



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



2015-2016 School Year

BEDS Code	441600010001
School Name	Balmville School
School Address	5144 Route 9W, Newburgh, NY 12550
District Name	Newburgh Enlarged City School District (NECSD)
School Leader	Joan Crosson
Dates of Review	May 22-23, 2016
School Accountability Status	<input type="checkbox"/> Priority School <input checked="" type="checkbox"/> Focus School
Type of Review	<input checked="" type="checkbox"/> District-led Review

School Information Sheet for

School Configuration (2015-16 data)			
Grade Configuration	K-5	Total Enrollment	443
		SIG Recipient	
Types and Number of English Language Learner Classes (2015-16)			
# Transitional Bilingual		# Dual Language	
		# Self-Contained English as a Second Language	
Types and Number of Special Education Classes (2015-16)			
# Special Classes	1	# SETSS	
		# Integrated Collaborative Teaching	
Types and Number of Special Classes (2015-16)			
# Visual Arts		# Music	
		# Drama	
# Foreign Language		# Dance	
		# CTE	
School Composition (most recent data)			
% Title I Population	78	% Attendance Rate	94
% Free Lunch	65	% Reduced Lunch	8
% Limited English Proficient	10	% Students with Disabilities	9
Racial/Ethnic Origin (most recent data)			
% American Indian or Alaska Native		% Black or African American	26
% Hispanic or Latino	43	% Asian or Native Hawaiian/Pacific Islander	2
% White	25	% Multi-Racial	4
Personnel (most recent data)			
Years Principal Assigned to School	3	# 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	0	Average Teacher Absences	12
Student Performance for Elementary and Middle Schools (2014-15)			
ELA Performance at levels 3 & 4	20	Mathematics Performance at levels 3 & 4	17
Science Performance at levels 3 & 4 (4th Grade)	75	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	
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	x	Asian or Native Hawaiian/Other Pacific Islander	
White	x	Multi-Racial	
Students with Disabilities		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		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	
Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander	
White		Multi-Racial	
Students with Disabilities		Limited English Proficient	
Economically Disadvantaged		ALL STUDENTS	

Identify the school's top priorities (no more than 5) based on the school's comprehensive plans (SCEP, SIG, DIP, etc.):
SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL: *Please note that these are from our revised SCEP of 1/29/16.

1. **Tenet 2:** Based on our DTSDE recommendations from March 23, 2015 in 2.4 and 2.5, which received a score of developing, the school leader must conduct targeted and frequent observations and track progress of teacher and school-wide practices concerning guided reading as defined in the SCEP. Based on our DTSDE recommendations in 2.3, which received a score of developing, the school leader must make strategic decisions to organize programmatic, human, and fiscal resources to support professional development in the area of guided reading.
2. **Tenet 3:** Based on our DTSDE recommendations from March 23, 2015 in 3.2, rated ineffective, the school leader must ensure implementation of CCLS curricula that is monitored by administrators, and adapted to meet the needs of students. In 3.3 and 3.5, rated ineffective, teachers must ensure that unit and lesson plans are aligned to CCLS and

address student achievement needs based on formative and summative assessments.

3. **Tenet 4:** Based on our DTSDE recommendations from March 23, 2015 in 4.2, 4.3, and 4.5, rated ineffective, teachers must engage in regularly scheduled and uninterrupted strategic planning and decision making to ensure that coherent and appropriately aligned guided reading CCLS instruction addresses all student goals and needs, and fosters student participation in their own learning process through the use of data.
4. **Tenet 5:** Based on our DTSDE recommendations from March 23, 2015 in 5.5, rated ineffective, school leaders and support staff must work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.
5. **Tenet 6:** Based on our DTSDE recommendations from March 23, 2015 in 6.2 through 6.5, rated developing, teachers must engage parents and other caregivers in a reciprocal communication so that they can be actively involved in increasing Accountable Independent Reading by students outside of school. Caregivers need to be informed of student reading level data and goals set by students and teachers through a systematic plan so that those goals can be supported at home.

