



2016-17 DTSDE Self-Reflection with District Oversight

Name of principal:	Samuel Barber		
Name/number of school:	Edward Smith PreK-8		
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A Message to School/District Leaders:

The DTSDE 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 the Statements of Practice in the DTSDE rubric and provide a realistic picture regarding sustainability and improvement.

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 DTSDereviews@nysed.gov by June 30,2017.

Name of those assisting in the completion of the Self-Reflection (add rows if necessary)	Title
Sam Barber	Principal
Christina Louis	Vice Principal
Marshella Mason	Vice Principal
BethAnn Smith	Instructional Coach
Tammy Schuh	Teacher
Pam Clausen	Teacher
Maria Brothers	Teacher
Mary Lynn Mahan	Teacher
Melissa Leo	Teacher
Julie Gozan-Keck	Parent
Janel Milana	District Representative
Regina Urueta	Outside Educational Expert

School Information Sheet for Edward Smith PK8

School Configuration (2016-17 data)					
Grade Configuration	PK-8	Total Enrollment	739	SIG Recipient	NO
Types and Number of English Language Learner Classes (2016-17)					
# Transitional Bilingual	3	# Dual Language	0	# Self-Contained English as a Second Language	0
Types and Number of Special Education Classes (2016-17)					
# Special Classes	4	# SETSS	9	# Integrated Collaborative Teaching	3
Types and Number of Special Classes (2016-17)					
# Visual Arts	1	# Music	3	# Drama	0
# Foreign Language	1	# Dance	0	# CTE	3
School Composition (most recent data)					
% Title I Population	48.8	% Attendance Rate	91.2		
% Free Lunch	48.0	% Reduced Lunch	0.8		
% Limited English Proficient	12.3	% Students with Disabilities	23.5		
Racial/Ethnic Origin (most recent data)					
% American Indian or Alaska Native	0.8	% Black or African American	45.1		
% Hispanic or Latino	6.8	% Asian or Native Hawaiian/Pacific Islander	5.3		
% White	35.5	% Multi-Racial	6.6		
Personnel (most recent data)					
Years Principal Assigned to School	5	# of Assistant Principals	2		
% of Teachers with No Valid Teaching Certificate	1.7	% Teaching Out of Certification	0		
% Teaching with Fewer Than 3 Years of Experience	5.0	Average Teacher Absences	1.65		
Student Performance for Elementary and Middle Schools (2015-16)					
ELA Performance at levels 3 & 4	25.9	Mathematics Performance at levels 3 & 4	24.0		
Science Performance at levels 3 & 4 (4th Grade)	72.0	Science Performance at levels 3 & 4 (8th Grade)	31.0		
Student Performance for High Schools (2015-16)					
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			
Focus School Identified Subgroups	Black				
Economically Disadvantaged					
<p>Identify the school's top priorities (no more than 5) based on the school's comprehensive plans (SCEP, SIG, DIP, etc.): SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:</p> <ol style="list-style-type: none"> 1. Create a system for collecting student data by individual, class, section, grade and school-wide. 2. Revise master schedule to allow for increased support for teacher planning for intervention and for additional opportunities, outside of the core, for students to receive targeted instruction at their instructional level. 3. Create a year-long PD plan with a focus on data-driven instruction. 4. Implementation of personalized learning for pilot teachers 5. Create and implement a weekly advisory period for middle school students (grades 6-8). 					

Instructions:

- ✓ Before completing this form, we suggest you take a moment and review the DTSDE rubric. In your review of the rubric, be sure to look at the impact statements for each SOP.
- ✓ Discuss your interpretation of the rubric and support documents with your school community to establish a common understanding of what is stated in the documents.
- ✓ As a group, begin to complete this form by doing the following:
 - Review the SOP, the corresponding Impact Statement, and Guiding Question/SOP Prompt.
 - Take time to consider how you would answer the Guiding Question/SOP Prompt.
 - **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.
 - Statements of Practice 2.2, 2.3, 2.4, 2.5, 3.2, 4.2, 5.2, and 6.2 revolve around the leadership at the school. The phrase “The school leaders” has been provided at the start of each of these SOPs to remind schools to frame their answers through the leaders’ decisions and practices.
 - **Reviewers will use this document to learn about the school AND to get a sense of the school’s ability to self-assess and understand the work ahead.**
 - 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.**
 - When answering “Yes” to any question below, be sure that **all aspects** of the Guiding Question/SOP Prompt have been realized, including the **impact portion of the question, which is noted blue.**
 - Your answers to the Guiding Question/SOP Prompt should range between 10 words (one sentence) and 200 words.

Tenet 2

Statement of Practice (SOP) 2.2: The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).

IMPACT: The uniformly seen, heard, and known long-term vision, mission, and goals have resulted in measurable school improvement.

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

School's response (between 10-200 words): The school goals for achievement and growth were reviewed and approved by SLT which includes teachers and parents. The school leaders have shared data regularly at SLT, PTO, Faculty meetings, Community events, open houses and curriculum nights. The school goals and vision are also posted throughout the building. The SCEP quarterly report shows a reflection on SCEP and progress towards those goals, both academic and climate. As a result, the school has seen measurable progress in both math and literacy (according to STAR data) with all grade levels and subgroups showing a reduced number of students in need of urgent intervention in literacy.

Answer **one** of the following statements regarding the impact of the school leaders' vision.

- a. We know the school leaders' vision is the right one because we have seen measurable improvement, such as:

Most stakeholders are able to articulate the long-term vision, mission, and goals for the school. The school has shown measurable progress in both math and literacy (according to STAR data) with all grade levels and subgroups showing a reduced number of students in need to urgent intervention in literacy.

