

Name of principal:	Amy Sykes		
Name/number of school:	Edwards-Knox Junior/Senior High School		
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A Message to School/District Leaders:

The Local Assistance Plan (LAP) Self-Reflection Process Document provides school-based teams the opportunity to reflect on the practices that exist within the school in preparation for identifying the appropriate next steps on their LAP that will support increased student academic achievement.

Schools should use the self-reflection as an opportunity to reflect on the Statements of Practice in the DTSDE rubric through the lens of the subgroup for which the school has been identified. Schools should provide a realistic picture regarding the **quality** and **effectiveness** of the work the school is doing.

**Reason for Identification**

Please provide information on the subgroup(s) and reasons for identification as a LAP School.

<b>1. List any subgroup(s) identified as a result of performance on state assessments or gaps in performance between the group and the all students group</b>	White (ELA & math)
<b>2. Does the school have one or more subgroups that have been identified for failing to meet the 95% participation rate requirement? Please list the subgroup(s).</b>	
<b>3. If your school has a subgroup that was identified solely because it failed to meet the participation rate requirement - which subgroup in your school, based on internal assessments, needs to improve its academic performance?</b>	

**Completion of the Self-Reflection Process Document, based on Reasons for Identification:**

- If your school has one subgroup identified as a result of performance on state assessments or gaps in performance between the group and the all students group, please complete the Self-Reflection Process Document. Once the Self-Reflection Process Document is complete, please use the results of the Self-Reflection to guide creation of the Local Assistance Plan.
  
- If your school has more than one subgroup identified as a result of performance on state assessments or gaps in performance between the groups and the all students group, please consider all identified subgroups when answering each of the prompts in the Self-Reflection Process Document. For some prompts, the answers may be different for each of the identified subgroups. In those instances, the school should provide a response for each subgroup, which would result in multiple responses for the individual Statement of Practice prompt. For other prompts, the answers may be the same for the different identified subgroups. In those instances, the school can provide one response for the multiple identified subgroups. Once the Self-Reflection Document is complete, please use the results of the Self-Reflection to guide creation of a Local Assistance Plan to address all identified subgroups.
  
- If your school has subgroup(s) that have been solely identified for failing to meet the participation rate requirement, please do **one** of the following:
  - Option 1: Proceed with completing the Self-Reflection Process Document and creation of the Local Assistance Plan for the identified group. Additionally, the school must provide narrative responses to the questions listed in the “Promoting Participation in State Assessments” section.
  - Option 2: Complete the Self-Reflection Process Document and create a Local Assistance Plan for a subgroup identified by the school or district as in need of improvement based on internal assessments. The school will need to provide information on the assessments that were used to make the determination. Additionally, the school must provide narrative responses to the questions listed in the “Promoting Participation in State Assessments” section. A school and district may choose Option 2, if for example, the school has been identified as LAP by NYSED based on the failure of the English Language learner (ELL) subgroup to meet the participation rate requirement. The school and the district have evidence that the ELL subgroup is making the appropriate progress with academic achievement in relation to the state standards. Therefore, the school and district choose to focus the Self-Reflection Process and the LAP plan on the Low Income student subgroup, for which the school and district have evidence that academic performance needs improvement.

Name of those assisting in the completion of the Self-Reflection (add rows if necessary)	Title
Tracey Burke	Special Education Teacher
Jon Hogle	Algebra CC Teacher
Jennifer Hotaling	Parent
Valerie Paro	English Teacher
Amy Sykes	Principal
Sherry White	CSE Chairperson/School Psychologist

## Instructions for completing the Self-Reflection Process Document:

- ✓ Before completing this form, we suggest you take a moment and review the Diagnostic Tool for School and District Effectiveness rubric. The DTSDE rubric and more information on how to use the rubric can be found on this website: <http://www.p12.nysed.gov/accountability/diagnostic-tool-institute/home.html>.
- ✓ In your review of the rubric, be sure to look at the impact statements for each Statement of Practice (SOP).
- ✓ Discuss your interpretation of the rubric and support documents with your school community to establish a common understanding of what is stated in the documents.
- ✓ As a group, begin to complete this form by doing the following:
  - Review the SOP, and the corresponding Impact Statement.
  - Take time to consider how you would answer the Modified LAP Guiding Question/SOP Prompt.
  - **Avoid providing a list of activities**, unless you can provide evidence of how you know they are **having an impact and adding value** to the school, especially in terms of student achievement and the quality of education.
  - Statements of Practice 2.2, 2.3, 2.4, 2.5, 3.2, 4.2, 5.2, and 6.2 revolve around the leadership at the school. The phrase “The school leaders” has been provided at the start of each of these SOPs to remind schools to frame their answers through the leaders’ decisions and practices.
  - Within each Modified LAP 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, green text.**
  - When answering “Yes” to any question below, be sure that **all aspects** of the Modified LAP Guiding Question/SOP Prompt have been realized, including the **impact portion of the question, which is noted green.**
  - Your answers to the Modified LAP Guiding Question/SOP Prompt should range between 10 words (one sentence) and 200 words.
  - Once you have completed the Tenet sections of this document, please review the information gathered, and complete the “Whole School Reflection.”
  - If the school has been identified for participation rate, please complete the “Promoting Participation in State Assessments” section of the Self-Reflection Process Document.