Information about the review

- The review was led by the deputy superintendent. The team also included two district representatives.
- 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 191 completed.
- The school provided results of a staff survey that 42 completed.
- The school provided results of a parent survey that 10 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL RATING FOR TENET 2:			3		

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 checked="" type="checkbox"/>	<input type="checkbox"/>
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
OVERALL RATING FOR TENET 3:				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 checked="" type="checkbox"/>	<input type="checkbox"/>
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
OVERALL RATING FOR TENET 4:				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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
OVERALL RATING FOR TENET 5:				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 checked="" type="checkbox"/>	<input type="checkbox"/>
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
OVERALL RATING FOR TENET 6:				2	

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement.	Tenet Rating	STAGE 3
<p>The school is in Stage 3 for Tenet 2 – School Leader Practices and Decisions.</p> <ul style="list-style-type: none"> The soon to be principal is facilitating a revised mission and vision with the staff. The school leadership is currently in transition. The assistant principal will be appointed to the principal position effective July 1, 2016. In preparation for this transition the assistant principal is working with the staff to set expectations for classroom instruction leading to improved student outcomes. The current SCEP contains goals aligned to the needs assessment for each tenet, however direct alignment to the school mission and vision is inconsistent. The lack of alignment of the goals in the SCEP with the school’s mission and vision has impeded measurable school improvement. The school leader has maximized the resources of the pupil personnel staff while addressing the lack of fiscal resources to implement the SCEP in order to address the diverse needs of students. Funding beyond the Title 1 1003 was limited to support the comprehensive professional development plan to address guided reading. Although funds were unavailable to accomplish the expansive plan for guided reading, the school leader utilized district personnel to close the gap in resources. The school psychologist works collaboratively with the school leaders and the AIS staff to address tier 3 interventions leading to improved student behavior. Resources available have been targeted based on the needs of students, leading to increased student success. The school leaders have visited classrooms on a consistent basis beyond the required teacher observation defined by the APPR. The school leader and the assistant principal visit classrooms on a routine basis and follow the district procedure for providing feedback. Grade level meetings and faculty meetings focus on what was learned through classroom visits. Modifications to instruction based on feedback provided as a result of walkthroughs is leading to improvements in instruction. Initial systems are being developed based on an alignment to the DTSDE tenets leading to a shared understanding of schoolwide expectations. Teacher teams have been created for each tenet. Tenet leaders facilitate conversations to determine activities from the SCEP that will ensure at a minimum achieving a stage 3 rating. Friday meetings of the entire faculty and students provide opportunities to celebrate schoolwide success while addressing necessary redirection. As a result of implementing these two systems, informed decisions are beginning to support continuous school improvement. <p>Recommendation:</p> <ul style="list-style-type: none"> By September 2016, the school leader will expand upon the prior year’s system and structure of tenet leaders by formalizing expectations aligned to the implementation the 2016 -2017 SCEP. 		
Tenet 3 - Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.	Tenet Rating	STAGE 2
<p>The school is in Stage 2 for Tenet 3 – Curriculum Development and Support.</p> <ul style="list-style-type: none"> The school is in the early stages of implementing the plan to develop a curriculum that meets the needs of all students. School leaders have encouraged all teachers to utilize a standard, online 		

planbook which enables school leaders to monitor planning. School leaders have also encouraged grade level teams to post their grade's scope and sequence on a universally available online platform. While all grade levels have posted their scope and sequence for math and ELA, only three grade levels have made adaptations to them. Grade levels are provided with common planning time during the six-day cycle, though it was reported that not all grade levels utilize the time for curriculum development. It was also stated that the staff handbook needs to be revised to include guidance and expectations for curriculum development. As a result, there is not a clear understanding or schoolwide practice of how to make adaptations to the curriculum in order to offer a rigorous, coherent curriculum to all students.