- b. At the moment, we are unable to confirm that the school leaders' vision is the right one for the school based on:

- c. We have decided to revisit the school leaders' vision as a result of the following measurable data:

Statement of Practice (SOP) 2.3: Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.

IMPACT: The strategic use of resources (time, space, people, and materials) has resulted in school improvement and increased student success.

Guiding Question/SOP Prompt: Have school leaders used resources strategically to bring about **school improvement and increased student success**?

School's response (between 10-200 words): The school leaders have used resources strategically to bring about school improvement and increased student success. A master schedule was created to allow support teachers (ENL, SpEd, AIS) to simultaneously service students in grades 1-5 to create an Academic Support Block in which students receive instruction on their level (urgent intervention, intervention, on-level, enrichment) for a minimum of 45 minutes a day. To support DDI, a data-planning period was incorporated into K-5 teacher schedules- this time is supported by an administrator or instructional coach. The building also purchased LLI (a research based program) as a resource to support instruction for struggling readers. A laptop cart was also purchased to support Personalized Blended Learning in grades 1-3.

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

1. The school leaders made the decision to create a master schedule that allowed support teachers to simultaneously service students in grades 1-5 to create an Academic Support Block each day in order to provide students with a minimum of 45 minutes a day to receive instruction on their level. We know this decision was correct because of the following improvements in data: Every grade level (K-8) had a decrease in the number of students in the urgent intervention category on the STAR ELA and Early Literacy test.
2. The school leaders made the decision to create a once a week data planning period in order to have data driven discussions around students that teachers are support during the academic support block. We know this decision was correct because of the following improvements in data: Every subgroup K-8 had a decrease in the number of students in the urgent intervention category on the STAR ELA and Early Literacy test.

Statement of Practice (SOP) 2.4: The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on students' data and feedback.

IMPACT: The school leaders have developed the staff's instructional capacity through collaboration, support, and quality feedback so that high-quality instruction exists throughout the school.

Guiding Question/SOP Prompt: 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?**

School's response (between 10-200 words): The school leaders have begun to develop the staff's instructional capacity through collaboration, support, and quality feedback so that high-quality instruction exists throughout the school. School leadership provided PD on the Danielson rubric to all teachers who were transitioning to the new measure. New this year is a Professional Development Plan that includes regular meetings during which staff are able to interact with leadership around new and ongoing issues. Teachers discussed professional development calendar which allocates time for teachers to collaborate with colleagues and the instructional coach. Teachers and support staff indicated that direct feedback from administrators around areas for improvement was not given frequently outside of the annual formal observation.

Answer one of the following regarding the impact of the Instructional Leadership:

a. We know the instructional leadership offered and the targeted feedback provided are making a difference because we have seen measurable improvement, such as:

b. At the moment, we are unable to confirm that the school's approach toward instructional leadership and targeted feedback is making a difference based on:

In 70% of classrooms high quality instruction was observed. This was demonstrated by multiple representations of learning tools, strategies that support all students such as sequenced and scaffold skills, and adjusting instruction based on data collected from frequent formative assessments. However, leadership just recently developed and is in the progress of implementing a weekly walkthrough schedule to increase support to and discourse with teachers around data and small-group instruction.

c. We have decided to revisit the school's approach toward instructional leadership and targeted feedback as a result of the following measurable data:

Statement of Practice (SOP) 2.5: Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).

IMPACT: The established systems provide the structure to regularly monitor all aspects of the school to know what is happening and to make informed decisions so that continuous improvement can be achieved.

Guiding Question/SOP Prompt: Have school leaders established systems to track and monitor individual and school-wide practices to know what is happening in the school, and do they use this insight to make informed decisions that will **move the school forward**?

School's response (between 10-200 words): The school leaders have established systems to track and monitor individual and school-wide practices to know what is happening in the school, and they use this insight to make informed decisions that will move the school forward. Teachers in grades K-5 use grade-level spreadsheet to record, monitor and triangulate data around progress in math and ELA. The Professional Development Plan outlines a year-long plan to develop staff's capacity to collect, analyze and act upon data. Administration also created specific structures such as a school-wide protocol for examining data. The Professional Development Schedule also includes monthly times for vertical and grade-level teams to discuss school-wide data. Students referenced that they frequently saw administration in the hall and popping into classrooms to check -on the status of classes and individual students.

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 not all students felt connected to an adult in the building as a result of the 2016 School Climate Survey. This led the school leader(s) to implement a weekly Advisory Block and provide teachers with professional development around social emotional learning. We know this response was a good approach because we have seen a 53% decrease in referrals compared to the 2016 school year.
2. The school leader(s) learned that there was a portion of students at each grade level not reading on grade level as a result of the grade-level data spreadsheets. This led the school leader(s) to implement an academic support block for all students in grades 1-5. We know this response was a good approach because every grade level K-8 saw a decrease in the number of students in the urgent intervention category on the STAR ELA and Early Literacy test.

TENET 2 - NEXT STEPS

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

1. Implement walkthrough schedule to provide timely on-going, evidence-based, actionable feedback to staff. This should be directly aligned to the Danielson Rubric and Ed Smith "look-fors."
2. Implement data meeting schedule to work with teachers to plan for specific subgroups of students.
3. Continue to develop a thoughtful afterschool program which includes a creative expanded learning that is aligned to student achievement.

TENET 3 - CURRICULUM

Statement of Practice (SOP) 3.2: The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.

IMPACT: The school leaders' vision for curriculum ensures that teachers understand how to develop and offer a rigorous curriculum, resulting in students receiving a curriculum that leads to college and career readiness.

