

*2017-18 Diagnostic Tool for School and District Effectiveness (DTSDE) Self-Reflection with District Oversight*



<b>Name of principal:</b>	Kelly Manard		
<b>Name/number of school:</b>	Syracuse Latin School/Hughes Elementary School		
<b>School address:</b>	345 Jamesville Avenue, Syracuse, NY 13210		
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**A Message to School/District Leaders:**

The DTSDE process is intended to assist schools in their improvement efforts by identifying areas where improvement is needed and considering the factors that have resulted in the school being identified as a Focus or Priority School. In order for the process to be successful, schools will need to engage in an honest reflection of the barriers that exist so that strategies to address these barriers can be developed. The Self-Reflection provides school-based teams the opportunity to reflect on the practices that exist within the school.

Schools should use the self-reflection as an opportunity to reflect on each Statement of Practice (SOP) in the DTSDE rubric and provide a realistic picture regarding sustainability and improvement so that the needs assessment can be a collaborative effort.

The school should use the DTSDE Resource Materials such as:

- The [SOP prompts/Guiding Questions](#)
- The [Eight Common DTSDE Misunderstandings Document](#)
- The [Report Writing Look-fors](#)

Additional DTSDE Resource Materials can be found at:

<http://www.p12.nysed.gov/accountability/diagnostic-tool-institute/review-materials.html>

SCHOOL: Complete the entire self-reflection.

DISTRICT: Please support the school as necessary. When the self-reflection is complete, please review it to ensure it aligns to NYSED’s expectations and protocols. In addition, please complete the District Attestation on the last page of the self-reflection, and send to [FieldSupport@nysed.gov](mailto:FieldSupport@nysed.gov) by June 29, 2018.

<b>Name of those assisting in the completion of the Self-Reflection (add rows if necessary)</b>	<b>Title</b>
Kelly Manard	Principal
Krista Hunter	Vice Principal
Jennifer Christie	Instructional Coach
Tracey Hogarth-Mosier	Instructional Coach
Christina McConnell	Teacher
Sophia Burden	Teacher
Carmella McIntyre	Teacher
Nicole Brec	Data Coach

### School Information Sheet for Hughes Elementary School

School Configuration (2017-18 data)					
Grade Configuration	PK, 5	Number of Students	154	Number of Teachers	26
Types and Number of English Language Learner Classes (2017-18)					
# Transitional Bilingual	0	# Dual Language	0	# Self-Contained English as a Second Language	2
Types and Number of Special Education Classes (2017-18)					
# Special Classes	3	# SETSS	1	# Integrated Collaborative Teaching	0
School Composition (most recent data)					
% Title I Population	32.5	% Attendance Rate	87.8		
% Free Lunch	31.2	% Reduced Lunch	1.3		
% Limited English Proficient	3.9	% Students with Disabilities	29.9		
Racial/Ethnic Origin (most recent data)					
% American Indian or Alaska Native	0.0	% Black or African American	67.5		
% Hispanic or Latino	10.4	% Asian or Native Hawaiian/Pacific Islander	4.5		
% White	13.0	% Multi-Racial	4.5		
Personnel (most recent data)					
Years Principal Assigned to School	1	# of Assistant Principals	1		
% of Teachers with No Valid Teaching Certificate	0.0	% Teaching Out of Certification	3.8		
% Teaching with Fewer Than 3 Years of Experience	15.4	Average Teacher Absences	1.5		
Student Performance for Elementary and Middle Schools (2016-17)					
ELA Performance at levels 3 & 4	1.4	Mathematics Performance at levels 3 & 4	0.0		
Science Performance at levels 3 & 4 (4th Grade)	31.6	Science Performance at levels 3 & 4 (8th Grade)	NA		
Student Performance for High Schools (2016-17)					
ELA Performance at levels 3 & 4	NA	Mathematics Performance at levels 3 & 4	NA		
Global History Performance at levels 3 & 4	NA	US History Performance at Levels 3&4	NA		
4 Year Graduation Rate	NA	6 Year Graduation Rate	NA		
Regents Diploma w/ Advanced Designation	NA				
Overall NYSED Accountability Status					
Priority School		Local Assistance Plan			
Focus School (indicate subgroups identified below)		In Good Standing	√		
Identify the school's top priorities (no more than 5) based on the school's comprehensive plan <b>SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:</b> <ol style="list-style-type: none"> <li>1. We need a comprehensive plan that includes measurable goals that we share out to all stakeholders aligned to the vision/mission of the school.</li> <li>2. Structures to provide strategic and frequent feedback to staff (Informal Walkthroughs, Lesson Plan Review)</li> <li>3. Develop opportunity to provide data literacy training to parents/stakeholder</li> </ol>					

