

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



Name of principal:	Margaret E. McRobbie Taru		
Name/number of school:	PSLA@Fowler High School, 421800010049 (BEDS)		
School address:	227 Magnolia Street Syracuse, New York 13204		
School telephone number:	315-435-4376	Principal's direct phone number:	315-435-4189
Principal's e-mail:	Mmcrobbie-taru@scsd.us		

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 by June 29,2018.

Name of those assisting in the completion of the Self-Reflection (add rows if necessary)	Title
Margaret E. McRobbie Taru	Principal
Ian Lane	Instructional Coach
Karen Cusano	Social Worker
Antonio Herrera	Vice Principal
Victor Ciciarelli	Vice Principal
Dr. A. Najah Salaam Jennings-Bey	Vice Principal
Michele Krak	Teacher/SLT
Laura Foody	Psychologist
Brenda Buckley	Teacher/SLT
Sam Watson	Hillside
Walter Benedict	Counselor
Aran Wonders	Librarian
Dan Killenbec	Teacher/Twilight Coordinator
Regina Urueta	Insight Education Group Specialist/Mentor
Heidi Feyl-Crane	District Science Department
Karin Kirnie	Data Coach

School Information Sheet for PSLA at Fowler

School Configuration (2017-18 data)					
Grade Configuration	9-12	Number of Students	836	Number of Teachers	71
Types and Number of English Language Learner Classes (2017-18)					
# Transitional Bilingual	0	# Dual Language	0	# Self-Contained English as a Second Language	7
Types and Number of Special Education Classes (2017-18)					
# Special Classes	6	# SETSS	4	# Integrated Collaborative Teaching	0
School Composition (most recent data)					
% Title I Population	86.7	% Attendance Rate	89.1		
% Free Lunch	85.9	% Reduced Lunch	.8		
% Limited English Proficient	20	% Students with Disabilities	23.9		
Racial/Ethnic Origin (most recent data)					
% American Indian or Alaska Native	1	% Black or African American	47		
% Hispanic or Latino	17.8	% Asian or Native Hawaiian/Pacific Islander	9.3		
% White	22.8	% Multi-Racial	2.0		
Personnel (most recent data)					
Years Principal Assigned to School	1	# of Assistant Principals	3		
% of Teachers with No Valid Teaching Certificate	8.5	% Teaching Out of Certification	4.2		
% Teaching with Fewer Than 3 Years of Experience	8.5	Average Teacher Absences	4.6		
Student Performance for Elementary and Middle Schools (2016-17)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A		
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A		
Student Performance for High Schools (2016-17)(Data from George W. Fowler)					
ELA Performance at levels 3 & 4	46.6	Mathematics Performance at levels 3 & 4	52.1		
Global History Performance at levels 3 & 4	29.8	US History Performance at Levels 3&4	40.8		
4 Year Graduation Rate (Active students=64%)	49.6	6 Year Graduation Rate	44.4		
Regents Diploma w/ Advanced Designation	1.3				
Overall NYSED Accountability Status					
Priority School		Local Assistance Plan			
Focus School (indicate subgroups identified below)		In Good Standing		X	
<p>Identify the school's top priorities (no more than 5) based on the school's comprehensive plan SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:</p> <ol style="list-style-type: none"> 1. Improve the daily attendance rate, and reduce the chronic absenteeism rate 2. Implement the Schools Structure and Support Plan (Building-wide PL strategies and systems) to dramatically improve the quality of instruction and structured, research-based, personalized learning practices 3. Implement regular Professional Development (based on needs and wants, as determined by walk-throughs, formal observations, and surveys of staff and students) 4. Reduce suspension and referral rates (documentation) 5. Work toward preparing to "Academize" by CTE programs for the next school year 					

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.

School-wide Data (use most current data unless otherwise indicated)			
Number of Teachers	71	Number of Students	836
Staffing Ratios			
Ratio – Teachers per Student			1:11.8
Ratio – Administrators per Student			1:209
Ratio - Guidance Counselors per Student			1:209
Ratio - Social Workers per Student			1:836
Ratio - Librarians per Student			1:836
Ratio – Nurses per Student			1:836
Curriculum Data – K to 6 (complete all that apply)			
% of K- 3 students who receive daily physical ed. for a min. total of 120 min. per week (not incl. recess)			N/A
% Grade 4-6 students who receive physical ed. 3 days/week for a min. total of 120 minutes/week (not incl. recess)			N/A
% of Grade 1-3 students who have 20% of the weekly time spent in school allocated to dance, music, theatre, and visual arts			N/A
% 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			N/A
Average number of minutes of Social Studies instruction per week in Grades 4 to 6			N/A
Average number of minutes of Science instruction per week in Grades 4 to 6			
Curriculum Data –Grades 7 and 8 (complete all that apply)			
% of Grade 7-8 students who receive physical education instruction equivalent to 3 periods for one semester and 2 periods for the other semester (not incl. recess)			N/A
% of Grades 7-8 students who receive 55 hours per year of instruction in dance, music, theatre, and visual arts taught by a certified arts instructor			N/A
% of 7 th grade students enrolled in HS coursework			N/A
% of 8 th grade students enrolled in HS coursework			N/A
Curriculum and Performance Data – HS (complete all that apply)			
% of students who earn 5 or more credits during the school year			(will know in June for 2017-18 School year)
% of 12 th grader students who have taken college entrance and/or college placement exams			14%
Dropout rate (Data from George W. Fowler HS)			34.5%
% of 12 th grade students who have passed at least one Regents exam with a score of 90 or higher			9.5%
% of students last year who received Regents Diplomas with advanced designation			1.3%
% of students enrolled in dual-credit coursework			12%
% of current 12 th grade students enrolled in an Advanced Placement (AP) course			0%
% of current 11 th grade students enrolled in an AP course			32.6%
% of students enrolled in Career and Technical Education (CTE) courses			83%
% of HS students who have more than one study hall a day			N/A

