



School Quality Review Report

Roosevelt STEAM Academy

Elkhart Community Schools

November 27-28, 2018

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I. Background on the School Quality Review

Public Law 221 (PL 221) was passed in 1999 before the enactment of the federal *No Child Left behind Act* (NCLB). It serves as the state’s accountability framework. Among other sanctions, the law authorizes the Indiana State Board of Education (SBOE) to assign an expert team to conduct a School Quality Review for schools placed in the lowest category or designation of school performance for two consecutive years.

(a) The board shall direct that the department conduct a quality review of a school that is subject to IC 20-31-9-3. (b) The board shall determine the scope of the review and appoint an expert team under IC 20-31-9-3. (Indiana State Board of Education; 511 IAC 6.2-8-2; filed Jan 28, 2011, 3:08 p.m.: 20110223-IR-511100502FRA)

The School Quality Review (SQR) is a needs assessment meant to evaluate the academic program and operational conditions within an eligible school. The SQR will result in actionable feedback that will promote improvement, including the reallocation of resources or requests for technical assistance. The process is guided by a rubric aligned to [“5Essentials Framework for School Improvement” developed by the Consortium on School Research at the University of Chicago](#) (Appendix B). The school quality review includes a pre-visit analysis and planning meeting, two-day, on-site comprehensive review, and may include targeted follow-up visits.

State law authorizes the SBOE to establish an expert team to conduct the School Quality Review known as the Technical Assistance Team (TAT). Membership must include representatives from the community or region the school serves; and, may consist of school superintendents, members of governing bodies, teachers from high performing school corporations, and special consultants or advisers.

II. Overview of the School Quality Review Process

The School Quality Review process is designed to identify Roosevelt STEAM Academy’s strengths and areas for improvement aligned to the [“5Essentials for School Improvement” framework developed by the Consortium on School Research at the University of Chicago](#). The School Quality Review process focused on the “Effective Leaders” domain of this framework as well as two other domains from the framework that were selected as priorities by the school and its district.

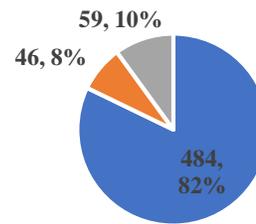
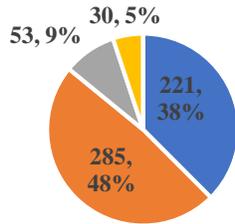
The on-site review consisted of the Technical Assistance Team (TAT) visiting the school for two days. During the two days, the TAT (1) conducted separate focus groups with students, teachers, and caregivers, (2) observed a professional learning community meeting with teachers, (3) observed instruction in 50 classrooms, and (4) interviewed school and district leaders.

Prior to the visit, teachers completed an online survey, with 41 of 49 teachers participating. Parents and family members were also invited to complete a survey; but none completed this survey. Finally, the school leadership team completed a self-evaluation. Both surveys and the self-evaluation are made up of questions that align to [“5Essentials for School Improvement” framework developed by the Consortium on School Research at the University of Chicago](#).

III. Data Snapshot for Roosevelt STEAM Academy

School Report Card							
2016-2017 Report Card	Points	Weight	Weighted Points	2017-2018 Report Card	Points	Weight	Weighted Points
Performance Domain Grades 3-8	23.10	0.5	11.55	Performance Domain Grades 3-8	16.70	0.5	8.35
Growth Domain Grades 4-8	76.20	0.5	38.10	Growth Domain Grades 4-8	80.50	0.5	40.25
Overall Points			49.7	Overall Points			48.6
Overall Grade			F	Overall Grade			F

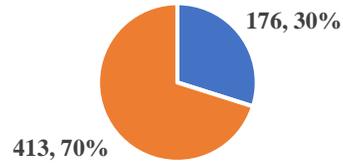
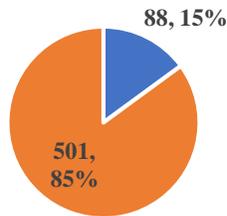
Enrollment 2017-2018: 589 students	
Enrollment 2017-2018 by Ethnicity	Enrollment 2017-2018 by Free/Reduced Price Meals