**School Information Sheet for Syracuse Latin School**

School Configuration (2017-18 data)					
Grade Configuration	K-4	Number of Students	289	Number of Teachers	16
Types and Number of English Language Learner Classes (2017-18)					
# Transitional Bilingual	0	# Dual Language	0	# Self-Contained English as a Second Language	0
Types and Number of Special Education Classes (2017-18)					
# Special Classes	0	# SETSS	0	# Integrated Collaborative Teaching	0
School Composition (most recent data)					
% Title I Population	27.7	% Attendance Rate	95.6		
% Free Lunch	25.6	% Reduced Lunch	2.1		
% Limited English Proficient	1.7	% Students with Disabilities	9.7		
Racial/Ethnic Origin (most recent data)					
% American Indian or Alaska Native	0.3	% Black or African American	37.7		
% Hispanic or Latino	8.0	% Asian or Native Hawaiian/Pacific Islander	1.7		
% White	43.9	% Multi-Racial	8.3		
Personnel (most recent data)					
Years Principal Assigned to School	4	# of Assistant Principals	1		
% of Teachers with No Valid Teaching Certificate	6.3	% Teaching Out of Certification	6.3		
% Teaching with Fewer Than 3 Years of Experience	18.8	Average Teacher Absences	0.9		
Student Performance for Elementary and Middle Schools (2016-17)					
ELA Performance at levels 3 & 4	54.3	Mathematics Performance at levels 3 & 4	50.0		
Science Performance at levels 3 & 4 (4th Grade)	NA	Science Performance at levels 3 & 4 (8th Grade)	NA		
Student Performance for High Schools (2016-17)					
ELA Performance at levels 3 & 4	NA	Mathematics Performance at levels 3 & 4	NA		
Global History Performance at levels 3 & 4	NA	US History Performance at Levels 3&4	NA		
4 Year Graduation Rate	NA	6 Year Graduation Rate	NA		
Regents Diploma w/ Advanced Designation	NA				
Overall NYSED Accountability Status					
Priority School		Local Assistance Plan			
Focus School (indicate subgroups identified below)		In Good Standing	√		
<p>Identify the school's top priorities (no more than 5) based on the school's comprehensive plan  <b>SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:</b></p> <ol style="list-style-type: none"> <li>1. We need a comprehensive plan that includes measurable goals that we share out to all stakeholders aligned to the vision/mission of the school.</li> <li>2. Structures to provide strategic and frequent feedback to staff (Informal Walkthroughs, Lesson Plan Review)</li> <li>3. Develop opportunity to provide data literacy training to parents/stakeholders</li> </ol>					

## Instructions:

- When completing the self-reflection, we suggest you review the DTSDE rubric and pay close attention to the impact statements for each Statement of Practice. These impact statements identify ways to determine if the activities and initiatives the school is doing are being effective.
- Be sure to consider the QUALITY and EFFECTIVENESS of the school's initiatives and the way in which it is organized when reflecting on the next steps needed for the school. The needs assessment process will not involve using the rubric as a checklist; instead, be sure to will look closely at the quality and effectiveness/impact when identifying needs.
- The Self-Reflection begins with Tenet 3, rather than beginning with Tenet 1 (District Leadership) or Tenet 2 (School Leadership). This is done deliberately, since the conclusions about the quality and effectiveness of the school for Tenets 3 to 6 should connect to the conclusions about leadership in Tenet 2. Schools should complete Tenet 2 of the self-reflection after completing the other sections for the other tenets.
- Schools should also make sure that their conclusions for Tenet 2 connect to the conclusions made elsewhere in the self-reflection. For example, if a school has identified that instruction is a significant need at the school (Tenet 4), then it would make sense that instructional leadership (SOP 2.4) is also something that needs to be addressed.
- Within each Guiding Question/SOP Prompt, there is an expected impact, which provides an indication that the practices undertaken are making a difference and adding value to the school. **You will find the expected impact for each Guiding Question in bold, blue text.**
- **Avoid providing a list of activities**, unless you can provide evidence of how you know they are having an impact and adding value to the school, especially in terms of student achievement and the quality of education.