Guiding Question/SOP Prompt: 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?**

School's Response: The school leaders' vision for curriculum ensures that teachers understand how to develop and offer a rigorous curriculum, resulting in students receiving a curriculum at leads to college and career readiness. Documents collected reflect a systematic plan and target goals. Professional development plan, SCEP plan and communication with stakeholders reflect targeted goals that address the needs of all students and subgroups. The schedule for professional development supports collaboration amongst horizontal teams. Master schedule contains times for academic support blocks. Leaders have created a time through the Academic Support Block for teachers to set goals with students based on data. Parents stated a clear understanding of the purpose of the Academic Support Block based on clear communication from leaders.

Statement of Practice (SOP) 3.3: Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.

IMPACT: The lessons delivered incorporate student needs, complex materials and higher-order questioning, leading students to college and career readiness.

Guiding Question/SOP Prompt: 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?**

School's Response: Some lessons delivered incorporated student needs, however the use of complex materials and higher-order questioning was inconsistent in supporting student achievement. In the documents, there was little evidence of collaboration of planning, but about two-thirds displayed some form of assessment. A majority of plans included a variety of complex materials, however less than half of plans identified clear scaffolds or differentiation. Half of reviewed plans included questioning, but many of these questions were not specific to the content or focused on lower level skills. During classroom visits, about half of classrooms observed contained higher order questions and about half of classrooms had grouping, however it was unclear how groups were formed. Teachers stated that classrooms are structured with small groups based on student need and data.

Statement of Practice (SOP) 3.4: The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology and other enrichment opportunities.

IMPACT: The interdisciplinary curricular opportunities have increased student engagement and deepened students' understanding of the curriculum, leading to academic success.

Guiding Question/SOP Prompt: 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?**

School's Response: The interdisciplinary curricular opportunities are limited. This prevents student's deepening understanding and engagement of curricula. Through classroom visits, it was observed that a limited number of classrooms showed instruction that supported interdisciplinary curricula. Document review showed a minimum number of lesson plans that include interdisciplinary collaboration. The current professional development plan does not incorporate time for interdisciplinary planning. Focus groups indicated that although teachers go out of their way to connect with related studies staff, there are few opportunities during the school day to meet in a formal setting.

Statement of Practice (SOP) 3.5: Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.

IMPACT: Teachers use assessments to inform and modify their curriculum and provide feedback that ensures student ownership, leading to improved achievement.

Guiding Question/SOP Prompt: 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?**

School's Response: Students are beginning to take ownership of their learning because teachers are learning to use assessments to inform and modify their curriculum and provide feedback that ensures student achievement. Reviewed documents showed that teachers have access to and utilize data such as STAR and A-Net. The professional development plan shows there is support for teacher to access and use data to inform instruction and set goals. Evidence also showed that teacher's SMART goals reflect the use of data. About half of lesson plans show the use of formative and summative assessments. In classroom visits, there was some evidence to support use of formative assessments (thumbs up/thumbs down, think-pair-share, small groups, class discussion) and some classes use exit tickets as a form of assessment to drive small group instruction within that lesson. Ownership of goals was shown by students writing or reviewing individual goals. Teachers stated that they use a wide range of assessments to guide and inform their planning (STAR, ANET, CKLA benchmark) both for whole class and small group. Some teachers stated that they use this data to know what topics to reteach and know when to move forward. Teachers, parents, and students all referenced knowledge of a common structure for setting and reflecting on goals.

TENET 3 –Curriculum – What is the IMPACT?

The Impact Statements for Tenet 3 are as follows:

SOP 3.2: The school leaders' vision for curriculum ensures that teachers understand how to develop and offer a rigorous curriculum, resulting in students receiving a curriculum that leads to college and career readiness.

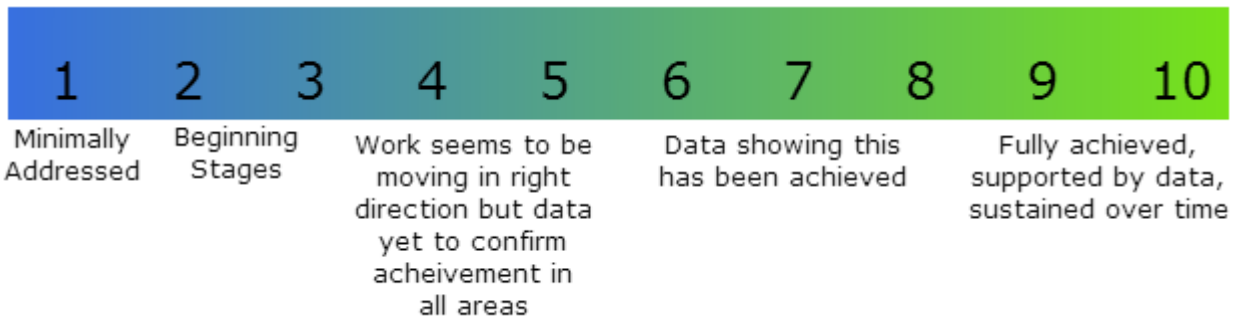
SOP 3.3: The lessons delivered incorporate student needs, complex materials and higher-order questioning, leading students to college and career readiness.

SOP 3.4: The interdisciplinary curricular opportunities have increased student engagement and deepened students' understanding of the curriculum, leading to academic success.

SOP 3.5: Teachers use assessments to inform and modify their curriculum and provide feedback that ensures student ownership, leading to improved achievement.

Using the 1-10 scale below, how would you rate the school's achievement of the Expected Impact for this TENET:

School's response: 5



Answer **one** of the following based on your response to the question above:

- A. If your answer was a number between 1 and 5, what has kept the school from achieving the full expected impact for this Tenet?