- While lessons indicate that the CCSS (Common Core State Standards) are being followed, not all lessons include the CCSS, are driven by data or meet the needs of all students. All plans reviewed included lists of standards, but some plans listed between 15-20 standards for one lesson while other lessons listed zero. Plans which included standards were generally whole group lessons; plans that included small groupings did not identify the standards those students would be working towards. One grade level provided plans that were exactly the same for two classes, no differentiation was included. One teacher provided evidence of a data binder which was used for tracking information that informed student groupings. Another teacher's plans included intended higher-order questions for the lesson; other plans reviewed did not. Without a universal practice of including an appropriate number of standards in all lessons and utilizing data during the creation of plans, the needs of all students will not be met, limiting opportunities for all students to meet with academic success.
- There is no formal plan that allows for special area teachers to plan with classroom teachers. Classroom teachers reported that special area teachers are utilized as coverage for common planning time. Monthly staff meetings do not incorporate time for teachers to plan interdisciplinary curricular activities. It was reported that those special area teachers that do create cross-curricular opportunities for students do so informally and at their own discretion. As a result, not all students are experiencing a deep understanding of or are actively engaged with the curriculum, limiting academic success.
- The protocol of using multiple sources of assessment data in curriculum planning is beginning to become a schoolwide practice, as well as the protocol for providing students with written feedback. One grade level was observed using reading fluency data to discuss and create plans for reading instruction, creating activities for students in specific data bands. One grade level reported utilizing end of module assessment data to inform planning; the school leader reported that use of module assessments is not a schoolwide practice. The use of the "Stars and Steps" feedback protocol was widely evidenced. Students in the focus group clearly spoke of its purpose, other students questioned also articulated the protocol. One student work displayed stars and steps feedback written by students to their classmates. So, while the use of a universal student feedback protocol is fostering student ownership of their work, increasing the chances for academic achievement, the lack of a similarly universal data protocol used in curriculum planning limits informed adaptations to the curriculum, limiting increases to student achievement.

Recommendation:

- During the summer of 2016, the school leader will work with grade level and special area teacher representatives to develop a protocol that will include the steps to take when adapting the curriculum modules, based on the data determined needs of their students, which will lead to a deepening of students' understand of the curriculum, leading to academic 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 Rating

STAGE 2

The school is in **Stage 2** for Tenet 4 – Teacher Practices and Decisions.

- Structures have been put into place to systematize school wide practices regarding data driven instructional decision making, but these structures are not yet universally utilized by all teachers. Though each grade level has posted their scope and sequence onto One Drive, only three of the six grade level teams have added information to these documents in order to enhance the curriculum to better meet the needs of their students. Common planning time (CPT) was scheduled into the master schedule providing opportunities for grade level teams to meet, but formalized expectations for how that time is to be utilized were not evidenced. It was reported that CPT was not always used for its intended purpose. Until set structures are embraced and utilized school wide, increases in student engagement and achievement will lag.
- While high student engagement, appropriately leveled text and differentiated activities were evidenced in some classrooms and lesson plans, these are not practices that fully permeate the school. No evidence of high-order questioning was evidenced, though one set of lesson plans documented essential questions to be used. A single approach to the curriculum was the standard in lesson plans reviewed. There was no documentation evidenced regarding modifications made for subgroups. Until instructional practices that promote deeper student inquiry and genuine engagement are common practice throughout the school, high levels of student engagement and achievement will not be realized.
- Few lesson plans reviewed and few classrooms visited demonstrated evidence of differentiated tasks or higher-order inquiry. Teacher lead discussions were witnessed in classrooms on every grade level. Round-robin reading was utilized in one room. One reading group observed contained eleven students. The use of the “turn and talk” protocol as well as intentional use of academic language was noted intermittently in select classrooms. Until the learning needs and styles of all students are addressed, not all students will have the opportunity to meet their academic goals.
- While the use of data to inform both planning and instruction is becoming more utilized, it is not documented or practiced universally by all faculty. The use of data binders was reported, though only one teacher provided a binder for review. Students reported the use of SRI (Scholastic Reading Inventory) and experiencing running records, with the understanding this information informed reading groups. During conversations with students it was reported that reading groups basically remain the same throughout the year. Without the pervasive use of timely data-based instruction and flexible student grouping high levels of student achievement will not be attained.