**Schoolwide Data – Hughes Elementary (use most current data unless otherwise indicated)**

<b>Number of Teachers</b>	<b>26</b>	<b>Number of Students</b>	<b>154</b>		
<b>Staffing Ratios</b>					
Ratio – Teachers per Student			<b>1:5.9</b>		
Ratio – Administrators per Student			<b>1:77</b>		
Ratio - Guidance Counselors per Student			<b>0:154</b>		
Ratio - Social Workers per Student			<b>1:154</b>		
Ratio - Librarians per Student			<b>1:154</b>		
Ratio – Nurses per Student			<b>1:154</b>		
<b>Curriculum Data - Elementary</b>					
% of K- 3 students who receive daily physical ed. for a min. total of 120 min. per week (not incl. recess)			<b>0</b>		
% Grade 4-6 students who receive physical ed. 3 days/week for a min. total of 120 minutes/week (not incl. recess)			<b>0</b>		
% of Grade 1-3 students who have 20% of the weekly time spent in school allocated to dance, music, theatre, and visual arts			<b>100</b>		
% of Grade 4-6 students who have 10% of the weekly time spent in school be allocated to dance, music, and theatre and visual arts			<b>100</b>		
Average number of minutes of Social Studies instruction per week in Grades 4 to 6			<b>150</b>		
Average number of minutes of Science instruction per week in Grades 4 to 6			<b>150</b>		
<b>Longitudinal Data</b>					
<b>ELA Performance Index</b>					
	<b>12-13</b>	<b>13-14</b>	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>
<b>School</b>	<b>39</b>	<b>32</b>	<b>41</b>	<b>42</b>	<b>29</b>
<b>State Avg Elem/MS</b>	<b>104</b>	<b>102</b>	<b>100</b>	<b>112</b>	<b>TBD</b>
<b>Difference btw School &amp; State Avg</b>	<b>-65</b>	<b>-70</b>	<b>-59</b>	<b>-70</b>	<b>TBD</b>
<b>Math Performance Index</b>					
	<b>12-13</b>	<b>13-14</b>	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>
<b>School</b>	<b>32</b>	<b>43</b>	<b>46</b>	<b>30</b>	<b>26</b>
<b>State Avg Elem/MS</b>	<b>101</b>	<b>111</b>	<b>113</b>	<b>115</b>	<b>TBD</b>
<b>Difference btw School &amp; State Avg</b>	<b>-69</b>	<b>-68</b>	<b>-67</b>	<b>-85</b>	<b>TBD</b>

Longitudinal Data (complete all that apply)					
ELEM and MIDDLE SCHOOL ELA Performance Index					
	12-13	13-14	14-15	15-16	16-17
School					
State Avg Elem/MS	104	102	100	112	115
Difference btw School & State Avg					
ELEM and MIDDLE SCHOOL Math Performance Index					
	12-13	13-14	14-15	15-16	16-17
School					
State Avg Elem/MS	101	111	113	115	116
Difference btw School & State Avg					
HS ELA Performance Index					
	12-13	13-14	14-15	15-16	16-17
School					
State Avg HS	156	154	158	162	162
Difference btw School & State Avg					
HS Math Performance Index					
	12-13	13-14	14-15	15-16	16-17
School					
State Avg HS	136	138	141	142	138
Difference btw School & State Avg					
Schoolwide Data – Syracuse Latin (use most current data unless otherwise indicated)					
Number of Teachers	26	Number of Students		154	
Staffing Ratios					
Ratio – Teachers per Student				1:5.9	
Ratio – Administrators per Student				1:77	
Ratio - Guidance Counselors per Student				0:154	
Ratio - Social Workers per Student				1:154	
Ratio - Librarians per Student				1:154	
Ratio – Nurses per Student				1:154	

<b>Curriculum Data - Elementary</b>					
% of K- 3 students who receive daily physical ed. for a min. total of 120 min. per week (not incl. recess)	<b>0</b>				
% Grade 4-6 students who receive physical ed. 3 days/week for a min. total of 120 minutes/week (not incl. recess)	<b>0</b>				
% of Grade 1-3 students who have 20% of the weekly time spent in school allocated to dance, music, theatre, and visual arts	<b>100</b>				
% of Grade 4-6 students who have 10% of the weekly time spent in school be allocated to dance, music, and theatre and visual arts	<b>100</b>				
Average number of minutes of Social Studies instruction per week in Grades 4 to 6	<b>150</b>				
Average number of minutes of Science instruction per week in Grades 4 to 6	<b>150</b>				
<b>Longitudinal Data</b>					
<b>ELA Performance Index</b>					
	<b>12-13</b>	<b>13-14</b>	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>
<b>School</b>	<b>39</b>	<b>32</b>	<b>41</b>	<b>42</b>	<b>29</b>
<b>State Avg Elem/MS</b>	<b>104</b>	<b>102</b>	<b>100</b>	<b>112</b>	<b>TBD</b>
<b>Difference btw School &amp; State Avg</b>	<b>-65</b>	<b>-70</b>	<b>-59</b>	<b>-70</b>	<b>TBD</b>
<b>Math Performance Index</b>					
	<b>12-13</b>	<b>13-14</b>	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>
<b>School</b>	<b>32</b>	<b>43</b>	<b>46</b>	<b>30</b>	<b>26</b>
<b>State Avg Elem/MS</b>	<b>101</b>	<b>111</b>	<b>113</b>	<b>115</b>	<b>TBD</b>
<b>Difference btw School &amp; State Avg</b>	<b>-69</b>	<b>-68</b>	<b>-67</b>	<b>-85</b>	<b>TBD</b>