We are continuing to build teachers comfort and familiarity with new assessment and data systems and how data can be used to plan for small groups and differentiate instruction. Leaders are working with teachers to develop a growth mindset that pushes teachers to plan rigorous, complex instruction and questioning for students at all levels of learning. Interdisciplinary planning was not prioritize this year in our professional development schedule and/or SCEP.

- B. If your answer was a number between 6 and 10, what **MEASURABLE** data can you point to as evidence this has been achieved?

TENET 3 –Curriculum

Provide response when applicable:

The curriculum looks different this year compared to previous years:

In what **students** do, **such as**:

- Students in K-5 are working with different intervention programs such as Rode to the Code, LLI, and SSIPs.
- In our blended learning pilot classrooms students are utilizing interact software (Dreambox, Imagine Learning, and ThinkCirca) to receive individualized instruction and feedback.

In what **adults** do, **such as**:

- Teachers are setting SMART goals for their small groups of students.
- Teachers have started unpacking units/modules and creating assessments
- Teachers met with instructional leaders to review data from assessments and get feedback on plans for the reteach cycle.
- In our blended learning pilot classrooms students are utilizing interact software (Dreambox, Imagine Learning, and ThinkCirca) to receive individualized instruction and feedback.

In the **way the school is organized**, **such as**:

- Master schedule allows for various forms of PD to inform teachers planning (such as instruction, social emotional learning, ENL, and special education).
- Teachers in grades K-5 have an additional weekly planning period dedicated to reviewing student data and planning for differentiated instruction during the Academic Support Block.

In **other ways**, **such as**:

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

1. Develop common expectations and structures (i.e. sample lesson plan templates) to guide the frequency and methods for A) incorporating/referencing data into instructional plans; B) providing **all** students regular opportunities to engage in complex texts, tasks, or discussions that develop high-order thinking skills.
2. Develop and implement a professional development and instructional coaching schedule that continues to support teachers in their effective use of A) assessment systems, data, and other available resources to inform plans for student groupings; B) strategies to differentiate and scaffold complex content for all students.
3. Develop expectations for interdisciplinary planning; form an interdisciplinary planning team; and allocate time before the end of this school year and over the summer to plan interdisciplinary units.

Tenet 4

Statement of Practice 4.2: School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.

IMPACT: The school leaders and teacher leaders have ensured that instructional practices promote high levels of student engagement and inquiry, leading to increased student achievement and the meeting of student goals.

Guiding Question/SOP Prompt: 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?**

School's Response: The leaders have developed a plan and are in the beginning stages of implementing support for instructional practices that promote high levels of student engagement and inquiry that has led to increased student achievement and the meeting of student goals. The professional development plan establishes weekly meetings focused on improving teacher's capacity to collect, analyze and apply findings from data to differentiate and support all learners. The PD plan also establishes bimonthly meetings for vertical and horizontal meetings to review grade-level and school-wide data from a variety of assessments. School Climate Team Meeting Minutes reflect collaboration with Art and students to create an attendance campaign to set goals and improve overall attendance. The professional plan's embedded PD include time for content-based development as well as strategies to support a variety of learning needs across content. Both the professional develop plan and SMART goals submitted by teachers reflect a focus on goal-setting for sub-groups and individual students based on assessment data. A walkthrough schedule for instructional leadership to observe application of transfer of professional development topics to classroom instruction. During observations, some of the classrooms were observed generating their own goals based on assessment data and planning steps to achieve the goals. During the focus groups, students and teachers both mentioned a common practice of goal-setting, which is reflective of professional development topics.

Statement of Practice 4.3: Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.

IMPACT: Instructional practices lead to high levels of student engagement and achievement.

Guiding Question/SOP Prompt: Do the teachers' instructional practices lead to **high levels of engagement and improved achievement?**

School's Response: Instructional practice are being developed to lead to high levels of engagement, but not yet resulting in high levels of achievement for all students. Of the plans reviewed, a majority included a variety of complex materials, however, less than half identified clear scaffolds or differentiation. Half of plans included questioning, however, many of these questions were not specific to the content or focused on lower level skills. The majority of plans viewed were aligned with CCLS and some lesson indicated plans for specific groupings. More than three-quarters of the lessons observed incorporated multiple representations of materials, provided explicit, sequenced and scaffolded lessons, and had high levels of student engagement in which students consistently read, discussed, wrote about complex text and a few instances in which student thinking was challenged by higher-order thinking questions posed by the teacher and/or peers.

Statement of Practice 4.4: Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.

IMPACT: Teachers' instructional practices meet the diverse needs of the class and allow students to feel physically and intellectually safe in an environment that promotes intellectual discovery and rigorous thinking.

Guiding Question/SOP Prompt: Do the teachers' instructional practices meet the diverse needs of the class, allow students to feel physically and intellectually safe, and promote intellectual discovery and rigorous thinking **leading to increased achievement?**

School's Response: Teachers' instructional practices meet the diverse needs of the class and allow students to feel physically and intellectually safe in an environment that promotes intellectual discover and rigorous thinking. The 8-week School Culture and Climate Plan outlines specific steps teachers will take to develop relationship and communities of learning in their classes. Lessons referenced accountable talk practices and habits of discussion to facilitate student discourse and student-led learning. The Engaging School Work Plan includes work to equip teachers with strategies to address Tier 1 behaviors and build positive classroom learning environments.

