

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



<b>Name of principal:</b>	Iverna Minor		
<b>Name/number of school:</b>	Webster Elementary School		
<b>School address:</b>	500 Wadsworth Street, Syracuse, NY 13208		
<b>School telephone number:</b>	(315) 435-4670	<b>Principal's direct phone number:</b>	
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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>
Iverna Minor	Principal
Elizabeth Bielass	Vice Principal
Tammy Farrell	
Katelyn Cleveland	Teacher
Jennifer Horn	Teacher
Jody Sweet	Music Teacher
Maria VanRiper	ENL Teacher
Havilah Tyler	ENL Teacher
Karin Kirnie	Data Coach
Teresa Main	Instructional Coach

### School Information Sheet for Webster Elementary School

School Configuration (2017-18 data)					
Grade Configuration	PK-5	Number of Students	646	Number of Teachers	48
Types and Number of English Language Learner Classes (2017-18)					
# Transitional Bilingual	0	# Dual Language	0	# Self-Contained English as a Second Language	6
Types and Number of Special Education Classes (2017-18)					
# Special Classes	3	# SETSS	6	# Integrated Collaborative Teaching	0
School Composition (most recent data)					
% Title I Population	58.8	% Attendance Rate	91.4		
% Free Lunch	57.6	% Reduced Lunch	1.2		
% Limited English Proficient	21.1	% Students with Disabilities	20.4		
Racial/Ethnic Origin (most recent data)					
% American Indian or Alaska Native	0.6	% Black or African American	33.1		
% Hispanic or Latino	11.0	% Asian or Native Hawaiian/Pacific Islander	13.2		
% White	30.0	% Multi-Racial	12.1		
Personnel (most recent data)					
Years Principal Assigned to School	7	# of Assistant Principals	2		
% of Teachers with No Valid Teaching Certificate	2.1	% Teaching Out of Certification	0.0		
% Teaching with Fewer Than 3 Years of Experience	14.6	Average Teacher Absences	1.4		
Student Performance for Elementary and Middle Schools (2016-17)					
ELA Performance at levels 3 & 4	12.8	Mathematics Performance at levels 3 & 4	22.0		
Science Performance at levels 3 & 4 (4th Grade)	71.4	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			
<i>Focus School Identified Subgroups</i>					
Economically Disadvantaged					
<p>Identify the school's top priorities (no more than 5) based on the school's comprehensive plans (SCEP, SIG, DIP, etc.):</p> <p><b>SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:</b></p>					

## 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 (use most current data unless otherwise indicated)**

<b>Number of Teachers</b>	<b>48</b>	<b>Number of Students</b>	<b>646</b>		
<b>Staffing Ratios</b>					
Ratio – Teachers per Student			<b>1:13.5</b>		
Ratio – Administrators per Student			<b>1:215.3</b>		
Ratio - Guidance Counselors per Student			<b>0:646</b>		
Ratio - Social Workers per Student			<b>1:646</b>		
Ratio - Librarians per Student			<b>1:646</b>		
Ratio – Nurses per Student			<b>1:646</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)					
% Grade 4-6 students who receive physical ed. 3 days/week for a min. total of 120 minutes/week (not incl. recess)					
% of Grade 1-3 students who have 20% of the weekly time spent in school allocated to dance, music, theatre, and visual arts					
% 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					
Average number of minutes of Social Studies instruction per week in Grades 4 to 6					
Average number of minutes of Science instruction per week in Grades 4 to 6					
<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>57</b>	<b>59</b>	<b>61</b>	<b>64</b>	<b>59</b>
<b>State Avg Elem/MS</b>	<b>104</b>	<b>102</b>	<b>100</b>	<b>112</b>	<b>115</b>
<b>Difference btw School &amp; State Avg</b>	<b>-47</b>	<b>-43</b>	<b>-39</b>	<b>-48</b>	<b>-56</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>65</b>	<b>61</b>	<b>68</b>	<b>70</b>	<b>76</b>
<b>State Avg Elem/MS</b>	<b>101</b>	<b>111</b>	<b>113</b>	<b>115</b>	<b>116</b>
<b>Difference btw School &amp; State Avg</b>	<b>-36</b>	<b>-50</b>	<b>-45</b>	<b>-45</b>	<b>-40</b>

