



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

The DTSDE process is intended to serve as a needs assessment that delves into 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 in preparation for their DTSDE visit and to assist the Integrated Intervention Team (IIT) in developing targeted questions in advance of the on-site needs assessment.

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 Information Sheet and the narrative

describing the school's top priorities will be added to the final report. The DTSDE self-reflection document should be completed and returned by the date identified in the communication from NYSED.

The IIT 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 with accuracy. The IIT will follow up with aspects of the self-reflection during the needs assessment process.

Name of those assisting in the completion of the Self-Reflection (add rows if necessary)	Title
Samuel Barber	Principal
Christina Louis	Vice Principal
Marshella Mason	Vice Principal
Nicole Brec	Data Coach
Karen Earl	Instructional Coach
Kristina Winschel	Special Education Teacher
Richard Rogers	Fourth Grade Teacher
Mary Lynn Mahan	Art Teacher
William Oscarlece	Technology Teacher
Tammy Schuh	Seventh Grade Teacher
Melinda O'Conner	Seventh/Eighth Grade Teacher
Karen Cordano	Parent
Sharon Melfi	District Representative
Melinda Baiza	Insight Representative
Theresa Heise	ENL Teacher

School Information Sheet for Edward Smith PK-8 School

School Configuration (2017-18 data)					
Grade Configuration	PK-8	Number of Students	733	Number of Teachers	58
Types and Number of English Language Learner Classes (2017-18)					
# Transitional Bilingual	0	# Dual Language	0	# Self-Contained English as a Second Language	7
Types and Number of Special Education Classes (2017-18)					
# Special Classes	4	# SETSS	9	# Integrated Collaborative Teaching	0
School Composition (most recent data)					
% Title I Population	45.1	% Attendance Rate	93.2		
% Free Lunch	44.3	% Reduced Lunch	0.7		
% Limited English Proficient	13.8	% Students with Disabilities	22.9		
Racial/Ethnic Origin (most recent data)					
% American Indian or Alaska Native	0.7	% Black or African American	45.2		
% Hispanic or Latino	7.2	% Asian or Native Hawaiian/Pacific Islander	3.8		
% White	35.5	% Multi-Racial	7.6		
Personnel (most recent data)					
Years Principal Assigned to School	6	# of Assistant Principals	2		
% of Teachers with No Valid Teaching Certificate	1.7	% Teaching Out of Certification	1.7		
% Teaching with Fewer Than 3 Years of Experience	13.8	Average Teacher Absences	2.08		
Student Performance for Elementary and Middle Schools (2016-17)					
ELA Performance at levels 3 & 4	30.3	Mathematics Performance at levels 3 & 4	25.5		
Science Performance at levels 3 & 4 (4th Grade)	70.2	Science Performance at levels 3 & 4 (8th Grade)	20.0		
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)	X	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. Personalized Learning (PL) 2. Attendance 3. Assessing Student SEL Needs 					

Instructions:

- In your preparation for the DTSDE visit, 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, the IIT 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). During the DTSDE visit, the IIT will review the quality and effectiveness of the school for Tenets 3 to 6, and after doing so, the team will use what it has learned for those tenets to connect its conclusions back to leadership in Tenet 2.
- To best align the self-reflection process to the DTSDE visit, 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.

IIT members 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. School leaders should be prepared to answer questions based on the responses provided in this self-reflection.

Schoolwide Data (use most current data unless otherwise indicated)