**Refer to the data on the previous page to answer the questions below:**

1. What are some things that you attribute to the performance results at your school over the last five years for ELA?

N/A (one year of testing results for Syracuse Latin)

2. What are some things that you attribute to the performance results at your school over the last five years for Math?

N/A (one year of testing results for Syracuse Latin)



3. (If applicable) If any part of your response to question 1 or 2 above includes attributing results to changes in the school population, identify below what the school has done to address the changes to the school population:

## Tenet 3 - Curriculum

The self-reflection is intended to assist schools in identifying needs and areas of improvement. When answering the information below about Tenet 3, be sure to consider the effectiveness of curriculum and the quality of curriculum decisions. There are four rubric Guiding Questions that NYSED uses to organize its thoughts around this Tenet.

**3.2:** Do the school leaders ensure that staff are able to develop and offer a **rigorous, coherent curriculum that takes into account student needs and leads to college and career readiness?**

**3.3:** Do teachers plan effective lessons that include DDI, align to the CCLS and incorporate student needs, **complex materials and higher-order questioning, so that what students are taught prepares them for their future?**

**3.4:** Are teachers providing interdisciplinary curricula and working together to **connect the curriculum across subjects in ways that increase students' engagement, deepen students' understanding of the curriculum, and provide better opportunities for student success?**

**3.5:** Are teachers using a range of assessments to guide and inform their curriculum planning, and are they **giving students the feedback they need to ensure ownership of learning and improve achievement?**

Reflective Prompts:

1. In looking at those questions, which of the four areas does the school see as its greatest need?
  - **3.3** Teachers plan effective lessons that include DDI, align to the CCLS and incorporate student needs, complex materials and higher-order questioning, so that what students are taught prepares them for their future.
2. Why did you select that area?
  - There is little evidence of planned questioning in lesson plans
  - Some evidence of detailed formative and summative assessments being planned for
  - Little evidence of appropriate feedback and planning interdisciplinary lessons
3. What are the barriers that have kept the school from being successful in this area?
  - There isn't a format for providing feedback
  - Questions are provided in the curriculum so questions are not added in their lesson plans
  - Teachers use alternative methods to indicate questions which are not evident in electronic format
4. What has kept the school from addressing these barriers?
  - Based on observation, there is an execution of high level lessons so lessons plans are not consistently reviewed

A simplified way to understand the areas that the Needs Assessment Team will be examining is presented below. Identify if you believe the area represents a current need at the school by placing an "X" in the appropriate box.			
	This does not represent a current need	This may represent a current need	This represents a current need
3.2 How the leaders set the tone for what the school values in terms of curriculum, which is evident in what is taught throughout the school	X		
3.3 The quality of the curriculum being taught			X
3.4 Interdisciplinary curriculum		X	
3.5 Using data to inform what is taught and using feedback that results in improvement			X
Curriculum			
<b>Reflect on previous efforts the school has made to improve the quality of the curriculum.</b>			
What are some things the school staff have tried in the past to improve curriculum that have not resulted in the desired impact occurring?	For each of the items on the left, what are some reasons you believe may have resulted in those efforts not being fully successful?		
1. Targeted professional development on questioning was provided to staff in the past	1. Inconsistent long term follow-up		
2. Visit to other classrooms	2. Inconsistent long term follow-up		
<p>What has the school learned from its previous efforts to improve curriculum?</p> <p>If the school focuses on the targeted area, provides professional development, follows up and support teachers, the desired impact is evident.</p>			
What are some things the school is trying differently this year to improve curriculum than in previous years?			

