

**LEA Reflective Summary:
School and Systems**

Student Success Division



New Mexico Public Education Department

2011-2012

Purpose of the School and Systems

The purpose of the School and Systems (SAS) Reflective Summary is to begin a conversation in the spirit of professional dialogue addressing the instructional practices and systems in place to support student outcomes and increase teacher effectiveness.

Step-By-Step Process

Using a Team Approach

The questions asked in the School and Systems Reflective Summary is designed to help a group develop a “team” perspective. Teams work best when members agree at the outset on the rules for working together. However, what the team members agree to is not as important as the process they go through together to reach the agreements.

Team agreements might include:

- One voice at a time
- No side conversations
- All opinions are respected
- Start and stop on time
- Use consensus rather than majority rule to make final decisions

For the purpose of this tool it is recommended that the district and school leadership complete this collaboratively.

Tasks

1. Complete the table on page five identifying district and school leadership team members who participated in the School and Systems Reflective Summary.
2. Workings as a team read each question and through consensus, assign a rating.
3. Identify next steps that the LEA and the school will take to increase the level of implementation of each question.

Rating Scale Examples

Each of the questions asks participants to self identify using a **yes/no** rating scale to identify where they feel they are currently based on evidence.

In this example, 1.1, teams are asked if a School-Based Leadership Team is established and represents the roles of an administrator, facilitator, data mentor, content specialist, parent, and teachers from representative areas (e.g., general ed., special ed.)

- If a School-Based Leadership Team is established and represents the roles of an administrator, facilitator, data mentor, content specialist, parent, and teachers from representative areas (e.g., general ed., special ed.), you would choose yes.

- If a School-Based Leadership Team has not been established and represents the roles of an administrator, facilitator, data mentor, content specialist, parent, and teachers from representative areas (e.g., general ed., special ed.), you would choose no.

School and Systems			
LEA/State Charter Name: Choose an item.		School Name: Click here to enter text	
NMPED Support Personnel: Choose an item.		Click here to enter text.	
Comprehensive Commitment and Support to Reform		Yes/No	Next Steps for LEA/School to Increase Level of Implementation
1.1	A School-Based Leadership Team is established and represents the roles of an administrator, facilitator, data mentor, content specialist, parent, and teachers from representative areas (e.g., general ed., special ed.)	<input type="text" value="Choose an item."/> <input type="text" value="Choose an item."/> Yes No	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			

Comments and Next Steps for LEA/School to Increase Level of Implementation

Each question asks for two additional steps.

- The first is to identify what the LEA and the School will do next to increase their level of implementation.
- At the bottom of each question is a comments box, here teams can decide to add any additional supporting information to clarify, explain, etc.

Instructional Practice		4-3-2-1	Next Steps for LEA/School to Increase Level of Implementation
1.1	Universal screening occurs during the first month of school to identify which students are at a high risk academically and/or behaviorally.	Choose an item.	LEA: Click here to enter text School: Click here to enter text.
Comments: Click here to enter text.			

Saving Your School and Systems Reflective Summary

- Once you have completed the School and Systems Reflective Summary as a team, save a copy of the Reflective Summary review in PDF form and upload it to your Web EPSS filing cabinet under your reading goal using the following corresponding name:
 - (Insert name of school) School and Systems Reflective Summary (insert date)
 - e.g., ABC Elementary School and Systems Reflective Summary 01.10.2012

LEA Leadership Team Members

Name	Position	Email	Contact Phone Number
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
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School Leadership Team

Name	Position	Email	Contact Phone Number
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
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School and Systems

LEA/State Charter Name: Choose an item.	School Name: Click here to enter text.	NMPED Support Personnel: Choose an item. Click here to enter text.	
Comprehensive Commitment and Support to Reform		Yes/No	Next Steps for LEA/School to Increase Level of Implementation
1.1	A School-Based Leadership Team is established and represents the roles of an administrator, facilitator, data mentor, content specialist, parent, and teachers from representative areas (e.g., general ed., special ed.)	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			
1.2	The school leadership provides training, support and active involvement as it relates to school improvement initiatives (e.g., principal is actively involved in PLCs, grade-level team meetings, etc).	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			
1.3	Data are collected to inform and guide decision making on school improvement initiatives (instruction, school culture, discipline, instructional materials, etc.)	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			
Monitoring and Action Planning		Yes/No	Next Steps for LEA/School to Increase Level of Implementation
1.4	A strategic plan (implementation plan) exists and is used by the School-Based Leadership Team in school improvement efforts.	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			
1.5	The School-Based Leadership Team meets at least twice each year with the District Leadership Team to review data, budget, program, staffing, and implementation and implementation issues.	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.

