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

Name of principal:	Kevin Burns		
Name/number of school:	Expeditionary Learning Middle School/421800010058		
School address:	4942 South Salina Street, Syracuse NY 13205		
School telephone number:	435-6416	Principal's direct phone number:	435-6416
Principal's e-mail:	kburns@scsd.us		

A Message to School/District Leaders:

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

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

The school should use the DTSDE Resource Materials such as:

- The SOP prompts/Guiding Questions
- The Eight Common DTSDE Misunderstandings Document
- The Report Writing Look-fors

Additional DTSDE Resource Materials can be found at:
http://www.p12.nysed.gov/accountability/diagnostic-tool-institute/review-materials.html

SCHOOL: Complete the entire self-reflection.

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

Name of those assisting in the completion of the Self-Reflection (add rows if necessary)	Title
Kevin Burns	Principal
Kelly Hutson	Coach/Teacher
Jill Znaczko	Coach/Teacher
Jaime Sanjujro	Spanish Teacher
Karen Boyle	Grade 6 SPED Teacher

School Information Sheet for Expeditionary Learning MS

School Configuration *(2017-18 data)*					
Grade Configuration	6-8	**Number of Students**	200	**Number of Teachers**	17

Types and Number of English Language Learner Classes *(2017-18)*					
# Transitional Bilingual	0	**# Dual Language**	0	**# Self-Contained English as a Second Language**	0

Types and Number of Special Education Classes *(2017-18)*					
# Special Classes	0	**# SETSS**	3	**# Integrated Collaborative Teaching**	0

School Composition *(most recent data)*			
% Title I Population	62.0	**% Attendance Rate**	92.9
% Free Lunch	59.5	**% Reduced Lunch**	2.5
% Limited English Proficient	3.5	**% Students with Disabilities**	19.0

Racial/Ethnic Origin *(most recent data)*			
% American Indian or Alaska Native	1.0	**% Black or African American**	39.5
% Hispanic or Latino	15.0	**% Asian or Native Hawaiian/Pacific Islander**	4.5
% White	33.5	**% Multi-Racial**	6.5

Personnel *(most recent data)*			
Years Principal Assigned to School	4	**# of Assistant Principals**	0
% of Teachers with No Valid Teaching Certificate	0.0	**% Teaching Out of Certification**	0.0
% Teaching with Fewer Than 3 Years of Experience	0.0	**Average Teacher Absences**	1.9

Student Performance for Elementary and Middle Schools *(2016-17)*			
ELA Performance at levels 3 & 4	26.5	**Mathematics Performance at levels 3 & 4**	15.6
Science Performance at levels 3 & 4 (4th Grade)	NA	**Science Performance at levels 3 & 4 (8th Grade)**	69.0

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)		**In Good Standing**	

Identify the school's top priorities (no more than 5) based on the school's comprehensive plan
SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:

1. **Create further professional development and provide increased instructional coach support around differentiated instruction using personalized learning implementation. Increase teacher-to-teacher observations around PL/differentiated instruction.**
2. **Create further professional development and provide increase instructional coach support around student engagement, total participation and accountable talk moves/protocols.**
3. Create professional development around our students social and emotional development (i.e.- teenage depression, teenage obesity, ADHD, Autism spectrum disorders, self-harm) for all teachers and parents.
4. PAC- to communicate more regularly and create more opportunities for families to be involved in school related events.

Instructions:

- When completing the self-reflection, we suggest you review the DTSDE rubric and pay close attention to the impact statements for each Statement of Practice. These impact statements identify ways to determine if the activities and initiatives the school is doing are being effective.

- Be sure to consider the QUALITY and EFFECTIVENESS of the school's initiatives and the way in which it is organized when reflecting on the next steps needed for the school. The needs assessment process will not involve using the rubric as a checklist; instead, be sure to will look closely at the quality and effectiveness/impact when identifying needs.

- The Self-Reflection begins with Tenet 3, rather than beginning with Tenet 1 (District Leadership) or Tenet 2 (School Leadership). This is done deliberately, since the conclusions about the quality and effectiveness of the school for Tenets 3 to 6 should connect to the conclusions about leadership in Tenet 2. Schools should complete Tenet 2 of the self-reflection after completing the other sections for the other tenets.

- Schools should also make sure that their conclusions for Tenet 2 connect to the conclusions made elsewhere in the self-reflection. For example, if a school has identified that instruction is a significant need at the school (Tenet 4), then it would make sense that instructional leadership (SOP 2.4) is also something that needs to be addressed.

- Within each Guiding Question/SOP Prompt, there is an expected impact, which provides an indication that the practices undertaken are making a difference and adding value to the school. **You will find the expected impact for each Guiding Question in bold, blue text**.

