goals included in the School Comprehensive Education Plan (SCEP) focus on improvement areas, such as student attendance, reading comprehension, differentiation of instruction, and parental engagement; however, the goals are not Specific, Measureable, Ambitious, Results-oriented, and Timely (SMART). The review team noted that the goals do not include clear actions and timelines, or specific persons responsible for achieving these goals. As a result, the goals do not sufficiently drive school improvement efforts.
- The school leader has made some resource decisions to support school priorities; however, these decisions have not yet resulted in significant improvements in student achievement. The school leader reported that she appointed a full time social worker to provide additional support for needy students and families and increase parental engagement, appointed a reading specialist for grades one to three to support student growth in reading comprehension, and provided teachers with common meeting time to discuss student performance and plan differentiated Instruction. The IIT did not find evidence that the school leader monitored the impact of these initiatives to ensure that these efforts increased student achievement. A review of data demonstrated that overall student achievements as measured by New York State test results, remains low.

- School leaders reported that they regularly monitored the quality of instruction through weekly walk-through observations. School leaders said that they provided instructional development feedback to teachers aligned with expectations, but through an examination of documents, the review team found that this feedback was not specific or detailed enough to improve the quality of instruction in the school. In addition, during class visits, the IIT found that most teachers’ instruction did not address the varying needs of all students.
- School leaders have developed and implemented systems to monitor school-wide practices; however, these systems are too new to have improved the quality of these practices. School leaders told the review team that they continuously monitor student achievement, behavior, and attendance data and use these data to inform decisions. For example, the school leader reported that based on a review of student behavior referrals school leaders appointed an additional lunchtime monitor, and now the number of referrals have declined. School leaders also told the review team that they routinely reviewed the minutes of teachers’ collaborative planning meetings and lesson plans to gather data to provide feedback to improve the quality of instruction. Although school leaders reported that they informed teachers about the components of high quality lesson plans at staff meetings, a review of sample lesson plans showed that learning activities were not described in sufficient detail to guide instruction. The review team examined the minutes of Positive Behavioral Intervention and Supports (PBIS) meeting and attended a grade level meeting, and the team noted that neither of these meetings culminated in specific actions to improve practice.

Recommendation: The school leader should inform teachers that, from January through to March, walk-throughs and observations will focus on the implementation of different levels of learning in classroom instruction. The school leader should provide teachers with clear and actionable instructional feedback to support improved practice.

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

- The school leader reported in interviews that she was committed to the development and implementation of a rigorous curriculum based on Common Core Learning Standards (CCLS) with provisions for all students. Teachers interviewed by the team were aware of the school leader’s vision for the curriculum. The school leader provided planning time and professional development support to help teachers understand the CCLS and develop a curriculum to address the needs of students. The school leader stated that implementation of the CCLS standards was inconsistent across the school. Although the school leader provided EngageNY and CCLS materials to inform instructional planning, the team’s review of lesson plans and classroom observations demonstrated that teachers did not always adapt these materials to ensure that learning tasks were designed to meet the needs of diverse learners.
- Although teachers met to adjust the curriculum content and plan instruction, the review team found that teachers’ lesson plans did not always include data-driven Instruction (DDI) protocols, or consistently align to the CCLS. While most plans included grouping, most plans did not include detailed provisions for a range of learners’ needs such as complex materials or varying learning activities. The

IIT found that most teachers' expectations were low, and few teachers' plans included higher order questioning to deepen learning and develop students' thinking skills.