In half of the classrooms observed, students were observed engaging in academic/accountable talk. In most classrooms observed rules and procedures were posted, students interacted respectfully with each other, and in some instances were witnessed giving peers feedback on the content of their responses. In middle school classes, stamp cards (incentives) were visible to promote positive academic and social behaviors. Lessons observed in inclusion classrooms included teachers and peers who supported students with special needs by providing tools to access the curriculum. Through interviews, many students from the primary levels indicated that their teacher makes them feel safe by always being there and were clear on the steps taken when safety becomes an issue. Some student's brought up concerns with seeing middle schoolers in hallways and on busses using inappropriate language, yelling at each other or acting in violent ways. Parents revealed a sense of safety at school, sharing that they see a lot of adults helping children learn.

Statement of Practice 4.5: Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).

IMPACT: Data-based instruction is timely and purposeful and leads to high levels of student achievement.

Guiding Question/SOP Prompt: 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?**

School's Response: Data-based instruction is purposeful and beginning to lead to higher levels of student achievement. Lesson plans show that data is used to inform instructional groupings for the academic support block. These groups are revised at regular intervals based on updated data. Half of lesson plans reference some form of summative or formative assessment, but how the data was used to drive instructional decisions or groupings was unclear. In over half of observations, it was observed that teachers adjust instructional strategies and groupings based on formative assessment. It was also observed that teachers used multiple representations of learning tools and explicit and frequent feedback to guide students to revise their work.

A majority of students were observed working and talking about their thinking in cooperative groups. Parents have received verbal and written feedback from teachers regarding testing, task completion, on school report cards as well as communication about the academic support block and how assessments systems work. Middle school parents and students also cited the use of E-school to check assignment completion and grades in academic courses. Teachers shared that they have students self-evaluate and create SMART goals with a teacher. Students shared that during goal setting they identify what they are doing well and what steps to take next to maintain/improve growth.

TENET 4 - Instruction – What is the impact?

The Impact Statements for Tenet 4 are as follows:

4.2 The school leaders and teacher leaders have ensured that instructional practices promote high levels of student engagement and inquiry, leading to increased student achievement and the meeting of student goals.

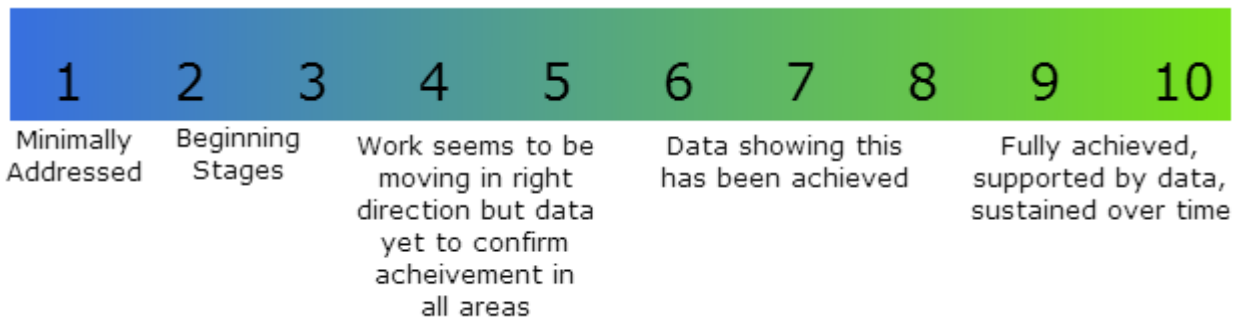
4.3 Instructional practices lead to high levels of student engagement and achievement.

4.4 Teachers’ instructional practices meet the diverse needs of the class and allow students to feel physically and intellectually safe in an environment that promotes intellectual discovery and rigorous thinking.

4.5 Data-based instruction is timely and purposeful and leads to high levels of student achievement.

Using the 1-10 scale below, how would you rate the school’s achievement of the Expected Impact for this TENET:

School’s response: 5



Answer **one** of the following based on your response to the question above:

- A. If your answer was a number between 1 and 5, what has kept the school from achieving the full expected impact for this Tenet?

While the school has implemented professional development and training this year that helped teacher begin to review and use data to inform instruction, a formal data cycle in which teachers regularly use data to plan is not yet established. The first half of our annual professional development plan emphasized DDI and is just starting to shift to studying effective means of differentiation and scaffolding, so this has not yet been a focus for discussion or professional reflection and growth. Finally, infrequent

walkthroughs – outside of formal observations – also have limited feedback to teachers and discussions of school wide trends and expectations for the use of specific, research-based instructional strategies.

- B. If your answer was a number between 6 and 10, what **MEASURABLE** data can you point to as evidence this has been achieved?

TENET 4 –Instruction

Provide response when applicable:

Instructional practices look different this year compared to previous years:

In what **students** do, **such as**:

- Set short and long terms goals based on their performance on standardized assessments.
- Students in K-5 participate in daily small group instruction in Literacy and Math through the Academic Support Block.
- In some classrooms, students participate in Personalized Learning

In what **adults** do, **such as**:

- In some classrooms, teachers are implementing Personalized Learning

In the **way the school is organized**, **such as**:

- Everyday K-5 students receive targeted instruction on their grade level for a minimum of 45

In **other ways**, **such as**:

The **one to five NEXT STEPS** for improving Instructional Practices are:

1. Develop expectations and build teacher capacity to incorporate data-driven, differentiated, small group instruction a minimum of 2x a week.
2. Promote deep levels of thinking and questioning in students through the use of complex texts/tasks that creates opportunities for all students to develop and apply higher order thinking skills.
3. Use formative assessment strategies that engage all students and inform teacher of all students' progress towards mastery of objective/outcome.

Statement of Practice 5.2: The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.

IMPACT: The school leaders' vision and systems for social and emotional developmental health have removed barriers to learning to allow students to be academically successful.

