



|                                 |  |   |                |
|---------------------------------|--|---|----------------|
| <b>Name of principal:</b>       | Donna Formica  |   |                |
| <b>Name/number of school:</b>   | Institute of Technology at Syracuse Central / 421800010047 |   |                |
| <b>School address:</b>          | 758 E Adams St, Syracuse, NY 13202                         |   |                |
| <b>School telephone number:</b> | (315) 435-4300   | <b>Principal's direct phone number:</b> | (315) 435-4311 |
| <b>Principal's e-mail:</b>      | DFormica@scsd.us   |   |                |

**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.

| <b>Name of those assisting in the completion of the Self-Reflection<br/>(add rows if necessary)</b> | <b>Title</b>             |
|---|--------------------------|
| Donna Formica   | Principal                |
| Jim Natoli  | Vice Principal           |
| Julia Hallquist   | Academic Coach           |
| Thad Sohoski  | Library Media Specialist |
| Natasha Santiago  | School Counselor         |
| Yolanda Buie  | Teacher                  |
| Jeff Newell   | Teacher                  |
| Kathie Maniaci  | Parent                   |
| Karin Kirnie  | Data Coach               |
| Sharon Melfi  | District Support         |

### School Information Sheet for Institute of Technology at Syracuse Central

| School Configuration (2017-18 data)  |      |   |                |   |    |
|--|------|---|----------------|---|----|
| Grade Configuration  | 9-12 | Number of Students                              | 544            | Number of Teachers                            | 46 |
| 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  | 1    | # SETSS   | 4              | # Integrated Collaborative Teaching           | 0  |
| School Composition (most recent data)  |      |   |                |   |    |
| % Title I Population   | 71.1 | % Attendance Rate                               | 95.7           |   |    |
| % Free Lunch   | 67.3 | % Reduced Lunch                                 | 3.9            |   |    |
| % Limited English Proficient   | 4.8  | % Students with Disabilities                    | 12.9           |   |    |
| Racial/Ethnic Origin (most recent data)  |      |   |                |   |    |
| % American Indian or Alaska Native   | 0.9  | % Black or African American                     | 57.2           |   |    |
| % Hispanic or Latino   | 14.0 | % Asian or Native Hawaiian/Pacific Islander     | 6.6            |   |    |
| % White  | 18.4 | % Multi-Racial                                  | 2.8            |   |    |
| Personnel (most recent data)   |      |   |                |   |    |
| Years Principal Assigned to School   | 4    | # of Assistant Principals                       | 1              |   |    |
| % of Teachers with No Valid Teaching Certificate   | 10.9 | % Teaching Out of Certification                 | 2.2            |   |    |
| % Teaching with Fewer Than 3 Years of Experience   | 19.6 | Average Teacher Absences                        | 3.5 (Thru Jan) |   |    |
| Student Performance for Elementary and Middle Schools (2016-17)  |      |   |                |   |    |
| ELA Performance at levels 3 & 4  | NA   | Mathematics Performance at levels 3 & 4         | NA             |   |    |
| Science Performance at levels 3 & 4 (4th Grade)  | NA   | Science Performance at levels 3 & 4 (8th Grade) | NA             |   |    |
| Student Performance for High Schools (2016-17)   |      |   |                |   |    |
| ELA Performance at levels 3 & 4  | 90.5 | Mathematics Performance at levels 3 & 4         | 94.3           |   |    |
| Global History Performance at levels 3 & 4   | 83.8 | US History Performance at Levels 3&4            | 88.6           |   |    |
| 4 Year Graduation Rate   | 93.3 | 6 Year Graduation Rate                          | 88.5           |   |    |
| Regents Diploma w/ Advanced Designation  | 17.1 |   |                |   |    |
| Overall NYSED Accountability Status  |      |   |                |   |    |
| Priority School  |      | Local Assistance Plan                           |                |   |    |
| Focus School (indicate subgroups identified below)   |      | In Good Standing                                | √              |   |    |
| <b>SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:</b>   |      |   |                |   |    |
| <ol style="list-style-type: none"> <li>1. Tenet 2: The leader will work with the SLT and SIT to develop tracking tools to track student attendance, communicate to relevant stakeholders, and develop success plans. (Letter home, home visits, etc.)</li> <li>2. Tenet 3: Provide teachers with training on student engagement practices, specifically focusing on facilitating student discourse and higher level questioning.</li> <li>3. Tenet 4: Create opportunities for peer observation.</li> <li>4. Tenet 5: Provide students with training and opportunities to learn about and discuss culture and climate issues.</li> <li>5. Tenet 6: Provide additional events similar to those most well-attended during 2016-17 (Academic showcase, multi-cultural event, Student Showcase) Utilize the parent survey form for this purpose</li> </ol> |      |   |                |   |    |

