

*Local Assistance Plan (LAP)*  
*Diagnostic Self-Review Document and Report Template*



Name of Principal:	Diane Hagemann/4-5 Paula Kopp/6-8
Name/Number of School:	Solvay Middle School
School Address:	299 Bury Drive, Syracuse, NY 13209
School Telephone Number:	315-487-7061
Principal's Direct Phone Number:	Same
Principal's E-Mail:	<a href="mailto:dhagemann@solvayschools.org">dhagemann@solvayschools.org</a> <a href="mailto:pkopp@solvayschools.org">pkopp@solvayschools.org</a>
District Telephone Number:	315-468-1111
Superintendent's Direct Phone Number:	Same
Superintendent's E-Mail:	<a href="mailto:lwright@solvayschools.org">lwright@solvayschools.org</a>
Reason for LAP Designation:	Failure to meet AYP/Designated groups Failure to meet cut point score for ELA and Math combination
Website Link for Published Report:	Solvayschools.org

School Principal's Signature

*Diane Hagemann* *PK* Date 11.13.15

I certify that the information provided above and in the attached documents is true and accurate to the best of my knowledge. I understand that the accountability status determination reported in the Information Reporting Services (IRS) portal/nYSTART is official and that the district and its school must meet all federal and State requirements pertaining to such accountability designations and expected student performance improvements.

I further certify that I have reviewed the Diagnostic Self-Review Document and met with the school leadership to discuss and revise the rubric ratings as appropriate and that I concur that the ratings provided in the rubric are an accurate assessment of the school's current performance in relation to the tenets.

Superintendent's Signature

*Law E. Wright* Date 11/16/15

For New York City schools, the Community School District Superintendent must sign the self-assessment.

**A Message to School/District Leaders:**

The purpose of the New York State Education Department (NYSED) school review is to provide all New York State (NYS) stakeholders currently involved in school and/or district evaluation with cogent messages around school improvement and highly effective educational practices. Our thinking is that the more the NYS educational community engages in common practices and uses common language to evaluate and describe effective schools, the more readily we, as an educational community, will be able to provide high-quality seats to all students in our state.

Guidance

The Diagnostic Self-Review Document provides an opportunity for the school, with the assistance of the district, to assess its current level of performance in regard to the school leadership, teacher practices and decisions, curriculum development and support, student social and emotional developmental health, and family and community engagement. Schools should use the self-review as an opportunity to identify actions to be taken to improve student academic results for the identified subgroup(s), describe the district resources to be used to implement the actions identified, and describe the professional development activities planned to support the implementation of the actions to improve student academic results.

The Diagnostic Self-Review Document and Report Template must be approved by the district's Board of Education (for New York City (NYC) schools, it must be approved by the Chancellor) and posted to the district's website by **Friday, November 20, 2015**, as well as kept on file at both the school and the district offices.

#### Completing This Form

- ✓ Before completing this form, please examine the rubric, and discuss the tenets and the statements of practice with the district representative who will be assisting you in completing, reviewing and approving your LAP Self-Assessment. As the rubric used for the Diagnostic Self-Review is the same one as used for Diagnostic Review for School and District Effectiveness (DTSDE) conducted in Focus Districts, the DTSDE website (<http://www.p12.nysed.gov/accountability/diagnostic-tool-institute/home.html>) contains helpful information about the rubric.
- ✓ In collaboration with your school leadership team and your district representatives, complete the Self-Review by identifying the strategies and practices you either are planning to implement or have implemented that meet the needs of your school, as identified by the assessment.
  - Pay particular attention to the performance of the subgroups that caused the school to be identified as requiring a Local Assistance Plan (LAP).
  - Use evaluative language and connect how the strategies and practices have or will impact teaching and learning.
  - Make sure the activities proposed reflect a new and robust direction or a continuation of practices that are showing evidence-based positive results in closing the achievement gap(s).
- ✓ Be concise and clear when describing the evidence that supports your ratings.
- ✓ Provide information in the plan that addresses the "who, what, when, and why" of the strategies chosen to meet the needs of the school.
- ✓ **Please Note:** The designation of a school as a LAP means that a school has areas that need improvement, particularly as they relate to the subgroup(s) of students who are failing to make academic gains. These areas should be reflected in the ratings, evidence and action plans outlined in this assessment.
- ✓ Before the completed Self-Review Document and Report Template are submitted to the Board of Education (for NYC, the Chancellor) for approval, the school superintendent must meet with the school leadership to discuss and revise the rubric ratings as appropriate.

A successfully completed Self-Review provides an accurate picture of your school and its needs and describes the actions you and the district will take to address these needs. The evidence and plans for improvement described in the document will closely align to the expectations put forth in the rubric, therefore aligning the plan to the optimal conditions for school effectiveness.

If you have any questions regarding completion of the Local Assistance Plan Self Assessment, please send an email to [accountinfo@nysed.gov](mailto:accountinfo@nysed.gov).

Grade Configuration		4-8	Total Enrollment: 501		35%	Title 1 Population: 295		59%	Attendance Rate		95.77%							
Free Lunch	56%	Reduced Lunch	9.5%	Student Sustainability*		94.5%	Limited English Proficient		3.4%	Students with Disabilities		13.2%						
Types and Number of English Language Learner Classes																		
#Transitional Bilingual		0		#Dual Language		0		#Self-Contained English as a Second Language				6 classes						
Types and Number of Special Education Classes																		
#Special Classes		1		#Consultant Teaching		0		#Integrated Collaborative Teaching				8 classes						
# Resource Room		9																
Types and Number Special Classes																		
#Visual Arts	2	#Music	3	#Drama		0		# Foreign Language		2	# Dance	0	CTE	0				
Racial/Ethnic Origin																		
American Indian or Alaska Native		1.2%		Black or African American		4.8%		Hispanic or Latino		7.6%		Asian or Native Hawaiian/Other Pacific Islander		1%	White	76.2 %	Multi-racial	9.2%
Personnel																		
Years Principal Assigned to School		2/7		# of Assistant Principals		0		# of Deans		0		# of Counselors / Social Workers		3				
% of Teachers with No Valid Teaching Certificate		0		% Teaching Out of Certification		0		% Teaching with Fewer Than 3 Yrs. of Exp.		14%		Teacher Attendance Rate		94% Attendance Rate				
Overall Accountability Status																		
ELA Performance at levels 3 & 4		18%		Mathematics Performance at levels 3 & 4		23%		Science Performance at levels 3 & 4		84%		4 Year Graduation Rate (HS Only)		N/A				
Credit Accumulation (High School Only)																		
% of 1 <sup>st</sup> yr. students who earned 10+ credits		N/A		% of 2 <sup>nd</sup> yr. students who earned 10+ credits		N/A		% of 3 <sup>rd</sup> yr. students who earned 10+ credits		N/A		6 Year Graduation Rate		N/A				
Reason for LAP (Indicate under the Category)																		
Achievement Gap (AG), Cut Point (CP), and/or Did Not Meet Adequate Yearly Progress (AYP)																		
ELA	Mathematics		Science		Graduation Rate		Subgroup											
							American Indian or Alaska Native											
							Hispanic or Latino											
X							White											
X							Students with Disabilities											
							Economically Disadvantaged											
							Black or African American											
							Asian or Native Hawaiian/Other Pacific Islander											
X	X						Multi-racial (Performance Index)											
							Limited English Proficient											

