

New York State Education Department
Local Assistance Plan Self-Reflection Process Document

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Name/number of school:	Whitehall Jr/Sr 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.

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	Economically Disadvantaged Math and ELA
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).	Yes, Economically Disadvantaged Students in ELA and Math
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?	
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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
Brian J. Keller	Jr./Sr. High School Principal
Patrick Dee	Superintendent of Schools

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 leader’s 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

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?**

School's response (between 10-200 words): The school leaders have reinstated the Department Chairs for each content area. The continuation of work with the BOCES support teams to develop and implement SMART goals are ongoing for the 2017-18 school years. The implementation of ELA and Math Labs in to the Master Schedule will allow for an hour of skill development each week outside of the regular class periods including our Economically Disadvantaged Students. Department members have also been allotted 3-5 days of curriculum writing and standards alignment during the summer. Our overriding goals are to align curriculum with common core standards and to improve basic content skills each student needs to be successful.

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

- a. We know the school leader's' 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 leader's' vision for the identified subgroup is the right one for the school based on:

- c. We have decided to revisit the school leader's' 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?

School's response (between 10-200 words): The school leaders have collaborated with staff to create and use systems and protocols for programming for student and teachers, which incorporates an expanded learning time program. Lab periods for ELA, Math 6-8 and Algebra have been built in to the schedule. The timeline and implementation will continue and expand as students move to higher grade levels. The school leaders will use internal and external resources to recruit and hire academic personnel that are highly qualified to meet the needs of our students.

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 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:

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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?**

School's response (between 10-200 words): The school leaders have developed a plan, aligned the district APPR plan, for frequently observing and providing actionable feedback on teaching practices. We have moved forward with the purchase of My Learning Plan (MLP) for teacher observations and feedback. The Danielson model has been adopted and approved in the district plan to the state as well as being supported by MLP. Faculty and Administration have, or will be, retrained in the Danielson model. Impartial observations of faculty members will take place by a district administrator who is not the faculty members direct supervisor. We will pay particular attention to the instructional strategies that aim to differentiate instruction for Economically Disadvantaged students.

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:

a. 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:

b. 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?**

School's response (between 10-200 words): The school leaders are encouraging the staff to use systems that are interconnected and /or systems are not modified based on analysis of school-wide practices. The administration is working to develop an evidence based system to monitor and revise practices used by staff members. The implementation of new and ongoing resources are being utilized including PBIS, IST, Rewards Programs, Department Chairs and In School Support Services.

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 6th 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 lunchroom during 6th 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 6th 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. Implementation of Skill Building Labs
2. After School Enrichment Programs
3. Common Core Curriculum updates and training
4. Professional Development for faculty and staff that will enhance the ability to meet student needs.
5. Cross Curriculum Lessons that focus on essential skills used across multiple content areas.

TENET 3 - CURRICULUM

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 leader's' 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?**

School's Response:

The school leaders uses the systematic plan to provide teachers access to pedagogical support, materials, and training aligned to CCLS curricula and instructional shifts for individual and subgroups of students. This is done through Common Core Integration-monthly training/meetings, summer professional development, Re-instatement of Department Chairs and continuing to support teachers attending conferences and workshops. Upon the completing of conferences and workshops teachers will share out what they have learned and serve as a leader in that area. The school leaders will ensure that staff use a comprehensive and adaptive curriculum that has clearly developed units aligned to Common Core and NYS Standards.

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?**

School's Response: The school leaders will ensure that teachers develop collaborative unit and lesson plans that meet the demands of CCLS and grade-level DDI protocols (e.g., documentation of ongoing analysis of formative and summative assessments, student work, use of rubrics) and address student achievement needs in all grades and subject areas. Teachers will monitor and adjust curriculum to support the CCLS instructional shifts and NYS content standards and ensure higher-order thinking skills are consistently present by providing necessary supports and extensions for all groups of students across core content areas and grades. Each teacher will be expected to gather

and use Data Driven Instruction as well as implement Differentiated Instruction that meet the needs of all students.

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?**

School's Response: The school leader and teachers use plans to form partnerships and create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities within and across all grade levels and subjects. Teachers periodically collaborate within grades and subjects to deliver interdisciplinary curricula that incorporate the arts, technology, and other enrichment opportunities, and there is evidence that teachers regularly develop innovative strategies for connecting these curricula with subject-specific curricula. Teachers periodically collaborate in grade/subject level teams to formally reflect on the impact of the interdisciplinary curricula, take action according to a set schedule (e.g., beginning, middle, and end of the year), make revisions when needed, and ensure that there is a common understanding about what is taught and why it is taught. The implementation and use of Smart Boards and Chrome Books will be utilized in order to meet the needs of students. Staff will incorporate and take part in training during professional development.

