



Name of principal:	Kimberly Coyne		
Name/number of school:	Franklin Elementary School/421800010021		
School address:	428 S. Alvord St, Syracuse, NY 13208		
School telephone number:	315-435-4550	Principal's direct phone number:	315-435-4554
Principal's e-mail:	kcoyne@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.

Name of those assisting in the completion of the Self-Reflection (add rows if necessary)	Title
Kimberly Coyne	Principal
Dawn Kivlehan	Vice Principal
Timothy Upton	4 th Grade Teacher
Mary Laneve	MCL
Kaylee Gaj	ENL Teacher
Kecia Buczek	Instructional Coach
Melissa Sugamele	MCL
LaToya Medley	Special Education Teacher
Kristen Raymond	Art Teacher
Kimberlee Vargas	Social Worker
Carol Thresh	1 st Grade Teacher
Karen Kirnie	Data Coach
Sharon Melfi	District Support

School Information Sheet for Franklin Elementary School

School Configuration (2017-18 data)					
Grade Configuration	PK-5	Number of Students	706	Number of Teachers	52
Types and Number of English Language Learner Classes (2017-18)					
# Transitional Bilingual	0	# Dual Language	0	# Self-Contained English as a Second Language	9
Types and Number of Special Education Classes (2017-18)					
# Special Classes	0	# SETSS	5	# Integrated Collaborative Teaching	0
School Composition (most recent data)					
% Title I Population		58.2	% Attendance Rate		92.3
% Free Lunch		57.9	% Reduced Lunch		0.3
% Limited English Proficient		33.7	% Students with Disabilities		15.2
Racial/Ethnic Origin (most recent data)					
% American Indian or Alaska Native		0.4	% Black or African American		34.4
% Hispanic or Latino		7.6	% Asian or Native Hawaiian/Pacific Islander		33.6
% White		15.4	% Multi-Racial		8.5
Personnel (most recent data)					
Years Principal Assigned to School		1	# of Assistant Principals		1
% of Teachers with No Valid Teaching Certificate		5.8	% Teaching Out of Certification		3.8
% Teaching with Fewer Than 3 Years of Experience		30.8	Average Teacher Absences		1.1
Student Performance for Elementary and Middle Schools (2016-17)					
ELA Performance at levels 3 & 4		15.9	Mathematics Performance at levels 3 & 4		19.2
Science Performance at levels 3 & 4 (4th Grade)		61.4	Science Performance at levels 3 & 4 (8th Grade)		NA
Student Performance for High Schools (2016-17)					
ELA Performance at levels 3 & 4		NA	Mathematics Performance at levels 3 & 4		NA
Global History Performance at levels 3 & 4		NA	US History Performance at Levels 3&4		NA
4 Year Graduation Rate		NA	6 Year Graduation Rate		NA
Regents Diploma w/ Advanced Designation		NA			
Overall NYSED Accountability Status					
Priority School			Local Assistance Plan		
Focus School (indicate subgroups identified below)			In Good Standing		√
Focus School Identified Subgroups					

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	52	Number of Students			706
Staffing Ratios					
Ratio – Teachers per Student					1:13.6
Ratio – Administrators per Student					1:353
Ratio - Guidance Counselors per Student					0:706
Ratio - Social Workers per Student					1:353
Ratio - Librarians per Student					1:706
Ratio – Nurses per Student					1:706
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					
% of Grade 4-6 students who have 10% of the weekly time spent in school be allocated to dance, music, and theatre and visual arts					
Average number of minutes of Social Studies instruction per week in Grades 4 to 6					
Average number of minutes of Science instruction per week in Grades 4 to 6					
Longitudinal Data					
ELA Performance Index					
	12-13	13-14	14-15	15-16	16-17
School	36	38	37	43	62
State Avg Elem/MS	104	102	100	112	TBD
Difference btw School & State Avg	-68	-64	-63	-69	TBD
Math Performance Index					
	12-13	13-14	14-15	15-16	16-17
School	31	45	43	52	68
State Avg Elem/MS	101	111	113	115	TBD
Difference btw School & State Avg	-70	-66	-70	-63	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?

