



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	441600010005
School Name	Gardnertown Fundamental Magnet School
School Address	9 Plattekill Turnpike, Newburgh, NY 12550
District Name	Newburgh Enlarged City School District
School Leader	Lillian Torres
Dates of Review	May 18-20, 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	619
		SIG Recipient	
Types and Number of English Language Learner Classes (2015-16)			
# Transitional Bilingual	4	# Dual Language	
		# Self-Contained English as a Second Language	
Types and Number of Special Education Classes (2015-16)			
# Special Classes	7	# SETSS	
		# Integrated Collaborative Teaching	3
Types and Number of Special Classes (2015-16)			
# Visual Arts		# Music	
		# Drama	
# Foreign Language		# Dance	
		# CTE	
School Composition (most recent data)			
% Title I Population	69	% Attendance Rate	93
% Free Lunch	63	% Reduced Lunch	6
% Limited English Proficient	23	% Students with Disabilities	20
Racial/Ethnic Origin (most recent data)			
% American Indian or Alaska Native	1	% Black or African American	15
% Hispanic or Latino	51	% Asian or Native Hawaiian/Pacific Islander	1
% White	27	% Multi-Racial	5
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	9	Average Teacher Absences	11
Student Performance for Elementary and Middle Schools (2014-15)			
ELA Performance at levels 3 & 4	26%	Mathematics Performance at levels 3 & 4	31%
Science Performance at levels 3 & 4 (4th Grade)	85%	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	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	
Hispanic or Latino	x	Asian or Native Hawaiian/Other Pacific Islander	
White	x	Multi-Racial	
Students with Disabilities	x	Limited English Proficient	x
Economically Disadvantaged	x	ALL STUDENTS	
DID NOT MEET Adequate Yearly Progress (AYP) in Science (2013-14)			
American Indian or Alaska Native		Black or African American	
Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander	
White		Multi-Racial	
Students with Disabilities		Limited English Proficient	
Economically Disadvantaged		ALL STUDENTS	

Identify the school's top priorities (no more than 5) based on the school's comprehensive plans (SCEP, SIG, DIP, etc.):

Newly identified.

Information about the review

- The review was led by the deputy superintendent. The team also included three district representatives.
- The review team visited a total of 27 classrooms during the three-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 school provided results of a student survey that 203 completed.
- The school provided results of a staff survey that 42 completed.
- The school provided results of a parent survey that 20 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
OVERALL RATING FOR TENET 2:				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 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 checked="" type="checkbox"/>	<input 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 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	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	emotional developmental health supports tied to the school's vision.				
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"/>
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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL RATING FOR TENET 6:			3		

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 2
<p>The school is in Stage 2 for Tenet 2 – School Leader Practices and Decisions.</p> <ul style="list-style-type: none"> The school leadership is in the process of developing a SCEP (School Comprehensive Education Plan). The school was identified as LAP (Local Assistance Plan) in the fall of 2015 and formally identified as a focus school in 2016. The school leader has been instrumental with regards to the implementation of the Leader in Me program. This program has unified the faculty, students and parents around seven habits of highly effective students. It is the intention of the school leader to develop goals, a mission and vision statement aligned to the habits. As a result, increases in student achievement are expected. The school leader has strategically worked with the pupil personnel staff to broker supports for the behavioral needs of students. AIS (Academic Intervention Support) teachers are using direct instruction and computer assisted learning to support the diverse needs of students. The school budget has been encumbered to foresee necessary purchases prior to the end of the school year. The focus on human and fiscal resources is leading to school improvement and increased student success. 		

- The school leader created and implemented a formal observation cycle that led to the completion of formal observations within the contractual obligation. Opportunities for debriefing observations with the assistant principal occurred sporadically. A review of observations conducted by the school leaders showed inconsistencies regarding interrater reliability. Classroom walkthroughs are being conducted and feedback provided based on the superintendent’s agreement with the bargaining unit. The school leaders are developing the instructional capacity of the staff; however high quality instruction exists only in certain areas.
- The school leader is in the initial stages of cultivating a culture that understands evidence-based systems that support increased student achievement. Data walls have been created and teachers are sporadically updating the data throughout the school year. Teacher meetings focus on the delivery of instruction yet lack analysis of student work samples, performance on classroom based assessments and other data sources. The lack of established systems that utilize data to monitor student progress is preventing continuous school improvements, limiting increases in student achievement.