Number of Teachers	58	Number of Students	733		
Staffing Ratios					
Ratio – Teachers per Student					1 : 12.6
Ratio – Administrators per Student					1 : 244.3
Ratio - Guidance Counselors per Student					1 : 733.0
Ratio - Social Workers per Student					1 : 366.5
Ratio - Librarians per Student					1 : 733.0
Ratio – Nurses per Student					1 : 733.0
Curriculum Data - Elementary					
% of K- 3 students who receive daily physical ed. for a min. total of 120 min. per week (not incl. recess)					0
% Grade 4-6 students who receive physical ed. 3 days/week for a min. total of 120 minutes/week (not incl. recess)					0
% of Grade 1-3 students who have 20% of the weekly time spent in school allocated to dance, music, theatre, and visual arts					0
% 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					45%
Average number of minutes of Social Studies instruction per week in Grades 4 to 6					165
Average number of minutes of Science instruction per week in Grades 4 to 6					165
Curriculum Data - Middle					
% of Grade 7-8 students who receive physical education instruction equivalent to 3 periods for one semester and 2 periods for the other semester (not incl. recess)					100%
% of Grades 7-8 students who receive 55 hours per year of instruction in dance, music, theatre, and visual arts taught by a certified arts instructor					0%
% of 7 th grade students enrolled in HS coursework					0%
% of 8 th grade students enrolled in HS coursework					28%
Longitudinal Data					
ELA Performance Index					
	12-13	13-14	14-15	15-16	16-17
School	83	79	77	87	92
State Avg Elem/MS	104	102	100	112	TBD
Difference btw School & State Avg	-21	-23	-23	-25	TBD
Math Performance Index					
	12-13	13-14	14-15	15-16	16-17
School	65	61	73	86	86

State Avg Elem/MS	101	111	113	115	TBD
Difference btw School & State Avg	-36	-50	-40	-29	TBD

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

1. What are some things that you attribute to the performance results at your school over the last five years for ELA?
 - Creation of the WIN block at the elementary level allowed teachers and staff to diagnosis student deficits and create targeted intervention and enrichments to address individual student needs.
 - Purchasing additional resources such as LLI and Road to Reading allowed teachers to provide very targeted instruction.
 - Strategically using special education teachers to allow the building to provide more middle school students with Just Words, Wilson and phonics based instruction.

2. What are some things that you attribute to the performance results at your school over the last five years for Math?
 - Creation of the WIN block allowed us to provide math enrichment to students at each grade level.
 - Teachers participating in unit unpacking with the math department and IFL professional development.
 - 4th and 5th grade teachers participated in biweekly data meetings around math achievement.

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

The IIT (or Needs Assessment Team) will be considering the effectiveness of curriculum and the quality of curriculum decisions when identifying possible recommendations for the school. The team will be organizing their evidence around four different questions:

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?

Our school sees area 3.5 as its greatest need.

2. Why did you select that area?

We selected this area because it has the most impact on student ownership. Improving student ownership should increase student achievement. This also aligns with the building and district's PL plan. This area will also help teachers to develop a system for purposeful assessment and feedback cycles.

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

A major barrier to success in this area is that we are in the first year of full PL implementation. As teachers continue to increase capacity and experience with this type of instruction, they should be able to prioritize time for feedback.

Teachers noted that time was another barrier. Teachers shared that they needed to have time to plan, assess, analyze, and make thoughtful next steps around data. Teachers also shared the need for time to meet with students to provide feedback and guide students in the creation of their own next steps.

Teachers felt that there was not time embedded in the curriculum for student conferences due to the district curriculum pacing. They felt that this would be necessary to implement this effectively.

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

There are a few items that have prevented the school from addressing the barriers. First, a lack of experience with and protocols for PL around feedback and student ownership were cited. Most felt that they needed more experience in modifying district curriculum through PL. Finally, it was relayed that there was a lack of standardized benchmarks/assessments for content areas or grade levels were not available, with the exception of ANet and STAR.

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

In order to identify the best recommendations possible for the school, the IIT will need to consider previous efforts the school has made, including those that have not been successful, to make sure that the new recommendations take into consideration what the school has attempted in the past. Reflect on previous efforts the school has made to complete the section below.

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. Overreliance on digital content.	1. Lack of alignment with teacher-led instruction, decreasing the ability to meet student needs.
2. Implementation of pieces of the PL model.	2. Teachers needed more PD and work time to implement each piece and see how they all fit together.
3. Intervention block was not targeted enough to facilitate improvement.	3. Groupings, number of students, and lack of flexibility in middle school to move students between intervention classes.

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

We have learned that we need to focus on a specific area in order to gain proficiency prior to focusing on another area. We have also learned that teachers need time in a structured setting to work with these focus areas.