## 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)**

|   |              |                           |              |              |                 |
|---|--------------|---------------------------|--------------|--------------|-----------------|
| <b>Number of Teachers</b>   | <b>46</b>    | <b>Number of Students</b> |              |              | <b>544</b>      |
| <b>Staffing Ratios</b>  |              |                           |              |              |                 |
| Ratio – Teachers per Student  |              |                           |              |              | <b>1 : 11.8</b> |
| Ratio – Administrators per Student  |              |                           |              |              | <b>1 : 272</b>  |
| Ratio - Guidance Counselors per Student   |              |                           |              |              | <b>1 : 272</b>  |
| Ratio - Social Workers per Student  |              |                           |              |              | <b>1 : 544</b>  |
| Ratio - Librarians per Student  |              |                           |              |              | <b>1 : 544</b>  |
| Ratio – Nurses per Student  |              |                           |              |              | <b>1 : 544</b>  |
| <b>Curriculum and Performance Data - HS</b>   |              |                           |              |              |                 |
| % of students who earn 5 or more credits during the school year   |              |                           |              |              |                 |
| % of 12 <sup>th</sup> grade students who have taken college entrance and/or college placement exams         |              |                           |              |              |                 |
| Dropout rate  |              |                           |              |              | <b>1.9%</b>     |
| % of 12 <sup>th</sup> grade students who have passed at least one Regents exam with a score of 90 or higher |              |                           |              |              |                 |
| % of students last year who received Regents Diplomas with advanced designation                             |              |                           |              |              |                 |
| % of students enrolled in dual-credit coursework  |              |                           |              |              |                 |
| % of current 12 <sup>th</sup> grade students enrolled in an Advanced Placement (AP) course                  |              |                           |              |              |                 |
| % of current 11 <sup>th</sup> grade students enrolled in an AP course                                       |              |                           |              |              |                 |
| % of students enrolled in Career and Technical Education (CTE) courses                                      |              |                           |              |              | <b>75.9%</b>    |
| % of HS students who have more than one study hall a day  |              |                           |              |              |                 |
| <b>Longitudinal Data</b>  |              |                           |              |              |                 |
| <b>HS ELA Performance Index</b>   |              |                           |              |              |                 |
|   | <b>12-13</b> | <b>13-14</b>              | <b>14-15</b> | <b>15-16</b> | <b>16-17</b>    |
| <b>School</b>   | <b>131</b>   | <b>113</b>                | <b>117</b>   | <b>135</b>   | <b>149</b>      |
| <b>State Avg HS</b>   | <b>156</b>   | <b>154</b>                | <b>158</b>   | <b>162</b>   | <b>TBD</b>      |
| <b>Difference btw School &amp; State Avg</b>  | <b>-25</b>   | <b>-41</b>                | <b>-41</b>   | <b>-27</b>   | <b>TBD</b>      |
| <b>HS Math Performance Index</b>  |              |                           |              |              |                 |
|   | <b>12-13</b> | <b>13-14</b>              | <b>14-15</b> | <b>15-16</b> | <b>16-17</b>    |
| <b>School</b>   | <b>94</b>    | <b>93</b>                 | <b>113</b>   | <b>108</b>   | <b>121</b>      |
| <b>State Avg HS</b>   | <b>136</b>   | <b>138</b>                | <b>141</b>   | <b>142</b>   | <b>TBD</b>      |
| <b>Difference btw School &amp; State Avg</b>  | <b>-42</b>   | <b>-45</b>                | <b>-28</b>   | <b>-34</b>   | <b>TBD</b>      |

**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?
  - After school tutoring and boot camps with teachers who have proven results.
  - AIS classes
  - Data Driven Instruction (DDI) meetings/ Data Analysis have led to different student groupings.
  - Personalized Learning (PL)
2. What are some things that you attribute to the performance results at your school over the last five years for Math?
  - After school tutoring and boot camps with teachers who have proven results.
  - AIS classes
  - DDI meetings/ Data Analysis have led to different student groupings.
  - Personalized Learning
  - Math support class every other day included in schedule.
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: N/A

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?