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?**

School's Response: The school leader and teachers are beginning to develop a system to analyze and use data to

make curricular decisions. Teachers are in the process of developing multiples types of common assessments to ensure alignment between curriculum and assessment. Teachers are learning to provide feedback based on data to students to address student ownership of learning. Student transcripts will be reviewed, parent meetings will be held and progress will be monitored through Power School.

TENET 3 –Curriculum – What is the IMPACT?

The Impact Statements for Tenet 3 are as follows:

SOP 3.2: The school leader's' 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.

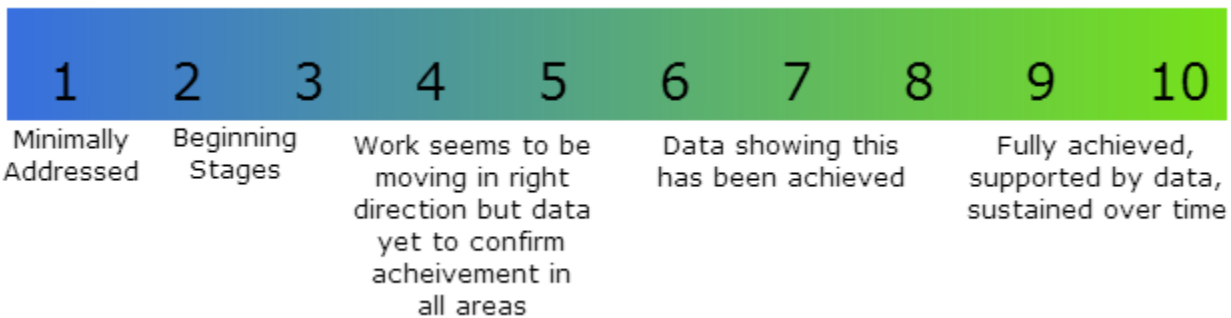
SOP 3.3: The lessons delivered incorporate student needs, complex materials and higher-order questioning, leading students to college and career readiness.

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:



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?
- 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**:

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

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

1.

Tenet 4

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?**

School's Response: The school leaders School and Department Chairs are beginning to engage teachers in a conversation about aligning plans to data. School leaders will support teachers' use of instructional practices and strategies that are aligned to plans to provide instructional interventions to students. School leaders and Department Chairs are beginning to work with teachers to establish short or long-term goals for groups of students. Curriculum mapping and professional development are underway as well as cooperative work with BOCES.

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?**

School's Response: The school leaders and teachers are beginning to develop lesson plans that are appropriately aligned to CCLS (or content based standards) and reflective of the CCLS SHIFTS to inform their instructional practices, or some teachers use instructional practices aligned to CCLS lesson plans and reflective of the CCLS SHIFTS in specific content areas. Teachers across the school will work to consistently ask higher-order thinking questions, and use instructional materials that contain high levels of text and content complexity. Training through 2 year common core alignment and purchased module sets from BOCES are available and ready for teachers to incorporate. Training and continued support are available through BOCES and Professional Development.

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?**

School's Response: The school leaders will ensure that teachers have a program/plan for acceptable student expectations and are developing strategies for the program/plan to be consistently enforced or recognized by students. Some teachers use strategies that acknowledge diverse groups of students and their needs, or teachers are developing strategies that acknowledge diverse groups of students and their needs. Teachers are discussing strategies that address the changing needs of the student population and reflect student values and perspectives. The following resources will be used to implement actions in this area: Railroader tickets, OLWEUS program, In School Support Center, Peer Helpers and the incorporation of ELA and Math Labs in the daily schedule.

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?**

School's Response: The school leaders will ensure that Teachers are beginning to use plans for adjusting student groupings and instructional strategies. Teachers are in the process of using summative and formative assessments that inform instructional decision making and implementing the practice of using data sources and analyzing the information to inform instructional decision making is consistent. Currently teachers provide limited data-based feedback to students. Powerschool will be updated regularly to provide feedback for parents. The Guidance Department will be asked to regularly review student transcripts with students and parents.

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.