\*Student Sustainability or Student Stability is the percentage of students in the highest grade in a school who were also enrolled in that school at any time during the previous school year. For example, if School A, which serves Grades 6–8, has 100 students enrolled in Grade 8 this year, and 92 of those 100 students were also enrolled in School A last year, the stability rate for the school is 92 percent.

Rate each practice with an H, E, D, or I in the space provided. Before assigning a rating of Effective or Highly Effective to a Statement of Practice, the school should pay particular attention to how the statement of practice is related to the performance of the subgroup(s) of students who caused the school to be identified as requiring a LAP. When providing a response to a Statement of Practice that Is Effective, Developing, or Ineffective, the school should specify whether actions will be targeted to the subgroup(s) of students who caused the school's identification or be part of a whole school transformation or turnaround strategy.

**Tenet 2 - School Leader Practices and Decisions:** Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.

Rating	Statement of Practice 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).					
<input type="checkbox"/>	<b>Highly Effective</b>	a) The SMART goals/mission and long-term vision are created and supported by staff, families, and students and are uniformly seen, heard, and known across the entire school community and affiliated partnerships. b) The school leader champions the implementation of a data-driven mission for student achievement and well-being and holds the school community of stakeholders accountable for working to realize the long-term vision and the school priorities as outlined in the SCEP and other school improvement documents. c) The school leader and community stakeholders regularly monitor and evaluate progress toward attainment of SMART goals and priorities in the SCEP that are aligned to the long-term vision, making adjustments when goals are not achieved, improvements are needed, and priorities become misaligned.				
<input checked="" type="checkbox"/>	<b>Effective</b>	a) The SMART goals/mission and long-term vision are created and supported by a representative group of staff, families, and students and some affiliated partnerships. b) The school leader shares a data-driven mission for student achievement and well-being with the school community of stakeholders and has a plan for how to work together to realize this long-term vision and the school priorities as outlined in the SCEP and other school improvement documents. c) The school leader and community stakeholders monitor and evaluate progress once or twice a year toward SMART goals and priorities in the SCEP aligned to the long-term vision.				
<input type="checkbox"/>	<b>Developing</b>	a) The SMART goals/mission and long-term vision are created with limited input by stakeholders, and are in the process of being shared with staff, families, and students across the school community. b) The school leader has a data-driven mission for student achievement and well-being, outlined in the SCEP, and is in the process of developing how the school community will work to realize the long-term vision. c) The school leader is in the process of adapting SMART goals that better align to the long-term vision, or these SMART goals exist but are not monitored and evaluated.				
<input type="checkbox"/>	<b>Ineffective</b>	a) The SMART goals/mission and long-term vision are unknown, not commonly understood, and/or have not been shared with staff, families, and students across the school community. b) The school leader has not developed a data-driven mission that is connected to the long-term vision. c) The school leader has not developed SMART goals or the current goals are not aligned to the long-term vision.				
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>		<div> <input type="checkbox"/> Classroom Observations – # Visited: <u>  65  </u> </div> <div> <input type="checkbox"/> Interviews with Students – #: <u>  50  </u> </div> <div> <input type="checkbox"/> Interviews with Support Staff – #: <u>  37  </u> </div> <div> <input type="checkbox"/> Interviews with Teachers – #: <u>  37  </u> </div> <div> <input type="checkbox"/> Interviews with Parents/Guardians – #: <u> 118 </u> </div> <div> <input type="checkbox"/> Other: _____         </div> <div> <input type="checkbox"/> Documents Reviewed:           <table border="1" style="margin-left: 20px;"> <tr><td>Data Collection Tool</td></tr> <tr><td>Curriculum Maps</td></tr> <tr><td>District Priorities</td></tr> <tr><td>Surveys, Interviews</td></tr> </table> </div>	Data Collection Tool	Curriculum Maps	District Priorities	Surveys, Interviews
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<b>If the SOP rating is <u>Effective</u>, <u>Developing</u> or <u>Ineffective</u>, please provide a response in the areas below.</b>						
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> <li>Consistently communicate mission, vision, &amp; goals to all stakeholders</li> <li>Working with district office personnel to coordinate avenues to disseminate information and elicit parent feedback on the two district priorities</li> <li>Continue to set yearly department goals based on data aligned to the district goals</li> <li>Set SMART ELA &amp; math goals for accountable subgroups of students</li> <li>Promote the use of communication with parents through social media</li> </ul>					
Describe the district resources to be used to implement the actions in	<ul style="list-style-type: none"> <li>Various meetings</li> <li>Staff</li> </ul>					

this area to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> <li>District and school-wide communication tools</li> </ul>
Describe the professional development activities planned to support the implementation of the actions in this area.	<ul style="list-style-type: none"> <li>Staff - to train in the use of social media</li> </ul>
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	<ul style="list-style-type: none"> <li>Department goals/monthly</li> <li>Accountability subgroup goals--quarterly</li> <li>Consistently revisit established goals/quarterly</li> <li>Parent feedback on district priorities: September/June</li> </ul>