3.3: 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**

2. Why did you select that area?

Our data shows room for improvement in the following areas:

- 36% of lesson plans had evidence of higher level questions.
- 51% have planned lessons for opportunities for student discourse.
- 67% have planned lessons for formative assessment, this means that 23% of teachers are not planning for this.
- 72% planned lessons for differentiated strategies.

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

- Consistency and follow through for DDI meetings. We only do them for core content. Meeting times are a barrier. Purposeful preparation. Not all understand the value in purposeful planning.
- Time is a barrier for planning for differentiation.

- Fear of failing. Failing brings frustration when teachers feel that they had something that worked.
- Having access to accurate data for differentiation and understanding the data in a way that can inform instruction.
- Access to different resources for students who may be below grade level.
- Special Education (SE) and English as a New Language (ENL) teachers are not getting lesson plans early enough to modify for instruction.
- Teachers need planning strategies that promote differentiation.
- Teacher beliefs/pressure to cover content may impact planning for higher level questions/ opportunities for student discourse.

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

- Time: Other priorities are filling our time.
- DDI meetings: unclear expectations.
- Differentiation: Lack of participation in professional development after school/ PD summits.

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. Offered professional development opportunities after school.  | 1. PD after school not well attended.   |

|   |   |
|---|---|
| 2. DDI meetings   | 2. Unclear expectations, allotted time for meetings and ability to get common content teachers together. DDI is currently only for content areas. |
| 3. Discourse observations were showing promise but were not completely successful.  | 3. Shift in focus to PL.  |
| 4. Personalized Learning has allowed us to renew our discussion of data and student ownership, but lessons are not being consistently implemented by all teachers on team.  | 4. Lessons are hard to plan, it takes a lot of time. Confusion/ Lack of consensus regarding PL. Lack access to data. Technology issues.           |
| <p>What has the school learned from its previous efforts to improve curriculum?</p> <ul style="list-style-type: none"> <li>• We need to rethink how we deliver professional development.</li> <li>• DDI meetings need to include other content areas with consistent expectations.</li> <li>• Meetings need adequate time/preparation.</li> <li>• We need to weave previous professional development (PD) efforts into new ones.</li> <li>• We need to develop a clear understanding of what personalized learning will look like for us and offer the necessary supports.</li> </ul> |   |
| <p>What are some things the school is trying differently this year to improve curriculum than in previous years?</p> <ol style="list-style-type: none"> <li>1. Personalized Learning</li> <li>2. Cross content lessons</li> <li>3. Focus on Career Ready Practices</li> </ol>   |   |
| <p>What has given the school confidence that the efforts this year to improve curriculum will be successful?</p> <p>We are seeing an increase in teachers working collaboratively on Personalized Learning lessons and interdisciplinary strategies.</p>  |   |
| <p>The <b>one to five NEXT STEPS</b> for improving Curriculum are:</p> <ol style="list-style-type: none"> <li>1. Weave higher order questioning/discourse into personalized learning.</li> <li>2. Develop, implement, and monitor consistent protocols for DDI in all content areas.</li> <li>3. Be more creative in utilizing common planning to include professional development, department meetings, faculty meetings, and conference days.</li> <li>4. Ensure lesson plans are monitored and are addressing all components. (Create a tool.)</li> </ol>                          |   |

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?

**4.3:** The teachers' instructional practices lead to **high levels of engagement and improved achievement.**

2. Why did you select that area?

- Classroom visits show
  - 19%: Questions include higher-order, include ALL students and are sequenced.
  - 21%: Teacher conducts short formative assessments throughout the class.
  - 38%: Student work and materials are differentiated.
- Climate Survey, Student survey: Responses that include "All of the Time" or "Often."
  - How often do your teachers take time to make sure you understand the material? 59%
  - How often do teachers make you explain your answers? 60%

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

- As shown in 3.3, teachers are not planning for higher-level questions, formative assessment and differentiation.
- The school does not currently have a systematic way of providing feedback from walkthroughs specific to these areas.