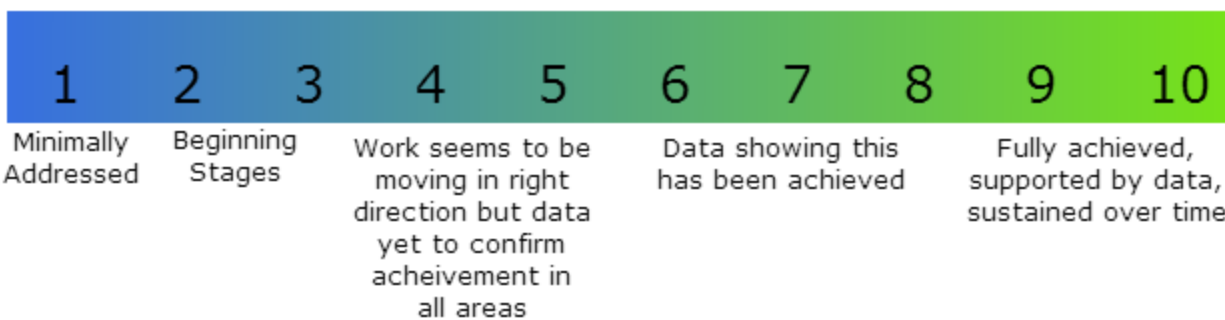
4.3 Instructional practices lead to high levels of student engagement and achievement.

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.

2. 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:



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?

- 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:

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

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

In **other ways**, such as:

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

1.

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 leader's' 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?**

School's Response: The school leader is working with staff to develop a system that will allow each student to be known well by an adult. The school leader is developing a system of referral and support that addresses the social and emotional developmental health and academic success of students. The school leader is developing or improving the mechanism for staff members to use data to identify areas of need connected to student social and emotional developmental health. A full-time social worker has been hired to meet the social and emotional needs of students. Department Chairs have been reinstated this year in an attempt to improve curriculum alignment and

consistency. The district resources being used to implement the actions are: PBIS, Referral Log, STAR, Assemblies, Peer Helpers, PEACE week and a Parent Night for college preparation

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?

School's Response: The school leaders are working with teachers to develop a curriculum or program to support and promote the teaching of student social and emotional developmental health. The school is developing ways to support the stakeholders' understanding of the skills and behaviors that address the social and emotional developmental health of students. The school is beginning to monitor the professional development plan to build adult capacity to support student social and emotional developmental health. PBIS training has taken place and being implemented as well as the use of Peer Helpers, In School Support Center and collaboration with outside professionals.

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?**

School's Response: The school leaders are working with the entire school community to develop protocols and processes for stakeholders to discuss their role in providing appropriate student supports for all groups of students.

Across the school community students, teachers and parents consistently contribute towards ensuring the school's vision pertaining to student social and emotional developmental health is achieved. The school community is developing a system for monitoring and responding to student social and emotional developmental health needs. The hiring of a Social Worker, PBIS, PEER Helpers, use of outside agencies and In School Support Center will be utilized to implement these goals.

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?**

School's Response: The school leader and the support staff are developing a plan for teachers to begin to understand how to use data to address student social and emotional developmental health needs. The school community will work to collect data and develop a plan to address ways to use the data to support students. A Student Incident Log will be kept by all the stakeholders in an attempt to gather and use the data. Developing a formal RTI Plan is the ultimate goal.

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

The Impact Statements for Tenet 5 are as follows:

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

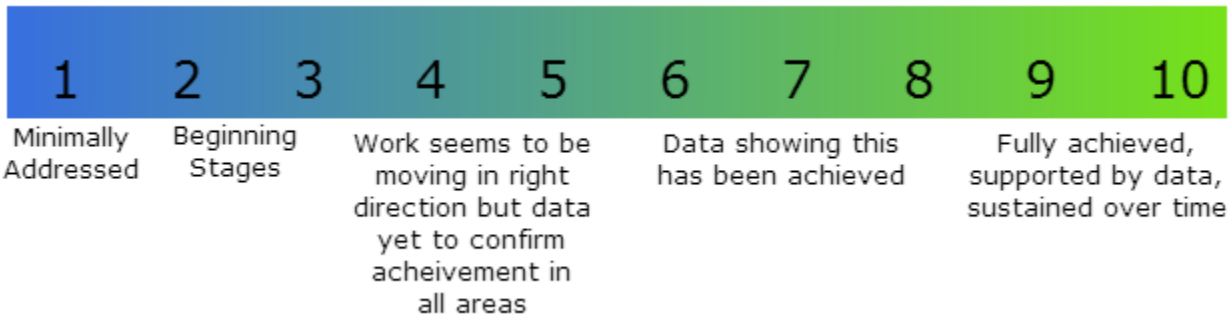
5.3: The social-emotional learning and skill-based instruction for all students have removed barriers to learning and allowed students to develop social-emotional learning skills.