1. Summer professional development to reimagine the curriculum and its implementation

2. Consistent targeted professional development

What has given the school confidence that the efforts this year to improve curriculum will be successful?

The school is focused and has a plan to address the targeted areas.

The **one to five NEXT STEPS** for improving Curriculum are:

1. Professional development in the Summer of 2018
2. Professional conversations about exemplar lesson plans similar to the process used for action plans
3. Inform teaching staff of examples of requirements
4. Knowledge of the DTSTDE rubric for all stakeholders

## Tenet 4 - Instruction

When answering the information below about Tenet 4, be sure to consider the effectiveness of instruction and the quality of instructional methods. There are four rubric Guiding Questions that NYSED uses to organize its thoughts around this Tenet:

**4.2:** Do the actions, practices, and decisions of school and teacher leaders ensure that teachers' instructional practices promote **high levels of student engagement and result in increased achievement**?

**4.3:** Do the teachers' instructional practices lead to **high levels of engagement and improved achievement**?

**4.4:** Do the teachers' instructional practices meet the diverse needs of the class and promote intellectual discovery and rigorous thinking **leading to increased achievement**?

**4.5:** Do teachers use data and assessments to inform and adjust their instructional strategies and groupings while engaging students in self-evaluation through feedback and other approaches **to ensure that students are learning at high levels**?

Reflective Prompts:

1. In looking at those questions, which of the four areas does the school see as its greatest need?
  - **4.2** Do the actions, practices, and decisions of school and teacher leaders ensure that teachers' instructional practices promote high levels of student engagement and result in increased achievement?
  - **4.4** Do the teachers' instructional practices meet the diverse needs of the class and promote intellectual discovery and rigorous thinking leading to increased achievement?
2. Why did you select that area?
  - School leaders have not provided strong expectations around writing and sharing objectives. (4.2)
  - Based on students feedback some students at Syracuse Latin do not feel safe making mistakes and feel that they are being made fun of in the classroom (4.4)
3. What are the barriers that have kept the school from being successful in this area?
  - Objectives are included in the resources and teachers may not spend additional time on them.
  - Supporting students' asynchronistic needs have not been a focus area for school leaders
4. What has kept the school from addressing these barriers?
  - We are seeing evidence in some rooms, however, we need to be more explicit so it is evident in all rooms
  - Students' behaviors were developmentally appropriate at the time. However, as students have matured asynchronistic needs has to be a focus. Additionally, as the school expands into middle school proactive measures to address asynchronistic needs are necessary.

A simplified way to understand the areas that the Needs Assessment Team will be examining is presented below. Identify if you believe the area represents a current need at the school by placing an "X" in the appropriate box.			
	This does not represent a current need	This may represent a current need	This represents a current need
4.2 How the leaders set the tone for what the school values in terms of instruction, which is evident in how lessons are taught throughout the school		X	
4.3 The quality of the instruction	X		
4.4 Teaching practices that allow students to feel invested in their lessons	X		
4.5 Using data to inform how teachers teach and effectively using self-evaluation with students		X	
TENET 4 –Instruction			
<b>Reflect on previous efforts the school has made to improve the quality of the instruction.</b>			
What are some things the school staff have tried in the past to improve instruction that have not resulted in the desired impact occurring?	For each of the items on the left, what are some reasons you believe may have resulted in those efforts not being fully successful?		
1. We have made significant improvements this year with personalized learning Core 4.	1.		
<p>What has the school learned from its previous efforts to improve instruction?</p> <p>If focused professional development is provided, resources are provided and follow-up is consistent the impact is evident</p>			
<p>What are some things the school is trying differently this year to improve instruction than in previous years?</p> <ol style="list-style-type: none"> <li>1. Provide focused and targeted professional learning opportunities</li> <li>2. Utilize the aligned walk-through tool</li> <li>3. Utilize pineapple chart for teachers to share strategies and receive feedback from colleagues</li> </ol>			

What has given the school confidence that the efforts this year to improve instruction will be successful?

Evident in plans, observations, teacher feedback, student feedback and parent feedback.

The **one to five NEXT STEPS** for improving instruction are:

1. Professional development on how to write a student friendly objective that helps students to understand when they have mastery
2. Support around how to support students to provide positive feedback and create a safe learning environment in the classroom for all students

## Tenet 5 – Social and Emotional Developmental Health

When answering the information below about Tenet 5, be sure to consider the effectiveness of social and emotional developmental health offerings and the quality of support provided. There are four rubric Guiding Questions that NYSED uses to organize its thoughts around this Tenet:

**5.2:** Have school leaders established systems that identify the social/emotional developmental health needs to ensure that **appropriate social/emotional developmental health supports are provided to students so that barriers to learning are removed?**

**5.3:** Are all **students' social/emotional health needs being met** as a result of the school's social/emotional curricula, programs, and materials and the professional development addressing social/emotional developmental health?