- Pressure to get through content.

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

- Accountability measures for including higher level questions, differentiation, and formative assessment is not in place.
- Mindset shift from focusing on covering content to making deeper connections at a proficiency level.

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

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

TENET 4 –Instruction

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 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. Plan for and implement higher order questions, formative assessment and differentiation.   | 1. Lack of consistent accountability.   |
| 2. We implemented personalized learning in order to target instruction, which would foster higher order questions, formative assessment, and differentiation. | 2. This is a relatively new process. We would like to continue developing this strategy at a deeper level.                          |

|   |  |
|---|--|
|   |  |
| <p>What has the school learned from its previous efforts to improve instruction?</p> <ul style="list-style-type: none"> <li>• It takes time to implement new strategies with fidelity.</li> <li>• Leadership needs to take a systematic approach to instructional accountability and feedback.</li> </ul>   |  |
| <p>What are some things the school is trying differently this year to improve instruction than in previous years?</p> <ol style="list-style-type: none"> <li>1. Utilize Pathways in Technology Early College High School (PTECH) model for work-based learning in Career and Technical Education (CTE) programs.</li> <li>2. Systematically utilizing teachers to provide professional development during staff meetings.</li> <li>3. Peer observations.</li> <li>4. Personalized Learning.</li> <li>5. Career Ready Practices.</li> </ol>  |  |
| <p>What has given the school confidence that the efforts this year to improve instruction will be successful?</p> <ul style="list-style-type: none"> <li>• Graduation rates: increased advanced diplomas for all populations and decreased local diplomas.</li> <li>• Significant increase in black student graduation rate from 57% to 88%.</li> <li>• CTE endorsements went from 8 to 21. <ul style="list-style-type: none"> <li>○ Implementation of NOCTI pretesting at 11<sup>th</sup> grade level to acquire better data to drive instruction.</li> </ul> </li> <li>• Smart Scholars: % of college credits earned is comparable at about 95%, but the number of students is fewer. <ul style="list-style-type: none"> <li>○ More holistic approach to selection of Smart Scholars students.</li> <li>○ Offered summer class to prepare students for work at Onondaga Community College (OCC).</li> </ul> </li> <li>• PTECH: In Fall 2016 of 38 11<sup>th</sup> grade PTECH students at OCC, 19 passed earning 63 credits. In Fall 2017 of 33 11<sup>th</sup> grade PTECH students at OCC, 27 passed, earning 94 credits. <ul style="list-style-type: none"> <li>○ Leaders implemented additional supports for PTECH students (during school, after school, and summer) to address identified issues.</li> </ul> </li> <li>• ELA and math performance data: Even though we are not meeting the state average, we are improving our Performance Indicator score in both ELA and Math.</li> <li>• Classroom Visit Data: <ul style="list-style-type: none"> <li>○ 70% of students are engaged in persistent grade level demanding text and content.</li> <li>○ 74% of classrooms observed have new concepts tied to prior skills and knowledge.</li> <li>○ 79%: Teacher guides students through tasks, moves through the classroom, and checks on student work.</li> <li>○ 66%: Instruction is explicit and scaffolded.</li> <li>○ 65%: Learning objective guides the lesson.</li> </ul> </li> <li>• PL Strategies: Number of reported lessons implemented: <ul style="list-style-type: none"> <li>○ November: 40</li> <li>○ December: 24</li> <li>○ February: 48</li> <li>○ March: 34</li> </ul> </li> <li>• Group Interviews:</li> </ul> |  |

- Teachers shared that they created positive cultures in their classrooms by building strong relationships. Students supported that statement in their interview.
- Most parents felt that students were safe in the school and the learning environment was tailored to the student needs.
- Most students shared that students help each other and students share the goal of graduating.

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

1. PL recommendations:
  - Increase frequency of targeted small group instruction based on timely data through the development and use of teacher tracking sheets.
  - Teachers participate in data cycles around PL implementation.
  - Leadership: reinforce the importance of using multiple sources of data to drive instruction.
2. Develop systematic strategies for accountability around instruction: walkthrough tools, feedback forms, etc.
3. Continue peer observation. Include accountability measure.