In 2016-2017, Franklin scored 16% proficient in ELA, which was an increase of 5% from 2015-16, and an 8% increase from the 2014-15 school year. Factors that have contributed to the increase include:

- Addition of AIS
- Departmentalization in Grades 2-5; ELA, Math, Content/Writing
- Implementation of MCLs and the Opportunity Culture Model
- Use of DDI protocols

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

In 2016-2017, Franklin scored 19% proficient in math, which was a 6% increase from 2015-16, and an 8% increase from the 2014-15 school year. Factors that have contributed to the increase include:

- Addition of AIS and use of SOAR, IFL
- Departmentalization in Grades 2-5; ELA, Math, Content/Writing
- Implementation of MCLs and the Opportunity Culture Model
- Use of DDI protocols

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?

3.5 Using data to inform what is taught and using feedback that results in improvement.

2. Why did you select that area?

We have systems to collect and analyze data. However, we do not have a consistent system to develop multiple assessments to inform instruction. Teachers need more formal methods to provide feedback based on data to make adaptations to curriculum to improve student achievement and ownership of learning.

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

Prioritizing building culture, building looks fors, ENL support, and data collection was the focus due to staff turnover.

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

Franklin needed to put in place various other steps to create a foundation to allow all staff to understand and access Franklin's standards and expectations. Such as prioritizing building culture, building look fors, ENL support, data collection and analysis.

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			
<p>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 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. SCSD curriculum, interventions, and assessments at the K-2 level were implemented.	1. Curriculum interventions, and assessments at the K-2 level were fragmented. Professional Development and instructional support was inconsistent.		
2. DDI (Data-Driven Instruction) cycle.	3. Investing and balancing time in multiple district initiatives.		
4. Small group instruction.	5. Lack of consistent protocols for monitoring and adjusting small group instruction. Inconsistent use of small group instruction building wide.		

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

Franklin has learned that consistent professional development delivered in a systematic approach along with time, prioritizing district initiatives, and creating school wide protocols are key to successful use of curriculum, use of DDI, assessments, and feedback.

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

1. Adhering to DDI protocols.
2. Core 4 look-fors to help guide small group instruction through the Personalized Learning Initiatives.
3. Systematically scheduled professional development to better support district and school initiatives.

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

According to the Staff Climate Survey, 87% of staff reported that colleagues and administration with regard to initiatives supported them as they were given professional development and time to be able to implement standards and expectations.

Franklin's Mid-year STAR data for the 2017-2018 school improved:

- K/1/2 Early Literacy increase of 5 months in grade equivalency
- 3-5 reading increase of 2 months in grade equivalency
- 1-5 math increase of 6 months in grade equivalency

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

1. Create a process to develop a system to guide teachers' use of assessments.
2. Professional development to focus on effective teacher feedback.
3. Professional development to focus on student goal setting and ownership of learning.
4. Create a plan to monitor teacher use of assessment, feedback, and student goal setting and ownership.

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?

4.5 Using data to inform how teachers teach and effectively using self-evaluation with students.

2. Why did you select that area?

Teachers have systems to collect and analyze data but do not have a system to offer consistent, timely and purposeful feedback. With timely and purposeful feedback, student achievement will increase. Teachers need more formal methods to provide feedback based on data to inform instructional decisions which will lead to increased student achievement.

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

Prioritized building culture, building looks fors, ENL support, and data collection were the focus due to staff turnover.

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

Teachers needed to focus on building a foundation based on Franklin’s standards and expectations.

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. Book studies geared toward ENL strategies.	1. All staff did not attend book studies.
2. TLT (Teacher’s Learning Time) was delivered based on Franklin standards and expectations.	2. High staff turnover in previous years.
3. TLT was scheduled.	3. TLT was not systematic and topics were too broad and there were too many. It was not teacher centered.
4. SCSD curriculum, interventions, and assessments at the K-2 level were implemented.	4. Curriculum interventions and assessments at the K-2 level were fragmented. Professional Development and instructional support was inconsistent.

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

Franklin has learned that a systematic approach to TLT, where 100% of staff attend and actively participate, is key to teacher growth and quality instruction. We have also learned that TLT must be monitored for fidelity.