Recommendation:

- By September 2016, The school leader will work with representatives from the school leadership team to research and adopt protocols for grade level and common planning time that embed the analysis of data to inform instructional, social and emotional decisions in all agendas, leading to high quality instruction throughout the school.

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

The school is in **Stage 2** for Tenet 3 – Curriculum Development and Support.

- A systematic plan, which includes expectations and protocols for the development and adaptations to the curriculum aligned to student needs has not been developed. Teachers shared that while they share best practices and materials used to enhance the curriculum, any changes to the curriculum are not formally documented. The principal shared that teachers are more receptive to adaptations of the modules. Common planning time was provided, however specific expectations for curriculum development were not communicated. While it is evident that the district curriculum is being followed, there was little evidence that any modifications are made to meet the needs of various learners. Without documented expectations, understandings of how the curriculum should be developed will vary, preventing all children from receiving a curriculum that will lead them to continued success.
- Generally, unit and lesson plans, along with center activities, are designed for homogeneous groups. Teacher observations and anecdotal data are primarily used to inform instructional planning, which was confirmed by the building principal. No formal protocols are in place to analyze assessment data in order to make adaptations to the curriculum tailored to specific learning needs. The curriculum is Common Core aligned and documented in lesson plans, though there is not documentation of higher-order questioning or data used to make instructional planning decisions. Without the use of the analysis of multiple sources of data, gaps in student learning cannot be definitively identified, leading to lesson plans that do not address the learning needs of all students.

- There is no comprehensive plan for interdisciplinary curriculum planning. Grade level teachers are provided with common planning time, though vertical and interdisciplinary planning are not currently scheduled. In conversations with teachers throughout the review, it was expressed that opportunities to assess curriculum implementation based on expected timelines occur informally amongst grade level teachers and infrequently with special area teachers. Deeper planning conversations are coordinated by individual staff. Though some computers are available within classrooms, the computer lab is the primary location for the integration of technology into instruction. The lack of instructional devices limits the opportunities for classroom teachers to embed technology into instructional activities. Without an intentionally planned interdisciplinary curriculum, both student engagement and understanding of the curriculum are limited, impeding academic success.
- The school has a wide variety of data available, but there is no formalized system or protocol in place to utilize data for curriculum planning. As evidenced in conversations with both the principal and teachers, it was found that assessments are predominantly used as lagging indicators rather than leading indicators that inform short and long-term planning. Planning for small groups was evidenced in select teacher binders. Evidence was available demonstrating student reflections and there was mention of goal setting, but there was no data provided to substantiate the latter. Long-term goal setting for student reading targets was reported by teachers to be posted in the conference room, although this too was unsubstantiated with evidence. A data wall was set up in the conference room to track K-5 students' running record level, Rigby and Lexile levels, but except for some beginning of the year data, no other reading levels were recorded; some student record cards on the data wall were completely blank. With no system or protocol in place and monitored to track and analyze assessment data, informed decisions on curriculum modifications are not driven by data.

Recommendation:

- The school leader should begin the 2016-2017 school year with a school based protocol for the adaptation of the NECSD curriculum that will guide teams of teachers through the process of adapting modules based on the data determined needs of the students, which will lead to a deepening of students' understanding 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.

- Although both school and teacher leaders stated that instructional practices are informed by data, evidence to substantiate those claims was insufficient. Evidence of formal expectations by leadership for the use of DDI (Data Driven Instruction) were limited. The initial development of a school wide data driven instruction model was observed in the conference room, with baseline data completed on most students. However, the plan to include interim and benchmark data for all students was not completed. Formalized expectations by leadership were also found to be limited in regards to data used to identify student learning styles that would increase achievement and increase student active engagement. Teachers in grade level meetings shared examples of activities rather than instructional practices developed as a result of data analysis. The lack of specific, formalized expectations and protocols inhibits effective planning that addresses all students' needs.