- **Avoid providing a list of activities,** unless you can provide evidence of how you know they are having an impact and adding value to the school, especially in terms of student achievement and the quality of education.

Schoolwide Data (use most current data unless otherwise indicated)			
Number of Teachers	**17**	**Number of Students**	**200**
Staffing Ratios			
Ratio – Teachers per Student			**1:11.8**
Ratio – Administrators per Student			**1:200**
Ratio - Guidance Counselors per Student			**1:200**
Ratio - Social Workers per Student			**1:200**
Ratio - Librarians per Student			**1:200**
Ratio – Nurses per Student			**1:200**
Curriculum Data (complete only if your school has a 4th, 5th or 6th grade)			
% Grade 4-6 students who receive physical ed. 3 days/week for a min. total of 120 minutes/week (not incl. recess)			**100%**
% 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			**100%**
Average number of minutes of Social Studies instruction per week in Grades 4 to 6			**120**
Average number of minutes of Science instruction per week in Grades 4 to 6			**120**
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			**100%**
% of 7th grade students enrolled in HS coursework			**0%**
% of 8th grade students enrolled in HS coursework			**33%**

Longitudinal Data

ELA Performance Index

	12-13	13-14	14-15	15-16	16-17
School	68	72	73	91	94
State Avg Elem/MS	104	102	100	112	TBD
Difference btw School & State Avg	-36	-30	-27	-21	TBD

Math Performance Index

	12-13	13-14	14-15	15-16	16-17
School	36	45	62	57	69
State Avg Elem/MS	101	111	113	115	TBD
Difference btw School & State Avg	-65	-66	-51	-58	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?

Professional develop around curriculum implementation to be CCLS aligned. Instructional coach support with classroom instruction around planning, DDI, differentiated instruction, and developing structures for students to track their personal growth around mastery of standards, habits of work and learning, STAR (lexile) testing, and ANET scores. Learning expeditions that provide students multiple opportunities to write for authentic audiences. Scheduling and implementation of interventions for students in need including tutorials, Language Live, and Wilson. Learning expeditions also allow for literacy skills and strategies to be taught in all content areas with common reading and writing structures including, close reading, annotation, focused note taking, short and long response structures.

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

Professional development and instructional coach support around CCLS aligned instruction. Addition of a math teacher at the sixth grade level.

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:

ELMS has grown in student population over the past three years and has grown from 140 students to 200 students. ELMS has been able to hire staff for the 6th grade team, however, we need to hire more teachers for the 7th and 8th grade team(s) to be able to maintain continued growth toward proficiency in state testing (see the below report for requested staff).

Tenet 3 - Curriculum

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

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

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

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

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

Reflective Prompts:

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

3.3- Professional development on differentiated instruction (intergrate with Personalized Learning district intitaitive and utilize our EL school designers))

2. Why did you select that area?

3.3-4 out of 11 classrooms observed by our team noted data driven instruction and/or modified instruction.

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

SCHEDULE- TEAM MEETINGS – not all coaches or teachers are present at all team meetings

STAFF- we are short staffed on the 7th/8th grade team, we are short staffed to meet the needs of our special education population

TIME CONSTRAINTS – short staffing has left little time for teachers and coaches to complete "EL" programming within the school day

BUILDING SIZE AND SPACE

We have gone from full time coaches to part time coaches that are teaching part time- so coaches can not provide teachers with the same amount of professional development or planning that we have in the past.

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

-Providing staff from the district

-Building size (renovation in the planning process)

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

	This does not represent a current need	This may represent a current need	This represents a current need
3.2 How the leaders set the tone for what the school values in terms of curriculum, which is evident in what is taught throughout the school		X	
3.3 The quality of the curriculum being taught			X
3.4 Interdisciplinary curriculum		X	
3.5 Using data to inform what is taught and using feedback that results in improvement		X	

Curriculum

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

What are some things the school staff have tried in the past to improve curriculum that have not resulted in the desired impact occurring?	For each of the items on the left, what are some reasons you believe may have resulted in those efforts not being fully successful?
1. Professional development through- Team Meetings/ROOTS Crew (is not sustainable with part time coaches)	1. Schedule /staffing
2. Part time coaching	2. Coaching/Staff

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

We will need to revise our STA's (standards, targets and assessments documents) as an effective way to ensure and plan CCLS aligned lessons, complex tasks, products and projects as well as assessments. We hope to increase coaching to ensure this and utilize our EL school designers to support with this lift. Professional development on formative assessment and differentiated instruction needs to be reviewed and dug into further. Targeted professional development on vocabulary and strategic questioning has shown growth in classroom observations and lesson plan collection evidence. We need to continue our screening and progress monitoring to meet the needs of each individual students and provide the appropriate intervention or extension to foster growth.