Rating	Statement of Practice 2.3: Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	
<input type="checkbox"/>	<b>Highly Effective</b>	<p>a) The school leader collaborates with staff to create and use transparent systems and protocols that afford students and teachers the ability to fully benefit from a flexible and thoughtful program, which includes a creative expanded learning time program, that are aligned to student achievement.</p> <p>b) The school leader strategically recruits, hires, and sustains personnel. The leader uses a variety of partner organizations to create a pool of internal and external human capital that enables the school to creatively, equitably, and adequately meet the academic and social needs of all students. Where the district makes the hiring decisions, the school leader articulates successfully the need for appropriate staff.</p> <p>c) The school leader analyzes and identifies fiscal capital available to the school community throughout the school year, making on-going strategic and sustainable decisions to fund targeted efforts aligned to school-wide goals, considering the needs of all students and staff members. Where the district makes the fiscal decisions, the school leader articulates successfully the need for appropriate funding.</p>
	<b>Effective</b>	<p>a) The school leader collaborates with staff to create and use systems and protocols for programming for students and teachers, which incorporates an expanded learning time program, that are aligned to student achievement.</p> <p>b) The school leader uses some partnerships to recruit, hire, and sustain personnel that enable the school to meet the academic and social needs of the students. Where the district makes the hiring decisions, the school leader articulates the need for appropriate staff.</p> <p>c) The school leader analyzes and identifies fiscal capital available to the school community throughout the school year, making interim strategic decisions to fund targeted efforts aligned to school-wide goals, considering the needs of all students and staff members. Where the district makes the fiscal decisions, the school leader articulates the need for appropriate funding.</p>
x	<b>Developing</b>	<p>a) The school leader uses systems, including an expanded learning time program, for programming for students and teachers that are aligned to student achievement for some groups of students.</p> <p>b) The school leader has taken some steps to secure personnel who will enable the school to meet the academic and social needs of the students. Where the district makes the hiring decisions, the school leader has not clearly articulated the school's needs.</p> <p>c) The school leader makes decisions sporadically on the use of available fiscal capital to fund efforts aligned to school-wide goals. Where the district makes the fiscal decisions, the school leader has not clearly articulated the school's funding need.</p>
<input type="checkbox"/>	<b>Ineffective</b>	<p>a) The school leader does not have systems for programming for students and teachers or the systems, including an expanded learning time program, are not aligned to student achievement, or an expanded learning time program does not exist and there are no plans to create one.</p> <p>b) The school leader is not addressing the need to hire personnel to meet the academic and social needs of the students. Where the district makes the hiring decisions, the school leader has not made an effort to communicate with the district about hiring needs.</p> <p>c) The school leader does not connect the use of fiscal capital to school goals. Where the district makes the fiscal decisions, the school leader has not made an effort to communicate with the district about funding needs.</p>

Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>	<input type="checkbox"/> Classroom Observations – # Visited: <u>65</u> <input type="checkbox"/> Interviews with Students – #: <u>50</u> <input type="checkbox"/> Interviews with Support Staff – #: <u>37</u> <input type="checkbox"/> Interviews with Teachers – #: <u>37</u> <input type="checkbox"/> Interviews with Parents/Guardians – #: <u>118</u> <input type="checkbox"/> Other: _____	<input type="checkbox"/> Documents Reviewed:			
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If the SOP rating is <b>Effective</b> , <b>Developing</b> or <b>Ineffective</b> , please provide a response in the areas below.					
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> <li>Continue to collaborate with all stakeholders</li> <li>Continue on-going strategic decisions aligned to school-wide goals</li> <li>Continue to explore partnership opportunities that support the district mission and goals</li> <li>Continue to support district office staff in the acquisition of grant funding</li> <li>Develop expanded learning time for students with high academic needs particularly in the subgroups identified for this LAP since expanded learning time (particularly afterschool) does not exist. This expanded learning time will involve 6 teachers working with our neediest students afterschool for about 6 weeks in the spring.</li> </ul>				
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> <li>District Administration</li> <li>Building Staff</li> <li>Possible School Improvement Grant (SIG) to fund expanded learning time (after school) for our neediest students.</li> <li>Transportation for expanded learning time for students attending possibly SIG funded afterschool classes for our neediest students</li> </ul>				
Describe the professional development activities planned to support the implementation of the actions in this area.	<ul style="list-style-type: none"> <li>Continue with current PD opportunities identified in Tenets 3-6</li> <li>Provide planning time for teachers working in expanded learning time afterschool</li> </ul>				
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	<ul style="list-style-type: none"> <li>Ongoing throughout 15-16 school year</li> <li>Goal development - December 2015</li> <li>Collaboration - All meetings (team, PBIS, RTI, Guidance Support Team, Building Rep) - weekly and monthly meetings</li> <li>Expanded learning time to start in winter 15-16 pending SIG grant approval.</li> </ul>				

Rating	Statement of Practice 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 student data and feedback.	
	Highly Effective	a) The school leader and other school administrators collaboratively developed a formal school-wide plan, known to all staff and aligned to the district's APPR plan, for frequently observing and providing actionable feedback throughout the school year on teaching practices based on student data. b) The school leader and other school administrators are implementing the school's observation plan and providing timely, on-going, evidence-based, actionable feedback to staff that is directly aligned to established criteria, including the teaching rubric and other agreed upon evaluation instruments, and which encourages and supports staff to take ownership for the next stage of their development. c) The school leader and other school administrators monitor the plan for observing teachers and use observation data and other measures of teacher effectiveness to assign/reassign, counsel, and provide on-going targeted professional development opportunities in multiple formats (e.g., coaching, mentoring, and peer support) to staff.
<input checked="" type="checkbox"/>	Effective	a) The school leader has developed a plan, aligned to the district's APPR plan, for frequently observing and providing actionable feedback on teaching practices throughout the school year based on student data. b) The school leader and other school administrators are implementing the school's observation plan and providing timely on-going, evidence-based, actionable feedback to staff that is directly aligned to established criteria, including the teaching rubric and other agreed upon evaluation instruments.