	<i>Identify frequency of meetings:</i> Click here to enter text.		
Comments: Click here to enter text.			
1.6	Changes made to school improvement plan are data-based decisions.	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			
Data Collection and Team Structure		Yes/No	Next Steps for LEA/School to Increase Level of Implementation
2.1	School-wide data (e.g., DIBELS, Curriculum-Based Measures, ACCESS) are collected through an efficient and effective systematic process.	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			
2.2	Statewide and other databases (e.g., Progress Monitoring and Reporting Network [PMRN], School-Wide Information System [SWIS]) are used to make data based decisions.	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			
2.3	School-wide data are presented to staff after each benchmarking session (e.g., staff meetings, team meetings, grade-level meetings).	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			
2.4	School-wide data are used to evaluate the effectiveness of core instruction.	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			
2.5	Teams (e.g., School-Based Leadership Team, Problem-Solving Team, Student Assistance Team) implement effective cause analysis procedures including:		LEA: Click here to enter text. School: Click here to enter text.

<ul style="list-style-type: none"> a. Through a database that explicitly provides discrepancy data (GAP Analysis) between what is expected and what is occurring (includes peer and benchmark data). a. Replacement behaviors (e.g., reading performance targets, homework completion targets) are clearly defined. b. Problem analysis is conducted using available data and evidence-based hypotheses. c. Intervention plans include evidence-based (e.g., research based, database) strategies. d. Intervention support personnel are identified and scheduled for all interventions. e. Intervention integrity is documented. f. Response to intervention is evaluated through systematic data collection. g. Changes are made to intervention based on student response. h. Parents are routinely involved in implementation of interventions. 	<p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p>	
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Comments:

[Click here to enter text.](#)

Data for Decision Making	Yes/No	Next Steps for LEA/School to Increase Level of Implementation
<p>3.1 Identify the systems in place to ensure timely and periodic access to data is provided to district leaders, principals, instructional staff, counselors, students, and families so that they can:</p> <ul style="list-style-type: none"> – monitor and evaluate student knowledge and skills, – plan for future educational programs – adapt instruction to meet the needs of students, 	<p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p>	<p>LEA: Click here to enter text.</p> <p>School: Click here to enter text.</p>

	<ul style="list-style-type: none"> – monitor student progress towards college and career goals, and – identify students who may be at-risk for dropping out of high school and to match students to appropriate interventions. 	<p>Choose an item.</p> <p>Choose an item.</p>	
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Comments:

[Click here to enter text.](#)

Evaluation and Accountability	Yes/No	Next Steps for LEA/School to Increase Level of Implementation
<p>4.1 The school/district implements a data system to track collective and individual teacher and student data to inform school improvement strategies and initiatives.</p> <p><i>Identify name of data system/s used in the school:</i> Click here to enter text.</p> <p><i>Identify name of data system/s used at the district:</i> Click here to enter text.</p>	<p>Choose an item.</p>	<p>LEA: Click here to enter text.</p> <p>School: Click here to enter text.</p>

Comments:

[Click here to enter text.](#)

<p>4.2 There is an instructional staff evaluation system that is implemented that includes accountability provisions at the school, district, and state levels.</p>	<p>Choose an item.</p>	<p>LEA: Click here to enter text.</p> <p>School: Click here to enter text.</p>
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Comments:

[Click here to enter text.](#)

Student Assistance Teams (SAT)/Student Support Teams (SST) <i>In New Mexico, Tier 2 is the Student Assistance Team (SAT) process which targets some students; supplemental, targeted individualized interventions prescribed by the SAT.</i>	Yes/No	Next Steps for LEA/School to Increase Level of Implementation
<p>5.1 The School has identified a SAT team (which includes the student’s parents) that gathers all available data about a student, hypothesizes a possible cause for the problem, and</p>	<p>Choose an item.</p>	<p>LEA: Click here to enter text.</p> <p>School: Click here to enter text.</p>

	then designs an individualized SAT Intervention Plan or Behavioral Intervention Plan (BIP), if necessary.		
Comments: Click here to enter text.			
5.2	The SAT addresses academic and/or behavioral problems found through universal screening (such as short-cycle assessments) at Tier 1 or those brought up as concerns by parents, teachers, or other staff.	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			
5.3	For students identified as ELL and being served on a Section 504 plan, the Section 504 team determines appropriate ELL and other test accommodations and documents them on the Section 504 plan.	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			
Multicultural/Multilingual Learners <i>To ensure equal educational opportunity for all students in New Mexico. Bilingual Multicultural programs provide opportunities for students to expand their conceptual and linguistic potential and abilities, and to appreciate the value and beauty of different languages and cultures.</i>		Yes/No	Next Steps for LEA/School to Increase Level of Implementation
6.1	Students are identified as English Language Learners based on the district's Language Proficiency Test. <i>Name the Language Proficiency test used in your district:</i> Click here to enter text.	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			
6.2	The school has a process for analyzing student language proficiency results and placement designation?	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			