Guiding Question/SOP Prompt: 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's Response: The school leaders' vision and system for social and emotional development health have removed barriers to learning to allow students to be academically successful. Document review shows that an advisory period in which students are to be known by a designated adult was incorporated into the middle school master schedule. SIT team meeting minutes reflect weekly meetings in which they discuss the needs of targeted students and develop plans for intervention/support. There is also established weekly times for members of the SIT team to meet with grade-level teachers to discuss students who have social, emotional, or behavioral concerns. During classroom visits, evidence of the implementation of the PBIS system was observed in the form of student and teacher use of stamp cards. Bulletin boards throughout the school emphasize social and emotional learning themes are evident throughout the building.

Statement of Practice 5.3: The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.

IMPACT: The social-emotional learning and skill-based instruction for all students have removed barriers to learning and allowed students to develop social-emotional learning skills.

Guiding Question/SOP Prompt: 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?

School's Response: The social and emotional learning and skill-based instruction for all students have removed barriers to learning and allowed students to develop social-emotional learning skills. The schools PD plan includes time to meet with a social workers and engage in conversations and PD around supporting students. This PD was developed in collaboration with Engaging Schools around the AOD- targeted on de-escalation strategies. The school's PSP document outlines a year-long plan for school and community-based committees and events focused on supporting student social and emotional health needs. In some primary classrooms, student/class-generated rules (w/Looks-Like, Sounds-Like or other Responsive Classroom Aligned) and progressive consequences were observed posted. Observations also showed that middle school is using stamp cards for their PBIS ad individual progress reports are being filled out by teachers. Data shows that there has been a 48% decrease in referrals when compared to this time last year.

Statement of Practice 5.4: All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.

IMPACT: The school's collaboration with stakeholders and other partners for social and emotional developmental health has allowed students to receive the support they need to develop social-emotional learning skills and remove barriers to learning.

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

School's Response: The schools' collaboration with stakeholders and other partners for social and emotional development health has allowed students to receive the support they need to develop social-emotional learning skills and remove barriers to learning. The work plan from Engaging Schools focuses on six key areas of social emotional health. School climate teams minutes show collaboration with FSSS, ARISE, and Promise Zone. Behavior data is shared regularly at faculty meetings, PTO, as well as parent communication by administration. Parents feel thus far there has been a solid partnerships with teachers and information has been given to them. For example, during parent teacher conferences specific questions are able to be answered regarding academic progress. Most parents know what resources are available as families need them. Teachers will call often to inform parents about their child and to check in.

Statement of Practice 5.5: The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.

IMPACT: The school's strategic use of social-emotional data ensures that students receive the support they need to be successful socially, to develop social-emotional learning skills, and to remove barriers to learning.

Guiding Question/SOP Prompt: 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?**

School's Response: The schools' strategic use of social-emotional data ensures that students receive the support they need to be successful socially, to develop social-emotional learning skills, and to remove barriers to learning. The school has surveyed parents to assess students' social and emotional needs. SIT team meeting notes show regular monitoring of behavioral and academic progress. The majority of classrooms showed students engaged in cooperative learning with minimal distractions to the learning environment. Data from attendance, grades from eSchool, testing data, and teacher written observational notes are collected and utilized to address student's needs. The students being identified then can be placed with different adults to make connections with and advocate for them. Support systems are identified to help meet their needs.

TENET 5 – Social and Emotional Developmental Health – WHAT IS THE IMPACT?

The Impact Statements for Tenet 5 are as follows:

5.2: The school leaders' vision and systems for social and emotional developmental health have removed barriers to learning to allow students to be academically successful.

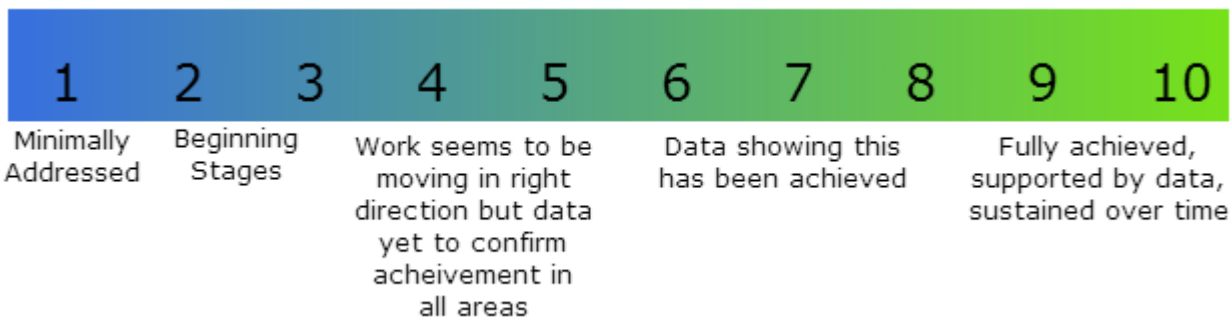
5.3: The social-emotional learning and skill-based instruction for all students have removed barriers to learning and allowed students to develop social-emotional learning skills.

5.4: The school's collaboration with stakeholders and other partners for social and emotional developmental health has allowed students to receive the support they need to develop social-emotional learning skills and remove barriers to learning.

5.5: The school's strategic use of social-emotional data ensures that students receive the support they need to be successful socially, to develop social-emotional learning skills, and to remove barriers to learning.

Using the 1-10 scale below, how would you rate the school's achievement of the Expected Impact for this TENET:

School's response: 7



Answer **one** of the following based on your response to the question above:

- A. If your answer was a number between 1 and 5, what has kept the school from achieving the full expected impact for this Tenet?
- B. If your answer was a number between 6 and 10, what **MEASURABLE** data can you point to as evidence this has been achieved?