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:



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?
- 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**:

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

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

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

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

1.

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?**

School's Response: The school leaders will make it a school-wide priority for all students and their families to be aware of the school-wide expectations and plan pertaining to graduating from the school and provide age appropriate information about college and postsecondary CTE programs to students and their families. The school community will implement the plan to foster conversations with students and families regarding high expectations for student academic achievement and provide tips and tools focused on student learning and development. The school staff will review and assess how parents respond to the efforts to build family-school relationships and makes periodic adjustments to those efforts if strategies are not working. The following resources will be used to implement these actions: Google Classroom, Emails, Phone Calls, Power School, College Night, Open House and Parent-Teacher Conferences.

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?**

School's Response: The school leaders are making resources available to students and parents. Common Core information is available through the guidance office and through online resources a references for all stakeholders. Teachers are writing curriculum, making communication and implementing goals as part of their assessment. Documents and communication in the appropriate languages are being worked on and made available as they become ready. The district may also provide an ESL teacher when appropriate to meet the needs of students.

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?**

School's Response: The school leader and staff are in the process of developing a plan to teach parents ways to support student learning and growth. The school is in the process of implementing a plan to provide professional development to school staff on how to develop partnerships with families and/or the community. Staff are available and being hired to make referrals to appropriate agencies as needed for students. The addition of a full-time social worker will be crucial in meeting the social and emotional needs of our students. We currently have school Psychologists, Social Worker and Guidance Counselors available as resources for the community.

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?**

School's Response: The school leaders and staff recognize that there is a need to share and integrate data systems to identify family needs, and a plan is being developed to do so. The school community inconsistently shares data regarding student learning needs and success that families can access and understand. Letters are sent home regarding ELA and Math Scores that explain scores and identify content area. Academic Interventions Support is implemented throughout the day as well as incorporating Math and ELA Labs in the daily schedule for the upcoming year.

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.

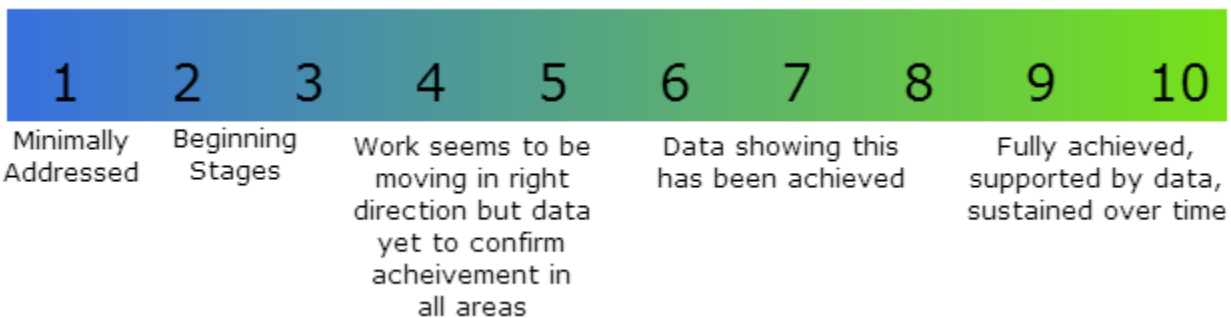
6.3: The school's reciprocal communication with families has allowed staff and families to learn from each other so that both can provide supports that ensure academic achievement and social- emotional growth.

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:



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?
- 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**:

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.

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. Provide appropriate level courses.
 2. Allow for additional support through AIS and Labs.
 3. Provide resources for social, emotional and academic growth.

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. The need for expanded programs beyond the end of the school day.
 2. The need to form better relationships with parents and community members to support academic success.
 3. Provide expanded programs during the confines of the daily schedule.

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. Improved training and resources for students, community and staff.
 2. Consistently look at and work toward goals of instructional improvement and academic success.
 3. Increase the number of and knowledge about resources available to the community.

Promoting Participation in State Assessments

To be completed only by LAP Schools with subgroups) 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?
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?
3. What other strategies or activities are you planning to implement with students, parents and community members that will encourage participation in state assessments?