		c) The school leader and other school administrators monitor the plan for observing teachers and use observation data and other measures of teacher effectiveness to assign/reassign, counsel, and provide on-going professional development opportunities to staff.				
<input type="checkbox"/>	<b>Developing</b>	a) The school leader and other school administrators use an informal schedule for observing and providing feedback on teaching practices throughout the school year and/or are developing a formalized plan aligned to the district's APPR plan. b) The school leader and other school administrators are providing feedback to staff that is aligned to established criteria, including the teaching rubric and other agreed upon evaluation instruments. c) The school leader and other school administrators do not consistently use observation data to provide on-going professional development opportunities to staff.				
<input type="checkbox"/>	<b>Ineffective</b>	a) The school leader and other school administrators have no formal plan or schedule for frequently observing teaching practices and/or providing feedback. b) The school leader and other school administrators are not providing feedback to staff aligned to established criteria, including the teaching rubric and other agreed upon evaluation instruments. c) The school leader and other school administrators do not use observation data and other measures of teacher effectiveness to inform staffing and professional development decisions.				
Please indicate the evidence used to determine the rating. Check all that apply.		<div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Classroom Observations – # Visited: _65____  <input type="checkbox"/> Interviews with Students – #: _50____  <input type="checkbox"/> Interviews with Support Staff – #: _37____  <input type="checkbox"/> Interviews with Teachers – #: _37____  <input type="checkbox"/> Interviews with Parents/Guardians – #: 118_  <input type="checkbox"/> Other: _____ </div> <div> <input type="checkbox"/> Documents Reviewed: <table border="1" style="margin-top: 5px;"> <tr><td>Data Collection Tool</td></tr> <tr><td>Curriculum Maps</td></tr> <tr><td>District Priorities</td></tr> <tr><td>Surveys, Interviews</td></tr> </table> </div> </div>	Data Collection Tool	Curriculum Maps	District Priorities	Surveys, Interviews
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Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> <li>Continue to recommend and facilitate PD based on observational evidence</li> <li>Continue to attend Lead Evaluator Training</li> <li>Continue to collaborate with local universities</li> <li>Continue to hire highly qualified candidates</li> </ul>					
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> <li>Time to attend trainings</li> <li>Support for collaboration</li> <li>Support in cultivating highly qualified candidates</li> </ul>					
Describe the professional development activities planned to support the implementation of the actions in this area.	<ul style="list-style-type: none"> <li>NA</li> </ul>					
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	<ul style="list-style-type: none"> <li>Ongoing throughout the 2015-2016 school year</li> </ul>					

<b>Rating</b>	<b>Statement of Practice 2.5:</b> 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).	
<input type="checkbox"/>	<b>Highly Effective</b>	a) The school leader models excellence for the staff in the creation and use of evidence-based systems that are dynamic, adaptive, and interconnected and address individual and school-wide practices.

		b) The school leader, in collaboration with the school community, monitors and revises evidence-based systems that address practices used by staff members connected to improvement areas in the SCEP.				
	<b>Effective</b>	a) The school leader requires the staff to use evidence-based systems that are dynamic, adaptive, and interconnected and address individual and school-wide practices. b) The school leader monitors and revises evidence-based systems that address practices used by staff members connected to improvement areas in the SCEP.				
x	<b>Developing</b>	a) The school leader encourages the staff to use systems that are interconnected and/or systems are not modified based on analysis of school-wide practices. b) The school leader is working to develop an evidence-based system to monitor and revise practices used by staff members.				
<input type="checkbox"/>	<b>Ineffective</b>	a) The school leader does not encourage the staff to use systems, or systems do not exist to address school-wide practices. b) The school leader has not taken steps to develop an evidence-based system to monitor and revise practices used by the staff members.				
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>		<input type="checkbox"/> Classroom Observations – # Visited: <u>  65  </u> <input type="checkbox"/> Interviews with Students – #: <u>  50  </u> <input type="checkbox"/> Interviews with Support Staff – #: <u>  37  </u> <input type="checkbox"/> Interviews with Teachers – #: <u>  37  </u> <input type="checkbox"/> Interviews with Parents/Guardians – #: <u> 118 </u> <input type="checkbox"/> Other: _____				
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Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> <li>Continue to monitor and revise evidence based systems that address practices used by staff (PBIS, RTI)</li> </ul>					
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> <li>Various meetings (Team, RTI, PBIS, Department, Faculty, etc.)</li> <li>Staff (Team Leaders, Content Specialist, Committee Members, Literacy Coach, etc.)</li> <li>Staff Development Days/Release Time</li> <li>BOCES Staff (PBIS – mentor/coach)</li> </ul>					
Describe the professional development activities planned to support the implementation of the actions in this area.	<ul style="list-style-type: none"> <li>Ongoing PBIS Coaching and staff development activities</li> </ul>					
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	<ul style="list-style-type: none"> <li>Ongoing throughout 15-16 School year</li> <li>Administration of PBIS Self-Assessment Survey (SAS): November &amp; May</li> <li>RtI/Bearcat time groupings adjusted monthly based on data review</li> </ul>					



**Tenet 3 - Curriculum Development and Support:** The school has rigorous and coherent curricula and assessments that are \*\*\*appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.

Rating	Statement of Practice 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.							
<input type="checkbox"/>	<b>Highly Effective</b>	<p>a) The school leader, using a distributive leadership model, ensures that a systematic plan (i.e., a plan that has targeted goals to address the needs of all students and subgroups, a schedule for professional development support, and vertical/horizontal collaborative meeting time) exists for the quality implementation of rigorous CCLS curricula.</p> <p>b) The school leader uses the systematic plan to provide teachers access to robust pedagogical support (i.e., inter-visitation, cross-grade conversations, exemplar curriculum models, access to expert CCLS curriculum writers, and CCLS conferences), materials, and training aligned to CCLS curricula and instructional shifts for individual and subgroups of students.</p> <p>c) The school leader ensures that a cohesive, comprehensive, and adaptive curricula, inclusive of clearly developed units aligned to CCLS and NYS standards, is used across all areas of study, including interventions, AIS/RTI, dual credit courses, and electives, by monitoring the implementation of the curricula and regularly examining formative and summative assessments and student work.</p>						
<input type="checkbox"/>	<b>Effective</b>	<p>a) The school leader ensures that a systematic plan (i.e., a plan that has targeted goals to address the needs of all students and subgroups, a schedule for professional development support, and vertical/horizontal collaborative meeting time) exists for the quality implementation of rigorous CCLS curricula.</p> <p>b) The school leader 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.</p> <p>c) The school leader ensures that staff use a comprehensive and adaptive curricula, inclusive of clearly developed units aligned to CCLS and NYS standards, across all areas of study, including interventions, AIS/RTI, dual credit courses, and electives, by monitoring the implementation of curricula.</p>						
<input checked="" type="checkbox"/>	<b>Developing</b>	<p>a) The school leader is in the process of developing a written plan that includes targeted goals to address the needs of students, schedule/calendar for professional development support, and vertical/horizontal collaborative meeting time for implementing CCLS curricula.</p> <p>b) The school leader is beginning to provide appropriate access to pedagogical support, materials, and training to teachers aligned to CCLS curricula and instructional shifts for individual and subgroups of students.</p> <p>c) The school leader encourages staff to use comprehensive curricula, inclusive of clearly developed units aligned to CCLS and NYS standards, across all areas of study, including interventions, AIS/RTI, dual credit courses, and electives.</p>						
<input type="checkbox"/>	<b>Ineffective</b>	<p>a) The school leader has no written plan for CCLS and NYS curricula alignment across all areas of study and is not developing one.</p> <p>b) The school leader does not provide access to pedagogical support, materials, and training to teachers aligned to CCLS curricula and instructional shifts for individual and subgroups of students.</p> <p>c) The school leader does not ensure and makes little effort to encourage teachers across all areas of study to use curricula aligned to CCLS and NYS standards.</p>						
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Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> <li>Continue modifying curriculum and pacing guides to ensure alignment with CCLS</li> <li>Continue with the vertical alignment of curriculum</li> </ul>							