Please complete the Local Assistance Plan template using the information collected with the Local Assistance Plan Self-Reflection Process Document. The Plan Template must be shared with the local board of education, be approved by the local board of education, and be posted to the district’s website by no later than July 29, 2016. The Local Assistance Plan Self-Reflection Document must be kept on file at the school and district offices.

## Tenet 2: School Leader Practices and Decisions

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

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

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

Look for:

- Focus is on leadership and the school leader(s).
- There are SMART goals explicitly aligned to the school's mission/vision.
- There is evidence that these have been shared with stakeholders and that stakeholders are aware of them and that they are understood and embraced.
- Stakeholders know how these goals/mission/vision translate into actions and day-to-day operation of the school.

**School's response (between 10-200 words):**

The school leader does not have a system in place for identifying SMART goals aligned to the school's mission/vision.

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

- a. We know the school leaders' vision for the identified subgroup is the right one because we have seen measurable improvement, such as:
- b. At the moment, we are unable to confirm that the school leaders' vision for the identified subgroup is the right one for the school based on: the lack of a process to summarize and analyze data to determine if school practices translate into the day-to-day operation of the school and have a positive impact on student outcomes.
- c. We have decided to revisit the school leaders' vision for the identified subgroup as a result of the following measurable data:

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

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

**Modified LAP Guiding Question/SOP Prompt:** Have school leaders used resources strategically to bring about **school improvement and increased student success** for the identified subgroup?

Look Fors:

- Focus is on leadership and the school leader(s).
- There is clear evidence that the leader has used resources strategically as opposed to just using resources.
- Activities described provide a clear indication of the impact the activities have had. What is the return on investment of these resources on teacher practices and student outcomes? What measurable data suggests that these resource decisions have been the right ones?

**School's response (between 10-200 words):**

The school leader has made a number of strategic decisions regarding the use of school resources. For example, this year, the school initiated ELA and math labs which are scheduled into the master schedule for all students enrolled in ELA and math courses. The labs provide students with additional targeted support in addition to the core course. Another strategic decision was to add an additional section of Algebra to reduce class size and increase attention to students and their learning needs. As with Algebra, 11<sup>th</sup> grade ELA will increase from two sections this year to three next year in order to reduce class size and increase attention to students' learning needs. There is not a data-based system in place, however to determine that resource decisions are the right ones.

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

EXAMPLE: The school leaders made the decision to increase class sizes in the upper grades in order to hire a primary grade reading intervention specialist <example of decision> in order to ensure that all students are reading at grade level by the end of first grade <goal the decision hoped to achieve>. We know this decision was correct because of the following improvements in data:

- *The percent of students reading at Fountas and Pinnell Guided Reading Level I at the end of first grade has grown from 45% to 88% in one year.*
- *The school went from having 58% of its students below the national average on the Kindergarten Fall Sight Word benchmark assessment to having 92% of students of students at or above the national average on the Kindergarten Spring Sight Word benchmark assessment.*

The school leaders made the decision to \_\_\_\_\_ <example of decision for the identified subgroup > in order to \_\_\_\_\_ <goal the decision hoped to achieve for the identified subgroup >. We know this decision was correct because of the following improvements in data:

The school leaders made the decision to \_\_\_\_\_ <example of decision for the identified subgroup > in order to \_\_\_\_\_ <goal the decision hoped to achieve for the identified subgroup >. We know this decision was correct because of the following improvements in data:

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

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

**Modified LAP Guiding Question/SOP Prompt:** Have school leaders increased the instructional capacity of staff for the identified subgroup through collaboration, support, and targeted feedback **to ensure continuous improvement in instructional practices and ensure high-quality instruction for the identified subgroup exists?**

Look Fors:

- Focus is on leadership and the school leader(s).
- The feedback the school leader provides to teachers is actionable and leads to improved instruction.
- There is evidence that teachers value the feedback/support and make changes to practices as a result of the feedback/support.

**School's response (between 10-200 words):**

The school leader implements the APPR system as designed. APPR-related observations/class walkthroughs are typically completed by the end of December, leaving the second half of the school year for informal class visits. The formal APPR process lends itself better to more globally related feedback. As a result, the school leader tends to provide more targeted feedback when conducting informal class visits. There is not a system in place where data from informal class visits or changes in instructional practices as a result of feedback provided during informal class visits is documented.

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

- a. We know the instructional leadership offered and the targeted feedback provided are making a difference because we have seen measurable improvement for the identified subgroup, such as:
- b. At the moment, we are unable to confirm that the school's approach toward instructional leadership and targeted feedback is making a difference for the identified subgroup based on: Informal class visit data is not collected.
- c. We have decided to revisit the school's approach toward instructional leadership and targeted feedback for those who teach the identified subgroup as a result of the following measurable data:

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

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

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

Look Fors:

- Focus is on leadership and the school leader(s).
- There is evidence that systems have been created so that the school leader knows what is happening in the school.
- There is evidence that the school leader makes decisions based on whatever has been created, and that the school leader modifies plans when things are not going as planned.
- There is evidence of how systems/processes have resulted in improved outcomes.

**School's response (between 10-200 words):**

The school leader does not have a formalized system in place where school priorities are identified, related SMART goals are created, and progress toward achieving the goals is monitored periodically through the school year.