**5.4:** Has the school strategically organized their work with school stakeholders to support students' **social/emotional developmental health needs and remove barriers to success?**

**5.5:** Has the school developed and implemented a strategic plan to collect, analyze and utilize data to identify and **address the social/emotional developmental health needs of all students?**

Reflective Prompts:

1. In looking at those questions, which of the four areas does the school see as its greatest need?
  - 5.3 Are all students' social/emotional health needs being met
2. Why did you select that area?
  - That area was selected because there are few behavior problems and there are plans in place for students who struggle. However, students struggle with kindness, empathy and other everyday social skills.  
Note: consider the talented and gifted work around the disproportionality between intelligence and SEL
3. What are the barriers that have kept the school from being successful in this area
  - The students are generally well behaved and generally do not present behavior problems so it has not presented itself as an area of concern. Additionally, there are processes in place to deal with students who may struggle.
4. What has kept the school from addressing these barriers
  - It has not presented as an area of concern in the earlier grades and previous years. As the school has grown and students mature, the expectations are more rigorous, therefore more supports need to be in place and revisited.



A simplified way to understand the areas that the IIT will be examining is presented below. Identify if you believe the area represents a current need at the school by placing an "X" in the appropriate box.			
	This does not represent a current need	This may represent a current need	This represents a current need
5.2 How the leaders set the tone for what the school values in terms of social-emotional developmental health, which is evident in how the school address these needs and develops these skills in all of its students	X		
5.3 The quality of the social-emotional developmental health offerings for all students			X
5.4 How well the school incorporates others to offer a strategic approach to social-emotional developmental health		X	
5.5 Using social-emotional data to inform how the school supports all students to be successful socially, to develop social-emotional learning skills, and to remove social-emotional barriers to learning.	X		
<b>TENET 5 – Social-Emotional Developmental Health</b>			
<b>Reflect on previous efforts the school has made to improve the quality of social-emotional developmental health.</b>			
What are some things the school staff have tried in the past to improve the social and emotional developmental health offerings that have not resulted in the desired impact occurring?	For each of the items on the left, what are some reasons you believe may have resulted in those efforts not being fully successful?		
1. Initial emphasis on habits of mind and character development.	1. Loss of focus on schoolwide programs due to time management and growth of school.		
2. Mix and mingle among students during lunch.	2. Behaviors during lunch have required more monitoring and management. More students added each year to the group.		

<p>3. Proactive approaches to behavior and character development.</p>	<p>3. Due to growth of the school, management has become increasingly reactive.</p>
<p>What has the school learned from its previous efforts to improve social-emotional developmental health?</p> <p>We need to be proactive rather than reactive. Initial efforts regarding character development and positive behavior approaches need to be reinstated.</p>	
<p>What are some things the school is trying differently this year to improve social-emotional developmental health than in previous years?</p> <ol style="list-style-type: none"> <li>1. Streamlined structure for SIT</li> <li>2. Utilization of Promise Zone worker and additional support staff/resources.</li> <li>3. Strategic use of special area teachers (Interventions etc.)</li> <li>4. Provided families with additional support and resources to be actively engaged in SIT, as well as social/emotional supports</li> <li>5. Utilization of family liaison</li> </ol>	
<p>What has given the school confidence that the efforts this year to improve social-emotional developmental health will be successful?</p> <p>-Holistic Schoolwide approach</p> <p>-SIT referrals show progress among students who have received interventions</p>	
<p>The <b>one to five NEXT STEPS</b> for improving Social-Emotional Developmental Health are:</p> <ol style="list-style-type: none"> <li>1. School Mixer</li> <li>2. School-wide events/conversations around specific SEL topics</li> <li>3. Professional development for teachers on SEL and intellectual disparity</li> </ol>	

## Tenet 6 – Family and Community Engagement

When answering the information below about Tenet 6, be sure to consider the effectiveness of the school's approach toward family and community engagement and the quality of the school's relationships with families and the community. There are four rubric Guiding Questions that NYSED uses to organize its thoughts around this Tenet:

**6.2:** Do school leaders' actions, practices, and decisions for promoting family and community engagement result in **partnerships with families that allow children to reach the leaders' high expectations?**