Our referral rate is down approximately 48% when compared to this time last year. Included in that, we have only had 7 incidents that results in OSS, compared to 42 this time last year.

TENET 5 –Social and Emotional Developmental Health

Provide response when applicable:

Social and Emotional Developmental Health looks different this year compared to previous years:

In what **students** do, **such as**:

- Middle school students participate in a weekly, small group advisory period in which one week focuses on academics and the other week focuses on SEL.
- Many middle school students participate in Peace Circles or restorative conferences as a form of conflict resolution
- K-5 classes all hold some form of Morning Meeting and participate in quarterly PBIS assemblies
- Participate in quarterly “buddy” events in which older grade levels are paired with younger grade levels to build a sense of community throughout the building by participating in various activities together (crafts, reading, games, field days, etc)
- Students are setting individual goals for themselves building-wide both academically and behaviorally

In what **adults** do, **such as**:

- Adults receiving ongoing PD throughout the school year around SEL topics, including “Kid Talk Protocol.”
- Adults leading advisories in an effort to have every student feel connected to an adult in the building
- Adults meet regularly with a member of the SIT team to discuss any students who appear to be struggling academically and/or emotionally
- Adults work with students to set individual goals

In the **way the school is organized**, **such as**:

- Master schedule allocates time weekly for an advisory block that includes all grade level teachers as well as support staff throughout the building (Social Workers, Student Support Center TA’s, FSSS staff)
- Time has been allocated for advisory staff to work with Engaging Schools to plan out advisories for the school year
- Master schedule allocates weekly time for staff to be receiving PD around SEL

In **other ways**, **such as**:

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

1. Design/purchase a comprehensive and coherent curriculum or program for grades K-5 that incorporates research-based practices aligned to the school vision that enables students to articulate a sense of belonging and ownership in their school community and facilitates the teaching of student social and emotional developmental health.
2. Continue to develop the school plan with systems and structures (time, space and resources) for how to collect, analyze, and use a wide variety of data to address student social and emotional developmental health needs.

Statement of Practice 6.2: The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.

IMPACT: The vision for family engagement has resulted in partnerships with families to allow children to reach the leaders' high expectations.

Guiding Question/SOP Prompt: 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?](#)

School's Response: The school leaders have a vision for family engagement has resulted in partnerships with families to allow children to reach the leaders' high expectations. Document review shows PowerPoints that have been shared at various family events that include school wide academic goals. These goals are also posted in public spaces throughout the building. Leaders share data such as STAR, AIS progress monitoring, and behavior with parents at PTO meetings and school functions. The school leaders have ensured that newsletters are sent home regularly explaining math and ELA strategies that are being used within the classroom.

Statement of Practice 6.3: The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.

IMPACT: The school's reciprocal communication with families has allowed staff and families to learn from each other so that both can provide supports that ensure academic achievement and social- emotional growth.

Guiding Question/SOP Prompt: 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?](#)

School's Response: The school's reciprocal communication is being developed to allow families to learn from each other so that both can provide supports that ensure academic achievement and social-emotional growth. Both teachers and support staff communicate regularly with families via phone calls, text messaging, written notes, Class Dojo, and other apps such as Remind. When addressing parents who speak languages other than English, interpreters are requested, documents are translated (as available), and ENL staff is beginning to utilize Talking Points, a text translation service. Parents feel there is communication among parents and teachers. Parents receive weekly newsletters of what is happening in the classroom and notes as what is needed in the classroom. Parents feel they are directly contacted once every one-two months. Also, voices have been heard when there are concerns. For example, parent discussed with the teacher about the age appropriateness for the grade. The teacher provided evidence to support parent's choice for child to be that age in that grade level. School flyers (such as ice cream social) are translated. School also often requests interpreters for families as needed.

Statement of Practice 6.4: The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.

IMPACT: The training provided to staff and families allows both to work together to provide supports that result in improved student outcomes.

Guiding Question/SOP Prompt: 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?**

School’s Response: Training is beginning to be provided to staff and families to allow both to work together to provide support for students. However, impact on student outcomes is not being systematically monitored. The school’s Title 1 plan includes a literacy night where parents learn skills they can do at home. Parents say that teachers are forthcoming with ways to reach them via text, email, and phone. There is a feel of always being open to communicating with them. Parent/family nights are offered but parents feel it would be enjoyable to see more staff attend. For example, many families and teachers were present at the ice cream social at beginning of year.

Statement of Practice 6.5: The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.

IMPACT: The school community empowers stakeholders to take action to support student learning, leading to higher student achievement.

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

School’s Response: The school community empowers stakeholders to take action to support student learning, leading to higher student achievement. Teachers talked about how they share academic data, such as STAR, with families via report cards. Parents stated they are aware of individual child’s school goals such as improving reading and writing letters fluency or multi-step math problems. Goals were set in class as a collaboration between teacher and child. Primary grades not as specific as who sets them due to age appropriateness. Parents have faith in the communication they can have with teachers- they can contact them as issues arise in academics. The school uses and shares attendance data, STAR data, AIS progress monitoring, quarterly reports, and art attendance campaign.

TENET 6 – Family and Family Engagement – WHAT IS THE IMPACT?

The Impact Statements for Tenet 6 are as follows:

6.2: The vision for family engagement has resulted in partnerships with families to allow children to reach the leaders' high expectations.

