



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	412300010014
School Name	Thomas Jefferson Elementary School
School Address	190 Booth Street, Utica, NY 13502
District Name	Utica City School District
School Leader	Mrs. Vanessa Rejrat
Dates of Review	November 17-18, 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 Thomas Jefferson Elementary School

School Configuration (2015-16 data)					
Grade Configuration	K-6	Total Enrollment	602	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	3	# SETSS	.5	# Integrated Collaborative Teaching	1.5
Types and Number of Special Classes (2015-16)					
# Visual Arts	1	# Music	1	# Drama	0
# Foreign Language	0	# Dance	0	# CTE	0
School Composition (most recent data)					
% Title I Population	41	% Attendance Rate	95		
% Free Lunch	75	% Reduced Lunch	3		
% Limited English Proficient	23	% Students with Disabilities	13		
Racial/Ethnic Origin (most recent data)					
% American Indian or Alaska Native	0	% Black or African American	22		
% Hispanic or Latino	15	% Asian or Native Hawaiian/Pacific Islander	19		
% White	39	% Multi-Racial	4		
Personnel (most recent data)					
Years Principal Assigned to School	2	# of Assistant Principals	0		
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	.02		
% Teaching with Fewer Than 3 Years of Experience	.02	Average Teacher Absences	.5		
Student Performance for Elementary and Middle Schools (2014-15)					
ELA Performance at levels 3 & 4	11	Mathematics Performance at levels 3 & 4	24		
Science Performance at levels 3 & 4 (4th Grade)	74	Science Performance at levels 3 & 4 (8th Grade)	n/a		
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	X	Asian or Native Hawaiian/Other Pacific Islander	X
White	X	Multi-Racial	
Students with Disabilities	X	Limited English Proficient	
Economically Disadvantaged	X	ALL STUDENTS	X
DID NOT MEET Adequate Yearly Progress (AYP) in Mathematics (2013-14)			
American Indian or Alaska Native		Black or African American	X
Hispanic or Latino	X	Asian or Native Hawaiian/Other Pacific Islander	X
White		Multi-Racial	
Students with Disabilities		Limited English Proficient	
Economically Disadvantaged		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	X

SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:

- Based on the District's data collection plan, the building leader and leadership team will develop a grade level meeting protocol/data source to develop lesson plans and to consistently monitor the use of assessment data, CCLS, short/long term goals and research-based instructional strategies to drive and differentiate instruction for all groups of students.
- Teachers will utilize Webb's depth of knowledge wheel to create leveled questions used as an assessment tool to increase higher order thinking skills and to target student needs.

3. Teachers will facilitate the development of student self-assessment portfolios as a means to track growth and learning, which will include rubrics and collaborative measurable academic and behavioral goals.
4. Teacher designees and the principal will provide on-going support and resources related to implementing PBIS strategies, developing the Life Skills Program, and utilizing RTI strategies.
5. Building leader and leadership team will develop Parent and Community and ENL Outreach Committees to increase parent and community engagement in student learning.

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 26 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 328 (100% of grades three through six students) completed.
- The school provided results of a staff survey that 34 (79%) completed.

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

#	Statement of Practice	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 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 checked="" type="checkbox"/>	<input type="checkbox"/>
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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	Stage	Stage	Stage
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		4	3	2	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 type="checkbox"/>	<input checked="" type="checkbox"/>
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
TENET 3 OVERALL STAGE:					1

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 checked="" type="checkbox"/>	<input type="checkbox"/>
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
TENET 4 OVERALL STAGE:				2	

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

<p>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.</p>	<p>Tenet Stage</p>	<p>2</p>
<p>The school is at Stage Two for Tenet 2 – School Leader Practices and Decisions.</p> <ul style="list-style-type: none"> • The school leader has worked with the school community to develop the school’s goals, mission, and vision, which is “responsible citizens and lifelong learners.” The review team learned in interviews with stakeholders that they understand and embrace the school’s vision. The school leader reconfigured the building leadership team into the School Comprehensive Educational Plan (SCEP) team to focus on academic and behavioral areas, and works with that group to promote school improvement. Members of the SCEP team serve on subcommittees the school leader formed to address specific areas for improvement, such as Response to Intervention (RtI), Common Core Learning Standards (CCLS), and parent engagement; however, there is not yet a system in place to support and monitor this work. • While the district controls many of the school’s resources, the school leader has made some strategic decisions about the use of resources. For example, the school leader established an after-school tutoring program to support struggling students and began a STEM/Robotics program to provide enrichment for some students who are selected based on test scores. Additionally, this year the school leader created a parent resource center to provide support for parents. While the school leader has begun to collect data on these programs and resources to monitor their effectiveness, there has not yet been any noticeable increase in student achievement that can be attributed to these decisions. Because of poor performance on grade three state assessments last year, the school leader added a fourth section of grade three to decrease class size. Reviewers found no evidence, however, that this has helped improve instruction or learning. Although the school leader has adjusted the schedule to provide common planning time for teachers, she does not yet effectively monitor instruction and ensure that it is differentiated to address the needs of all students or that teachers engage students with higher-order thinking opportunities and complex materials. • The school leader conducts formal and informal observations and walkthroughs and provides feedback that 60 percent of the teachers surveyed said is helpful. However, the review team found most feedback was not targeted at the root causes of low student achievement such as limited differentiation or strategies for addressing vocabulary gaps. Some comments the school leader provided for teachers included “good pacing, read with more inflection.” Reviewers saw little evidence that the school leader maintained data on feedback given to teachers or that the school leader returned to classrooms to determine whether this feedback had been followed. The new organizational structure, which includes subcommittees that all teachers serve on, allows for sharing of strategies to improve instructional practices. • The school leader reported that she is currently reviewing school-wide systems and procedures including the RtI process, teacher planning meetings, and the referral process; however, many systems are in their infancy. The school leader has not yet developed a system to improve instruction by continuously observing teachers, providing feedback, and ensuring the feedback is being implemented. <p>Recommendation:</p>		