**6.3:** Is the school providing multiple and equitable opportunities for reciprocal communication to increase staff and families' understanding about student needs and **further support student achievement?**

**6.4:** Has the school's training to parents and to staff on creating and sustaining home-school partnerships allowed both parties to be able to work together **to support student achievement?**

**6.5:** Is data shared in a way that allows stakeholders to understand both student and family needs and advocate for services that **address those needs?**

Reflective Prompts:

1. In looking at those questions, which of the four areas does the school see as its greatest need?
  - 6.5- Data is shared in a way that allows stakeholders to understand both student and family needs and advocate for services that address those needs.
2. Why did you select that area?
  - The school has received parent feedback requesting additional academic data regarding their child, including information on the purpose of assessments given throughout the year.
3. What are the barriers that have kept the school from being successful in this area?
  - One barrier is that it is challenging to determine which data is both meaningful and helpful to parents. Another barrier is that we need to communicate grade level data appropriately to help set parent expectations of data (grades, worksheets etc.).
4. What has kept the school from addressing these barriers?
  - Misalignment between parent expectations of data and how students are evaluated has been a barrier in addressing this area. For example, parents may not understand a 1-4 scale vs. homework grades

A simplified way to understand the areas that the Needs Assessment Team will be examining is presented below. Identify if you believe the area represents a current need at the school by placing an "X" in the appropriate box.			
	This does not represent a current need	This may represent a current need	This represents a current need
6.2 How the leaders set the tone for family and community engagement, which is evident in the strength of the relationships seen between the school and its community	X		
6.3 The quality of the two-way, reciprocal communication between families and the school.	X		
6.4 How well the school prepares families and staff to develop strong relationships with one another.		X	
6.5 How well the data is used by the school to promote dialogue between families and the school.		X	
<b>TENET 6 – Family and Community Engagement</b>			
<b>Reflect on previous efforts the school has made to improve the quality of the parent engagement.</b>			
What are some things the school staff have tried in the past to improve family and community engagement that have not resulted in the desired impact occurring?	For each of the items on the left, what are some reasons you believe may have resulted in those efforts not being fully successful?		
1. "Coffee with the Principal"	1. Poorly attended		
2. Kindergarten Pen Notebook (Parent Engagement Notebook)	2. Low rates of utilization among parents		
3. Planned volunteer opportunities for parents	3. Low levels of interest in structured volunteer opportunities		

What has the school learned from its previous efforts to improve family and community engagement?

-School-wide events have been successful, with high attendance and positive feedback from parents.

-PTO and the School Leadership Team need to work together to communicate expectations around parental involvement and school/district policies and procedures.

What are some things the school is trying differently this year to improve family and community engagement than in previous years?

1. Quarterly engagement activities

2. Multiple modes of parent feedback

3. PTO teacher representatives

What has given the school confidence that the efforts this year to improve family and community engagement will be successful?

-High parent and family attendance at grade-level quarterly activities

-Formal and informal parent feedback that included a need for additional opportunities to engage in the school's curriculum and students' learning

The **one to five NEXT STEPS** for improving Family and Community Engagement are:

1. The school will provide explicit communication of school policies and procedures and specific explanations about the purpose of given policies and procedures (video series with kids).
2. School instructional leadership will work with stakeholders to create a strategic plan around the sharing of data with parents and families.

## CONNECTING ALL OF THE PIECES WITH LEADERSHIP

The IIT (or Needs Assessment Team) will consider the quality and effectiveness of the school's offerings in each of the previous tenets – Curriculum, Instruction, Social-Emotional Development Health, and Family and Community Engagement – when analyzing the leadership needs for the school.

Review each of the Statements of Practice from Tenets 3 to 6 earlier identified as “This represents a current need” on this self-reflection. Of those identified, which three are the most pressing needs at the school?

1.) 3.5

2.) 4.2

3.) 5.3

### Tenet 2 – Leadership

**When answering the information below about Tenet 6, be sure to consider the effectiveness of leadership and the quality of the leadership decisions. There are four rubric Guiding Questions that NYSED uses to organize its thoughts around this Tenet:**

**2.2:** Have school leaders worked with the school community to develop and promote goals/mission/vision **that drive and bring about sustained school improvement?**

**2.3:** Have school leaders used resources strategically to bring about **school improvement and increased student success?**

**2.4:** Have school leaders increased the instructional capacity of staff through collaboration, support, and targeted feedback **to ensure continuous improvement in instructional practices and ensure high-quality instruction exists?**