If applicable, provide the TWO BEST examples in the space below regarding the IMPACT of the evidence-based systems the school leaders use for the identified subgroup:

EXAMPLE:

The school leader(s) learned that 60% of office referrals occurred during 6<sup>th</sup> period lunch <identify something learned through the school leader's system/structure for the identified subgroup > as a result of the monthly behavior team's review of schoolwide office referral data<identify system/structure for the identified subgroup >. This led the school leader(s) to hire an additional monitor for the lunchroom, provide additional training on de-escalation techniques to lunch room monitors, and ensure that an administrator visited the lunch room during 6<sup>th</sup> period each day <identify response/decision based on this insight for the identified subgroup >. We know this response was a good approach because the number of office referrals during 6<sup>th</sup> period lunch has decreased each month over the past three months from 69 to 31 to 22 to 10 <identify the data used to determine if the response was successful for the identified subgroup >.

1. The school leader(s) learned that \_\_\_\_\_ <identify something learned through the school leader's system/structure for the identified subgroup > as a result of \_\_\_\_\_ <identify system/structure>. This led the school leader(s) to \_\_\_\_\_ <identify response/decision based on this insight for the identified subgroup >. We know this response was a good approach because \_\_\_\_\_ <identify the data used to determine if the response was successful for the identified subgroup >.

2. The school leader(s) learned that \_\_\_\_\_ <identify something learned through the school leader's system/structure for the identified subgroup > as a result of \_\_\_\_\_ <identify

*system/structure*>. This led the school leader(s) to \_\_\_\_\_ <identify response/decision based on this insight for the identified subgroup >. We know this response was a good approach because \_\_\_\_\_ <identify the data used to determine if the response was successful for the identified subgroup >.

## TENET 2 - NEXT STEPS

**Identify 1 to 5 NEXT STEPS** the school leaders see as essential to improve the work with the identified subgroup schoolwide:

1. The school leader, in collaboration with teachers, support staff, and parents, will create a school vision.
2. The school leader, in collaboration with the school improvement team, will create measurable SMART goals that relating to school priorities, monitor progress toward goal achievement, and modify actions if progress isn't going as planned.

## TENET 3 – Curriculum Development and Support

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

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

### **Modified LAP Guiding Question/SOP Prompt:**

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

Look Fors:

- The focus is on school leaders and the actions and supervisory practices of school leaders
- The school leader's vision for curriculum has been set and is occurring.
- Addresses how the school leader ensures the curricula is aligned to the CCLS and CCLS Instructional Shifts and adapted to individuals and subgroups of students.

### **School's Response:**

The school leader has explicit expectations that teachers create taught curriculum or literacy content maps that highlight one unit taught over the previous ten weeks. There are also explicit expectations that teachers create daily lesson plans that include, at a minimum, lesson objective/goal, topic, agenda and homework assignment. The provision of supports to struggling students occurs primarily during 5<sup>th</sup> period study hall where students have the opportunity to meet with any teacher for additional help. Teachers may also ask students to come for help when it is noted students are struggling. The focus of the support provided during 5<sup>th</sup> period study hall is to provide students with additional instruction and guided practice with areas of the curriculum they are struggling with. Teachers indicate the curriculum offered during core classroom instruction is typically the same for all students and that individual student needs are met during ELA and math lab (every other day). The school leader knows CCLS-



aligned curricula is occurring because the curriculum maps and lesson plans are submitted for review and through formal classroom observations/walkthroughs and informal class visits.

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

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

**Modified LAP Guiding Question/SOP Prompt:** Do teachers plan effective lessons for the identified subgroup that include DDI, align to the CCLS and incorporate student needs, complex materials and higher-order questioning, so that what students are taught **prepares the identified subgroup for their future?**

**Look Fors:**

- Focuses on the quality of teachers' lesson plans
- Is about teacher lesson plans being scaffolded to meet student needs, especially as it relates to subgroups.
- Is about how teachers develop lesson plans that incorporate complex materials and pose higher-order questions.
- Alignment with the CCLS includes not just the CCLS grade-level expectations, but also the instructional shifts, which should be built into lessons.

**School's Response:**

Teachers develop CCLS-aligned taught curriculum maps for ELA and math or literacy aligned maps in the other content areas. Teachers submit a map for one unit every ten weeks for the school leader's review. Teachers create and submit fully developed lesson plans for the formal APPR process. Weekly lesson plans, that are submitted to the school leader each Monday, provide a framework for daily lessons. Common elements of daily lesson plans include lesson objective/goal, topic, agenda, and homework assignment. Evidence of scaffolded skills, higher-order thinking skills, supports and extensions for all groups of students are not explicitly detailed in daily lesson plans. However, the school leader notes evidence of implementation during classroom walkthroughs. Teachers monitor and adjust curricula through the quarterly CCLS-aligned DDI process where teachers identify the five items students performed best on, the two items students performed worst on, why and strategies for improved instruction.

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

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

**Modified LAP Guiding Question/SOP Prompt:**

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

**Look Fors:**

- Focuses on how lessons connect across subjects.
- Addresses the extent to which this occurs, or is evidence shared that are not typical/systemic?
- For elementary schools, are subjects within teachers' classrooms interconnected?