- By end of December 2015, the school leader should work with the SCEP team to develop and implement a plan to monitor the school's progress in meeting the goals outlined in the 2015-16 SCEP. The SCEP team will develop a schedule for reporting progress on the goals to the entire school community.

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.

- While the district provides curriculum maps for all elementary schools that list the state modules and the CCLS to be covered in English language arts (ELA), mathematics, social studies, and science, the school leader has not prioritized having teachers develop additional curricula to address all student needs. Apart from implementing the district's directive to use the state curriculum modules, the school leader stated that she has not required general education, special education, and English language learner (ELL) teachers to plan together to adjust the curriculum to ensure that it addresses subgroup needs.
- Although reviewers found that many teachers align their lesson plans with the CCLS and the district-developed curriculum maps, in several classrooms visited, the lesson plans were not being followed. While many teachers are using the Depth of Knowledge (DOK) question stems to ask higher-order questions, the review team found that teachers did not consistently ask students higher-order questions. In planning meetings observed by reviewers, teachers discussed activities their students would do in the coming days rather than aligning their instruction to objectives and lesson plans. The review team found that teachers are not yet adjusting curricula to align with student needs.
- In an attempt to begin developing interdisciplinary curricula, the teachers reported that they created a web that outlines areas they will concentrate on for the quarter, such as main idea or mathematics facts. These webs are shared with special area teachers who can then incorporate the target areas into their instruction. However, teachers stated that special area teachers do not regularly plan with classroom teachers to provide interdisciplinary curricula. The librarian co-teaches with some classroom teachers, but there is no co-teaching in any other special area.
- Although teachers are beginning to use a range of assessments including iReady, module assessments, and locally developed benchmark assessments to modify their instruction, they are not yet using assessment data to modify curriculum. Special education teachers collect assessment data but inconsistently make use of the data to modify their curricula. Students told reviewers that they sometimes conference with their teachers and use the information from iReady reports to set goals for themselves.

Recommendation:

- By the end of December 2015, the school leader and Common Core Committee should plan a series of teacher workshops based on targeted action plans and the school goals. Workshop topics should focus

on areas that would have the greatest impact on student achievement as determined by data analysis, and should result in teachers adapting curricula to address students' learning gaps. The plan should include methods of implementation, a system for continued topic identification, and a system for monitoring success.

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 **Stage Two** for Tenet 4 – Teacher Practices and Decisions.

- The school leader reported that she is developing procedures to support teachers in adjusting their instruction based on data and identified student needs. For example, the school leader developed the SCEP committee structure to ensure that she can hold teachers more accountable for implementing instructional practices that result in increased student achievement. Additionally, the school leader has adjusted schedules to provide teachers daily planning time and monthly grade-level meetings to review and analyze data and craft action plans to focus instruction. However, the school leader does not consistently take actions to ensure that teachers' instructional practices are informed by data and take students' learning styles into account, nor does she regularly attend grade-level meetings or drop in when teachers plan together to monitor the quality of their instructional planning.
- In classroom visits, the review team found that instruction was predominantly teacher directed. Some teachers incorporated higher-order questions and complex tasks into their instruction and other teachers did not. Although reviewers observed some higher-order questioning by teachers using the DOK question stems, most questioning and tasks were at low levels. Teachers gave their students packets of worksheets to complete, and reviewers saw that while most students were doing their work, they were not highly engaged with it. Students said they had choices on independent reading books, and teachers helped them choose books that aligned with their interests and reading levels.
- Many teachers reported they make only minor modifications to the curriculum modules. Further, teachers stated that they do not plan collaboratively with the special education or English as second language (ESL) teachers. Students say they feel safe and that there is no bullying. However, reviewers observed little opportunity for them to learn by discovery or think deeply about the material they were learning.
- Teachers review the iReady reports that are generated every day as students do their iReady work. Teachers are beginning to use those data to inform their instruction by identifying weaknesses in individual student learning. Although teachers group students, reviewers found that in some classrooms, instruction was not consistently differentiated to address learning gaps. When interviewed, students said that teachers sometimes give them feedback, but reviewers found that teacher feedback was often minimal and not specific enough to help students know how to improve their learning.