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

1. We have solely focused on PL using Sprints with specific deadlines and next steps.
2. We provided time for unit unpacking with grade level bands, Special Education teachers, and ENL teachers to review units, create resources, and modify curriculum to support PL.
3. We improved the WIN block by specifically assessing students and then grouping them by needs and providing targeted resources to meet those needs.

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

The availability of resources has helped improve the implementation of PL with fidelity. Teachers have also gained confidence in the PL model through their own practice and feedback, allowing them to feel more comfortable in taking risks with the implementation of PL. Utilizing a dedicated and structured time with guidance to unpack units has been helpful for teachers in modifying and refining their curriculum. Finally, teachers have seen growth in their students during the WIN block.

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

1. Teachers need more PD in the teacher-led rotation so that they can give effective feedback and help students create, track, and monitor individual learning goals.
2. Teachers need additional PD around giving effective feedback based on data to ensure teacher feedback results in student improvement.
3. It is critical to include all teachers in the PD for PL.
4. All teachers need to be provided with regular, focused feedback from the instructional team.

Tenet 4 - Instruction

The IIT (or Needs Assessment Team) will be considering the effectiveness of instruction and the quality of instructional methods when identifying possible recommendations for the school. The team will be organizing their evidence around four different questions:

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?
Our school sees area 4.5 as its greatest need.

2. Why did you select that area?
We selected this area because we believe that focusing in this area will lead to improvements with 4.3 and 4.4. This area also aligns with our PL goals.

3. What are the barriers that have kept the school from being successful in this area?
We believe the barriers that have kept our school from being successful in this area are a lack of defined systems for student goal setting, monitoring, and feedback. It is evident that teachers need more practice with implementing the various pieces of PL. Teachers also need to receive regular feedback on their practice.

4. What has kept the school from addressing these barriers?
The school has addressed these barriers, but teachers need time to practice the various components of the PL model and to make revisions as needed to refine their practice.

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		X	

lessons are taught throughout the school			
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

In order to identify the best recommendations possible for the school, the IIT will need to consider previous efforts the school has made, including those that have not been successful, to make sure that the new recommendations take into consideration what the school has attempted in the past. Reflect on previous efforts the school has made to complete the section below.

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. Using components of the PL model, as opposed to using the PL model with fidelity.	1. Teachers needed more PD and time to implement each piece of the model to see the relationship between the different components.
2. The intervention block was not targeted enough to facilitate improvement.	2. Groupings, number of students, and a lack of flexibility in middle school to move students between intervention classes.
3. Inconsistent implementation of student goal-setting across all grade levels.	3. Lack of follow up, established structure, or schedule.
What has the school learned from its previous efforts to improve instruction? Instruction will only improve when there are specific structures in place for lesson plan feedback, observation feedback, data analysis, etc. These structures must be followed with fidelity.	
What are some things the school is trying differently this year to improve instruction than in previous years? 1. The school is using a consistent unit-unpacking schedule so that teachers can break down units with colleagues who are teaching the same content area. 2. Using all parts of the PL model throughout the building. 3. Utilizing data to group students for reading interventions in grades K-8.	
What has given the school confidence that the efforts this year to improve instruction will be successful?	

There is greater teacher buy-in around utilizing the PL model. Teachers have also gained confidence in utilizing the PL model through their own practice and the attainment of feedback. Teachers are more comfortable in taking risks in the implementation of PL.

There is a structured time with support staff to unpack the units. This has been helpful for teachers to modify and refine their curriculum. Teachers have also seen growth in their students in the WIN block.

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

1. Teachers need to utilize interim assessments in the content areas to identify student misconceptions. Teachers should address misconceptions in re-teaching plans.
2. Teachers need more PD around providing explicit feedback that leads students to create, track, and monitor their individual learning goals.
3. Teachers need to have a structure for data analysis and progress monitoring that is consistent in grades K-5 and 6-8.

Tenet 5 – Social and Emotional Developmental Health

The IIT (or Needs Assessment Team) will be considering the effectiveness of the social and emotional developmental health offerings and the quality of support provided when identifying possible recommendations for the school. The team will be organizing their evidence around four different questions:

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?
The school sees 5.3 as its greatest need.
2. Why did you select that area?
We selected this area because we want to be sure that all students are getting the social and emotional assistance that they need. We want to be proactive in identifying students that fall in the middle but still need support. Instead of waiting until students get to a critical level, a system that surveys all students

would help identify more students that need help rather than the current system which works primarily with high flyers.