**School's Response:**

The literacy content mapping process is employed in subject areas beyond ELA. The school, however, does not formally have a plan for the development of interdisciplinary curricula targeting the arts, technology, or other enrichment opportunities. Individual teachers incorporate other subjects within select lessons and on occasion informal partnerships are developed, but the integrated curricula are not formally committed to paper.

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

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

**Modified LAP Guiding Question/SOP Prompt:**

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

**Look Fors:**

- Focuses on how teachers use data to change curriculum (what they teach).
- Focuses on how teachers provide feedback to students based on data.

**School's Response:**

The school has a DDI process where regional interim assessments are administered on a quarterly basis. Teachers meet with peers from within the region who teach the same course to share assessment outcomes. The result of which includes the identification of the top five items that students were able to respond to correctly and the two items most students struggled with. In addition, teachers discuss instructional practices and create action plans on how the two items students struggled with will be addressed again within the curriculum. Teachers also use formative assessment strategies to identify curricula that requires additional reinforcement. What is not yet in place school-wide are practices that provide students with feedback in a way that fosters ownership of learning and a reflection on next steps for improved outcomes.

The Impact Statements for Tenet 3 are as follows:

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

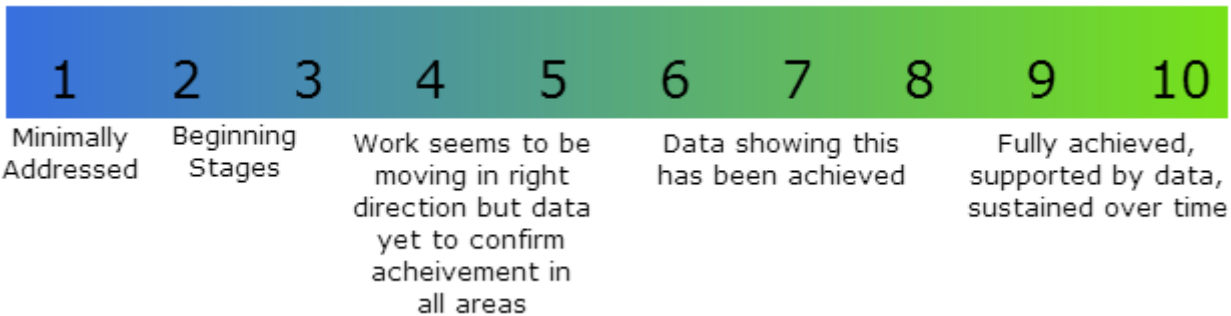
SOP 3.3: The lessons delivered incorporate student needs, complex materials and higher-order questioning, leading students to college and career readiness.

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

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

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

**School's response: 5**



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

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

The school does not have time within the schedule to intentionally plan for interdisciplinary curricula. In addition, it is not a typical practice for teachers to provide students with feedback based on data that fosters student ownership of learning.

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

TENET 3 –Curriculum

Provide response when applicable:

The curriculum for the identified subgroup looks different this year compared to previous years:

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

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

In the **way the school is organized, such as**: This year, the school initiated a common study hall 5<sup>th</sup> period for all students while ensuring all instructional staff had the same period open. Teachers are available to provide students with additional instructional assistance during this common period.

In **other ways, such as**:

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

1. Initiate a school-wide (grades 7-12) CCLS-aligned vocabulary initiative so that teachers plan instruction in CCLS-aligned vocabulary designed to increase student success with responding to CCLS-aligned higher-order thinking tasks.
2. Initiate monthly department meetings for the purpose of vertically aligning the curriculum. Ensure the meeting process is formalized through the creation of an agenda, meeting minutes/discussion summary, and next steps (including person responsible and timeline for completion).

#### TENET 4: Teacher Practices and Decisions

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

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

**Modified LAP Guiding Question/SOP Prompt:**

Do the actions, practices, and decisions of school and teacher leaders ensure that teachers' instructional practices for the identified subgroup are informed by data, reflective of students' needs and learning styles, and **lead to increased achievement for the identified subgroup and to meeting students' goals?**

Look Fors:

- Focuses on leadership and the school leader(s) and teacher leaders.
- Is about how the school leader sets the vision for instruction and ensures that vision is occurring through his/her actions and supervisory practices.
- Is about how the school leader sets expectations and ensures teacher practices are effective.

**School's Response:**

The leader's instructional expectations align with the Marzano's 5 design elements that are reflected in the APPR Teacher Rubric. Unit and lesson plans are informed by the formalized DDI/Interim Assessment process employed by the school as well as formative assessment practices used during daily instruction. Formalized instructional goals are an outcome of the DDI process, which includes the development of an action plan. Formative assessments, on the other hand, enable teachers to adjust instruction in the moment based on overall student response. The school also has a system for providing Academic Intervention Supports so the more intense learning needs of struggling students may be met in addition to instruction within the classroom.

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

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

**Modified LAP Guiding Question/SOP Prompt:** Do the teachers' instructional practices for the identified subgroup incorporate higher-order questions, text complexity and multiple opportunities to learn, leading to **high levels of engagement and improved achievement for the identified subgroup?**

Look Fors:

- Focuses on the quality of instructional practices.
- There is evidence that teachers use a variety of materials and strategies to engage students and provide multiple opportunities to learn, such as higher-order questions, and text and content complexity.
- Is what is described typical across the school or practices of just some teachers?
- Do these instructional practices extend to all groups of students including SWDs?