- Current instructional practices have led to student engagement; however high rates of student achievement have not been realized. The think-share-partner report out protocol was witnessed being used during a lesson in a manner which fully engaged all students. While there were examples of student focused inquiry in some classrooms, a majority of the classrooms visited demonstrated a lecture style instructional format. The predominate mode of questioning was recall. The use of software programs for math and reading, however, did provide students using them with complex tasks based on their independent level. Evidence of differentiated texts was evident in three of the classrooms during reading activities. The majority of special classes focused on low level skills based learning; scaffolded design and implementation of lessons was also prevalent. While student engagement was evident throughout the school, the lack of higher-order questioning, differentiated text opportunities, and various ways to meet the curriculum hinders higher levels of engagement with the curriculum and higher rates of student achievement.
- Consistent implementation of the school wide philosophy, The Leader in Me, has led to students feeling physically and intellectually safe within the classroom environment. All students questioned could fully engage in conversation regarding the various “habits of leadership”. Teachers were witnessed using the habits when redirecting behaviors in class. A school-wide routine of morning meetings was observed which is contributing to the reported increase in student empowerment over problem solving and goal setting. The reduction in referrals and suspension has also been attributed to the school-wide implementation of The Leader in Me. Students in the focus groups did, however, speak about problem areas where the habits were not always in practice, such as the cafeteria, the bathrooms, and on the school buses. Overall, the students reported feeling safe and well supported in their learning environments, which promotes increases in achievement.
- The use of data to inform instruction, as well as student self and peer evaluation of work, to inform learning needs occurs intermittently across the school. While the use of data binders was reported, few examples were produced. Two teachers were witnessed collecting data in small group reading instruction on fluency and accuracy of oral reading. Specific feedback was provided on students’ work samples, however all forms of feedback were specific praise and did not provide actionable feedback for continued learning. Students reported not getting feedback on assignments and tests. However, students in two classes were observed self-evaluating and setting goals for upcoming assessments. The lack of building-wide practices of data-based instruction and the infrequent use of protocols that foster student participation in their learning hinders high levels of student achievement.

Recommendation:

- By September 2016, the school leader will work with teacher teams to determine specific data that will be used to inform student groupings and the delivery of differentiated instruction that lead to high levels of student engagement and achievement.

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

The school is in **Stage 2** for Tenet 5 – Student Social and Emotional Developmental Health.

- There is a school wide effort to improve students’ social and emotional developmental health, however a system to ensure fidelity to the program has not been created and indicators to measure its

effectiveness have not been fully identified. While an outline for general program roll-out was shared, a building specific plan which informs all participants of the plan, including plans to measure impact and effectiveness, has not been created. Staff, students and parents could all speak to aspects of the program and could share anecdotes of its effectiveness, though none could speak to how the program would continue after its first year. Improvements in suspension and removal data were noted as indicators of initial improvement but not formally presented. While initial indicators show success with the Leader in Me, barriers to student learning have not yet been identified and therefore will continue to interfere with academic success for select groups of students.