3. What are the barriers that have kept the school from being successful in this area?
There were not barriers in the school that kept us from being successful in this area. Instead, the need for the students that do not present apparent emotional issues were not in place yet since the structures for the most intensive students were being developed and put in place.
4. What has kept the school from addressing these barriers?
There were not barriers in the school that kept us from being successful in this area. Instead, the need for the students that do not present apparent emotional issues were not in place yet since the structures for the most intensive students were being developed and put in place.

A simplified way to understand the areas that the IIT will be examining is presented below. Identify if you believe the area represents a current need at the school by placing an “X” in the appropriate box.

	This does not represent a current need	This may represent a current need	This represents a current need
5.2 How the leaders set the tone for what the school values in terms of social-emotional developmental health, which is evident in how the school address these needs and develops these skills in all of its students		X	
5.3 The quality of the social-emotional developmental health offerings for all students			X
5.4 How well the school incorporates others to offer a strategic approach to social-emotional developmental health	X		
5.5 Using social-emotional data to inform how the school supports all students to be successful socially, to develop social-emotional learning skills, and to remove social-emotional barriers to learning..		X	

TENET 5 – Social-Emotional Developmental Health

In order to identify the best recommendations possible for the school, the IIT will need to consider previous efforts the school has made, including those that have not been successful, to make sure that the new recommendations take into consideration what the school has attempted in the past. Reflect on previous efforts the school has made to complete the section below.

<p>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?</p>	<p>For each of the items on the left, what are some reasons you believe may have resulted in those efforts not being fully successful?</p>
<p>1. For middle school advisory, grade levels planned the instruction on their own.</p>	<p>1. Lack of consistency in advisory lesson planning and instruction across 6-8.</p>
<p>2. For elementary school SEL, grade levels and individual teachers planned instruction on their own.</p>	<p>2. Lack of consistency in SEL lesson planning and instruction across K-5.</p>
<p>3. All students were given a Social-Emotional survey but the procedures for SIT referrals were not in place.</p>	<p>3. District expectations for SIT have changed providing more guidance and expectations.</p>
<p>What has the school learned from its previous efforts to improve social-emotional developmental health?</p> <p>The school has learned that to improve social-emotional developmental health, consistency and access to the proper resources are needed.</p>	
<p>What are some things the school is trying differently this year to improve social-emotional developmental health than in previous years?</p> <p>1. Middle School Advisory has a leadership team that collaboratively plans lessons and then shares it with teams to make sure that instruction is consistent across grades 6-8. This team also draws on the expertise of grade level teachers as well as ENL teachers, Special Education teachers, and Support Staff to make sure that the needs of the entire middle school population is met.</p> <p>2. The BIC and ISS rooms are now viewed as an important piece of the restorative justice process instead of a consequence.</p> <p>3. In grades K-5, SEL lessons are developed by a team of teachers and then implemented with consistency across all grade levels.</p>	
<p>What has given the school confidence that the efforts this year to improve social-emotional developmental health will be successful?</p> <p>The school has confidence that the efforts this year to improve social-emotional developmental health will be successful based on observations of previous efforts. The school is seeing a progression in improving our social-emotional developmental health practices so that the needs of all students are met.</p>	
<p>The one to five NEXT STEPS for improving Social-Emotional Developmental Health are:</p> <ol style="list-style-type: none"> 1. Administer grade-appropriate SEL inventory to ALL students in grades K-8. 2. Analyze the data from SEL inventory to identify student need and then create next steps based on this information. 3. The Advisory Leadership Team K-8 will meet to collaborate and plan for SEL lessons. 4. The SEL lessons in grades K-5 will increase from one lesson a month to two lessons a month. 	

Tenet 6 – Family and Community Engagement

The IIT (or Needs Assessment Team) will be considering 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 when identifying possible recommendations for the school. The team will be organizing their evidence around four different questions:

- 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?
The school sees 6.5 as its greatest area of need.