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

1. Monthly TLT agenda.
2. Use of ENL coach, EL coach, instructional coach and data coach.
3. Regular and focused ILT (Instructional Leadership Team) meetings.
4. Staff input.
5. Effort to support cross curriculum implementation of Franklin Look Fors.
6. Differentiate TLT and instruction in K/1 to better meet student needs.

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

According to the Staff Climate Survey, 87% of staff reported that colleagues and administration with regard to initiatives supported them as they were given professional development and time to be able to implement standards and expectations.

Increased use of support network including use of ENL, EL, instructional, and data coach.

Strategically hiring administrators with ENL and special education backgrounds.

Professional development approach for teachers.

Franklin's Mid-year STAR data for the 2017-2018 school improved:

- K/1/2 Early Literacy increase of 5 months in grade equivalency
- 3-5 reading increase of 2 months in grade equivalency
- 1-5 math increase of 6 months in grade equivalency

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

1. Adhere to system for walk-throughs and delivering effective feedback.
2. Work with data coach on monitoring system for walk-throughs.
3. Incorporate teacher input regarding small group instruction look- fors.
4. Develop criteria for building-wide implementation of student goal setting.
5. Plan professional development next steps.

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 The quality of the social-emotional developmental health offerings for all students.

2. Why did you select that area?

Franklin is at the beginning stages of implementation of PAX (bulding-wide). This shows a need for more professional development in these areas to meet the needs of our students.

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

The barriers are that staff were trained too close to school, and there is a need for coaching in PAX. Some staff did not receive full training. There is also a lack of planned TLT with support staff.

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

There were multiple initiatives academically and behaviorally to train all staff in a short period.

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
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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.			
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. Weekly meeting with support staff.	1. The meeting often pertained to academics and/or did not pertain to all members of the meeting. Lack of professional development about the process to have solution oriented meetings.		
2. Attempt to train all staff in PAX.	2. Unable to fully train all staff to the level required ensuring success. Lack of ongoing support for all staff.		
3. Attempted professional development addressing trauma.	3. Timing and lack of follow up.		

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

Franklin has learned that professional development must be systematic, on going, and building-wide in order to be successful. There is also a need to monitor the implementation of professional development.

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

1. Support staff has tried to meet on an as needed basis regarding students' needs.
2. Building wide implementation of PAX.
3. Getting a regularly scheduled sub to cover teachers for SIT-A meetings.
4. Using attendance data and the social worker assistant to be strategic with student support, attendance support, and follow through with attendance initiatives.

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

Attendance data is showing improvement. Franklin had the best attendance data for the district for the months of February and March. Overall, Franklin has been in the top 4 schools in the district for attendance.

Regularly scheduled SIT-A meetings have a classroom teacher present.

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

1. Create a system to monitor and adjust CICO (Check In Check Out).
2. Create a professional development schedule to include trauma sensitivity.
3. Examine the possibility of having a regularly scheduled TLT with support staff.
4. Increase staff initiating SIT-B referrals and collaborating in the process.

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 quality of the two-way, reciprocal communication between families and the school.

6.5 How well the data is used by the school to promote dialogue between families and the school.

2. Why did you select that area?

Franklin has used many avenues to share information with families. However, these methods have not seen the return from families. There is a need to help parents understand and support our mission/goals.

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

The barriers are that families come with trauma, cultural and language needs that compromise our efforts.

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

Franklin is using many methods but needs more training in the areas of trauma and poverty to help overcome these barriers.

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. Franklin offered monthly family nights.	1. There have been too many nights offered too often. Family nights are all in the middle of the evening.		
2. Professional development was given on poverty and ENL strategies in the past	2. Unable to fully train all staff to the level required that would ensure success. Lack of ongoing support for all staff.		
3. Robo-calls to share some school information.	3. Robo-calls have only been in one language.		
4. Data was shared in limited amounts with families.	4. Sharing was at the surface level such as just at the first report card meeting.		