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

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

- **Limited focus on teaching standards with higher levels of rigor**
- **Focus on test prep materials rather than long range skill development**
- **Delivery of writing instruction was inconsistent**
- **Limited implementation of strategies to address the diverse needs of our population**

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

- **Unpacking of standards and planning targeted instruction (action planning using ANET)**
- **Professional development surrounding progression of standards across grade levels**
- **Consistency in delivery of instruction – access to manipulatives**

(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:

- **Additional ENL teachers – change of delivery model (CR Part 154)**
- **Acquired Family Support Services for Student Success**
- **Availability of nationality workers in the building**
- **Addition of Peaceful Schools**
- **Acquired School Based Therapists**

## 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?  
**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?**
2. Why did you select that area?  
**3.4**  
**While social studies and science curricula are integrated in the common core curriculum and coplanning occurs between some teachers, the depth at which fully integrated (problem/inquiry based) learning takes place is limited. It is a goal for the school that grade levels and other teachers collaborate to implement a fully integrated curriculum and learning environment (STEAM).**
3. What are the barriers that have kept the school from being successful in this area?  
**Limited opportunities for collaborative planning time**  
**Gathering of authentic materials and resources**  
**Limited Professional Development for interdisciplinary planning**  
**A focus on the State Tests**  
**Scheduling**
4. What has kept the school from addressing these barriers?  
**Scheduling**  
**Focus on ELA and Math NYS assessments**

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. Science Fridays in K-2	1. Very sporadic, not integrated		
2. Walk to Skills	2. Loss of instruction time due to transitions, too challenging for students with social-emotional developmental health needs		
3. Common Planning Time	3. Common planning time was too short for meaningful PD with transitions.		
What has the school learned from its previous efforts to improve curriculum?			



**To fully meet the demands of college and career readiness through curriculum, there is a need to seek a broader scope of innovative resources, support, and models outside of the school/district.**

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

- **Action Plans**
- **Personalized Learning**
- **Lucy Calkins Writing curriculum in third grade and FOSS science kits in fourth grade**
- **Targeted PD calendar – curriculum support from building coach and early literacy coach**
- **AIS and SPED teachers received targeted training (and ongoing feedback) in Road to Reading, Michael Haggerty program, and IPA**
- **AVID piloted in some third and fourth grade classes**

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

- **Vertical progression of practice of curriculum (FOSS, Lucy Calkins writing curriculum, AVID)**
- **STAR benchmark data showing significant increases**
- **ANET data shows higher growth from previous years**

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

- 1. Scheduling structured time for teachers to collaborate and plan in targeted areas**
- 2. Increase professional development for integrated planning**
- 3. Developing a culture of collaboration through leveraging skills and expertise within the building**

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

**4.4**

2. Why did you select that area?

**While instructional practices are often differentiated and much work has been done in regards to personalized learning and small group instruction, there are limited practices utilized in higher order questioning, the full use of learning targets, and problem/inquiry based learning.**

3. What are the barriers that have kept the school from being successful in this area?
  - **Limited in-depth longitudinal planning**
  - **Interdisciplinary planning**
  - **PD around meeting diverse needs of students based upon student data**
4. What has kept the school from addressing these barriers?
  - **Scheduling**

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. Walk to skills	1. Loss of instruction time due to transitions, too challenging for students with social-emotional developmental health needs		
2. Removal of content block in 16-17	2. Limited support and professional development for implementation of integration of science and social studies into the ELA block		
What has the school learned from its previous efforts to improve instruction?			
<b>Clearer expectations and targeted professional development in higher order questioning, learning targets, and problem/inquiry based instruction is needed.</b>			
What are some things the school is trying differently this year to improve instruction than in previous years?			
<ul style="list-style-type: none"> <li>• <b>Added content block back into the master schedule</b></li> <li>• <b>Implementation of FOSS kits, Lucy Calkins writing curriculum, AVID structures in third and fourth grade</b></li> </ul>			

- **A shift toward Personalized Learning**
- **Completion of strategic targeted action plans with scheduled progress monitoring and feedback on action plans**