Recommendation:

- No later than September 2016, the school leader will formally in writing communicate expectations to teachers that lessons contain higher order question and appropriately leveled complex texts that are aligned to the NECSO curriculum, creating access and engagement opportunities for all students.

Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.	Tenet Rating	Stage 2
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The school is in **Stage 2** for Tenet 5 – Student Social and Emotional Developmental Health.

- The school leaders have expanded the use of the Rtl (Response to Intervention) process to address student social emotional and academic needs. Tier 1, tier 2 and tier 3 interventions are supported by the classroom teachers with guided support provided by the school psychologist. Behavior programs such as Class DoJo for communication, individual and group counseling and interagency collaborations have been formalized. As a result, a reduction in student removals and an increase in student attendance are improving opportunities for academic success.
- Schoolwide approaches to support student social emotional health are being implemented. Olweus continues to be implemented in a modified manner as a result of the lack of resources. A variety of anti-bullying strategies such as kindness chains and “we choose kindness” are being implemented. Research is being conducted by the Tenet 5 team to select a social emotional curriculum to be implemented during the 2016-2017 school year. Although steps are being made to implement school wide social emotional supports, barriers remain that are preventing the development of social emotional learning skills.
- The school informally organizes the work with stakeholders to support the social emotional developmental health of students. Teachers touch base with the school psychologist informally. The school psychologist is developing relationships with Orange County agencies and has seen increases in family referrals for support services. The limited resources available negatively impacts opportunities for students and families to break down barriers to improve social emotion developmental health.
- The school lacks a formalized data system to track data relating to student social emotional developmental health. The school responds in a reactive manner to students in crisis and collects the necessary data from various sources to inform a remediation plan. The lack of a centralized data tracking system to inform staff of the early warning signs of student needs is preventing a proactive approach to providing supports required of students to improve their social emotional learning skills.

Recommendation:

- By September 2016, the school leader will work with the student support team to create a strategic plan that outlines the implementation of a researched base social-emotional learning curriculum that leads to the removal of barriers to learning.

Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.	Tenet Rating	Stage 2
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The school is in **Stage 2** for Tenet 6 – Family and Community

- School leaders’ communications with parents and families occurs predominately in an informal manner with regards to academic expectations. Two grade levels utilize Class Do Jo. Parents are very receptive to alerts throughout the day informing of their child’s academic and behavioral performance. Parents expressed a desire for Class DoJo to be expanded schoolwide. School events are publicized and as a

result are well attended. Family engagement on the part of those individuals that are consistently involved has resulted in partnerships leading to improved outcomes for students. However, strategies to reach out to the disconnected families have not been deployed, preventing all families from the opportunity to support improved outcomes for all students.

- The school hosts a variety of social events that are well attended by a core group of families. Families expressed the need for a wider range of voices from all parent stakeholder groups in order to inform the development of future events. Strategies to reach out to the disconnected families have not been implemented. Events to create dialogue in a reciprocal manner have not allowed families to receive the necessary guidance and technical assistance to support the academic and behavioral needs of their children in the home.
- The school has not reacted to requests from families for strategies to assist with homework and expanding learning in the home. Parents expressed the need for guidance on how to complete math homework and on how to support their children’s social and emotional development as they transition into the middle school. Parents also expressed the need for strategies to relieve anxiety caused by increased rigor and expectations of the Common Core. The school’s lack of focus on specific family needs has negatively impacted academic achievement and social emotional growth.
- The school shares student progress data through the report card and progress reporting procedures. Parents reported feeling welcome to discuss student performance with classroom teachers and school administrators. School faculty reported being receptive to providing resources to students based on a variety of data measures. Teachers and pupil personnel staff share student specific data with parents upon request and during formal meetings with the intention to target supports within the school and at home. However, a comprehensive approach to collect and organize data has not been established. The lack of a coordinated data system limits actions to support student learning leading to higher student achievement.

Recommendation:

- By September 2016, the school leader will have scheduled four parent education sessions, two for math and two for reading, that will provide families with the skills and resources to better support their own children’s academic growth in the home.