Longitudinal Data (complete all that apply)					
ELEM and MIDDLE SCHOOL ELA Performance Index					
	12-13	13-14	14-15	15-16	16-17
School	N/A	N/A	N/A	N/A	N/A
State Avg Elem/MS	104	102	100	112	115
Difference btw School & State Avg	N/A	N/A	N/A	N/A	N/A
ELEM and MIDDLE SCHOOL Math Performance Index					
	12-13	13-14	14-15	15-16	16-17
School	N/A	N/A	N/A	N/A	N/A
State Avg Elem/MS	101	111	113	115	116
Difference btw School & State Avg	N/A	N/A	N/A	N/A	N/A
HS ELA Performance Index (Data from George W. Fowler HS)					
	12-13	13-14	14-15	15-16	16-17
School	91	75	69	73	86
State Avg HS	156	154	158	162	162
Difference btw School & State Avg	-65	-79	-89	-89	-76
HS Math Performance Index(Data from George W. Fowler HS)					
School	79	72	69	70	70
State Avg HS	136	138	141	142	138
Difference btw School & State Avg	-57	-66	-72	-72	-68

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?

(To include George W. Fowler HS) Change in programming into CTE-focused school. Staff turn-over, tough living conditions for many of our students; some of whom do not have basic needs met on a regular basis, change in programming needs, need for more AIS classes, attendance rates

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

(To include George W. Fowler HS) Staff turn-over, tough living conditions for many of our students; some of whom do not have basic needs met on a regular basis, change in programming needs, need for more AIS classes, attendance rates.

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:

This year PSLA @ Fowler HS has fully phased in. Students now have opportunities for Career and Technical Education programming. We had several under-credited students transfer to us from other high schools. We are working to provide extra social emotional and academic supports.

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?**

The Curriculum for each content area was developed at the district level by a committee of professionals who are certified and/or considered scholars in their areas of study. Once the curriculum has been vetted and approved by the SCSD BOE it is distributed to all parties and stakeholders. At the building level, building leaders provide on-going support and professional development that can range from building-wide instructional practices to content specific material with the intent to give our staff with a better understanding of ways in which we can improve student performance through a rigorous curriculum that prepares students to be career and college ready.

It is our belief that Effective high school instruction creates an environment in which all students are cognitively engaged in their learning through metacognitive practices. Data suggests that metacognitive strategies implemented in the classroom provides students with the tools to regulate their own thinking. Our aim is to bring metacognitive strategies into the classroom, increase the rigor of our lessons, and increase student performance. Professional development on these strategies have been provided by the administrative team for all staff members on January 26th, etc. among other PD sessions around CRE, Mandated Reporting, Platforms, etc. built into the school day. Walk through observations have been completed by the administrative team on a consistent basis offering feedback on the use of the strategies in all classrooms. At this time 85-90% classroom teachers consistently use the strategies taught in professional development sessions and 75% of students consistently use the strategies on their own to assist them as they complete assignments.

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?**

Yes. At the beginning of the school year, all staff were provided an instructional binder that was a road map to what instruction should look like in the classrooms. Next, we provided staff with professional development whereby the documents were explained in their entirety to ensure staff understood what instructional leaders look for when conducting classroom walkthroughs and classroom observations. In the instructional binder exemplars and templates for both unit plan and lesson plan development were shared with staff as a guideline. To provide consistency and vertical and horizontal alignment, staff were provided a central time whereby they were able to meet with their grade level regardless of content area and discuss metacognitive strategies that will help increase student's comprehension and understanding. For example, major areas focused on for instruction included student-driven instruction, personalized learning, data driven lessons and student interventions, and rigorous instruction that involves critical thinking and analytical skills.

While in the classroom, staff was made aware that classroom lessons observed needed to consistently demonstrate the following metacognitive strategies: (a) engaging lesson plans that were Culturally Relevant to our student population, (b) active student participation, (c) Anticipatory guides/sets, (d) book/author talks, (e) Cornell notes, (f) close reading, (g) literature circles, (h) questioning the author (Q&A), (i) Question-Answer Relationships (QAR), (j) reciprocal teaching, and (k) Talking-with-the-text.