## 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?

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

2. Why did you select that area?

- Climate Survey Student Responses: Responses that include "All of the Time" or "Often."
  - I feel like I belong at my school: 58%
  - The adults at my school give me support: 63%
  - Other students at my school show me respect: 57%
  - Students get to know each other well in class: 66%
  - Students don't get to know each other well: 55%
  - People at my school understand me as a person: 46%
  - If I walked into class upset my teacher would be concerned: 51%
  - Bullying is an issue at my school: 42%
- While these numbers are encouraging, we are striving to create a culture of belonging in our building.

3. What are the barriers that have kept the school from being successful in this area?
  - Upperclassman taking classes at OCC are not in the building full time.
  - Our school is small. It does not have some resources that help to create school identity: auditorium, athletic fields, building based music/drama program, fewer school based sports.
  - PTECH/ITC divide.
  - Students come from all over the city; we are not a neighborhood school.
  
4. What has kept the school from addressing these barriers?
  - Structure and size of school.
  - Lack of field space.
  - School within a School (PTECH).

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. Fun Nights, 3 times a year.</p>   | <p>1. They are effective but are only including approximately 100 students in our building.</p>   |
| <p>2. Field experiences.</p>  | <p>2. We are doing well for the PTECH students but need to increase the number of experiences for students who attend ITC.</p>  |
| <p>3. Building Men, Choices, Teen Institute, Community Wide Dialogue.</p>   | <p>3. These programs are effective, but they are after school and do not include enough students. Many of these programs have caps on the number of students who may participate.</p> |
| <p>4. Recognition of students: honor roll luncheon, attendance certificates, students of the month.</p>   | <p>4. These programs are effective, but they do not reach the entire school population.</p>   |
| <p>What has the school learned from its previous efforts to improve social-emotional developmental health?</p> <p>Social-emotional efforts help the students that we are reaching, but we strive to reach more students.</p>  |   |
| <p>What are some things the school is trying differently this year to improve social-emotional developmental health than in previous years?</p> <ol style="list-style-type: none"> <li>1. 1<sup>st</sup> year of the Building Men program at ITC.</li> <li>2. Inviting Fire Department, SU Public Safety, in addition to SCPD to Fun Nights.</li> <li>3. 12-1-1 class, interaction between students has been positive.</li> <li>4. Club and Activity Showcase during lunches in September for students to receive information on offerings and to sign up.</li> </ol> |   |
| <p>What has given the school confidence that the efforts this year to improve social-emotional developmental health will be successful?</p> <ul style="list-style-type: none"> <li>• Our referral rate is .14 incidents per student. The OSS recidivism rate is down 7%.</li> <li>• Parent focus group: <ul style="list-style-type: none"> <li>○ 4/5 parents (80%) felt their students were safe at school.</li> </ul> </li> </ul>  |   |

- 5/5 parents (100%) say the school provides them with resources to support their students' social emotional development.
- Support Staff:
  - From administration on down there is respect - even when admins are dealing with students who are in a situation.
  - Adults visiting see a culture of respect.
- Students are leading efforts to facilitate and improve the Multi-Cultural Festival.

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

1. Involve guidance in College and Career Readiness Coaching (CCR) planning and teach social and emotional health.
2. Develop Senior Freshman mentoring program.
3. Improve SIT communication process.
4. Increase number of activities to include the whole school or more students (Field experiences, activities at lunch (welcome back picnic).

## 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?

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

2. Why did you select that area?

- Parent meeting data:
  - Total for half days: 83/535 parents attended.
  - Total for 9<sup>th</sup> and 10<sup>th</sup> grade teams for year: 24/ 180 parents attended.
- Student showcase attendance: 10/535 parents attended.
  - Students appeared to have a good time.
  - Media students created video for recruitment for next year.
- Parent attendance data:
  - CSE meeting attendance by parents (39 of 69 meetings), Senior Certifications (40 parents of 140).
  - Approximately 10% of parents showed up for Junior Night (15 families of 150 students).
  - Open house: 16% (88 of 535 parents).
- Parent Family Organization (PFO) Meeting Attendance is low, approximately 4 families per meeting consistently, no classroom teachers.