6.3	The school has a system of communication with parents as to their child’s English proficiency level (i.e.; parent notification letter).	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			
6.4	The school has developed a system of communicating with parents in their native language.	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			
6.5	Teachers have received training in how to teach academic English explicitly in specific blocks of time throughout the day — during content area instruction, reading/ELA instruction, and English language development.	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			
6.6	Teacher provides Language1 (L1) literacy and content area instruction while students learn English with a gradual transition to sheltered content instruction in bilingual programs.	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			
6.7	Teachers develop and maintain primary language (L1) and English (L2) to support bilingualism and bi-literacy of ELLs and fluent English students.	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			
Cultural Competence <i>Cultural competence is based on a commitment to social justice and equity. Culture refers to integrated patterns of human behavior that include the language, thoughts, communication, actions, customs, beliefs, values, and norms of racial, ethnic, religious, or social groups.</i>		Yes/No	Next Steps for LEA/School to Increase Level of Implementation

7.1	The school has a defined set of values and principles, demonstrated behaviors, attitudes, policies and structures that enable them to work effectively in a cross-cultural manner.	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			
7.2	The school demonstrates the capacity to: <ul style="list-style-type: none"> a. Value diversity. b. Engage in self-reflection. c. Facilitate effectively (manage) the dynamics of difference. d. Acquire and institutionalize cultural knowledge. e. Adapt to the diversity and the cultural contexts of the students, families, and communities they serve. f. Support actions which foster equity of opportunity and services. 	Choose an item. Choose an item. Choose an item. Choose an item. Choose an item. Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			
Parental Involvement <i>To create such partnerships is to help all students succeed in school and in later life. When families, parents, teachers, students, and others view one another as partners in education, a caring community forms around students and begins its work.</i>		Yes/No	Next Steps for LEA/School to Increase Level of Implementation
8.1	The school coordinates resources and services for families, students, and the school with community groups, including businesses, agencies, cultural and civic organizations, and colleges or universities to contribute to the service of the community.	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			

8.2	The school communicates with families about school programs and student progress.	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			
8.3	The school creates two-way communication channels between school and home.	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			
8.4	The school involves families with their children in academic learning at home, including homework, goal setting, and other curriculum related activities.	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			
8.5	Families are participants in school decisions, governance, and advocacy activities through councils or improvement teams, committees, and parent organizations.	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			
Special Education <i>In New Mexico, the definition of Tier 3 is special education and related services for students with identified disabilities under IDEA (2004) and those who are identified as gifted.</i>		Yes/No	Next Steps for LEA/School to Increase Level of Implementation
9.1	In making the eligibility determination the educational diagnostician, the group of qualified professionals who makes the eligibility determination takes into account documented data from the student's response to interventions.	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			
9.2	Students receiving Special Education services demonstrate a need for intensive programming in the form of specially designed instruction in order to be involved in and make progress in the general education curriculum (including academic and nonacademic activities).	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments:			

Click here to enter text.			
9.3	For a student receiving Special Education services, the student has a current Individualized Education Program (IEP).	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			
9.4	The IEP team is responsible for developing the written IEP, as well as determining the need for any related services and/or behavioral support for a student.	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			
9.5	Parents are part of the IEP team. Special education teachers, related service providers, and general education teachers implement the IEP.	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			
9.6	Tier 3 supports and services are designed to enable the student to be successfully involved in and make progress in the general education curriculum (including academic and non-academic activities), achieve the goals in his or her IEP, and make satisfactory growth towards state-approved grade-level standards.	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			
Professional Development		Yes/No	Next Steps for LEA/School to Increase Level of Implementation
10.1	Professional development opportunities are aligned to the school improvement plan and based on high-quality standards for staff development and adult learning.	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			
10.2	A yearlong professional development calendar has been developed and identifies opportunities that are job-embedded at the school and classroom levels, aligned to school improvement strategies and initiatives, and offered	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.

	throughout the school year.		
Comments: Click here to enter text.			
10.3	School leadership as instructional leaders create a schedule that provides for regular feedback to teachers to help them improve their instructional practice.	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			
College-and Career Readiness		Yes/No	Next Steps for LEA/School to Increase Level of Implementation
11.1	There is a timeline and process for developing Next Step Plans beginning with all 8 th grade students that is adhered to.	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			
11.2	The school provides opportunities and academic supports to enable all students to succeed in rigorous courses designed for college-and-career-readiness in grades 8 – 12.	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			
11.3	College-and-career-readiness skills are integrated across all content areas.	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			

References

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