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?**

Based on the recommendations from last year's State review, we incorporated team planning sessions to help build upon staff's previous and current knowledge surrounding the Common Core Learning Standards to support the delivery and content to better meet the needs of all students. Most students are participating in a CTE pathway. Academic intervention programs are now in place. The school is strategically oriented by grade level and CTE programs

In addition, district-wide there has been a push to increase CRE when planning lessons in an attempt to increase active student participation and engagement. Through the implementation of Personalized Blended Learning (PBL), cross-curricular connections, and Talking-with-the-Text (Twtt) (married with the Close-read model, the four types of questions within the dimensions of knowledge, etc.) we anticipate an increase in student performance on state exams (our Structure and Support plan across systems contains our Instructional plan with scaffold for rolling out building-wide PL strategies) based on increasing percentages (our school is at about 85-90% of teacher implementing building-wide, personalized strategies and approximately 75% of students are (on their own) consistently using the strategies taught and mastering skills being taught). Further practice is projected to impact with positive growth in metacognition and questioning skills.

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?**

Teachers are using data-driven assessments to inform their planning in an attempt to meet the needs of each student. This leads to an increase in student performance. Students receive career certifications and career placements. Even with a changing demographic after receiving approximately 80 transfers in, our attendance rates have increased over 10% over the last few months. Most of our CTE programs are NYS certified (two are anticipated).

Reflective Prompts:

1. In looking at those questions, which of the four areas does the school see as its greatest need?

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.**

2. Why did you select that area?

Based on our observation, the following reasons were identified:

- Most CTE teachers come from a paraprofessional background and worked with adults. Therefore, at times it is a challenge from them to conceptualize the shift in paradigm from working in the business world to now working in a school whereby the need to differentiate and modify their lessons for individual student needs.
- Not all CTE Pathway program account for CCLS (e.g. NJROTC).

- Currently, the CTE Pathway teachers schedule does not provide them with a common planning time to meet during the allotted grade level meeting times (they have after school PD because they are needed to teach a sixth period).

3. What are the barriers that have kept the school from being successful in this area?

Most CTE teachers come from a paraprofessional background and worked with adults. Therefore, at times it is a challenge from them to conceptualize the shift in paradigm from working in the business world to now working in a school whereby the need to differentiate and modify their lessons for individual student needs. Currently, the CTE Pathway teachers’ schedule does not provide them with an additional planning time to meet during the allotted grade level meeting times or provide them the opportunity to attend PD (e.g. PD is offered during the grade level meetings which is an additional period. They do, however, take SREB training and after school and Superintendent’s Conference Day training and supports. They may also sign up for individual PD and support with Principal Taru).

4. What has kept the school from addressing these barriers?

The CTE teachers have to teach an extra class. Therefore, it is difficult to provide them with the same professional development as the rest of the instructional staff. We are, however, addressing the situation. We also plan to have all Tuesdays after school set aside next year for Staff meetings and support. This year, Staff meetings and SLT meetings are already occurring on Tuesdays after school.

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

Reflect on previous efforts the school has made to improve the quality of the curriculum.

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?
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<p>1. Push for higher levels of literacy curriculum in all content areas</p>	<p>1. Some teacher resistance, not enough ongoing professional development, lack of uniform literacy strategies to be implemented across contents (Not enough PD was offered until 2017-2018 school year)</p>
<p>2. Push for personalized learning into all curriculum planning and implementation</p>	<p>2. Until 2017-2018 school year, not enough PD, not enough classroom walk-throughs to monitor implementation of curriculum with the Personalized Learning format</p>
<p>3. Plan for “Academizing” our CTE Programs with Core Content teachers.</p>	<p>3. Not enough staff to be able to implement full academy structure</p>

What has the school learned from its previous efforts to improve curriculum?

In order to improve implementation of pushes in curriculum, professional development must be provided regularly and frequently with adaptations to teachers’ needs. As professional development continues, classroom walk-throughs must be conducted regularly to support implementation and provide teachers with feedback to push them in the right direction. (This framework was implemented 2017-2018 school year).

What are some things the school is trying differently this year to improve curriculum than in previous years?

1. Provide staff with ongoing monthly PD that is data driven.
2. A strong emphasis was placed on Cultural Relevant Teaching to increase student engagement.
3. A strong emphasis was placed on teachers using metacognitive strategies in the classroom along with Twtt; this was an instructional practice expected to be demonstrated across content areas including CTE.
4. There was a strong emphasis placed on teacher and student accountability.
5. There has been a strong emphasis on including some District Department Chairs and Assistants as integral members of our informal (and formal, in some cases) observation team. We do regular observation cycles with Department Chairs and assistants, our Asst. Superintendent, our library supervisor over Curriculum and Staff Development in conjunction with various in-building teams: Admin, SLT, etc. This allows for reflection, discussion, planning and implementation across our building and our district to promote growth with curriculum and instructional practices.