What are some things the school is trying differently this year to improve curriculum than in previous years?
1. Using expedition pacing calendars parallel district curriculum to ensure that tasks and lessons are CCLS aligned

What has given the school confidence that the efforts this year to improve curriculum will be successful?
Teachers and coaches have a common document to refer back to, in order to address pacing, standards and learning targets and all tasks and assessments can be directly linked to growth/proficiency toward standards.

The **one to five NEXT STEPS** for improving Curriculum are:
1. Refine team meetings and ROOTS crew (staff meetings) 2. Coaching/training/feedback/accountability formative assessment 3. Professional Development - differentiated instruction (build common language)

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

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

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

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

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

Reflective Prompts:

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

4.5- Increase student engagement through the implementation of protocols, total participation techniques, accoutnable talk moves and inquiry based apporaches that leave students feeling invested in their learning (teachers peer feedback) Allow more opportunities for students to self assess and track their progress (academic and habits of work and learning)

2.   Why did you select that area?

 4 out of 11 classrooms observed by our team noted data driven instruction and/or modified instruction.

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

Time/schedule/staffing/professional development

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

Staffing decisions from the district influence creation of the master schedule.

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

	This does not represent a current need	This may represent a current need	This represents a current need
4.2 How the leaders set the tone for what the school values in terms of instruction, which is evident in how lessons are taught throughout the school	X		
4.3 The quality of the instruction	X		
4.4 Teaching practices that allow students to feel invested in their lessons	X		
4.5 Using data to inform how teachers teach and effectively using self-evalualuation with students		X	

TENET 4 –Instruction

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

What are some things the school staff have tried in the past to improve instruction that have not resulted in the desired impact occurring?	For each of the items on the left, what are some reasons you believe may have resulted in those efforts not being fully successful?
1. Data meetings/part time coaches	1. If not all teachers and coaches are available for these meetings than, they occur less often and re-teach, or data driven decisions are not made as often.

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

Having an accountable staff member planning and implementing professional development, data analysis meetings along with observation and feedback cycles directly impacts the way and with what intensity our teachers use data to drive their instructional decisions.

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

1. Included DDI decisions (i.e- student groupings) to lesson plan format options.

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

This practice pushes teachers to apply data to their daily lesson planning and apply data to instructional decisions.

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

1. Peer Coaching system
2. Engagement Protocols re-training- inquiry based learning opportunities (coaching)

Tenet 5 – Social and Emotional Developmental Health

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

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

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

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

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

Reflective Prompts:

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

5.3- Professional development addressing students social/emotional developmental health

2. Why did you select that area?

Our school's student criteria brings us a lot of students struggling with trauma, attention deficit disorder, autisim spectrum disorder(s), bullying, teenager depression and/or self harm, therefore we need to create professional learning opportunities for our teachers to learn about these social and emotional developmental areas to ensure that our students needs are being met.

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

Staffing/professional development resources

Instructional Coaches- are teaching more than ½ of their time, one guidance counsleor, one social worker. We need a school based therapist, SPED teacher, Interventionist/expanding teacher

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

Staffing decisions from the district.

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

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

TENET 5 – Social-Emotional Developmental Health

Reflect on previous efforts the school has made to improve the quality of social-emotional developmental health.

What are some things the school staff have tried in the past to improve the social and emotional developmental health offerings that have not resulted in the desired impact occurring?	For each of the items on the left, what are some reasons you believe may have resulted in those efforts not being fully successful?
1. Reset procedure	1. More emphasis in Habits Unit, Summer Academy, Crew
2. HOWLS progress monitoring and incentives	2. PD and collaboration in restorative circles
3. Not providing a transition to 7th grade	3. Identifying social emotional transition plan for targeted sub group for grade 7

What has the school learned from its previous efforts to improve social-emotional developmental health?

Many students show the need for more check ins with a trusted adult throughout the course of the day

Nurtured Heart PD to be continued to support restoration circles

Increasing incentives (half way through the month)
Not having a full time nurse

What are some things the school is trying differently this year to improve social-emotional developmental health than in previous years?

1. Addition of AM crew along with PM crew to increase teacher to student check in(s)- crew plans/curriculum and increase in leaders following (same language)

2. We now have a Full time nurse (continue)

3. Student Council to increase student leadership in all crews

4. After school check in(s) continued to be supported in HOWLS

What has given the school confidence that the efforts this year to improve social-emotional developmental health will be successful?

- Teacher focus group stated that they feel more driven to follow crew curriculum, as it is teacher directed plans and shared accountability.