■ Black ■ Hispanic ■ White ■ Multiracial ■

■ Free Meals ■ Reduced Price Meals ■ Paid Meals

Enrollment 2017-2018 by Special Education	Enrollment 2017-2018 by English Language Learners
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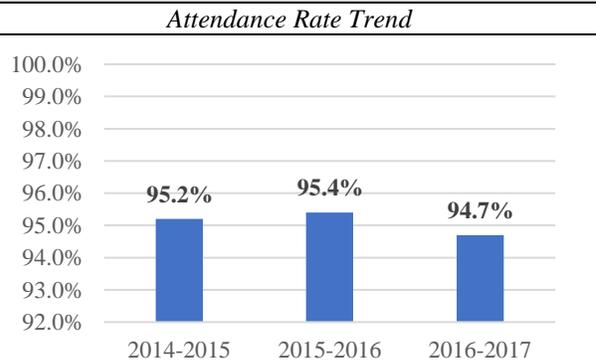


■ Special Education ■ General Education

■ English Language Learner ■ Non-English Language Learner

Attendance			
Attendance by Grade			Attendance Rate Trend
Grade	'14-'15	'15-'16	'16-'17

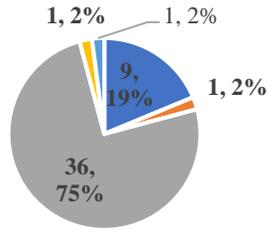
Grade	'14-'15	'15-'16	'16-'17
K	94.2%	94.1%	93.3%
1	94.3%	95.2%	94.1%
2	95.3%	95.2%	95.0%
3	95.9%	95.6%	94.6%
4	95.9%	96.0%	95.1%
5	96.2%	96.5%	95.7%
6	95.6%	96.0%	96.1%



School Personnel

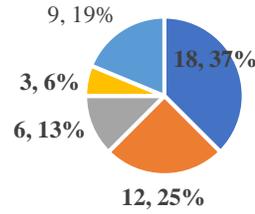
Teacher Count 2016-2017: 48

Teacher Count 2016-2017 by Ethnicity



■ Black ■ Hispanic ■ White ■ Multiracial ■ American Indian

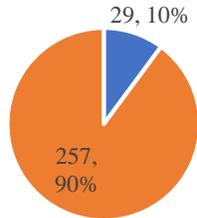
Teacher Count 2016-2017 by Years of Experience