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

The instructional leaders placed a strong emphasis on the importance of implementing metacognitive strategies in all lesson plans, DDI, Twtt, and other instructional practices at the beginning of the year. In addition, exemplars, templates, and ongoing PD was offered to help staff become more proficient when implementing the aforementioned strategies. During walk through observations 85-90% of teachers are using the new strategies in the classrooms and 75% of students are using the strategies when completing assignments (some on their own without teacher prompting). Growth for Math assessments will be tracked after the window closes on Friday, May 4th. PD for Instructional strategies and personalized learning offered this school year:

- 10/3 – Building-wide Strategies/ Structure and support document
- 10/16 & 10/17 – Reading Plus, 10/24 – Social and Emotional Student Awareness
- 11/28 – 365 Use/Staff Notebook
- 12/12 – APPR/Performance Matters
- 1/9 – Building-wide Metacognitive and Literacy Strategies
- 1/26 - Building-wide Metacognitive and Literacy Strategies (CTE only)
- 1/26 – Talking-with-the-Text Follow-up
- 2/5 – Research Based Strategies
- 2/13 – Personalized Learning
- 2/14 – Canvas Introduction
- 3/6 – Instructional Strategies/T-w-t-T (Math only)
- 3/16 – ThinkCERCA
- 3/20 – Psychopharmacology
- 4/10 & 4/11 – T-w-t-T Follow-up (CTE only)
- 5/1 – Co-Planning/Personalized Learning Implementation

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

1. Continue with monthly professional development for staff at the building level. Also, a plan that focuses on (individual) teachers' needs specific to our instructional plan.
2. Increase more opportunities with community-based leadership (PD and other) working with teachers and students (i.e. peace circles, restorative practices, mediations, etc.) and measure impact.
3. Implement an academy model (include dashboard measures).
4. Ensure quality implementation of integrated CTE courses with Sciences and ELA classes)

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**?

Yes, the school and teacher leaders have taken steps to promote high levels of student engagement. The principal provided all instructional staff with a structure and support document outlining all instructional expectations for the school year. The document outlines the characteristics of instruction at PSLA: student-centered, personalized, driven by data, rigorous, thoughtfully designed, engaging, safe and welcoming, inclusive of 21st Century skills, rooted in a real-world perspective. The document also provides teachers with the expected components of lesson planning. Leaders hold instructional staff accountable for high levels of student engagement by conducting frequent and regular classroom walk-throughs (each administrator completes at least 5 per week). Teachers submit 2 lesson plans and 1 unit plan per quarter to the administrators and instructional coach for feedback. Professional development is provided to instructional staff at least once per month. All sessions focus on building-wide strategies in the interest of increasing student engagement (personalized learning, talking with the texts, four types of questioning, metacognitive practices, etc).

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

Yes, teachers' instructional practices have led to high levels of engagement and improved achievement. Teachers are implementing personalized learning building-wide. It is evident in regular observations and walk-throughs that students are highly engaged in lessons. In most classes, students are self-directed and engaged in task-appropriate conversations at learning stations while teachers are working directly with smaller groups. Several teachers are also implementing the playlist model of personalized learning, which leads to student engagement because students are given choice in what tasks are completed and what order they are completed in. Building-wide implementation of talking with the text is promoting uniform active reading and text coding in all classrooms. Students are highly engaged in their reading and able to access the text in whatever way works for them. The talking with the text strategy also allows students to refer to their coding at a later time to reflect on their understanding of the reading. Furthermore, it gives teachers an idea of students' understanding in order to engage students in future learning.

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**?

Yes, through the implementation of personalized learning, teachers are meeting the diverse needs of students and promoting intellectual discovery. Personalized learning strategies promote student choice in the classroom in the interest of allowing students to access content through the activities that are best suited to their learning styles. Teachers have also received some professional development on productive struggle. Productive struggle promotes intellectual discovery and rigorous thinking by allowing students time to struggle with rigorous tasks. Teachers plan questions around a task to assist students in working through what they don't know and to advance their thinking. Productive struggle has led to increased achievement, specifically in math classes. Frequent implementation of this has allowed students to be more independent in their learning. Through well-planned questioning, students are more responsible for discovering their own learning. We have collected and analyzed

student work. Four Math teachers who also plan together have implemented the strategies with fidelity. Three Math teachers are in need of continued support with planning and implementation.

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?

Yes, teachers use data and assessments to inform instruction. Students complete STAR assessments in reading and math 3 times throughout the school year. The results of these assessments are available to every teacher in the school. Many teachers use the results to inform planning decisions for grouping and designing appropriate assignments for students. In math, social studies, and science, teachers are using the IO Assessments platform to analyze benchmark data in order to inform their teaching. The data analysis tools within STAR and IO provide teachers with numerous reports that assist in future planning for re-teaching and review to ensure that students are getting extra assistance in deficient learning objectives. Teachers are also using data from their own assessments to plan for future student learning objectives. Team meetings allow for discussion around student work, etc. Meetings among math teachers to plan for re-teaching, etc is done as they discuss student performance on specific assessments through our PD sessions built into the school day.