2. Why did you select that area?
We selected this area because we want to help empower families to assist their own children with their academics thus leading to academic achievement. We want to be sure that all families understand their child’s data. Successful work in this area will also improve our standing in 6.4.

3. What are the barriers that have kept the school from being successful in this area?
 - Teachers and staff need to first understand the data themselves before helping families to understand it.
 - Despite best efforts, it will always be a challenge to meet with all families because of scheduling, transportation, disengagement, etc.

4. What has kept the school from addressing these barriers?
 - Teachers are now better able to share data effectively because of training on the various assessments and what they mean.
 - Tools were not available last year to make communication with ENL families simple. We now have access to Language Line and Talking Points.

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	This may represent a	This represents a
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	current need	current need	current need
6.2 How the leaders set the tone for family and community engagement, which is evident in the strength of the relationships seen between the school and its community		X	
6.3 The quality of the two-way, reciprocal communication between families and the school.			X
6.4 How well the school prepares families and staff to develop strong relationships with one another.		X	
6.5 How well the data is used by the school to promote dialogue between families and the school.			X

TENET 6 – Family and Community Engagement

In order to identify the best recommendations possible for the school, the IIT will need to consider previous efforts the school has made, including those that have not been successful, to make sure that the new recommendations take into consideration what the school has attempted in the past. Reflect on previous efforts the school has made to complete the section below.

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. A variety of events that build community between all stakeholders.	1. These events have built community but do not address the academic side.
2. Sending home STAR explanation letters to families.	2. The document still was too complex for all families to understand and use to make academic next steps.
3. Inviting all families to events.	3. Figuring out the best approach to reach targeted population.

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

The school has learned that one method of parent communication does not work for all families. Instead, we need to establish multiple points of entry. Additionally, one event will not get all families to come to the school. We need to create a variety of opportunities for families to come to school and provide supports to make it possible.

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

1. The school is using Language Line and Talking Points to effectively communicate with families.

2. The PTO has established a ride share to help get more families to events.

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

The school has confidence that the efforts this year to improve family and community engagement will be successful because we see more families coming to events as well as different families attending these events. We also are seeing more of our ENL population at events because of the efforts we have made.

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

1. We need to share the PTO Ride Share through multiple modes including postcards, Facebook, ListServ, all school communications, etc.
2. Utilizing the thirty minutes before school concerts can be used to share academic information or have training for parents.
3. Utilizing ENL students to create robo-calls in their native languages and then share with those families.
4. Creating a task force to identify those families that are not in communication with the school and troubleshooting ways to get them to the school.
5. Creating a plan to have student-led conferences instead of traditional parent conferences.

CONNECTING ALL OF THE PIECES WITH LEADERSHIP

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

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

The three most pressing needs are 3.5, 4.5, and 5.3.

Tenet 2 - Leadership

The Needs Assessment Team will be considering the effectiveness of leadership and quality of the leadership decisions when identifying possible recommendations for the school. The team will be organizing their evidence around four different questions:

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?
The area where our school sees the greatest need is 2.4.
2. Why did you select that area?
We selected this area because we thought it would provide the most benefit to our staff and students. By creating an improved system for classroom walkthroughs by administration and teachers, all staff will have opportunities to receive timely and targeted feedback on school initiatives.
3. What are the barriers that have kept the school from being successful in this area?
The barrier that has kept our school from being successful in this area is the formal observation process. The process requires pre-conferences, observations, post-conferences, etc. There was a system in place for walk-throughs. However, sticking with that system across the year has been difficult due to the formal observation timeline.
4. What has kept the school from addressing these barriers?