■ 0-5 years ■ 6-10 years ■ 11-15 years
■ 16-20 years ■ 20+ years

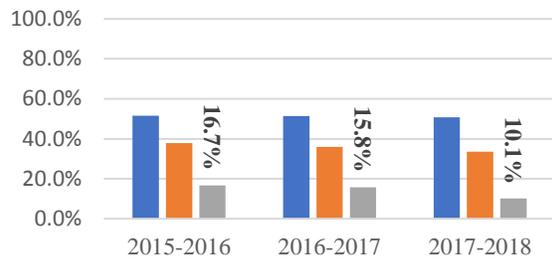
Student Academic Performance

ISTEP+ 2017-2018 Percent Passing Both English/Language Arts and Math



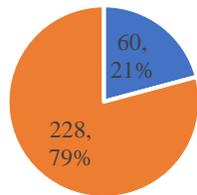
■ Pass ■ Did Not Pass

ISTEP+ Percent Passing Trend Both English/Language Arts and Math



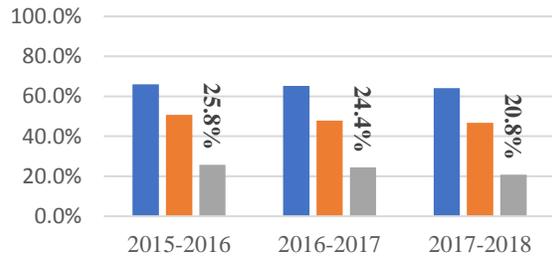
■ Statewide ■ Corporation ■ School

ISTEP+ 2017-2018 Percent Passing English/Language Arts



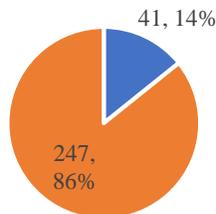
■ Pass ■ Did Not Pass

ISTEP+ Percent Passing Trend English/Language Arts



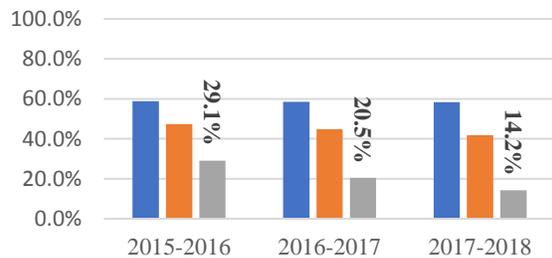
■ Statewide ■ Corporation ■ School

ISTEP+ 2017-2018 Percent Passing Math



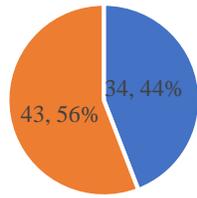
■ Pass ■ Did Not Pass

ISTEP+ Percent Passing Trend Math



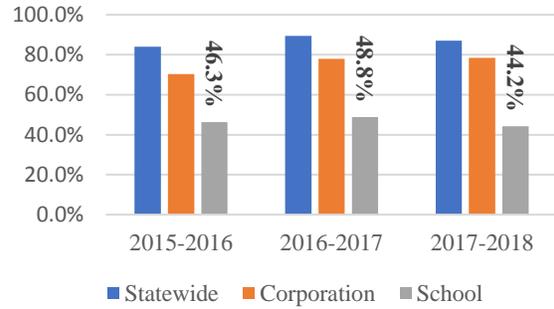
■ Statewide ■ Corporation ■ School

IREAD-3 2017-2018 Percent Passing

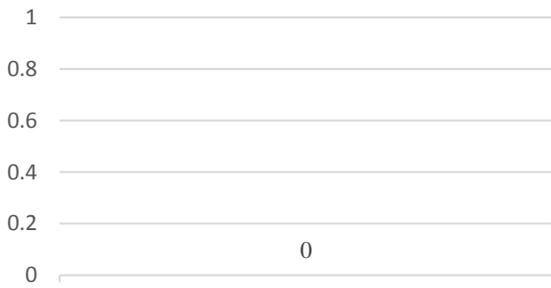


■ Pass ■ Did Not Pass

IREAD-3 Percent Passing Trend

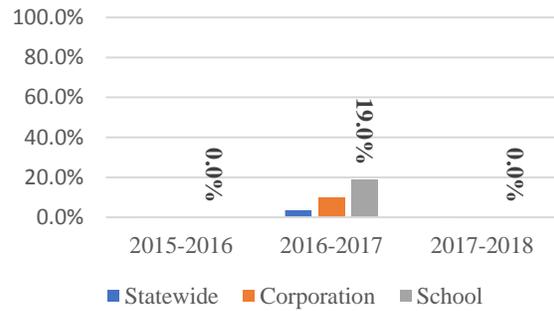


*IREAD-3 2017-2018
Percentage Promoted by Good Cause Exemptions*



Percentage Promoted by Good Cause Exemptions

*IREAD-3
Promoted by Good Cause Exemption Trend*



IV. Evidence and Rating for the Effective Leaders Domain

Background

The next three sections of the report illustrate the Technical Assistance Team’s key findings, supporting evidence, and overall rating for the Effective Leaders domain and two other domains from the “5Essentials for School Improvement” framework that were selected as priorities by the school and its district.

To thoughtfully identify the two additional prioritized domains from the “5Essentials for School Improvement” framework, school and district leaders used a “School Improvement Essentials Alignment Tool” provided by the Indiana State Board of Education to determine the two other domains from the “5Essentials for School Improvement” framework that most closely align with the goals and strategies outlined in the school’s improvement plan.

This report focuses on these three prioritized domains from the “5Essentials for School Improvement” framework to provide a strategically targeted set of findings and recommendations. Additional evidence on the other two domains from the “5Essentials for School Improvement” framework can be found in Appendix A of this report.