Reflective Prompts:

1. In looking at those questions, which of the four areas does the school see as its greatest need?

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?

This area was selected because it is ongoing focus of our school-wide professional development. Our major push right now is full implementation of instructional strategies that meet diverse student needs (personalized learning, talking with the text, four different types of questions, metacognition, self-evaluation, etc). The leadership team is constantly working toward 100% teacher implementation of these strategies. This will be our continued focus until unprompted regular implementation is occurring in all classrooms

3. What are the barriers that have kept the school from being successful in this area?

The major barrier that has prevented more success in this area is availability of professional development time for some instructional staff. We offer each session 5 times on a given day in order to reach as many teachers as possible. Not every teacher has that time available so we try to address missed sessions with individual PD. We are also continuing to push buy-in to ensure implementation of strategies from all teachers in the building. Teachers have continually been encouraged to observe other teachers within the building who are implementing the building-wide strategies and having success.

4. What has kept the school from addressing these barriers?

Our school has a very complex master schedule which incorporates 13 CTE programs (adding PTECH CIS next school year), which makes it very challenging to create common duty and planning times that can accommodate every teacher. It is challenging to schedule additional PD time with every teacher who does

not have open time during the designated PD periods. We are continuing to work toward sharing all PD with all teachers in the building. In addition to specific periods by grade level each month, we have offered individual support, PD after school, and PD during Superintendent’s Conference Days. We also began our CCL among particular Content areas: Math, some CTE.

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 (For some and should be continually assessed, Reflected upon, and evolving)	
4.4 Teaching practices that allow students to feel invested in their lessons		X (improvement with implementation of Building-wide Strategies)	
4.5 Using data to inform how teachers teach and effectively using self-evaluation with students		X (has been push of eval tools- almost full implementation)	

TENET 4 –Instruction

Reflect on previous efforts the school has made to improve the quality of the instruction.

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?
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<p>1. Regular (at least once per month) professional development sessions on building-wide instructional strategies that are expected to be implemented by all teachers</p>	<p>1. Some teachers have difficulty taking what is learned in professional development sessions and implementing strategies in their own classes. Also, it is sometimes a challenge to convince teachers that shared strategies will work with their students.</p>
<p>2. Regular walk-throughs and formal classroom observations</p>	<p>2. Teachers don't always respond to feedback and suggestions from leaders (this has improved)</p>
<p>3. Regular teacher implementation of student-centered instruction</p>	<p>3. Many students are still very accustomed to direct instruction, and we are still trying to push through the learning curve of letting students productively struggle through rigorous tasks. Teachers are putting forth a continued effort to provide students with opportunities to learn independently and with other structures.</p>
<p>What has the school learned from its previous efforts to improve instruction?</p> <p>The major learning from previous efforts to improve instruction is that any initiative takes a lot of time, support and reminders. The leadership team is working to disseminate expectations for instruction, and it takes a lot of patience and continued communication to ensure that new instructional initiatives are taking place in the classrooms.</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"> 1. More regular and frequent professional development 2. Requiring all teachers to create instructional SMART goals to be monitored through-out the year 3. Global implementation of the "Talking with the Text" strategy to boost literacy in all content areas 4. Offering more opportunities for individual professional development to ensure implementation of building-wide instructional initiatives 5. Building in a Scaffold of CCL implementation 	
<p>What has given the school confidence that the efforts this year to improve instruction will be successful?</p> <p>We are seeing several teachers have success with implementation of instructional strategies in their classes than in previous years (For example, during informal observation rounds, the students were using strategies and all could explain why it helped...so in classrooms where the strategies are being implemented with strong metacognitive practices, 100% of students in the class are able to explain the objective of the learning and where they are in the process of mastering the skills needed to obtain the objective). It is evident in classroom walk-throughs that students are more engaged and demonstrating higher levels of understanding when participating in activities designed around our building-wide strategies. However, we need continued practice to verify that 100%</p>	

of students in ALL classrooms are exercising strategies with fidelity in order to have the same results as those observed in classrooms where they are proven to be successful.

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

1. Continued professional development and classroom walk-throughs pushing implementation of our building-wide metacognitive and personalized learning strategies with various stakeholder teams
2. Required rounds of CCL observations for teachers (each teacher observes a few other teachers in the building to share "glows" and "grows" surrounding implementation of building-wide instructional strategies)
3. Upcoming professional development to include further implementation of inquiry and project-based learning
4. Professional development will continue to be held for the admin team on best instructional coaching protocols so that the same language is used by the leadership team members when supporting teacher reflection and growth.

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?**

School leaders have developed a student intervention team that meets on a weekly basis to identify and create plans to help address needs. School staff has been trained on how to identify areas of need in regards to social/emotional health and how to properly refer students for support. Systems have been aligned for effective communication.

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?

Any student who has been identified as having a social/emotional need has been referred to the appropriate support staff. However, there is a large volume of need within the school and a limited number of support staff, creating barriers to care.