- Social emotional learning and skill based instruction is in the initial stages of implementation. Efforts in regards to meeting students' social and emotional health needs is at a tier 1, as the Leader in Me is being used with all students building-wide. Elements for tier 2 and 3 interventions that address more intense and specific student needs are created on an as needed basis and are not systematic or formalized. The school leader and support staff spoke of procedures and select data sources, though no detailed, uniform protocol or system was shared. Until a vision and school-wide system that addresses all students' social-emotional learning needs is created and embraced by all stakeholders, barriers to learning for select groups of students will continue to interfere with learning.
- School stakeholders are working to address the social and emotional developmental health needs of students and are working to increase the development of skills related to leadership and self-direction, however, efforts are not strategic and have not yet identified core problematic issues. Professional development was provided during the school year on The Leader in Me philosophy and on teaching students of poverty, though there was no plan or follow-up to measure how practices were embedded in classrooms. Professional development that addressed barriers to learning was also provided, though the building leader and student support staff shared that there was no needs assessment done prior to identify barriers that currently exist for students. Without strategic planning and intentional follow-up, specific barriers to learning will not be identified and proper supports to students cannot be provided.
- Currently there is no formalized use of data to inform decision making related to the social and emotional developmental health needs or to measure the impact of current interventions. Anecdotal evidence and numerous methods of data collection were shared by various student support staff, but there were no uniform or systematic protocols or structures identified that would ensure continuous practice or indicate effective efforts. Without a uniform standard operating procedure pertaining to the collection and analysis of data, barriers to learning cannot be properly identified and the appropriate supports provided to students.

Recommendation:

- By September 2016, the school leader should create a student support team that will conduct a needs assessment of the social-emotional learning needs of the student population and create a strategic plan to reduce student removals and suspensions while at the same time increasing student attendance.

<p>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.</p>	<p>Tenet Rating</p>	<p>Stage 3</p>
<p>The school is in Stage 3 for Tenet 6 – Family and Community Engagement.</p> <ul style="list-style-type: none"> • Families are provided with numerous modalities of communications which convey the school leader’s high expectations and notify of engagement opportunities. School leaders shared information regarding upcoming events including testing, report cards and family activities through the use of various media sources, including Facebook, Twitter, Friday Newsletters and the school marquis. Parents reported that expectations of the school leader are clearly defined and aligned to The Leader in Me. Students were able to clearly express their understanding and knowledge of the school leader’s expectations. Parents shared that their children are expressing the need to use the habits to improve their achievement and success. The regular communication between school and families is supporting the leader’s high expectations, fostering increased student achievement. • The communication efforts of the school provide families with many opportunities to engage in their children’s education. Parents shared the importance of social media usage that are constantly updated and effective. The PTO (Parent Teacher Organization) is a major resource for school leaders and families in the school community. The Lighthouse parent group that was created through the implementation of The Leader in Me is seen as an effective way to communicate and support the academic and social/emotional needs of students. Parents report that there are multiple ways to communicate with both school leaders and teachers. Parents expressed the desire for more information regarding academic subject matter. The communication between school stakeholders is contributing to the efforts of continued academic achievement and social- emotional growth. • Training opportunities to staff and families are cultivating positive partnerships and supporting student achievement. The Leader in Me trainings have supported continuous communication of the expectations of learning the habits. Monthly school based events support families with the school’s goal of fostering a love of learning and school. Parents expressed an interest for additional opportunities to engage in the learning Common Core math strategies to better support learning and practice at home. Home visits have been conducted that support the home school partnerships. Support staff reported that connections with the community agency North Western Human Services has been positively embraced by school families in the support of student social-emotional developmental health. In all, the opportunities and activities the school community offers its families is providing supports that foster increased student outcomes. • Although the school community offers regular opportunities for family engagement, there is an absence of certain data and no protocols to share data with all school stakeholders. Anecdotal data is shared between teachers and parents through the use of informal meetings and journals that support student growth and success. Programs such as Parents as Reading Partners and Reading Counts were reported by parents to increase motivation and enjoyment of literacy. The sharing of specific reading levels of students is not a uniform practice throughout the school. No parents in the focus could speak to reasons why the school was having a DTSDE (Diagnostic Tool for School and District Effectiveness) review. Some parents expressed an interest in learning more about the school’s academic progress. When school stakeholders are not fully informed about all aspects of the school’s progress, both academically and socially, school community members are not fully empowered and knowledgeable and are not able to fully take action to support higher student achievement. 		

Recommendation:

- In August 2016, the school leader will work with family representatives and the Director of FACE (Family and Community Engagement) to design and develop training sessions for the 2016-2017 school year that will increase the capacity of family members to support the academic and social growth of their children at home.