**School's Response:**

Common quality instructional practices utilized by teachers include checking for understanding strategies, bell ringers or exit tickets, and anticipatory set. Some instructional staff plan higher-order thinking questions in advance of instruction and questioning is used to maintain student engagement. Teachers report that instruction is typically the same for all students in the classroom during regular instruction, but that individual student needs are met during ELA and math lab and also in the Resource Room for students with disabilities. During the formalized APPR process, evidence is collected that validates teacher use of strategies to engage students and the use of higher-order questions. There is not currently a process in place, however, to provide evidence that these practices are typical and are implemented by most teachers during daily instruction.

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

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

**Modified LAP Guiding Question/SOP Prompt:**

Do the teachers' instructional practices meet the diverse needs of the class, allow students in the identified subgroup to feel physically and intellectually safe, and promote intellectual discovery and rigorous thinking **leading to increased achievement?**

Look Fors:

- Focuses on teacher practices.
- Is about the practices teachers use so that children feel comfortable sharing their opinions and taking risks.
- Is about teacher instructional practices that promote student voice and acknowledge diverse student backgrounds and needs.
- Is about how teachers' practices create a classroom environment that supports student learning and intellectual safety, not just physical safety.
- There is evidence that staff and students discuss and plan opportunities for acknowledging diversity across the school.

**School's Response:**

The school's code of conduct, summarized in the student handbook, provides the foundation for the overall school's learning environment. Teachers, in turn, create classroom expectations that are a reflection of those described in the code of conduct. Teachers communicate these expectations with students and share them with

parents at the beginning of the school year. They are also posted on the web. Each classroom teacher has their own set of practices to make the environment physically and intellectually safe. Teachers report utilizing strategies to encourage students to take learning risks, but it is not clear if all teachers employ similar strategies regularly. It was reported students with disabilities hesitate to take intellectual risks.

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

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

**Modified LAP Guiding Question/SOP Prompt:** Do teachers use data and assessments to inform and adjust their instructional strategies and groupings with the identified subgroup while engaging students in self-evaluation through feedback and other approaches **to ensure that students in the identified subgroup are learning at high levels?**

Look Fors:

- Focuses on how teachers use data to change instructional practices (how they teach).
- It is about how teachers use data to adjust student groupings and instructional decision-making.
- Is about how teachers provide feedback to students based on data and provide next steps to improve learning.

**School's Response:**

Teachers use interim assessment data to adjust curriculum and instruction at the whole classroom level, but not to adjust student groupings. Teachers also use formative assessments on a daily basis to provide quick checks which tell the teacher to move on or to reteach, but not to form or adjust student groupings. Feedback is provided to students in the form of graded assignments, but next steps for students to make progress is not a typical school practice across all classrooms.

#### TENET 4 - Instruction – What is the impact?

The Impact Statements for Tenet 4 are as follows:

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

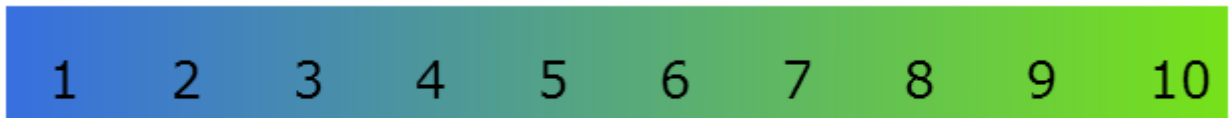
4.3 Instructional practices lead to high levels of student engagement and achievement.

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

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

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

**School's response: 5**



1 Minimally Addressed	2 Beginning Stages	3	4 Work seems to be moving in right direction but data yet to confirm achievement in all areas	5	6 Data showing this has been achieved	7	8	9	10 Fully achieved, supported by data, sustained over time
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Answer **one** of the following based on your response to the question above:

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

Practices that enable students to achieve at high levels of achievement are not formalized across the school. It is unclear if all students feel intellectually safe to respond. Student engagement varies across classrooms.

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

TENET 4 –Instruction

Provide response when applicable:

Instructional practices for the identified subgroup look different this year compared to previous years:

- In what **students** do, **such as**: 5<sup>th</sup> period study hall enables students to seek guidance for additional help.
- In what **adults** do, **such as**: Teachers tell targeted students to come in for extra help during 5<sup>th</sup> grade study hall. 9th grade ELA lab has been initiated where students receive additional writing and reading support.
- In the **way the school is organized**, **such as**: the initiation of 5<sup>th</sup> grade study hall to support struggling students. Scheduling of 9<sup>th</sup> grade ELA lab.

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

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

1. Provide all instructional staff with an Effective Teacher training refresher on the first days of school.
2. The school leader will send a weekly email to instructional staff with ET related tips/strategies to reinforce the use of ET strategies during daily instruction.
3. Departments will meet to identify department-specific ET strategies (checklist).
4. The school leader will conduct frequent informal class visits looking for ET strategies and maintain “look-for” data on which strategies are evident during each visit. The strategies noted will be summarized

quarterly and implementation progress will be shared with instructional staff during a quarterly faculty meeting.