-AM/PM crew gives students more of a connection (builds a relationship) with crew leaders, check in with attendance, time to communicate with student needs that they may come in with in the morning

-56% of students say that they belong at school

- 70% of students feel that they are supported by the adults in the building

-52% of students feel that people in the building understand them as a person. Many students have time to get organized with an adult multiple times per day. AM Crew encourages attendance (without tardy) and students are attending first class prepared without breakfast.

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

1. Professional Development (trauma, self harm, bullying, ADHD, Autism spectrum disorders, obesity, teenage depression)
2. Staff additions (SPED, school based therapist, Intervention Teacher)
3. Creating accountable teams (grade level, content, SPED, ATL, staff)
4. Reset, restorative processes explicitly taught teachers and students

Tenet 6 – Family and Community Engagement

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

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

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

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

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

Reflective Prompts:

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

6.4- School's training to parents and to staff on creating and sustaining home-school partnerships allowed both parties to be able to work together to support student achievement.

2. Why did you select that area?

We see the need to provide more family professional development on above topics(trauma, self harm, bullying, ADHD, Autism spectrum disorders, obesity, teenage depression), to empower families to advocate for their children (social emotional and academic needs)

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

Research, oragnization and implementation by a staff member (time, role and commitment) – professional development resources

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

Parent Liaison- from the district – maybe we can reach out to with some of these needs

Or a full time instructional coach role

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

	This does not represent a current need	This may represent a current need	This represents a current need
6.2 How the leaders set the tone for family and community engagement, which is evident in the strength of the relationships seen between the school and its community	X		

6.3 The quality of the two-way, reciprical communication between families and the school.	X		
6.4 How well the school prepares families and staff to develop strong relationships with one another.			X
6.5 How well the data is used by the school to promote dialogue between families and the school.		X	

TENET 6 – Family and Community Engagement

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

What are some things the school staff have tried in the past to improve family and community engagement that have not resulted in the desired impact occurring?	For each of the items on the left, what are some reasons you believe may have resulted in those efforts not being fully successful?
1. PAC Meetings (monthly)	1. Not enough parents are coming- we are not a neighborhood school – advertise content of meeting

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

To communicate and advertise parent involvement meetings and opportunities.

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

1. Continued PAC – added robo calls- add child care during these meetings

2. Added commitments to interview process (grade 5 interviews)—to ensure parents are aware of ELMS commitments

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

Increased communication with families and providing our programming information in advance (i.e.-commitment signing)

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

1. Survey parents on PD options – PAC attendance to increase
2. Organizing and providing professional development (in above targeted areas)

CONNECTING ALL OF THE PIECES WITH LEADERSHIP

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

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

1. 3.3--FORMATIVE ASSESSMENT PLANNED AND DDI DECISIONS EXPLICIT IN TEACHER PLANNING/ PD DIFF INSTRUCTION (COMMON LANGUAGE)
2. 5.3--PD TRAUMA, BULLYING, AUTISM, DEPRESSION, OBESITY, SELF HARM
3. 4.4--INCREASE AND ENHANCE ENGAGEMENT/INQUIRY
4. 6.4--PAC TOPICS ADVERTISED, PD ABOVE

Tenet 2 - Leadership

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

2.2: Have school leaders worked with the school community to develop and promote goals/mission/vision **that drive and bring about sustained school improvement**?
2.3: Have school leaders used resources strategically to bring about **school improvement and increased student success**?
2.4: Have school leaders increased the instructional capacity of staff through collaboration, support, and targeted feedback **to ensure continuous improvement in instructional practices and ensure high-quality instruction exists**?
2.5: Have school leaders established systematic ways to track and monitor what is happening in the school, and do they use this insight to make informed decisions that will **move the school forward?**

Reflective Prompts:

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

2.4-We see the need for increase on going professional development to support above needs, systematic peer coaching cycles, staffing, explore team collaboration opportunities with content team, vertical planning, build capacity to sustain and grow our expeditions

2. Why did you select that area?

Thoroughout leadership observation phases, teachers have asked for further coaching supports and extensions in team planning.

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

Staffing, space, time, schedule

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

District decisions on staffing.

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 (*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*.)	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		

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. Focus on academics CCLS aligned instruction

    2. Climate and Culture (HOWLs)

    3. Project Based learning (expeditions- interdisciplinary)

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. Staff/Schedule

    2. Understanding student needs (obesity, ADHD, depression, self harm, autism)

    3. Space (classroom size)

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. Opportunities for vertical planning

    2. Peer mentoring and peer coaching

    3. Training differentiation (formative assessment)

    4. DDI

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

    School's Response: N/A