Domain from the “5 Essentials for School Improvement” Framework: Effective Leaders			
Evidence Sources			
Principal Interviews, Teacher Interviews, Student Interviews, Parent/Family Interviews, Community Member Interviews, Classroom Observations, Artifacts submitted by Roosevelt STEAM Academy			
Rating			
1 <u>Ineffective</u>	2 <u>Improvement Necessary</u>	3 <u>Effective</u>	4 <u>Highly Effective</u>
<i>Insufficient evidence of this happening in the school</i>	<i>Limited evidence of this happening in the school</i>	<i>Routine and consistent</i>	<i>Exceeds standard and drives student achievement</i>
Evidence			
Strengths			Aligned “5Essentials” Framework Indicator(s)
<ul style="list-style-type: none"> The leadership team has goals of excellence for Roosevelt STEAM Academy 			<ul style="list-style-type: none"> 1.1
<ul style="list-style-type: none"> The building leader is working to develop a collaborative style of leadership that empowers her staff to have a voice in building decisions. 			<ul style="list-style-type: none"> 1.2
<ul style="list-style-type: none"> The school leader is passionate about a student-centered approach to learning. 			<ul style="list-style-type: none"> 1.1

Areas for Improvement	Aligned “5Essentials” Framework Indicator(s)
<ul style="list-style-type: none"> There is inconsistent evidence that Professional Development opportunities support the school’s goals. 	<ul style="list-style-type: none"> 1.4
<ul style="list-style-type: none"> The leadership team conducts infrequent classroom walkthroughs and rarely provides teachers with constructive feedback on their instructional practice. 	<ul style="list-style-type: none"> 1.4
<ul style="list-style-type: none"> Based on stakeholder feedback and observation, there is respect for the school leader, but a lack of mutual trust between the school leader and teachers exists. 	<ul style="list-style-type: none"> 1.5

V. Evidence and Rating for the Ambitious Instruction Domain

Domain from the “5 Essentials for School Improvement” Framework: Ambitious Instruction			
Evidence Sources			
Principal Interviews, Teacher Interviews, Student Interviews, Parent/Family Interviews, Community Member Interviews, Classroom Observations, Artifacts submitted by Roosevelt STEAM Academy			
Rating			
<p style="text-align: center;">1 <u>Ineffective</u></p> <p><i>Insufficient evidence of this happening in the school</i></p>	<p style="text-align: center;">2 <u>Improvement Necessary</u></p> <p><i>Limited evidence of this happening in the school</i></p>	<p style="text-align: center;">3 <u>Effective</u></p> <p><i>Routine and consistent</i></p>	<p style="text-align: center;">4 <u>Highly Effective</u></p> <p><i>Exceeds standard and drives student achievement</i></p>
Evidence			
Strengths			Aligned “5Essentials” Framework Indicator(s)
<ul style="list-style-type: none"> Anchor charts are highly visible in most classrooms, giving students an instructional strategy reminder. 			<ul style="list-style-type: none"> 2.4
<ul style="list-style-type: none"> Some instructional tasks required students to do higher-order, complex thinking. 			<ul style="list-style-type: none"> 2.2
<ul style="list-style-type: none"> Rooms are arranged to support collaborative learning. 			<ul style="list-style-type: none"> 2.4
<ul style="list-style-type: none"> Examples of excellent teaching were observed. 			<ul style="list-style-type: none"> 2.4

Areas for Improvement	Aligned “5Essentials” Framework Indicator(s)
<ul style="list-style-type: none"> Checks for understanding to inform instructional adjustments did not appear to be used in most classrooms; rigorous formative assessments are not a practice implemented with fidelity. 	<ul style="list-style-type: none"> 2.3
<ul style="list-style-type: none"> Little variation of instructional strategies was observed; teachers need exposure to best practices through professional development in all content areas. 	<ul style="list-style-type: none"> 2.4
<ul style="list-style-type: none"> Few “I CAN” statements were posted and those that were only occasionally aligned to standards-based instruction. 	<ul style="list-style-type: none"> 2.2
<ul style="list-style-type: none"> Low expectations for students based on lack of student grade-level proficiency and lack of rigor in academic tasks were observed. 	<ul style="list-style-type: none"> 2.5