Recommendation:

- By the end of December 2015, the school leader and the school-based inquiry team should develop and implement a plan to create and maintain a data wall for all grades, which will enable school leaders and teachers to monitor student progress.

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 has helped create a welcoming environment in the school. The school’s mission and vision that students will become kind, caring, compassionate, and productive members of society are displayed in hallways and all rooms. The school leader organized her building leadership team and subcommittees to address both academic and social-emotional developmental health needs of students. Some systems, including referral procedures, are in place to address these needs, but teachers and the school social worker reported not all teachers follow protocols as prescribed. The school leader is reviewing the effectiveness of these systems, including SchoolTool, which enables teachers and the Instructional Support Team (IST) to use data to identify the social and emotional needs of students, including students with disabilities and ELLs.
- The school is partially using the Positive Behavioral Interventions and Support (PBIS) program coupled with the “Lifelong Guidelines/Life Skills” program, which addresses values such as caring, friendship, and responsibility. Two teachers create monthly lesson packets for teachers that feature a particular value, also listed on the month’s curriculum map. The values reinforce those in PBIS, but reviewers found little evidence that students were being given the rewards for good behavior that are typical of a PBIS program. A student of the month program recognizes students who exemplify the school’s vision, but members of the support team reported they were not sure how a student is chosen. The school has a program in which each student identifies an adult to whom he or she can go to if they are having problems or concerns. However, both teachers and students reported that students do not go to their designated adult. Teachers shared because of large class sizes, they do not have sufficient time to complete the paperwork necessary to refer a student to the IST. The alternative, which the support staff confirmed, is that teachers seek out support staff informally to request strategies to use with struggling students. Although teachers can choose from a variety of professional development (PD) offerings, they are not required to engage in PD that targets social and emotional needs.
- The school staff supports parents, teachers, and students through connections with various community organizations, particularly the Mohawk Valley Center for Refugees. However, large segments of the community cannot access some of the services available due to language issues. Furthermore, reviewers saw little evidence that systems exist to monitor how these organizations are working together to support students’ social and emotional developmental health needs or that they are removing barriers to success for all students.
- School staff use SchoolTool to maintain students’ academic and behavioral data including referrals. However, teachers stated that many teachers talk informally with student support staff about interventions, and therefore few referrals come to the IST. Data are not consistently collected on the

effectiveness of interventions or the PBIS and life skills programs. This lack of monitoring hinders school staff from meeting the social and emotional developmental health needs of all students.

Recommendation:

- By end of December 2015, the school leader, Rtl committee, and IST should develop a system to support teachers as they adopt, utilize, and monitor Rtl strategies to use with students prior to referral to the IST.

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 **Stage Two** for Tenet 6 – Family and Community Engagement.

- The school leader communicates high expectations for all students to parents and families through newsletters, at monthly awards assemblies, and during conversations with parents. Primarily because of language barriers, not all parents benefit from these communications. This year the school leader established a parent resource center equipped with books, materials, and other resources for parents to use to support their children’s learning. Posters outline tips for parents in helping their children, and tips are translated into the predominant languages spoken in the school. While the school leader stated she would like to translate many more materials into the predominant languages in the school, the cost is currently prohibitive. Each month, students are celebrated at an awards assembly and the school leader said she uses this as an opportunity to talk about high expectations and to invite parents to the resource center, as many parents attend these events.
- The school provides multiple opportunities to engage in reciprocal communication with parents. However, not all communications are translated into the languages spoken in the community. Teachers communicate with parents via email, phone calls, and through notes transmitted by students. The school leader disseminates a quarterly newsletter that announces events at the school, highlights accomplishments by grade, and lists the names of the students of the month. At quarterly parent-teacher conferences, parents, teachers, and students discuss student progress and develop goals for the coming weeks. A group of parents shared they appreciate the level of communication from the school and the responsiveness of the school leader, teachers, and other staff to their questions or concerns. However, they also stated they would like to have more online opportunities to communicate.
- The review team found that there are limited opportunities for parents and staff to learn how to foster stronger relationships between home and school, and there has been no PD for staff targeted specifically at creating and sustaining home-school partnerships. The school does offer some learning opportunities throughout the school year for parents at which the school leader and teachers share strategies with parents on ways to support their children’s learning. For example, a “Family Math Fun Night” was offered last year. Attendance records show that attendance varies greatly at such events. While the math night was the most well attended event with 165 participants, this represented only approximately one quarter of the school enrollment. The school leader and staff stated they would like

to see greater attendance at events.

- Teachers reported that academic and behavioral data are shared with parents through iReady reports, report cards, and during parent-teacher conferences. Parents are invited to IST meetings when their children's interventions are being discussed, and data are shared at those meetings where strategies are determined. School staff take the opportunity to explain to parents the various school and community services including health clinics that are available to them to help address their children's needs. Parents stated they are aware of services available to them.

Recommendation:

- By the end of December 2015, the school leader and the Parent and Community and English as a New Language Outreach Committees should plan at least three parent workshops to include parents of ELL students, including holding the International New Year Barnes and Noble Book Fair. The plan should include the methods of implementation and a system for monitoring success.