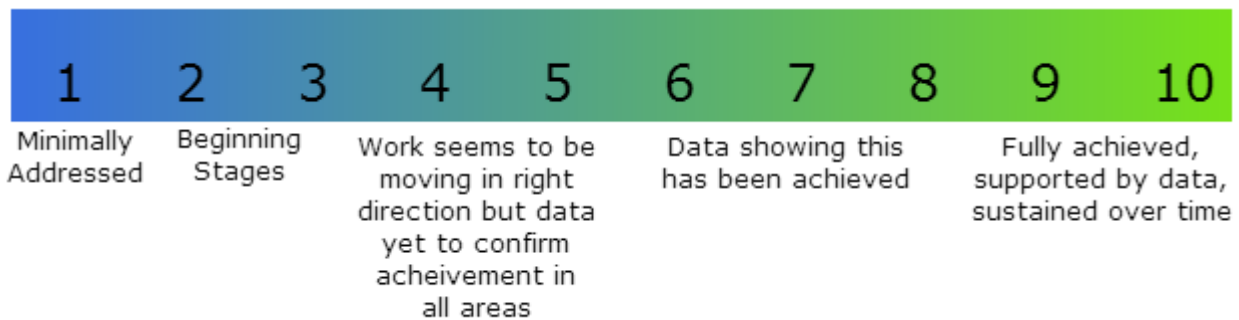
6.3: The school's reciprocal communication with families has allowed staff and families to learn from each other so that both can provide supports that ensure academic achievement and social- emotional growth.

6.4: The training provided to staff and families allows both to work together to provide supports that result in improved student outcomes.

6.5: The school community empowers stakeholders to take action to support student learning, leading to higher student achievement.

Using the 1-10 scale below, how would you rate the school's achievement of the Expected Impact for this TENET:

School's response: 7



Answer **one** of the following based on your response to the question above:

A. If your answer was a number between 1 and 5, what has kept the school from achieving the full expected impact for this Tenet?

B. If your answer was a number between 6 and 10, what **MEASURABLE** data can you point to as evidence this has been achieved?

This school year we have had a 12% increase in the number of parents that attend school events (Parent Teacher Conferences, Curriculum Nights, Concerts, and Literacy Nights). According to a Parent Survey that was made available online and at parent events, 78% of parents felt that their child's teacher communicates clearly, and 85% felt that they are aware of school goals and outcomes for students.

TENET 6 –Family and Community Engagement

Provide response when applicable:

Parent and Community Engagement looks different this year compared to previous years:

In what **students** do, **such as**:

In what **staff** do, **such as**:

- Have letters or flyers sent home in languages other than English
- Utilize Class Dojo to communicate with families
- The school leader has made it a school-wide priority for all students and their families to be aware of the school-wide expectations and plan pertaining to school goals

In what **parents/families/community partners** do, **such as**:

- Meet with teachers at CYO with

In the **way the school is organized**, **such as**:

- School utilizes services to have flyers translated into other languages for families
- School provides time for ENL families to meet with teachers off-site (at CYO)

In **other ways**, **such as**:

The **one to five NEXT STEPS** for improving FAMILY AND COMMUNITY ENGAGEMENT are:

1. School leaders should work with data specialists, student support professionals, program coordinators, and community agencies to share data and integrate data systems in order to identify family needs and target appropriate support strategies.
2. Continue to work towards having all flyers and/or letters translated to additional languages.

3. Develop a system that monitors the effectiveness of the schools communication in all languages and responds to family feedback concerning issues and concerns.

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:
 - Provide teachers with needed professional development through the year-long PD plan.
 - Create time within the school day for students to focus on academics (ASB & Tutorial) and SEL (MS Advisory).
 - Value diversity and collaborate with community stakeholders to continuously improve supports for all students to achieve success.
 - Provide teachers with planning time with their teams, with vertical teams, with Special Education staff, and time to look at data to inform small group instruction
2. In thinking about the answers provided and the school as a whole, identify three to five things that the school believes are barriers that are making it difficult for the school to reach its potential:
 - Limited staff at some grade levels and/or shared staff as well as limited academic intervention service teachers (1 Math & 1 ELA for the entire K-8). The school would benefit from having a full team at each grade level 6-8 as well as two additional academic intervention teachers.
 - Limited technology prohibits school leaders and teachers from being able to utilize digital tools in most classrooms.
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:
 - Provide a system and structure throughout the summer and next school year for teachers to unpack units and modules to prepare for higher level tasks and scaffolded instruction to ensure all students access to the content.
 - School should offer PD and provide teachers with structures and support to ensure data driven, small group differentiated instruction is occurring in all classrooms a minimum of two times a week.
 - Develop/purchase and implement a SEL curriculum for students in grades K-5.
 - Administration should implement an observation and feedback schedule focused on developing teachers.
4. Answer one of the following based on the school's identification history:

a) Your school has been identified as a Focus/Priority School since 2012. In your opinion, what **internal** factors have contributed to the data that have resulted in the school being identified as a Focus/Priority School?

School's Response:

Previous to this school year, we have not prioritized or placed an emphasis on literacy instruction or differentiated instruction to target our students' diverse needs (we tried to improve everything at once). This school year we have focused on literacy through our ELA blocks as well as during our academic support block in which students receive small group instruction on their level.

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 options are ones that have either:

1. Received a NYSED-led IIT review in 2014-15; OR
2. Received a NYSED-led IIT review in 2015-16; OR
3. Received a District-led DTSDE review of three or more tenets in 2015-16 by an individual awarded the DTSDE District Lead Credential in 2015-16.

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 2014-15; OR
- Received a NYSED-led IIT review in 2015-16; OR
- Received a District-led DTSDE review of three or more tenets in 2015-16 by an individual awarded the DTSDE District Lead Credential in 2015-16.
- NAME OF INDIVIDUAL WITH DISTRICT LEAD CREDENTIAL WHO COMPLETED THE 2015-16 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: Janel Milana

TITLE: Special Education School Improvement Specialist