### TENET 5: Student Social and Emotional Developmental Health

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

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

**Modified LAP Guiding Question/SOP Prompt:** Have school leaders established systems that identify the social/emotional developmental health needs for the identified subgroup to ensure that **appropriate social/emotional developmental health supports are provided to students so that barriers to learning are removed?**

Look Fors:

- Focuses on the school leader/leadership and the actions and supervisory practices of the leader(s).
- Is about how the school leader sets the vision for social and emotional developmental health and ensures that the vision is occurring.
- Is about how the school leader develops systems to identify and support student social and emotional health needs.
- Is about how the school leader ensures that all staff know and use the referral and support systems that are in place.

**School's Response:**

The overarching guide to supporting student social and emotional developmental health and academic success is reflected in the school's code of conduct and attendance policy. The school leader ensures the code of conduct is implemented in a variety of ways. The student handbook, which includes a summary of the code of conduct, and the attendance policy are addressed in the beginning of each year with all staff and presented to students in each grade level within the first week of school. In addition, parents are made aware of the code of conduct and related expectations and sign a document that indicates they have reviewed the policy. The code of conduct and attendance policy are addressed by the school leader with staff periodically during faculty meetings and may be brought up by specific staff regarding how the policies pertain to specific students. The faculty handbook addresses the school's referral process and the Mentoring Program provides new faculty with referral details, as well.

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

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

**Modified LAP Guiding Question/SOP Prompt:** Are **students' social/emotional health needs being met** as a result of the school's social/emotional curricula, programs, and materials and the professional development for the identified subgroup addressing social/emotional developmental health?



**Look Fors:**

- Is about how the school implements a curriculum or program aligned to the vision for teaching student social and emotional developmental health.
- Is about how the school provides PD to staff to develop adult capacity to support student social and emotional developmental health.
- Is the school's approach primarily a reactive one that addresses students in crisis or are there proactive measures to allow the school to reach all students?
- Is there indication that the curriculum and PD are removing barriers and increasing skills for students?

**School's Response:**

The code of conduct sets the foundation for the school's expectations regarding students' social and emotional behavior. The school addresses students' social and emotional developmental health through the 10<sup>th</sup> grade Health course. There is also referral process where struggling students are referred to the school counselor for support. Professional development opportunities are available in the region and staff self-select to attend topics of interest. A system for collecting evidence to see if barriers are being removed and students social/emotional skills are increasing is not currently in place.

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

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

**Modified LAP Guiding Question/SOP Prompt:**

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

**Look Fors:**

- Is about how stakeholders have strategically organized their work to support student social and emotional developmental health.
- Is about how students, teachers, parents, and other community stakeholders work together to ensure the vision for student social and emotional developmental health is achieved.
- Is about how the school has developed a system to monitor that groups are working together to enhance student social and emotional developmental health.
- Is there indication that the supports are removing the barriers and increasing skills to know that they are the right supports?

**School's Response:**

The students and teachers work together proactively to implement behaviors reflective of the school's code of conduct. When it is noted that any student is struggling, teachers will touch base with each other to see if the student is experiencing issues in multiple environments. If warranted, the principal, school psychologist, or school counselor are made aware of struggling students and the principal sets up a team meeting that includes the student's teachers, school counselor, student, and the student's parents. The school knows if students are improving when there is no need to call additional team meetings. The school is hiring a full time social worker for next school year to coordinate and monitor student supports and progress, including supports provided by community partners. Because supports are not formally monitored, currently the school does not have evidence that the supports provided are removing barriers and increasing student skills.

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

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

**Modified LAP Guiding Question/SOP Prompt:**

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

Look Fors:

- Is about how the school implements a plan to collect, analyze, and use data to provide support for student social and emotional developmental health needs.
- Is the approach toward data helping remove barriers and increase students' social-emotional skills?

**School's Response:**

The primary data used to identify a referral to the school counselor is attendance. The principal reviews attendance data and refers students whose attendance is showing a pattern of absences to the school counselor. The principal contacts parents to see if there is an issue that is influencing attendance. Staff are notified, as well, that there is an issue. BOCES' attendance policy is more stringent than the school's so it encourages students enrolled in BOCES' programs to have better attendance. There is not an overall strategic plan in place where data relating to student social and emotional health is collected, analyzed, used to identify targeted supports, and monitored to see if the supports provided are removing barriers and increasing students' skills.

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

The Impact Statements for Tenet 5 are as follows:

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

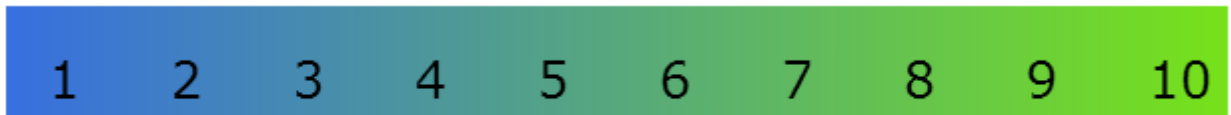
5.3: The social-emotional learning and skill-based instruction for all students have removed barriers to learning and allowed students to develop social-emotional learning skills.