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?**

The school stakeholders meet on a weekly basis to collaborate and create plans to meet the social/emotional needs of students. This process is a holistic approach that helps to assess students and get to the root cause of the concerns.

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?**

An excel spreadsheet has been created and utilized in tracking students and the support services they receive. During weekly meetings the spreadsheet and any interventions that have been implemented are monitored by looking at attendance, behavior referrals, and grades, etc. to see if the interventions are effective.

Reflective Prompts:

1. In looking at those questions, which of the four areas does the school see as its greatest need?

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?**

2. Why did you select that area?

We have staff that are skilled in collecting, analyzing, and utilizing data to address student needs, as well as designated times to meet as a support staff team to do so. However, the amount of social-emotional

needs throughout the student body can create additional barriers for staff. Staff continue to work with students on planned interventions, however unplanned events and incidents can take a considerable amount of time to manage. Staff continue to try and manage both planned and unplanned interventions so that students continue to receive the highest care possible.

3. What are the barriers that have kept the school from being successful in this area?

As stated above, time and current staff resources make it difficult to allocate the time needed to identify, collect, and analyze data with true fidelity. At the same time, there can be a disconnect between district service providers and outside agency service providers, as the outside agency providers do not have access to the same data as district employees (e.g. eSchool, Educators Handbook.)

4. What has kept the school from addressing these barriers?

Currently there is only one Social Worker for close to 1000 students. We need another Social Worker for a recent increase of students being transferred into our school late; we must match numbers support staff assigned with student needs. As our student numbers increase with students who have severe needs, there has not been a re-assessment of staff assignments based on the enrollment changes.

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	

TENET 5 – Social-Emotional Developmental Health

Reflect on previous efforts the school has made to improve the quality of social-emotional developmental health.	
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. Restorative Circles	<ol style="list-style-type: none"> 1. We would like to increase the fidelity of or Restorative Circles, as well as the number of non-student support staff trained to implement them. Our current support staffing and their workload is making it difficult to implement with the fidelity we would desire without additional resources. We need a second Social Worker. 2. Continued training of office, custodial, cafeteria, sentries needs to occur in order to help them know how they can respond to student needs in these areas to assist with finding the best staff member to support the student in his/her time of need (is also in the school-wide Structure and Support Document)
<p>What has the school learned from its previous efforts to improve social-emotional developmental health?</p> <p>We need to consistently implement interventions and planned structures for a designated amount of time, to determine if these are actually making a difference, before attempting to try something 'new.'</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"> 1. As of this year, have a designated attendance team that meets weekly to review student needs in this area, and works in conjunction with the SIT team and Administration. 2. We work closer with our outside agencies and transition coaches to provide needed supports to our kids. 3. We have held forums (individual, small group, and large group) to be proactive with student needs and supports (bullying, self-esteem, etc.) 4. We have added student leadership representatives to various systems' teams (Climate and Culture, PD, etc.) 	
<p>What has given the school confidence that the efforts this year to improve social-emotional developmental health will be successful?</p>	

We have very skilled support staff members who function well as a team, and have the support of administration. All behaviors and communication are documented as opposed to previous year. With accurate data, we are able to better support student needs.

The **one to five NEXT STEPS** for improving Social-Emotional Developmental Health are:

1. Further increasing the use of social emotional data to drive decision-making, including interventions and building structures/systems. Continue on-going reflection and response, but continue to be proactive with decision-making, as well.
2. Continued Professional Development to support students' and staff's needs.

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?** We hold regular PTO meetings (some at 1pm on a Tuesdays each month and some at 6pm on particular months). We send surveys home. We do regular Robo- calls to invite families to partake in events and decision-making. We also send home a monthly newsletter. We invite families in for meetings and events for their children’s academic progress, as well.

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?** We, through various platforms, regularly invite families to share their feelings, insight, questions, etc.

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?**

Principal taught personalized learning strategies and meets with families regularly. Our work-based coordinator has shared information about the interview process and internship opportunities, as well as, CTE programming. Various meetings/ luncheons/dinners to inform and update families about Career and College Readiness have been held. Families have also had opportunities to take part in school and district initiatives. Various meetings to inform families about how to use platforms are held on a regular basis.

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?**

This occurs regularly. Principal also supports root issue causes by buying groceries for some families on a regular basis. We help align students’ and families’ needs through our Community-Based Health Center and other organizations.

Reflective Prompts:

1. In looking at those questions, which of the four areas does the school see as its greatest need?

We feel we will need to continue to reflect upon our effectiveness with reciprocal communications. We completed a few surveys this year during our monthly PTO meetings. Reciprocal communication last year contributed for us to add PTO meetings in the evenings (some are held during the day, as well) in order to reach more parents. Some parents shared how economic situations and transportation needs often create a barrier between schools and homes.

2. Why did you select that area?

We would like for more families to provide us with more feedback and to feel as integral stakeholders in our school community.

3. What are the barriers that have kept the school from being successful in this area?

The barriers that we run into sometimes low parental participation at some PTO meetings. We noticed that a good number of parents are not getting our Robo Calls; many phone numbers change on a regular basis. They do get our monthly newsletters.