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

- **STAR benchmark data showing significant increases**
- **ANET data shows higher growth from previous years**
- **Imagine Learning, iReady, Dreambox usage and growth data**
- **Running Record data shows growth**
- **AIS data shows growth**

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

1. **Scheduling Professional Development on the effective use of**
  - **Higher order questioning**
  - **Learning targets**
  - **Personalized learning**
  - **Problem/inquiry based learning**
2. **Develop lesson plan “look-fors”**
3. **Develop a plan for peer learning walks**

## 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?  
**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?**

2. Why did you select that area?

**5.3-The school has a comprehensive SIT process. While the school has various support staff from various support agencies, all of which are highly engaged in working with students, the work is done in isolation of other support staff. There is limited formal curriculum and structured procedures for the social-emotional developmental health support for all students. There is no formal strategic plan for the coordination of curriculum, services, and data collection for the social emotional needs of all students.**

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

- **No specific curriculum to address the needs of all students**
- **Coordination of efforts among support staff**
- **Limited staff development focused on developmental health/trauma informed care**

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

- **A more refined approach to social-emotional developmental health needs**
- **Scheduling**
- **Need for Professional Development**

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 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 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 developmental health			X
5.5 Using social-emotional developmental health data to inform how the school supports all students to be successful socially, to develop social-emotional developmental health learning skills, and to remove social-emotional developmental health barriers to learning.			X
<b>TENET 5 – Social-emotional developmental health Developmental Health</b>			
<b>Reflect on previous efforts the school has made to improve the quality of social-emotional developmental health 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. Life skill of the month	1. Disconnect between theory and application		
2. Peace circles/morning meeting	2. Scheduling struggles to fit it in with fidelity		

3. Pawsitive PBIS program	3. Was not effective for tier 2 and 3 students as large number of the same students in reteach in every month
<p>What has the school learned from its previous efforts to improve social-emotional developmental health?</p> <p><b>Programs need clear expectations and have to be done with fidelity and accountability. There is a need for more strategies for tier 2 and 3 students.</b></p>	
<p>What are some things the school is trying differently this year to improve social-emotional developmental health than in previous years?</p> <ul style="list-style-type: none"> <li>• <b>School-based therapist</b></li> <li>• <b>Dr. Spicer – Restorative Practices</b></li> <li>• <b>SIT process action plans</b></li> <li>• <b>Self-reflection sheets with behavioral specialists</b></li> </ul>	
<p>What has given the school confidence that the efforts this year to improve social-emotional developmental health will be successful?</p> <p><b>Educator handbook documentation data shows a decrease in the number of in-school and out of school suspensions. Student engagement has increased through the expansion of Personalized Learning (targeted small groups, flexible groups, choice, and adaptive digital content).</b></p>	
<p>The <b>one to five NEXT STEPS</b> for improving Social-emotional developmental health Developmental Health are:</p> <ol style="list-style-type: none"> <li>1. <b>Research a social-emotional developmental health curriculum (possible with a PBIS component)</b></li> <li>2. <b>Provide restorative practices PD for all staff</b></li> <li>3. <b>Develop a system for communication among all stakeholders regarding the social-emotional developmental health support of all students (SIT Log and storage of plans)</b></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?

**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?**

2. Why did you select that area?

**6.4-While the school provides multiple opportunities for parents to be involved in school functions and activities, there is a limited level of training for staff to build and sustain high levels of trusting partnerships that promote parental support of learning and growth.**

3. What are the barriers that have kept the school from being successful in this area?
  - **Not having enough languages represented in printed and posted notices**
  - **Have not tapped into the resources available through the department of parent engagement**
  - **Scheduling of parent involvement committee meetings**
  - **Staff attendance at events outside of the school day**
4. What has kept the school from addressing these barriers?
  - **Less priority in this tenet**
  - **Coordination of resources**



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. Pen Notebook	1. School staff was not completely involved in the roll out.		
2. Kindergarten Pre-Registration Open House	2. Short notice for families and materials were not translated		
What has the school learned from its previous efforts to improve family and community engagement?			
<b>There is a need for sufficient advance notice (planning) and interpretation of materials for families. Time needs to be allotted for gathering resources.</b>			