The barriers have been addressed and continue to be addressed. A new walkthrough system is currently being developed.			
A simplified way to understand the areas that the Needs Assessment Team will be examining is presented below. Identify if you believe the area represents a current need at the school.			
	This does not represent a current need	This may represent a current need	This represents a current need
2.2 How the leaders set the tone for the school, which is evident in the strength of the instructional and non-instruction programs throughout the school.		X	
2.3 School leaders making choices strategically so that gains can be realized (<i>choices would include all choices leaders make, including how leaders use their own time, the time of those in the building, the people in the building, and discetionary spending available, etc.</i>)	X		
2.4 Instructional leadership			X
2.5 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 utilize teachers trained in specific reading intervention programs in order to match students with the correct intervention across grade levels and content areas. We know this decision was correct because of the following improvements:

- In grades 3-5, the mid-year reading diagnostic showed growth in student achievement by decreasing the number of students in Urgent Intervention at each of those grade levels. The number of students needing Urgent Intervention decreased by 40% in third grade, 62% in fourth grade, and 57% in fifth grade.
- The percent of students reading at Fountas and Pinnell Guided Reading Level I at the end of first grade has grown from 28% to 62% in one year.
- The school went from having 22% of its students below the national average on the Kindergarten Fall Sight Word benchmark assessment to having 67% of students of students at or above the national average on the Kindergarten Spring Sight Word benchmark assessment.

The school leaders made the decision to extend the library time every other week for grades K-5 in order to provide time for data analysis, teacher reflection, and planning. We know this decision was correct because of the following improvements:

- Teachers have 45 minutes weekly scheduled time to work with the district Data Coach and Instructional Coach in order to analyze data and plan instruction including higher level thinking tasks.

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 a significant number of students were not meeting proficiency on the NYS ELA as a result of analyzing the data with the district data coach. This led the school leader(s) to create WIN blocks that specifically targeted student deficits in reading skills and match them with the correct reading instruction necessary to make improvements. We know this response was a good approach because:
 - In grades 3-5, the mid-year reading diagnostic showed growth in student achievement by decreasing the number of students in Urgent Intervention at each of those grade levels. The number of students needing Urgent Intervention decreased by 40% in third grade, 62% in fourth grade, and 57% in fifth grade.
2. The school leader(s) learned that there was a high rate of recidivism and physical conflicts as a result of analyzing discipline data. This led the school leader(s) to train the ISS and BIC staff through the Engaging Schools Problem Solving Conference Protocol and Collaborative Thinking. We know this response was a good approach because:
 - Our rates of recidivism have dropped 21% as evidenced in Educator’s Handbook and School STAT data.
 - Our rates of physical conflicts have dropped 47% as evidenced in Educator’s Handbook and School STAT data.
 - As expressed in parent and student interviews, the BIC room is not seen as a punitive practice.
 - Parents and students also reported feeling safe while attending school at Ed Smith.

TENET 2 - NEXT STEPS

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

1. We will create a system of informal classroom walkthroughs led by teachers and administration where all teachers will have the opportunity to receive timely and targeted feedback on school initiatives. Teachers will also have the opportunity to be provided with voluntary mentoring sessions with their colleagues.
2. The administrative team will create a monitoring system to ensure that walkthroughs are completed as scheduled and feedback is reported to staff in a timely fashion.

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. The family and community engagement at Ed Smith are strong thanks to the work of the PTO and staff. However, the PTO and staff are not satisfied and will not be until ALL families are engaged.
 2. Ed Smith is an inclusive environment where all students are accepted and celebrated.
 3. Staff has increased buy-in for the improvement efforts put forth by the school.
 4. Specific time has been created to address Social-Emotional Learning through instruction in Advisory in grades 6-8 and SEL in grades K-5.
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. The school is continually required to adapt to new initiatives, programs, etc.
 2. Because of staff scheduling in the middle school, there are limits to flexible grouping, middle school initiatives, etc.
 3. A welcomed increase in the ENL population has brought certain challenges in meeting their diverse needs.
3. In thinking about the answers provided and the school as a whole identify three to five things that the school believes must happen that are currently not happening:
 1. We need to find a way to engage all Ed Smith families.
 2. We need to find a way to share data effectively with all Ed Smith families as well as provide them with simple next steps.
 3. We need to find a way to meet the Social and Emotional needs of all students and not just those that are displaying outward signs.
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:

One internal factor that has resulted in the school being identified as a Focus/Priority School is because we did not have 95% participation in the NYS assessments due to opt outs and not meeting the requirements of Safe Harbor.

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: Sharon Melfi

TITLE: Syracuse City School District Consultant