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

Franklin has learned that data needs to be shared and discussed at all events. The events may need to be more varied in types and times to allow for more communication. The events need to be global and more focused on how/who we invite. Franklin will take into consideration the family dynamics when planning future events.

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

1. Communication used more technology (DOJO, SeeSaw) and was sent out in more languages.
2. Events were off-site to generate enthusiasm and increase participation with a data component.
3. Parents were invited to celebrate students' success.

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

Families using and communicating with DOJO has increased.

Families using social media avenues (i.e.: Facebook).

Families enrolled in the Health Center have increased.

Both the Parent Climate survey and the Parent Focus group reported back with positive information.

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

1. Fewer family nights, strategically targeting school initiatives, and varying times to encourage more involvement.
2. Prioritize culturally responsive and trauma sensitive training for next school year.
3. Robo-calls will be translated in various languages and eSchool will be used to share out appropriately.
4. Data will be shared out at all Family Nights and included in more newsletters and other information that is sent home via student, DOJO or social media.
5. Survey to parents to see when, and in what format, they would like to come into the school to meet.

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?

3.5 Using data to inform what is taught and using feedback that results in improvement.

4.5 Using data to inform how teachers teach and effectively using self-evaluation with students.

5.3 The quality of the social-emotional developmental health offerings for all students.

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 The leaders have developed a systematic approach to monitoring how the school is doing so that efforts and initiatives can be successful.

2. Why did you select that area?

Due to building need in areas 3.5 and 4.5, creating and maintaining overarching systems and monitoring those systems for effectiveness, 2.5 is an area of need.

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

The principal at Franklin is a first year principal and significant staff turnover for the 2017-18 school year have kept the school from being successful in this area. Due to the high turnover and new administrative team, foundational standards were prioritized to establish climate and culture for academics and behavioral initiatives.

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

It takes time to implement new systems and prioritize the needs of the building.

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 discretionary spending available, etc.</i>)		X	
2.4 Instructional leadership		X	
2.5 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.

The school leaders made the decision to *decrease the number of blocks that MCLs taught in order to increase the time MCL’s have to support teachers and increase teacher effectiveness*. We know this decision was correct because of the following improvements:

- 100% of classroom teachers have been observed by an MCL or coach.
- 100% of teachers have been observed implementing the Franklin look fors.
- 100% of teachers have been deemed effective or developing according to APPR observations.
- 90% of staff (in Climate Survey) believed that leaders are knowledgeable about what is happening in the classrooms.

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:

The school leader(s) *were aware that student attendance was below the 95% district goal*. This led the school leader(s) to *create building wide systems to track and celebrate improved attendance and target chronically absent students to provide necessary supports for families*. We know this response was a good approach because *our severely chronically absent students have decreased monthly*.

Franklin received district recognition for least chronically absent students in the district in the months of February and March. According to our data, 70% of our students have satisfactory attendance. Common language and awareness among students and staff has increased due to the multiple student incentives, family awareness, and increased communication among all stakeholders including translated letters for our ENL families.

TENET 2 - NEXT STEPS

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

1. Create an overarching system that encompasses the sub systems created to monitor curriculum, instruction, social/emotional health, and parent/ family engagement.
2. Coordinate walk-throughs and observations by all instructional leaders and adhere to the plan and system put in place.
3. Develop one walk-through tool that incorporates all building initiatives (ENL, EL, Core 4).
4. Administrator will create a system to allocate fiscal resources in a timely and efficient manner.

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. Franklin has begun the DDI process and does well with data collection.
 2. Franklin has a strong sense of collegiality among all staff.
 3. Franklin has initial systems in place.

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. Lack of understanding of poverty and trauma backgrounds affecting our students.
 2. Administrators and staff new to Franklin as it takes time to build a positive culture and climate.
 3. Varied levels of understanding of the Franklin DDI process.

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. Regarding data collection; Franklin needs to strategically utilize the data collected in order to make the most significant impact on student achievement.
 2. Regarding use of data collected; Franklin needs to communicate the data and continue to engage the whole community in dialogue about Franklin's successes and needs.
 3. Franklin needs to create systems for monitoring assessments, feedback, CICO, SIT progress monitoring (academically and behaviorally).

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