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

- ITC is not a neighborhood school.
- There were no responses to the parent survey questions, "Please add any information that would help ITC/PTECH build our relationship with you."
- Parent Survey:

- Issues that prevent parents from attending events: parents work at night, other obligations.
- Attendance CSE/504 and Senior Certification: working, child care, transportation.

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

- We are attempting to address barriers by responding to open house parent survey.
- Low response to climate survey.
- Parents prefer texts but do not sign up for Remind.
- Inaccurate emails and phone numbers in e-school is a barrier to using text/email for official school communication.

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

|   | This does not represent a current need | This may represent a current need | This represents a current need |
|---|--|-----------------------------------|--------------------------------|
| 6.2 How the leaders set the tone for family and community engagement, which is evident in the strength of the relationships seen between the school and its community | x                                      |                                   |                                |
| 6.3 The quality of the two-way, reciprocal communication between families and the school.   |  |                                   | x                              |
| 6.4 How well the school prepares families and staff to develop strong relationships with one another.   |  | x                                 |                                |
| 6.5 How well the data is used by the school to promote dialogue between families and the school.  | x                                      |                                   |                                |

#### TENET 6 – Family and Community Engagement

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. PFO tailored Parent Meetings to responses to survey.   | 1. Parent attendance remains low.   |
| 2. Student Showcase, Junior College Planning Nights were publicized more this year through Robocall, posts on Facebook, flyer home, PFO                         | 2. Events continue to have low attendance.  |

|  |   |
|--|---|
| email, Remind, Posted throughout school, announcements, Tech News, School Calendar.  |   |
| 3. Parents are invited by letter to CSE/504 and Senior Certification Meetings.   | 3. Low parent participation in CSE/504 and Senior Certification meetings. |
| 4. Included family portraits and food cooked by culinary students in Student Showcase.   | 4. Event still had low attendance.  |
| <p>What has the school learned from its previous efforts to improve family and community engagement?</p> <ul style="list-style-type: none"> <li>• Parents attend events that provide them supports they need, for example, applying for college/financial aid and 9<sup>th</sup> grade transitioning.</li> <li>• Parents of underclassmen attend more events.</li> <li>• Parents participate in Multicultural Festival and projects that include cooking.</li> <li>• Parents come to sporting events: football, basketball, volleyball.</li> </ul> |   |
| <p>What are some things the school is trying differently this year to improve family and community engagement than in previous years?</p> <ol style="list-style-type: none"> <li>1. Family Portraits as part of the showcase night.</li> <li>2. PFO poster survey at Open House.</li> <li>3. Emailing and using Remind app for PFO meetings.</li> <li>4. We tailored PFO meeting topics to suggestions from Parent Survey.</li> </ol>  |   |
| <p>What has given the school confidence that the efforts this year to improve family and community engagement will be successful?</p> <p>We are willing to keep trying different things to build relationships with parents. Students are attending events without their parents. We know that there are some events that are working, for instance, Financial Aid Night, 9<sup>th</sup> Grade/PTECH orientation, Smart Scholar/PTECH OCC Orientation.</p>   |   |
| <p>The <b>one to five NEXT STEPS</b> for improving Family and Community Engagement are:</p> <ol style="list-style-type: none"> <li>1. Staff (and Student Teachers) – welcome letters mailed to parents and families that describe the curriculum and classroom expectations.</li> <li>2. Add best day of week to Parent Survey.</li> <li>3. Collect data at events to determine who is coming and from students to determine why parents may not be coming.</li> </ol>   |   |

## 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: Teachers are planning 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.
2. 4.3: The teachers' instructional practices lead to high levels of engagement and improved achievement.
3. 5.3: All students' social/emotional health needs are being met as a result of the school's social/emotional curricula, programs, and materials and the professional development addressing social/emotional developmental health.

### 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?  
**2.5:** School leaders have established systematic ways to track and monitor what is happening in the school, and they use this insight to make informed decisions that will **move the school forward.**
2. Why did you select that area?

Monitoring: We have many systems in place but can improve on ensuring these systems are followed. For example, we have identified the following action steps from Tenets 3 and 4.