	<ul style="list-style-type: none"> <li>Continue implementing programs such as “Bearcat Time” (BCT) during the school day to provide students with targeted interventions</li> <li>Use the services of an independent, school improvement expert (Generation Ready) to assist middle school teachers and principals in monitoring and adapting the implementation of this Local Assistance Plan and general school improvement activities including curriculum alignment and data driven instruction including SMART goal development and monitoring</li> </ul>
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels	<ul style="list-style-type: none"> <li>Various meetings (Team, RTI, PBIS, Department, Faculty, etc.)</li> <li>Staff (Team Leaders, Content Specialist, Committee Members, Literacy Coach, etc.)</li> <li>Staff Development Days/Release Time</li> <li>Possible School Improvement Grant (SIG) to fund external, school improvement expert to monitor LAP and school improvement activities</li> </ul>
Describe the professional development activities planned to support the implementation of the actions in this area.	<ul style="list-style-type: none"> <li>Attend BOCES sponsored Rtl training</li> <li>Collaborative planning sessions to address vertical alignment, alignment to the CCLS, and to ensure a rigorous and comprehensive curriculum</li> <li>Collaborative planning sessions with external school improvement expert</li> </ul>
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	<ul style="list-style-type: none"> <li>Curriculum work at Ongoing weekly team and monthly faculty meetings as currently planned on the 2015-16 school calendar</li> <li>Trainings to be completed by June 2016</li> <li>BOCES Rtl training—June</li> <li>External school improvement expert visits in spring 2016</li> </ul>

Rating	<b>Statement of Practice 3.3:</b> 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.	
<input type="checkbox"/>	<b>Highly Effective</b>	<p>a) Teachers use targeted agendas based on student and school data to develop collaboratively unit and lesson plans to 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) in all grades and subject areas.</p> <p>b) Teachers use a full complement of curricula tools, such as pacing calendars, curriculum maps, unit and lesson plans, across all grades, content areas, and classes that incorporate a progression of sequenced and scaffolded skills for all groups of students (including special education and English language learners) and use a variety of complex materials appropriately aligned to the CCLS.</p> <p>c) Teachers consistently monitor and adjust curricula 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 all content areas and grades.</p>
<input type="checkbox"/>	<b>Effective</b>	<p>a) Teachers develop collaboratively 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, and use of rubrics) and address student achievement needs in all grades and subject areas.</p> <p>b) Teachers use unit and lesson plans across all grades, content areas, and classes that incorporate a progression of sequenced and scaffolded skills for all groups of students (including special education and English language learners) and use a variety of complex materials appropriately aligned to the CCLS.</p> <p>c) Teachers monitor and adjust curricula 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.</p>
<input checked="" type="checkbox"/>	<b>Developing</b>	<p>a) Teachers individually or inconsistently collaborate to develop unit and lesson plans based on student data to 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) in all grades and subject areas.</p> <p>b) Teachers use lesson plans that are either inconsistently aligned to CCLS or are aligned to the CCLS but do not use a variety of complex materials that incorporate a progression of sequenced and scaffolded skills.</p> <p>c) Teachers either are in the process of developing protocols to monitor and adjust curricula to support the CCLS instructional shifts and NYS content standards, or teachers inconsistently monitor and adjust</p>