VI. Evidence and Rating for the Supportive Environment Domain

Domain from the “5 Essentials for School Improvement” Framework: Supportive Environment			
Evidence Sources			
Principal Interviews, Teacher Interviews, Student Interviews, Parent/Family Interviews, Community Member Interviews, Classroom Observations, Artifacts submitted by Roosevelt STEAM Academy			
Rating			
1 <u>Ineffective</u>	2 <u>Improvement Necessary</u>	3 <u>Effective</u>	4 <u>Highly Effective</u>
<i>Insufficient evidence of this happening in the school</i>	<i>Limited evidence of this happening in the school</i>	<i>Routine and consistent</i>	<i>Exceeds standard and drives student achievement</i>
Evidence			
Strengths			Aligned “5Essentials” Framework Indicator(s)
<ul style="list-style-type: none"> There is a 30 minute intervention/enrichment time built into the schedule for student remediation and enrichment. 			<ul style="list-style-type: none"> 3.1
<ul style="list-style-type: none"> The physical facility is clean, well-maintained, and conducive to providing effective instruction. 			<ul style="list-style-type: none"> 3.3
<ul style="list-style-type: none"> The school schedule is aligned to the principal’s goals and priorities. 			<ul style="list-style-type: none"> 3.1

Areas for Improvement	Aligned “5Essentials” Framework Indicator(s)
<ul style="list-style-type: none"> In classrooms, there was a significant amount of instructional time lost with transitions being chaotic and frequently taking longer than intended. 	<ul style="list-style-type: none"> 3.1
<ul style="list-style-type: none"> Lack of clear expectations and low levels of student engagement led to student misconduct that interrupted classroom instruction and is impeding an environment conducive to effective teaching and learning. 	<ul style="list-style-type: none"> 3.2
<ul style="list-style-type: none"> There is little to no evidence of a consistent school-wide system for building character and responding to student behavioral needs. 	<ul style="list-style-type: none"> 3.2
<ul style="list-style-type: none"> There is evidence of frequent negative interactions between students, between teachers and students as well as negative interactions among teachers. 	<ul style="list-style-type: none"> 3.4

VII. Recommendations

Background

This section outlines an intentionally targeted set of recommendations that align to one or more of the prioritized domains. Anchored in the [“5Essentials for School Improvement” framework developed by the Consortium on School Research at the University of Chicago](#), these recommendations are representative of what the Technical Assistance Team believes to be the most immediate changes needed to accelerate growth in academic and non-academic student outcomes at Roosevelt STEAM Academy.

These recommendations should not be thought of as an exhaustive set of school improvement strategies, but rather as a part of the ongoing and continuous school improvement process.

Recommendation 1
Research and train teachers on varied instructional strategies needed to engage students in meaningful and differentiated classroom lessons, especially in the area of literacy instruction, in order to provide all students with opportunities to master content and skills in a manner that reflects the full depth of Indiana’s Academic Standards. Direct teachers to center every lesson on an “I Can” statement that will allow students to understand the purpose for their learning as well as giving the teachers a clear, measurable outcome for the lesson. Prioritize professional development on the use of instructional strategies that are evidence based and proven to have the greatest impact on student growth and achievement. Monitor and provide teachers with feedback on the use of newly learned instructional strategies, placing priority on those teachers most in need of coaching and support.
Aligned Domain(s) from the “5 Essentials for School Improvement” Framework
Effective Leaders, Ambitious Instruction, Supportive Environment
Rationale
<p>The knowledge and use of multiple instructional strategies enable teachers to address students’ multiple learning styles and thus increase student outcomes. Furthermore, teachers are able to create a more equitable learning environment by addressing the individual needs of learners through differentiation of instruction. Teachers, through the use of multiple instructional strategies, are also better equipped to respond to formative assessment and adjust instruction as needed. As a result of being knowledgeable on different instructional strategies, teachers can collaborate in choosing those strategies that are proven to have the largest effect size in impacting student growth and achievement.</p> <p>Classroom observations revealed teachers need additional professional development and individualized coaching to support their effective use of intentionally varied instructional strategies. For example, a lack of purposefully varied instructional strategies contributed greatly to the fact that in only 26 percent of classrooms were students challenged with learning activities at varied levels of rigor. Furthermore, in less than 35 percent of classrooms observed were students receiving instruction through strategies that required them to interact with the content, articulate real-world connections, or discuss the material with their peers. The need for professional development on student-centered instructional strategies was also reinforced by the fact that differentiated instruction was observed in only</p>

20 percent of classrooms and instruction adjusted to fit the need of learners was observed in only 38 percent of classrooms.

Recommendation 2

Develop and implement a comprehensive schoolwide framework that establishes and sustains a climate and culture where student safety and achievement are foremost. This should include a clear definition of roles, processes, and procedures for the prevention and remediation of misbehavior and the promotion and increase of positive conduct. Consider implementing a Positive Behavior Intervention and Support (PBIS) system that would create consistent language and expectations across all classrooms and school areas. Due to the positive, preventative nature of the PBIS system, it could potentially have a positive impact on the climate and culture at Roosevelt STEAM Academy.