4. What has kept the school from addressing these barriers?

We are addressing the barriers by communicating more and using other tools such as notes home, Robo-calls, letters home. We use the Remind App via the teachers and counselors in the building.

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	

TENET 6 – Family and Community Engagement

Reflect on previous efforts the school has made to improve the quality of the parent engagement.

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. Evening meetings PTO added this year at 5:30pm to reach more parents and families. We have monthly daytime meetings at 1pm; we added four evening meetings, as well.	1. Lack of transportation, parent(s)/guardian schedules

2. Curriculum Night	2. Lack of transportation, parent(s)/guardian schedules
3. Senior Success Night, Luncheons, Falcon Family Fun Nights, Zumbathons	3. Attendance from parents/guardians, weather, some events need more promotion, transportation
4. SLT Parent Representation	4. Inconsistent attendance
5. Senior Certification meetings and Family/Staff meetings (through Guidance and with office)	6. Attendance from parents/guardians has improved, but needs further improvement
<p>What has the school learned from its previous efforts to improve family and community engagement?</p> <p>Be consistent with calendar of events. Yearly established PTO meetings, which produce low attendance but better than no one showing up. This way parents and families can better plan to attend the PTO meetings.</p>	
<p>What are some things the school is trying differently this year to improve family and community engagement than in previous years?</p> <ol style="list-style-type: none"> 1. We added four new PTO meetings Oct. 11, January 10, March 15, May 9 in the evenings to allow more parental participation. 2. Included a consistent Calendar of Events with our Newsletter 3. Robo calls to inform parents about PTO meetings 4. Monthly letter home for activities such as Junior dance, or Senior Prom. Letters sent home related to academics. 	

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

Consistent efforts (including home visits) to building relationships

-Consistent PTO meetings (Daily and Evenings) Evenings were added at the request of parents after a survey conducted at the end of last school year. We have seen a minimal increase. However, having the option available to families is important to us because we are listening to our families.

-Monthly Newsletter

-Parent Involvement Plan (PIP) developed in conjunction with parents. Last year we developed this coming year PIP plan allocated resources via parents/guardians requests such as Planners for all the students, Wegmans card for activities for families, Folders for the students for communication.

-Principal Taru also sponsors many families through "Instacart" and with donations/gift cards regularly.

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

1. Research the most effective ways to foster Reciprocal communication and use them monthly to encourage family participation
2. Continue to work to increase attendance at School events, including Curriculum Night, etc.

CONNECTING ALL OF THE PIECES WITH LEADERSHIP

The SLT/School Leadership Team (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) Consistency with implementation of Building-wide, personalized learning strategies and PD to support instruction and continues communication through 365 Cohort Tracker
- 2) Consistency with attempting to include all families as partners
- 3) Adding a second Social Worker (requesting Patrick Otts because he is already working in our building, coaching our kids and he has excellent relationships with our kids).

Tenet 2 - Leadership

When answering the information below about Tenet 2, 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**? Principal created a “Structure and Support Document” and each staff member was given a copy and PD rolled out the Vision, Mission, Systems, Structures, Expectations, etc. Reflection and support are on-going. All information is shared with families through our Monthly newsletter, letters, Media platforms, Home Visits (as needed- particularly for attendance, groceries, etc.), PTSO meetings, etc.)

2.3: Have school leaders used resources strategically to bring about **school improvement and increased student success**? School leaders have used resources of people, programming, funds, and technology to increase student success. Funding was allocated for human and technological resources to support personalized learning.

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**? We have increased instructional capacity with CCL, etc. PD has supported this process. We are also attempting to “academize” going forward. Principal has also co-taught, at times, to help implement building-wide personalized strategies. Based on walk through and formal observations 85-90% teachers implementing school-wide strategies and 75% of students utilizing strategies when completing work on their own with fidelity.

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**?

School leaders have used various District-level platforms to monitor what is happening in our school. We also implemented our Cohort Data Tracker (excel on 365) to monitor student attendance outreach, behavior outreach, needed counsel, etc. This year we are using a Smartsheet among Administrators to monitor systematic needs. Weekly Admin Meetings and Grade level team meetings are held. Monthly Staff and SLT meetings are held, accordingly. Family meetings are scheduled to create full stakeholder involvement and to increase communication in support of our students.

Reflective Prompts:

1. In looking at those questions, which of the four areas does the school see as its greatest need?
In order to adequately meet the academic and social needs of all students, we need to academize by CTE programs. We will need to add more staff (in particular, one more teacher per content and a social worker).

2. Why did you select that area?
It is our belief that with more supports around our students' social emotional needs, other elements will be positively impacted and students would further thrive. We believe that human resources are our greatest resources. In order to fully academize and support the complete needs of each student, we will need more staff members.

3. What are the barriers that have kept the school from being successful in this area?
We are in need of another Social Worker to service students in need of social emotional supports. We have also had an influx of students who are undercredited and have demonstrated needs for further supports.