		curricula across the school, or teachers monitor and adjust no more than twice a year for all groups of students across content areas and grades.					
<input type="checkbox"/>	<b>Ineffective</b>	a) Teachers do not use formal structures and data to work collaboratively to develop unit and lesson plans. b) Teachers use lesson plans that are not aligned to CCLS. c) Teachers do not monitor and adjust curricula, and there is no plan to begin to do so.					
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>		<input type="checkbox"/> Classroom Observations – # Visited: __65__ <input type="checkbox"/> Interviews with Students – #: __50__ <input type="checkbox"/> Interviews with Support Staff – #: 37____ <input type="checkbox"/> Interviews with Teachers – #: __37__ <input type="checkbox"/> Interviews with Parents/Guardians – #: 118__ <input type="checkbox"/> Other: _____	<input type="checkbox"/> Documents Reviewed: <table border="1"> <tr><td>Data Collection Tool</td></tr> <tr><td>Curriculum Maps</td></tr> <tr><td>District Priorities</td></tr> <tr><td>Surveys, Interviews</td></tr> </table>	Data Collection Tool	Curriculum Maps	District Priorities	Surveys, Interviews
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Actions in this area to be taken to improve the identified subgroup(s) student performance levels.		<ul style="list-style-type: none"> <li>Consistently use higher order thinking and questioning skills in lessons</li> <li>Continue the review of materials and resources to ensure a high level of text complexity and task complexity</li> <li>Continued review and discussion around student data to guide lesson plan development</li> <li>Continue to develop strategies to differentiate instruction</li> <li>Targeted professional development (Partnership for Literacy and Learning) focused on CCLS ELA aligned curriculum and instructional practices including speaking and listening protocols to support reading and writing instruction in the ELA classrooms including data driven instruction (formative assessments)</li> </ul>					
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.		<ul style="list-style-type: none"> <li>Various meetings (Team, RTI, PBIS, Department, Faculty, etc.)</li> <li>Staff (Team Leaders, Content Specialist, Committee Members, Literacy Coach, etc.)</li> <li>Staff Development Days/Release Time</li> <li>BOCES Staff Developers/Workshops</li> <li>Professional resources to incorporate higher level questioning in lessons</li> <li>Special Education School Improvement Specialist (SEIS)</li> <li>Possible SIG grant funding for targeted professional development (provided by Partnership for Literacy and Learning)</li> </ul>					
Describe the professional development activities planned to support the implementation of the actions in this area.		<ul style="list-style-type: none"> <li>Training on differentiated instruction</li> <li>Opportunities to examine questioning levels currently in use and to develop strategies to incorporate higher level questioning in lessons</li> <li>Professional development on scaffolding of questions, the direct instruction of a process for students to respond, and for teachers to encourage a variety of response methods</li> <li>SIG grant funding for teacher stipends to attend targeted professional development by the Partnership for Literacy and Learning</li> </ul>					
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.		<ul style="list-style-type: none"> <li>Ongoing weekly and monthly meetings as currently planned on the 2015-16 school calendar</li> <li>SEIS PD on student engagement &amp; participation techniques--Jan.</li> <li>SEIS PD on higher-order thinking--Feb.</li> <li>Trainings to be completed by June 2016 with training sessions by Partnership for Literacy and Learning occurring during winter 15-16 (pending SIG grant approval)</li> </ul>					

<b>Rating</b>	<b>Statement of Practice 3.4:</b> 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.	
<input type="checkbox"/>	<b>Highly Effective</b>	a) The school leader and teachers consistently use comprehensive and adaptive plans to form partnerships and create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities within and across all grade levels and subjects. b) Teachers consistently collaborate within and across 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.

		c) Teachers consistently collaborate in grade/subject level teams to formally reflect on the impact of the interdisciplinary curricula, take immediate action to make revisions when needed, and ensure that there is a common understanding about what is taught and why it is taught.				
<input type="checkbox"/>	<b>Effective</b>	<p>a) 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.</p> <p>b) 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.</p> <p>c) 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.</p>				
<input checked="" type="checkbox"/>	<b>Developing</b>	<p>a) The school leader and teachers address interdisciplinary curricula and develop partnerships in the absence of a plan or are in the process of developing a plan to create interdisciplinary curricula and partnerships targeting the arts, technology, and other enrichment opportunities within and across all grade levels and core subjects.</p> <p>b) Teachers are beginning to collaborate and discuss ways to deliver interdisciplinary curricula that incorporate the arts, technology, and other enrichment opportunities, or limited numbers of teachers deliver interdisciplinary curricula within grades and subjects.</p> <p>c) Teachers individually reflect on the impact of interdisciplinary curricula, or the school leader and teachers are in the process of planning formal reflection time to discuss the impact of interdisciplinary curricula and make revisions.</p>				
<input type="checkbox"/>	<b>Ineffective</b>	<p>a) The school leader and teachers do not have formal partnerships to address interdisciplinary curricula.</p> <p>b) Teachers do not collaborate and discuss ways to deliver interdisciplinary curricula within grades and subjects.</p> <p>c) Teachers have not developed interdisciplinary curricula, or there are no plans or processes for reflecting and revising current curricula.</p>				
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>		<div> <input type="checkbox"/> Classroom Observations – # Visited: <u>  65  </u> </div> <div> <input type="checkbox"/> Interviews with Students – #: <u>  50  </u> </div> <div> <input type="checkbox"/> Interviews with Support Staff – #: <u>  37  </u> </div> <div> <input type="checkbox"/> Interviews with Teachers – #: <u>  37  </u> </div> <div> <input type="checkbox"/> Interviews with Parents/Guardians – #: <u> 118 </u> </div> <div> <input type="checkbox"/> Other: _____         </div> <div> <input type="checkbox"/> Documents Reviewed:         <table border="1" style="margin-left: 10px;"> <tr><td>Data Collection Tool</td></tr> <tr><td>Curriculum Maps</td></tr> <tr><td>District Priorities</td></tr> <tr><td>Surveys, Interviews</td></tr> </table> </div>	Data Collection Tool	Curriculum Maps	District Priorities	Surveys, Interviews
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Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> <li>• Incorporate arts and technology into current interdisciplinary projects</li> <li>• Designate time within the current schedule for staff to plan/develop interdisciplinary projects/activities</li> <li>• Targeted professional development (by Partnership for Literacy and Learning with possible SIG funding) focused on CCLS ELA aligned curriculum and instructional practices including speaking and listening protocols to support reading and writing instruction in the ELA classrooms as well as opportunities for students to make connections to the real world</li> </ul>					
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> <li>• Various meetings (Team, RTI, PBIS, Department, Faculty, etc.)</li> <li>• District Staff (Team Leaders, Content Specialist, Committee Members, Literacy Coach, etc.)</li> <li>• Staff Development Days/Release Time</li> <li>• Teacher stipends for afterschool targeted professional development in CCLS aligned ELA curriculum and data use (formative assessments)—pending SIG grant approval</li> </ul>					
Describe the professional development activities planned to	<ul style="list-style-type: none"> <li>• Explore mediums that promote interdisciplinary opportunities and the exchange of interdisciplinary ideas</li> </ul>					

support the implementation of the actions in this area.	<ul style="list-style-type: none"> <li>Targeted professional development in CCLS aligned ELA curriculum and its real world connections</li> </ul>
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	<ul style="list-style-type: none"> <li>Ongoing weekly, department, and bi-weekly staff meetings as currently planned on the 2015-16 school calendar</li> <li>Targeted professional development in CCLS aligned ELA curriculum (by Partnership for Literacy and Learning) completed during winter 15-16</li> </ul>