Aligned Domain(s) from the “5 Essentials for School Improvement” Framework

Effective Leaders, Supportive Environment

Rationale

The distinction between a school’s climate and culture is not an easy one to make, but the distinction does have a weighty impact on daily decisions and ultimately student achievement. Many researchers characterize climate as the ‘feel’ of an organization, encompassing the ‘quality and character of school life.’¹ Climate represents a school’s attitude, as reflected in day-to-day decisions and interactions. In contrast, the culture within a school represents its personality, and is formed over time as individuals develop common belief patterns, expectations, and behaviors regarding one another and about teaching and learning. In essence, character and attitudes of stakeholders, over time, become the school’s personality and form the collective beliefs that establish the culture. Both, climate and culture, are of critical concern at Roosevelt STEAM Academy.

Safety, teaching and learning, and relationships are three components of school climate, according to the National School Climate Center.² Each of these was critically impacted by factors observed within the school. There was a heavy feeling of unsettledness present in the climate which was made evident by several negative interactions between students, between students and teachers, and among teachers. Some examples (which characterize the tone of many of the comments) include the following comments shared by students in their focus group.

¹ School Climate & Culture - University of Nebraska–Lincoln. (n.d.). Retrieved from https://www.bing.com/cr?IG=F99149471C384A78A39242FAADE885B7&CID=31BDEAD7086F6A141963E17E09C06B1B&rd=1&h=J28SFXkLayq6QNzoOLOPprgS_BFTrDN-dWG5Kmq8Ndc&v=1&r=https%3a%2f%2fk12engagement.unl.edu%2fstrategy-briefs%2fSchool%2520Climate%2520%26%2520Culture%25202-6-16%2520.pdf&p=DevEx,5067.1

² Shindler, J. (2010). *Transformative classroom management: positive strategies to engage all students and promote a psychology of success*. San Francisco: Jossey-Bass.

“Our teachers mostly just yell at us.”
 “I don’t trust no one here.”
 “I don’t feel safe here.”

Other examples from the teacher focus groups were:

“Some behaviors just need to be dealt with using suspensions.”
 “I see teachers who don’t know how to have relationships with kids.”
 “I don’t feel supported.”
 Speaking about another teacher talking... “She just needs to shut up.”

Contributing heavily to the negative climate and culture was a pervasive lack of classroom management. There was very little consistency from classroom to classroom. Researching and implementing a Positive Behavioral Interventions & Supports (PBIS) system could begin to turn the negativity around. The broad purpose of PBIS is to improve the effectiveness, efficiency and equity of schools. PBIS improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups.³

Recommendation 3
In an effort to keep the student’s needs at the forefront of all educational decisions, consider providing teachers with training on Trauma Informed Care. Specialized training in this area would equip teachers with the skills to build stronger relationships with their students in turn allow them to effectively interact and instruct all students in their classrooms.
Aligned Domain(s) from the “5 Essentials for School Improvement” Framework
Ambitious Instruction, Supportive Environment
Rationale
In a trauma-informed school, the adults in the school community are prepared to recognize and respond to those who have been impacted by traumatic stress. Those adults include administrators, teachers, staff, parents, and law enforcement. In addition, students are provided with clear expectations and communication strategies to guide them through stressful situations. The goal is to not only provide tools to cope with extreme situations but to create an underlying culture of respect and support. ⁴
During multiple focus group interviews, there was a reoccurring conversation about the level of trauma students at Roosevelt STEAM are experiencing from witnessing violence at home, parents being incarcerated, abuse, and much more. However, it is clear that the staff at Roosevelt is not equipped to deal with the negative impact this can potentially have on their students’ academic performance. Teachers indicated that they struggle to build relationships

³ OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (2017). Positive Behavioral Interventions & Supports [Website]. Retrieved from www.pbis.org.

⁴ Treatment and Services Adaptation Center – Resiliency, Hope and Wellness in Schools. [Website]. Retrieved from www.traumaawareschools.org.

with students and students confirmed this to be true in their focus group as well. There is a pervasive belief that building a relationship reduces their authority with the students. A core group of teachers as well as the school leader expressed an understanding that building trusting relationships with students is critical for a successful school.