**2.5:** Have school leaders established systematic ways to track and monitor what is happening in the school, and do they use this insight to make informed decisions that will **move the school forward?**

Reflective Prompts:

1. In looking at those questions, which of the four areas does the school see as its greatest need?
  - School leaders have worked with the school community to develop and promote goals/mission/vision that drive and bring about sustained school improvement
2. Why did you select that area?
  - Initial communication and plans were shared, but there was no strategic plan for revisiting goals and mission throughout the year

3. What are the barriers that have kept the school from being successful in this area?
- Continuous growth and development of school (addition of grade-levels, staff, and students)
4. What has kept the school from addressing these barriers?
- Consistent change and growth with the addition of staff, grade-levels, and students. New initiatives brought about by the district that conflict with school goals. For example, enrichment.

A simplified way to understand the areas that the Needs Assessment Team will be examining is presented below. Identify if you believe the area represents a current need at the school.

	This does not represent a current need	This may represent a current need	This represents a current need
<b>2.2</b> How the leaders set the tone for the school, which is evident in the strength of the instructional and non-instruction programs throughout the school.			X
<b>2.3</b> School leaders making choices strategically so that gains can be realized ( <i>choices would include all choices leaders make, including how leaders use their own time, the time of those in the building, the people in the building, and discetionary spending available, etc.</i> )	X		
<b>2.4</b> Instructional leadership	X		
<b>2.5</b> The leaders have developed a systemtatic approach to monitoring how the school is doing so that efforts and initiatives can be successful			X

### Tenet 2 – Short Answer Responses

**SOP 2.3** If applicable, provide the **TWO BEST** examples of improvements that have come because of the school leaders' decisions regarding resources by completing the following sentences.

The school leaders made the decision to streamline and focus the professional development around personalized learning Core 4 *in* order to meet the needs of all students to improve student achievement and improve teacher effectiveness. We know this decision was correct because of the following improvements:

- Steady increase a indicated by A-NET scores
- Teachers feedback indicate positive feelings about professional development and meeting their personal goals
- Increase collaboration and student engagement during classroom observation

The school leaders made the decision to provide parent engagement activities quarterly in order to provide students the opportunity to highlight to their parents their learning. We know this decision was correct because of the following improvements:

- High parent engagement
- Positive anecdotal feedback from parents
- Positive feedback from students
- 

**SOP 2.5** If applicable, provide the TWO BEST examples in the space below regarding the IMPACT of the evidence-based systems the school leaders use:

1. The school leader(s) learned through walkthroughs and observation data, there was a need for professional learning around PL/Collaboration/Student Ownership. This led the school leader(s) to provide strategic opportunities for professional learning that included the utilization of outside resources. We know this response was a good approach because we have seen an increase in the number of collaboration opportunities for students and received strong feedback from teachers on its effectiveness.
  
2. The school leader(s) learned that there is a desire to engage in the school's curriculum and have an understanding of student learning opportunities as a result of parent feedback and reflection during the site review process. This led the school leader(s) to identify quarterly opportunities for families to expand the homeschool connection and increase student ownership and engagement with their learning. We know this response was a good approach because we have had strong attendance at each event and positive feedback from both families and staff.

#### **TENET 2 - NEXT STEPS**

**Identify 1 to 5 NEXT STEPS** the school leaders see as essential to improve the school:

1. Development of the mission, vision and goals and communication to all stakeholders
2. Creation of a strategic plan for the dissemination of school data to all stakeholders
3. Development of lesson plan discussion protocol
4. Reimagine how to communicate parent engagement expectations with stakeholders
5. Provide opportunities for teacher to share feedback with each other



## WHOLE SCHOOL REFLECTION

1. In thinking about the answers provided and the school as a whole identify three to five things the school believes it does well:
  1. Personalized implementation of curriculum content
  2. Efforts to incorporate parent engagement opportunities and customer service
  3. Efforts to improve teacher collaboration
  
2. In thinking about the answers provided and the school as a whole identify three to five things that the school believes are internal barriers that are making it difficult for the school to reach its potential:
  1. High level of personal expectations often leads to a sense of competition
  2. Class size limits configuration of students
  3. Lack of understanding from all stakeholders about the vision of the school
  4. Ability to support students with asynchronous development
  
3. In thinking about the answers provided and the school as a whole identify three to five things that the school believes must happen that are currently not happening:
  1. Share data in a meaningful way to families
  2. School-wide climate for students and staff
  3. Communication reset
  
4. What **internal** factors have contributed to the data that have resulted in the school being identified as a Focus/Priority School?

**School's Response:**

N/A