- Develop, implement, and monitor consistent protocols for DDI in all content areas.
- Monitor lesson plans to ensure teachers are addressing all components (Create a tool.)
- Develop systematic strategies for accountability around instruction: walkthrough tools, feedback forms, etc.
- Continue peer observation. Include accountability measure.
- Severely Chronic Absences: 14% in March of 2018.

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

- The school-led review process revealed the need to monitor more closely the areas identified above.

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

- The school-led review has helped us to recognize the overall impact this had on student achievement.

A simplified way to understand the areas that the Needs Assessment Team will be examining is presented below. Identify if you believe the area represents a current need at the school.

|   | This does not represent a current need | This may represent a current need | This represents a current need |
|---|--|-----------------------------------|--------------------------------|
| <b>2.2</b> How the leaders set the tone for the school, which is evident in the strength of the instructional and non-instruction programs throughout the school.   | x                                      |                                   |                                |
| <b>2.3</b> School leaders making choices strategically so that gains can be realized ( <i>choices would include all choices leaders make, including how leaders use their own time, the time of those in the building, the people in the building, and discretionary spending available, etc.</i> ) | x                                      |                                   |                                |
| <b>2.4</b> Instructional leadership   |  | x                                 |                                |
| <b>2.5</b> The leaders have developed a systematic 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.

1. The school leaders made the decision to hire OCC Liaisons in order to support ITC/PTECH students on the OCC Campus by helping students to access on-campus supports, monitoring grades, calling families, interfacing with professors and staff at ITC. We know this decision was correct because of the following improvements:

*Smart Scholars: Percent of college credits earned is comparable at about 95%, but the number of students is fewer.*

- *More holistic approach to selection of Smart Scholars students*
- *Offered summer class to prepare students for work at OCC*

*In Fall 2016, of 38 11<sup>th</sup> grade PTECH students at OCC, 19 passed, earning 63 credits. In Fall 2017, of 33 11<sup>th</sup> grade PTECH students, 27 passed, earning 94 credits.*

2. The school leaders made the decision to fund professional development for personalize learning over the summer in order to grow the use of personalized learning as a building wide strategy. We know this decision was correct because of the following improvements:

*The number of teachers on the PL team grew from 10 to 22. The number of reported PL lessons implemented during the months of November through March were:*

- *November: 40*
- *December: 24*
- *February: 48*
- *March: 34*

**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 many students in cohort 2014 were not on track to graduate as a result of monitoring on-track to graduation rates. This led the school leader(s) to implement a teacher-student mentoring program. We know this response was a good approach because of the students identified as off-track to graduate last year, 39 of the 70 students were on-track to graduate after the January Regents Examinations.
2. The school leader(s) learned that PTECH students were struggling at OCC as a result of monitoring student grades. This led the school leader(s) to change the scope and sequence of classes for students at OCC and to offer support classes at ITC. We know this response was a good approach because in Fall 2016, of 38 11<sup>th</sup> grade PTECH students at OCC, 19 passed, earning 63 credits. In Fall 2017, of 33 11<sup>th</sup> grade PTECH students, 27 passed, earning 94 credits.

## TENET 2 - NEXT STEPS

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

1. Develop, implement, and monitor consistent protocols for DDI in all content areas.
2. Monitor lesson plans to ensure they are addressing all components (create a tool).
3. Develop systematic strategies for accountability around instruction: walkthrough tools, feedback forms, etc.
4. Continue peer observation. Include accountability measure.
5. Work with Proving Ground organization to develop strategies to improve attendance.

## WHOLE SCHOOL REFLECTION

1. In thinking about the answers provided and the school as a whole identify three to five things the school believes it does well:
  1. Social Emotional Supports.
  2. Communication with Parents.
  3. All stakeholders share a common vision.
  4. Building relationships with students.
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. Time.
  2. Follow through on initiatives.
  3. Student attendance.
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. More focused use of time in team meetings and conference days. (Higher-level questioning, student discourse, implementation of personalized learning, communication with parents and students.)
  2. Create a system of shared accountability relating to DDI, lesson planning and instruction (higher-order questioning, formative assessment, and student discourse), and peer observation.
  3. Improve student attendance (first period and daily.)
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**