Equipping the staff at Roosevelt STEAM with the knowledge and skills to meet the needs of their students will help them build these fundamentally important relationships to assure the academic and socio-emotional success of their students.

VIII. Appendix A: Evidence and Ratings for Collaborative Teachers and Involved Families

Background

We believe it is valuable for school and district leaders to have a summary of the TAT’s findings and evidence for all five of the domains in the “5 Essentials for School Improvement” Framework. As such, this section of the report provides a rating as well as key findings and supporting evidence for the “Collaborative Teachers and Involved Families” Domains.

This information is intentionally provided in an appendix to reinforce the importance of the previously stated findings, evidence, ratings, and recommendations for the school and district’s prioritized domains in the “5 Essentials for School Improvement” Framework.

Domain from the “5 Essentials for School Improvement” Framework: Collaborative Teachers			
Evidence Sources			
Principal Interviews, Teacher Interviews, Student Interviews, Parent/Family Interviews, Community Member Interviews, Classroom Observations, Artifacts submitted by Roosevelt STEAM Academy			
Rating			
1 <u>Ineffective</u>	2 <u>Improvement Necessary</u>	3 <u>Effective</u>	4 <u>Highly Effective</u>
<i>Insufficient evidence of this happening in the school</i>	<i>Limited evidence of this happening in the school</i>	<i>Routine and consistent</i>	<i>Exceeds standard and drives student achievement</i>
Evidence Summary			
Strengths		Aligned “5Essentials” Framework Indicator(s)	
<ul style="list-style-type: none"> PLC time has been scheduled into the day for teachers Some staff model a growth mindset. 		<ul style="list-style-type: none"> 4.2 4.1 	

Areas for Improvement	Aligned “5Essentials” Framework Indicator(s)
<ul style="list-style-type: none"> • There are evident gaps in staff climate and culture with lacking plans for improvement of the culture. 	<ul style="list-style-type: none"> • 4.1
<ul style="list-style-type: none"> • There is little evidence that professional development is intentionally selected and designed. 	<ul style="list-style-type: none"> • 4.2
<ul style="list-style-type: none"> • Few teachers are engaging in non-evaluative coaching cycles. 	<ul style="list-style-type: none"> • 4.3
<ul style="list-style-type: none"> • There is little to no evidence of functioning systems for supporting new teachers. 	<ul style="list-style-type: none"> • 4.4

Domain from the “5 Essentials for School Improvement” Framework: Involved Families			
Evidence Sources			
Principal Interviews, Teacher Interviews, Student Interviews, Parent/Family Interviews, Community Member Interviews, Classroom Observations, Artifacts submitted by Roosevelt STEAM Academy			
Rating			
<u>1</u> <u>Ineffective</u>	<u>2</u> <u>Improvement Necessary</u>	<u>3</u> <u>Effective</u>	<u>4</u> <u>Highly Effective</u>
<i>Insufficient evidence of this happening in the school</i>	<i>Limited evidence of this happening in the school</i>	<i>Routine and consistent</i>	<i>Exceeds standard and drives student achievement</i>
Evidence Summary			
Strengths		Aligned “5Essentials” Framework Indicator(s)	
<ul style="list-style-type: none"> • Opportunities for families to get involved do exist on a monthly basis. 		<ul style="list-style-type: none"> • 5.1 	
<ul style="list-style-type: none"> • Parents expressed that they feel welcome in the school. 		<ul style="list-style-type: none"> • 5.2 	
<ul style="list-style-type: none"> • There are strong relationships with community partners who support and advocate for the school. 		<ul style="list-style-type: none"> • 5.3 	
Areas for Improvement		Aligned “5Essentials” Framework Indicator(s)	
<ul style="list-style-type: none"> • There is limited evidence that leaders and teachers seek feedback from families on school procedures and systems within the school. 		<ul style="list-style-type: none"> • 5.1 	
<ul style="list-style-type: none"> • Family attendance is inconsistent at offered opportunities. 		<ul style="list-style-type: none"> • 5.2 	
<ul style="list-style-type: none"> • There is little evidence that the school reflects on the success of school events to consistently improve and vary their opportunities for family engagement. 		<ul style="list-style-type: none"> • 5.2 	