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

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

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

**School's response: 4**



1  
Minimally Addressed

2  
Beginning Stages

3  
4  
5  
Work seems to be moving in right direction but data yet to confirm achievement in all areas

6  
7  
8  
Data showing this has been achieved

9  
10  
Fully achieved, supported by data, sustained over time

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

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

Current school practices are informal in nature. Teachers are caring and it is the perception that the nurturing supports provided meet students' needs. However, the school does not have a system in place that uses data to proactively address students' social and emotional needs or to validate that supports make a positive difference for students.

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

**TENET 5 –Social and Emotional Developmental Health**

Provide response when applicable:

Social and Emotional Developmental Health for the identified subgroup looks different this year compared to previous years:

- In what **students** do, **such as**: NA
- In what **adults** do, **such as**: NA
- In the **way the school is organized**, **such as**: NA
- In **other ways**, **such as**: NA

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

1. Formalize the Team Meeting process for struggling students. Identify one key person responsible for maintaining meeting minutes, sharing the support plan that is developed in the meeting with staff involved in plan implementation and parents, and ensuring follow-up is scheduled to examine progress data to determine if the support plan is working. The team currently examines student grades, but will also examine absences, tardies, office disciplinary referrals, as well.

## TENET 6: Family and Community Engagement

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

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

**Modified LAP Guiding Question/SOP Prompt:**

1. Do school leaders' communications and relationships for the identified subgroup ensure that students and families from the subgroup are aware of high expectations for student success and **equipped to help students reach those expectations?**

**Look Fors:**

- Is about the school leader/leadership and the actions and supervisory practices of the leader.
- Is about how the school leader sets the vision for family engagement and ensures the vision is occurring.
- Is about how the school leader communicates high expectations for student academic achievement to families in a way that families understand and embrace.

**School's Response:**

The school leader has established the expectation that teachers' first contact with parents be one that is positive. It is also expected that teachers contact parents where there are concerns or whenever formal disciplinary referrals have been made. It is also expected that a communication log be maintained for any contact staff make with parents. The log is handed in at the end of the school year. The school leader communicates high expectations for student academic achievement to families in a variety of ways. The high school's guidance office has a link on the school's webpage that outlines the high school's profile. The profile includes such things as a curriculum summary, grading and class rank, and a summary of standardized test results (i.e., SAT, ACT). In addition, individual teachers make expectations available on SchoolTools and parents can view them through the Parent Portal.

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

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

**Modified LAP Guiding Question/SOP Prompt:**

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

**Look Fors:**

- Is about how the school fosters reciprocal communication with families, not about one-way communication coming from the school to families.
- Is about how the school benefits from the communication it has with families.
- Is about how the school communicates with parents using multiple tools and monitors and revises these communication tools.

**School's Response:**

The school provides a number of opportunities during the year for reciprocal communication. High School Planning Night for students entering 9<sup>th</sup> grade provides parents with information about the various paths students can take when in high school. The event is set up in a way that enables parents to ask questions. Two parent-teacher conferences are offered each year. All parents are invited to schedule a conference, but a more pointed invitation is made to parents of struggling students. Because the whole district utilizes the same dates for parent conferences, parents with more than one child may not be able to meet with each child's teacher. As a result, individual teachers offer parents a phone conference option at another time. 5-week progress reports are another opportunity for reciprocal communication. The reports include a comment section where teachers may request parents to contact them. Individual teachers use email and other technology to keep parents informed of homework and other course related activities. It is the overall perception that parents feel comfortable with what is happening in the school and that they will initiate communication if there are concerns.

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

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

**Modified LAP Guiding Question/SOP Prompt:** Has the school's training to parents and to staff on creating and sustaining home-school partnerships with families from the identified subgroup allowed both parties to be able to work together **to support student achievement?**

Look Fors:

- Is about how the school provides PD to staff on how to build partnerships with parents and community agencies.
- Is about how the school works with parents to support student learning.

**School's Response:**

Relationships exist between the school and community agencies. Professional development on partnerships with community agencies is targeted to the school counselors and the Committee on Special Education, but at this time not to all staff. If a student is linked to community supports, the community agencies invite school representatives to participate in meetings. There has not been PD provided to staff on how to build partnerships with parents. Individual teachers seek additional strategies from their peers if they feel the need. The school works with parents of struggling students to support student learning. Parents are invited to Team Meetings when there are concerns and the team, including the parents and student, identify necessary supports. The CSE also works in partnership with parents to support student learning both through the formal CSE process and contact directly between the special education teacher and parents.

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

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

**Modified LAP Guiding Question/SOP Prompt:**

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

Look Fors:

- Is about how the school communicates academic data with families in ways that families can understand.

- Is about how the school shares data in ways that empowers families to take action to support student learning and advocate for student support services.
- Is about how the school community uses data to target and support family and student needs.

**School’s Response:**

The school communicates academic data with families in a way they can understand in a variety of ways. 5-week progress reports and 10-week report cards are sent home. Both include a comment section that is used to provide further clarifying information. Parents also have access to the SchoolTools Parent Portal that provides detailed information about each assignment and tests and related grades. The school creates a Downs List every five weeks of students with failing grades. Staff report it is an eye opener to identify students who have problems in multiple classes and warrant a conference with parents. Parents are enlisted to help problem-solve as well as to identify actions they can take to support their child’s learning. There is no system in place, however, that uses data to target family needs.