4. What has kept the school from addressing these barriers?
We only have one Social Worker.
Our staff and Behavioral Intervention Center "Helping Hands Hallway" do a wonderful job supporting our students, but our kids would benefit from having a second social worker to address great needs. Funding would have to be available for such additions.

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
2.2 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		

	Communication are high-functioning.		
2.3 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 discretionary spending available, etc.</i>)		X We need to make sure staffing is available to be organized by student needs.	
2.4 Instructional leadership	X Principal is an Instructional Leader. Building-wide Instructional, Metacog., and Personalized learning strategies have been rolled out and continue to be implemented and data-driven. There is a scaffold for shared leadership.		
2.5 The leaders have developed a systematic approach to monitoring how the school is doing so that efforts and initiatives can be successful	X Systems' practices are analyzed regularly. All Systems have regular meetings and reflection-some daily, some		

	weekly, some monthly.		
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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 hold regular mandatory and optional PD sessions in order to support teacher practice toward student-centered, personalized learning. We align PD with needs determined through formal and informal observations (as well as requests). We know this decision was correct because of the following improvements: Attendance for classrooms in which the strategies have been rolled out and supported, has increased and so has student achievement. 100% of students surveyed have stated that they “feel as though their voices are heard” and they “have understanding of the material after using the strategies introduced.”

The school leaders made the decision to change cafeteria coverage during first lunch in order to decrease discipline issues during that time of the day in that location. Prior to this, first lunch in the cafeteria was a concern for behavior issues (had third highest percentage of locations for discipline issues according to Educators’ Handbook referrals). We know this decision was correct because of the following improvements: No further discipline issues have occurred in the cafeteria since allocating funding for coverage change.

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 principal created a “Structure and Support” document to marry systems and communicate expectations. Various District level and building level platforms are used to record and review communication, discipline, organizational frameworks, accountability, etc. Such platforms include, but are not limited to: 365, Educators’ Handbook, eschool, Smartsheet, etc. The school leaders made the decision to expect each teacher to have point-based value system tools as a form of student reflection. We know this decision was correct because there was a 15% decrease in referrals from March to April upon its implementation.
2. The school leaders made the decision to use 365 Cohort sheets for on-going communication between teachers who share students. 11th and 12th graders. We know this decision was correct because there have been a reduction in discipline issues because of on-going communication documented/recorded on the cohort sheet. Twenty percent of referrals had been documented for 11th and 12th grade students. There has been a 16% decrease in referrals for 11th and 12th graders from January until April.

TENET 2 - NEXT STEPS

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

1. School leaders see it as essential to improve our school by continuing to exercise and grow building-wide, personalized metacognitive and literacy strategies and the PD needed to support this process and CRE training (in hopes to decrease disciplinary issues) .
2. School leader sees it as essential to continue our informal and formal observations with our stakeholder teams in order to reflect upon, discuss, plan, and implement effective practices around curriculum and instruction. Instructional Leaders, including Administrators complete on-going cycles of Walk-Throughs.
3. School leaders see it as essential to improve our school by continuing to use platforms for data-driven decision-making. Each Administrator will be responsible to oversee Cohort Data Dashboards on 365 (next year to be organized by CTE and color-coded by grade-level and supported by our Data Coach)
4. School leaders see it as essential to improve our school by “academizing” by CTE programs and Grade level cohorts in order to focus on smaller learning communities within one Falcon Family
5. School leaders see it as essential to improve our school by continuing outreach for parent/guardian/community involvement/engagement School and to increase attendance

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. Professional Development efforts are aligned with needs determined through Walk-throughs and observations.
 2. Personalized learning is a focus. Building-wide strategies have been rolled out and for implementation across all contents.
 3. Communication is a focus. Systems and platforms are used across grade levels and CTE academies to guarantee effective support for student attendance, performance, and behavior as well as staff accountability.
 4. Social emotional supports are in place- great need.

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. All teachers must implement the building-wide PL strategies on a regular basis to foster a culture of personalized learning, to achieve full engagement, to influence on-going metacognitive practices.
 2. Collaboration must be on-going. Communication is essential at all levels, in and out of the building, between all stakeholders.
 3. With the variables we have in our Master Schedule, and the number of needed classes, with a lower number of staff, we are working to find the best plan possible to fully “Academize” going forward and support our students’ needs (academic and social).
 4. We would benefit from gaining another Social Worker to fully support our students’ social emotional needs.

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. We must fully “academize” our school by CTE Program. We need more teachers to do this well (we need at least one more teacher per core content area).
 2. We must continue to make efforts to build our stakeholder buy-in (families, community, etc.) We are making efforts and have increased participation, but our vision is to have 100% stakeholder buy-in.
 3. We must continue to make efforts to build our attendance rates. We are making efforts and we have increased attendance, but our vision is to have no students in a category of chronically absent. We also need to make sure the data is up-to-date at OSA. We shared our up-to-date documentation of documented drops and transfers.

4. What **internal** factors have contributed to the data that have resulted in the school being identified as a Focus/Priority School? N/A

School’s Response: N/A