Rating	Statement of Practice 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.					
<input type="checkbox"/>	<b>Highly Effective</b>	a) Teachers have and use strategic comprehensive assessment system for using multiple measures of data: structure and protocols for analysis, plan to track progress over time on explicitly identified targets, creation of pre- and post-unit assessments and have a process for adapting curriculum that demonstrates improving individual and subgroup achievement. b) Teachers create and use a variety of appropriate, common assessments data (including pre-, post-, formative and summative) across all grades and subject areas ensuring alignment between the curriculum and assessment tools. c) Teachers have a system for providing regular and explicit feedback to students that is based on data and facilitates student ownership of learning. This system includes student use of rubrics to complete assignments, student self-assessment, student tracking of individual progress, and student reflection upon and adjustment of individual learning strategies to address explicit teacher feedback.				
<input type="checkbox"/>	<b>Effective</b>	a) Teachers have and use a comprehensive system for using data: identified targets, pre-and post-unit assessments and have a process for adapting curriculum that demonstrates improving individual and subgroup achievement. b) Teachers use pre-, post-, formative and summative assessment data across all grades and subject areas, ensuring alignment between the curriculum and assessment tools. c) Teachers provide on-going feedback on data to students, supporting student ownership of learning.				
<input checked="" type="checkbox"/>	<b>Developing</b>	a) Teachers are beginning to develop a system to analyze and use data to make curricular decisions. b) Teachers are in the process of developing multiples types of assessments to ensure alignment between curriculum and assessment, or the use of the variety of assessments is inconsistent throughout the school. c) Teachers are learning to provide feedback based on data to students to address student ownership of learning.				
<input type="checkbox"/>	<b>Ineffective</b>	a) Teachers discuss data, but these discussions do not inform curricular decisions. b) Teachers do not use a variety of assessments, or the assessments used are misaligned. c) Teachers do not provide feedback based on data.				
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>		<div> <input type="checkbox"/> Classroom Observations – # Visited: <u>  65  </u> </div> <div> <input type="checkbox"/> Interviews with Students – #: <u>  50  </u> </div> <div> <input type="checkbox"/> Interviews with Support Staff – #: <u>  37  </u> </div> <div> <input type="checkbox"/> Interviews with Teachers – #: <u>  37  </u> </div> <div> <input type="checkbox"/> Interviews with Parents/Guardians – #: <u>  118  </u> </div> <div> <input type="checkbox"/> Other: _____         </div> <div> <input type="checkbox"/> Documents Reviewed:           <table border="1"> <tr><td>Data Collection Tool</td></tr> <tr><td>Curriculum Maps</td></tr> <tr><td>District Priorities</td></tr> <tr><td>Surveys, Interviews</td></tr> </table> </div>	Data Collection Tool	Curriculum Maps	District Priorities	Surveys, Interviews
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Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> <li>Continue to refine the current system for using data.</li> <li>Will continue to provide days to analyze student data and make instructional decisions</li> <li>Continue to support teachers in employing a variety of formative assessment strategies throughout the beginning, middle and end of lessons.</li> <li>Continue to collect and analyze data to allow for ongoing student feedback</li> <li>Consistently provide growth-producing feedback to students</li> </ul>					
Describe the district resources to be used to implement the actions in this area to improve the identified	<ul style="list-style-type: none"> <li>Staff trained in DataWise</li> <li>BOCES Data Coordinator</li> <li>Staff (Team Leaders, Content Specialist, Committee Members, Literacy Coach, etc.)</li> </ul>					

subgroup(s) student performance levels.	<ul style="list-style-type: none"> <li>• Various meetings (Team, RTI, PBIS, Department, Faculty, etc.)</li> <li>• Special Education School Improvement Specialist (SEIS)</li> <li>• Content Specialists</li> </ul>
Describe the professional development activities planned to support the implementation of the actions in this area.	<ul style="list-style-type: none"> <li>• DataWise follow-up sessions</li> <li>• Professional Development in types of formative assessment strategies and their various applications (see section 3.3 and 3.4)</li> <li>• PD on formative assessment strategies (Total Participation Techniques)</li> <li>• PD on growth-producing feedback &amp; praise (Mindset)</li> </ul>
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	<ul style="list-style-type: none"> <li>• Ongoing weekly and monthly meetings as currently planned on the 2015-16 school calendar</li> <li>• SEIS PD on formative assessment strategies--January</li> <li>• Mindset &amp; Growth-Producing Feedback PD w/ SEIS--April</li> <li>• DataWise follow-up/quarterly</li> </ul>