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

The Impact Statements for Tenet 6 are as follows:

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

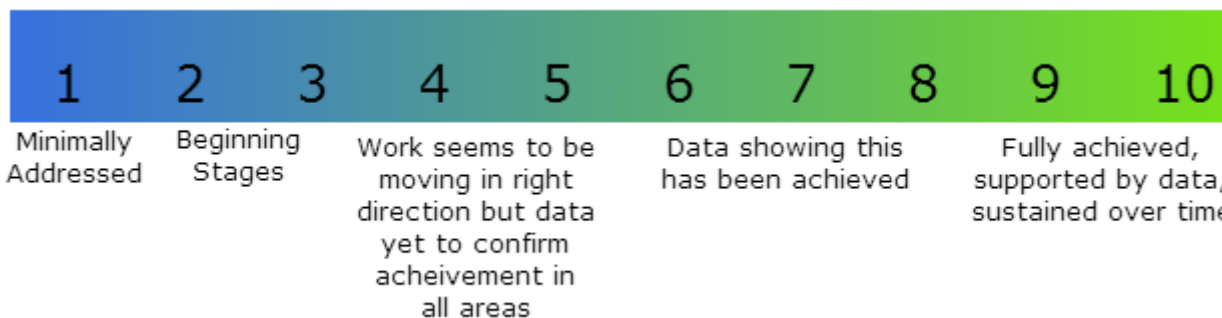
6.3: The school’s reciprocal communication with families has allowed staff and families to learn from each other so that both can provide supports that ensure academic achievement and social- emotional growth.

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

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

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

**School’s response: 4**



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

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

There is no written plan regarding home-school engagement. If parents were to be asked, they wouldn't know what the plan is. There is no process for tracking progress.

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

#### TENET 6 –Family and Community Engagement

Provide response when applicable:

Parent and Community Engagement looks different for the identified subgroup this year compared to previous years:

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

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

In what **parents/families/community partners** do, **such as**: increased use of parent portal and web by parents. The district calendar and the electronic use of Google Calendar enables parents and students to sync such things as student learning objectives, homework, tests, projects, etc., to their Google calendar.

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

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

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

1. As stated in Tenet 5, formalize the Team Meeting process for struggling students. Identify one key person responsible for maintaining meeting minutes, sharing the support plan that is developed in the meeting with staff involved in plan implementation and parents, and ensuring follow-up is scheduled to examine progress data to determine if the support plan is working. The team currently examines student grades, but will also examine absences, tardies, office disciplinary referrals, as well.

## 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 for the identified subgroup:
  1. Student performance on Regents exams is greater than student performance on the 3 – 8 ELA and math statewide assessments.
  2. The school has mapped its curriculum, which is supported by lesson plans and the school’s DDI process.
  3. The provision of AIS to students in ELA, math, social studies, and science.
  4. The lab model that supports instruction in ELA and math.
  
2. In thinking about the answers provided and the school as a whole, identify three to five things that the school believes are barriers that are making it difficult for the school to reach its potential for the identified subgroup:
  1. Current special education placement practices place many SWDs directly into special class at the elementary level without given students an opportunity to succeed in a lesser restrictive environment. By the time students reach high school they have not had an opportunity to have full access to the general education curriculum.
  2. Since many of the school practices are not formalized, there is no data-based evidence to show that supports are working to help students develop skills or remove barriers.
  3. The lack of adequate time for teams of teachers to meet to discuss curriculum, instruction, and data is always a barrier.
  
3. In thinking about the answers provided and the school as a whole, identify three to five things that the school believes must happen for the identified subgroup that are currently not happening:
  1. Establish a school vision and SMART goals to help the school achieve the vision.
  2. Utilize the newly hired social worker to formalize the school’s Team Meeting process so that there is referral, support plan, and progress monitoring documentation. The end result should be that there is evidence that barriers are being removed and students are making progress as a result of the supports provided.
  3. Explore strategies for shifting SWDs from the more restrictive special class to lesser restrictive Consultant Teacher Service and/or Resource Room service.

### **Promoting Participation in State Assessments**

***To be completed only by LAP Schools with subgroup(s) identified solely for the failure to meet the 95% participation rate on state assessments.***

As you are aware, the United States Department of Education (USDE) requires that at least 95% of students in each accountability group for which a school is responsible must participate in the state’s annual reading/language arts and mathematics assessments. To inform the USDE regarding the efforts of districts to promote participation in state assessments, the New York State Education Department is asking that districts with schools identified as Local Assistance



Plan schools for failing to meet the 95% participation rate requirement for one or more accountability groups on an English language arts and/or mathematics accountability measure provide narrative responses to the questions below.

1. How do you plan to communicate with parents and other stakeholders regarding the purposes of the NY state assessment program and regarding the revisions that have been recently made to the NY state assessment program?

Not applicable to this school.

2. Some parents are unaware of how to interpret state assessments results and use them to support their children's learning, which may cause these parents to believe that state assessments do not provide valuable instructional information about their children. How do you plan to provide training to all parents in how to interpret state assessment results and how the assessments are used to support the learning of children?

Not applicable to this school.

3. What other strategies or activities are you planning to implement with students, parents and community members that will encourage participation in state assessments?

Not applicable to this school.