- The school leader told the review team that although art, history, and physical education teachers worked together informally during lunchtimes to connect the curriculum across subjects, she had not been able to formally establish inter-disciplinary collaboration to connect the curriculum across subjects. Teachers confirmed in interviews that they did not formally plan and structure inter-disciplinary learning. As a result, students do not have enough structured opportunities to connect their learning across the curriculum, or to develop skills to use across different content areas.
- In most lesson plans examined by the IIT, there was little evidence that teachers effectively used available student assessment data, such as Aimsweb and Northwest Education Association (NWEA) to modify instruction. Student data folders, are in place but there is little to show their impact in developing student ownership of their learning or raising their achievements. For example, students that spoke to the review team did not fully understand their learning goals and there is no evidence to confirm teachers' assertions that they regularly reviewed learning goals with students. Although teachers reported that they use rubrics, students and classroom visits confirmed that teachers inconsistently use rubrics. Consequently, students received little guidance to support their learning, or constructive feedback on the quality of their work.

Recommendation: At the first available staff meeting, the school leader should reinforce the expectation that all lesson plans include detailed planning feedback or guidance to support for different levels of learning in classroom instruction. School leaders should regularly monitor lesson plans, and provide feedback for teachers so that all teacher plans include this expectation.

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

1

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

- Although school and teacher leaders reported that they were helping teachers to support the learning of individual students and groups of students, the feedback forms they gave to teachers contained few specific recommendations about providing for individual differences. The review team found little evidence of strategies for differentiating instruction in an observed grade level meeting and the minutes of prior meetings. Classes observed by the review team demonstrated that most teachers were not modifying instruction to meet a range of student needs.
- Teachers are beginning to align planning and instruction to CCLS expectations and learning shifts, but class visits showed that few teachers incorporated higher-order questions into their instruction. In addition, the IIT found that most lessons did not include complex text or provided students with multiple opportunities to learn. Most teachers asked questions of a low level that required students to recall only facts. Most instruction observed by the team did not promote high levels of engagement that would raise achievement. The review noted that in some lower grades classes many students were off-task and exhibited behaviors that interfered with learning.
- While the review team saw examples of best practices in some classes where teachers used grouping and differentiated tasks to meet a wide range of learning needs, particularly for students with disabilities, this practice was not typical in most classes visited by the IIT. Reviewers noted that most

teachers did not provide students with learning experiences that engaged students in intellectual discovery and rigorous thinking. Specifically, the review team did not observe sufficient challenge or a variety of learning opportunities for higher ability students. While some students told the review team that they felt physically safe in school and were able to take intellectual risks in their classes, the review team saw few examples of teachers providing students with appropriate supports, or challenging students to think at higher levels.

- A review of lesson plans and classroom observations showed that most teachers did not use data and assessments effectively to adjust instruction, re-group students, or engage students in self-evaluation. Classroom visits and a review of documents showed that students received little direct feedback from teachers on their work. In interviews, students said that they were uncertain whether they received direction from teachers about the next steps to take. There was also limited evidence of concrete next steps in the student folders examined by the team.

Recommendation: By mid-January 2016, school leaders should reinforce the value and impact of student data folders in raising student achievement by establishing the expectation that teachers’ conference with students bi-weekly. These meetings should result in both students and parents knowing students' learning goals and understanding how to achieve these goals.

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.

- The school leader told the review team that she had not fully established clear and consistent systems to identify the needs of students in order to ensure that the school provides appropriate social/emotional developmental health supports. In interviews, teachers said that they were able to refer students for support in various ways, but were uncertain about a whole-school protocol for student referrals. In observed classes, some teachers were unsuccessful in implementing school-wide behavior expectations such as respect, politeness, and listening.
- The school leader has established shared PBIS protocols to foster and maintain positive behavior and attitudes throughout the school. Staff and parents interviewed by the review team said that they had been involved in the planning and implementation of the PBIS program. Both students and parents expressed strong approval of the school’s “Gotcha” tickets that staff use to recognize and reward positive behavior, such as walking in the hallways and working hard in class. School leaders and teachers told the review team that the PBIS program has not yet been implemented with consistency. During class visits, the review team observed incidents of students exhibiting disruptive behaviors, particularly in lower grades classes. In addition, students expressed concern that some new students, particularly boys, were bullied.
- The review team learned through staff interviews that although school leaders have not formally defined roles and relationships, they are beginning to develop some procedures to help teachers, support staff and parents work together to provide social and emotional developmental health support for students. For example, school leaders, teachers, and parents reported that the newly appointed full-time social worker was building positive and supportive relationships among teachers, support staff, and families by attending teacher meetings and individual student conferences, and making

home visits. The team observed that students were benefiting from after-school activities such as knitting club, yoga and gardening club.