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

- **Talking points app – ENL**
- **More teachers are using Class Dojo**
- **Grade levels are planning at least one family engagement activity**
- **Trainings for families of students in the KLASS program**
- **More grade specific Robo calls**

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

**Parents are generally positive when discussing the school. They would like more events. When we can translate into the home languages of our students, we feel more confident that we can better communicate with all families.**

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

- 1. Schedule professional development for staff on family communication offered by the Office of Family Engagement and ENL department**
- 2. Restructure family engagement committee**
- 3. Implement long-range planning of engagement activities**
- 4. Investigate funding**

## 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 developmental health 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. **6.4 How well the school prepares families and staff to develop strong relationships with one another.**
2. **5.3 The quality of the social-emotional developmental health developmental health offerings for all students**
3. **4.4 Teaching practices that allow students to feel invested in their lessons**

### 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?

**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. Why did you select that area?

**2.4-While we have a small core of strong peer leaders, we need to strengthen the climate of collaboration to expand the leadership capacity of school-wide staff.**

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

**There is a limited system of procedures and protocols including a method for involving all staff members.**

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 have instructional coaches focus on goals and action plans in order to ensure that all K-1 students meet our district’s literacy goal. We know this decision was correct because of the following improvements:**

- **STAR Early Literacy Data**
- **Kindergarten 18% Benchmark in the fall to 47% in the winter**
- **First grade 20% Benchmark in the fall to 51% in the winter**

**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 that ongoing progress monitoring was a need as a result of low STAR Early Literacy scores. This led the school leader(s) to create a system of goal setting and action planning with regular progress monitoring. We know this response was a good approach because the student achievement on STAR Early Literacy increased from the fall to the winter.**

## TENET 2 - NEXT STEPS

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

1. Training for peer leadership
  - How to facilitate a meeting
  - Norms and group process
  - Book study of Learning by doing: PLCs at work
2. Develop procedures and protocols for all committees
  - Facilitators
  - Agendas
  - Reporting system
  - Roles and responsibilities
3. Seek out funding for leadership training and opportunities/materials

## 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. **(4.2) Leader sets the tone for the school values in terms of instruction.**
  2. **Data collection, analysis, and usage**
  3. **Using curriculum that is aligned to CCLS**
  
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. **Scheduling**
  2. **Systems (committees, communication within staff and families, shared leadership, social emotional support)**
  3. **Social-emotional developmental health needs are high**
  
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. **Scheduling**
  2. **Systems (committees, communication within staff and families, shared leadership, social emotional support)**
  3. **Social-emotional developmental health needs are high**
  
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:**

**There is a limited understanding and application of planning tailored instruction to meet the diversity of students' academic and social-emotional developmental health needs. There is an imbalance of distribution of students with diverse needs across grade levels.**

**TO BE COMPLETED BY THE DISTRICT:**

**Eligibility**

Schools that have met one of the criteria below are eligible to complete the DTSDE Self-Reflection to fulfill their requirement of receiving an annual review. The only schools eligible for this option are ones that have either:

1. Received a NYSED-led IIT review in 2015-16; OR
2. Received a NYSED-led IIT review in 2016-17; OR
3. Received a District-led DTSDE review of three or more tenets in 2016-17 by an individual awarded the DTSDE District Lead Credential in 2016-17.

This school is eligible to submit the Self-Reflection with District Oversight in lieu of a District-led Review because this school **(MUST SELECT AT LEAST ONE)**:

Received a NYSED-led IIT review in 2015-16; OR

Received a NYSED-led IIT review in 2016-17; OR

Received a District-led DTSDE review of three or more tenets in 2016-17 by an individual awarded the DTSDE District Lead Credential in 2016-17.

- NAME OF INDIVIDUAL WITH DISTRICT LEAD CREDENTIAL WHO COMPLETED THE 2016-17 DISTRICT-LED Review: [Click here to enter text.](#)

**Report Quality Assurance from the District**

I certify that I have led this review on behalf of the district and assert that this Self-Reflection aligns with NYSED expectations and protocols.

**NAME:** Zheadric Barbra

**TITLE:** Assistant Superintendent of School Reform