- Although school leaders were beginning to use data to inform decisions, school leaders have not developed and implemented a strategic plan to use data to address the social and emotional developmental health needs of all students. The school leaders reported that they regularly collected and monitored student behavior referral data, particularly for students identified as at-risk. Teachers reported in interviews that student information was not readily accessible to all teachers and support staff. The review team found little evidence of systems that are in place to consistently identify, monitor, and address students’ social and emotional developmental health needs.

Recommendation: Beginning January 1st, 2016, the PBIS Team will start monitoring and evaluating the consistent implementation of agreed expectations and procedures of the PBIS system during walk-throughs and provide actionable feedback for individual teachers who need additional support. At the next PBIS Team meeting, the PBIS Team will create an explicit training for students in grades kindergarten through and for students newly transferred into the school. Beginning in September 2016, the PBIS team should present this training in the first week of the school year, to lay out behavioral expectations in all environments with quarterly refreshers using a variety of teaching methods.

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

1

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

- School leaders in interviews reported that although they communicated high expectations to parents through newsletters, the school website, Robo calls, quarterly information nights, and letters, they recognized that these strategies were not effective in reaching out to all groups of parents. School leaders described an open door policy to encourage parental engagement, which they said worked best for those parents who were able to visit the school. School leaders told the review team that the geographical location of the school was a barrier to parental engagement as the school is not on a public bus route and many parents live too far way to be able to visit the school easily. Staff and parents reported that parent attendance at school events is low. While some parents interviewed by the review team said that they felt well informed and welcomed in the school, few parents articulated the school’s high expectations for student success.
- The school staff reported that the school offers informational programs including new student induction evenings, CCLS information sessions, other curriculum nights, a health fair, and parent-teacher conferences to encourage parents to work with the school as partners in their children’s learning and personal development. Parents and teachers told the team that attendance of Parent Teacher Organization (PTO) events was good when students were involved in performances and exhibitions. Parents who met with the review team said that most parents did not attend other PTO events specifically focused on helping parents to support student learning. The review team did not find evidence of formal monitoring of the efficacy of the school’s communication and outreach efforts to families.

- A range of school and community partnerships including, the Jewish Federation, Friendly Home, Xerox, Rochester City Ballet, local colleges, and Black Storytellers League work with the school to support students and families and provide additional resources. School leaders said that the focus of the schools' professional development (PD) plan was on improving instruction. A review of the PD plan showed that the plan does not include specific reference to parental training and support to help parents to engage as partners in their children's learning and development.
- Based on evidence gathered from interviews, the IIT found that school staff do not collate or share data in a way that allow stakeholders to understand both student and family needs and advocate for services that address those needs. Some parents interviewed by the IIT reported accessing information on students from COMPASS, a computer-learning program, but these parents did not clearly describe the information they received. In addition, parents were unaware of other information related to attainment of students' learning goals. Although the school leader reported that plans are in place to survey parents' about their views and needs, at the time of the review the school did not have a clear plan in place to share data with parents in ways to increase parents' capacity to support their children learning.

Recommendation: At the next PTO officers meeting (December 9th), PTO leaders and parent liaison should formalize a plan for parent engagement that specifically addresses support of student academic achievement that includes:

- a) assessment of family needs to support student achievement through a survey administered through multiple modes of communication including in person, email, phone calls, and mailings to students' homes; and
- b) by February 1,2016, analysis of the above parent data will be used to schedule specific monthly events focused on learning opportunities for parents to support student achievement.