**Tenet 4 - Teacher Practices and Decisions:** Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking and achievement.

Rating	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.	
<input type="checkbox"/>	<b>Highly Effective</b>	a) School and teacher leaders ensure that teachers use daily a transparent, targeted plan that is informed by data (summative, interim, attendance, IEPs, NYSESLAT, etc.) and grade-level and school-wide goals for all groups of students. b) Teacher leaders and coaches ensure that teachers use instructional practices and strategies that are adaptive and aligned to plans for groups of students with a variety of needs and learning styles (including students with disabilities, English language learners and other sub-groups) and provide timely and appropriate instructional interventions and extensions for all students. c) Teacher leaders and coaches ensure that teachers use data to establish short- and long-term goals with learning trajectories for groups of students based on identified and timely needs.
<input type="checkbox"/>	<b>Effective</b>	a) School and teacher leaders ensure that teachers use a plan that is informed by data (summative, interim, attendance, IEPs, NYSESLAT, etc.) and grade-level goals for all groups of students. b) Teacher leaders and coaches ensure that teachers use instructional practices and strategies that are adaptive and aligned to plans for groups of students with a variety of needs and learning styles (including students with disabilities, English language learners and other sub-groups) and provide instructional interventions to students. c) Teacher leaders and coaches ensure that teachers establish short- and long-term goals for groups of students based on grade-level benchmarks.
<input checked="" type="checkbox"/>	<b>Developing</b>	a) School and teacher leaders are beginning to engage teachers in a conversation about aligning plans to data. b) Teacher leaders and coaches support teachers' use of instructional practices and strategies that are aligned to plans to provide instructional interventions to students, or teacher leaders and coaches are beginning to support the alignment of teachers' instruction to newly developed plans. c) Teacher leaders and coaches are beginning to work with teachers to establish short or long-term goals for groups of students.
<input type="checkbox"/>	<b>Ineffective</b>	a) School and teacher leaders do not support or engage teachers in a conversation about aligning plans to data. b) Teacher leaders and coaches do not support teachers in the use of instructional practices and strategies aligned to plans, or teachers are not providing instructional interventions to students. c) Teachers have not created goals for groups of students, and there is no plan for teacher leaders and coaches to support this effort.
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>		<input type="checkbox"/> Classroom Observations – # Visited: <u>  65  </u> <input type="checkbox"/> Interviews with Students – #: <u>  50  </u> <input type="checkbox"/> Interviews with Support Staff – #: <u>  37  </u>
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If the SOP rating is <u>Effective</u> , <b>Developing</b> or <b>Ineffective</b> , please provide a response in the areas below.		
Actions in this area to be taken to (Who)improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> <li>Establish SMART goals for subgroups of students (SWD, economically disadvantaged) based on ELA &amp; Math benchmarks</li> <li>Monitor progress toward established goals</li> <li>Continue to gather, share and centralize the following data for staff use for lesson development: common formative writing assessments, AIMS Web, STAR Math, SRI</li> <li>Provide opportunities for vertical and horizontal collaborative review of the data and planning</li> <li>Continue to use multiple sources of data to inform and differentiate instruction to meet the needs of all subgroups of students, including students with disabilities and economically disadvantaged students</li> <li>Develop consistent practices to address needs identified in the data</li> <li>Consistently apply Explicit Direct Instruction elements to teaching of new content &amp; skills</li> <li>Continue to support staff awareness of and strategies for working with students from poverty</li> </ul>	
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> <li>Team planning</li> <li>Faculty meetings</li> <li>Department meetings facilitated by teacher leadership</li> <li>Special education meetings facilitated by Director of Special Education and special education coordinator</li> <li>Professional development days</li> <li>BOCES staff developers, data coaches</li> <li>Special Education School Improvement Specialist (SESIS)</li> </ul>	
Describe the professional development activities planned to support the implementation of the actions in this area.	<ul style="list-style-type: none"> <li>Teacher leaders provide support, feedback, strategies and reflective conversations</li> <li>Building/Faculty meetings to identify and support consistent effective practices</li> <li>BOCES staff developers and district staff to assist with understanding data and how to guide instruction based on this information             <ul style="list-style-type: none"> <li>PD &amp; instructional coaching on analyzing data sources to make instructional decisions</li> </ul> </li> <li>PD for instructional staff on Explicit Instruction, Differentiated Instruction, &amp; Specially Designed Instruction (SDI) to meet diverse and individual student needs of all subgroups</li> </ul>	
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	<ul style="list-style-type: none"> <li>Introduce plan for vertical alignment and initiate work on October 9 and continue throughout the school year in various meetings such as but not limited to faculty meetings, team planning and department meetings</li> <li>Teams creates SMART goals - November</li> <li>Monitor progress toward SMART goals- monthly at team and department meetings</li> <li>SESIS training on EDI, DI, SDI - monthly faculty meetings</li> <li>SESIS instructional coaching--monthly, beginning month after above</li> <li>SESIS training on mindsets &amp; strategies for learners from poverty--April</li> <li>Horizontal &amp; vertical data planning--monthly dept. mtgs., daily collaborative team planning</li> </ul>	

Rating	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.	
<input type="checkbox"/>	Highly Effective	a) Teachers use instructional practices that are systematic and explicit, based on sequential lesson plans appropriately aligned to CCLS (or content based standards), and reflective of the CCLS SHIFTS to instruct all groups of students. b) Teachers stimulate deep levels of thinking and questioning in students through the use of adaptive CCLS (or content based standards) instructional materials that contain high levels of text and content complexity and multiple strategies to provide a wide variety of ways to engage in learning.
<input type="checkbox"/>	Effective	a) Teachers use instructional practices appropriately aligned to CCLS (or content based standards) lesson plans are reflective of the CCLS SHIFTS to instruct all groups of students.

		b) Teachers stimulate student thinking by asking questions through the use of adaptive CCLS (or content-based standards) instructional materials that contain high levels of text and content complexity.				
<input checked="" type="checkbox"/>	<b>Developing</b>	a) 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. b) Teachers across the school do not consistently ask higher-order thinking questions, or the instructional materials do not contain high levels of text and content complexity.				
<input type="checkbox"/>	<b>Ineffective</b>	a) Teacher instruction is not aligned to CCLS or content-based standards and not based on lesson plans. b) Teachers use strategies and ask questions that require only basic knowledge of the subject and limit ways in which students are able to acquire learning by providing a single point of access for all students.				
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>		<input type="checkbox"/> Classroom Observations – # Visited: <u>  65  </u> <input type="checkbox"/> Interviews with Students – #: <u>  50  </u> <input type="checkbox"/> Interviews with Support Staff – #: <u>  37  </u> <input type="checkbox"/> Interviews with Teachers – #: <u>  37  </u> <input type="checkbox"/> Interviews with Parents/Guardians – #: <u> 118 </u> <input type="checkbox"/> Other: _____				
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<b>If the SOP rating is <u>Effective</u>, <u>Developing</u> or <u>Ineffective</u>, please provide a response in the areas below.</b>						
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> <li>• Explicitly teach strategies to equip students with responding to questions that demand higher order thinking</li> <li>• Develop disciplinary literacy practices and strategies that address the 6 shifts in all content areas such as but not limited to: instruction around complex texts, increase student opportunities to communicate with each other, post clarify and revisit objectives, include higher level questioning and closure in lessons, etc.</li> <li>• Intentional use of strategies to insure multiple and various ways for students to participate and respond</li> </ul>					
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> <li>• Team planning</li> <li>• Faculty meetings</li> <li>• Department meetings facilitated by teacher leadership</li> <li>• Professional development days <ul style="list-style-type: none"> <li>• Special Education School Improvement Specialist (SESIS)</li> <li>• NYS ELA &amp; math modules, Journeys reading series</li> </ul> </li> </ul>					
Describe the professional development activities planned to support the implementation of the actions in this area.	<ul style="list-style-type: none"> <li>• Teacher leaders provide support, feedback, strategies and reflective conversations</li> <li>• Building meetings to identify and support consistent practices</li> <li>• BOCES staff developers and district staff to assist with understanding data and how to guide instruction based on this information</li> <li>• PD on strategies for explicitly teaching students how to respond to higher order questions</li> </ul>					
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	<ul style="list-style-type: none"> <li>• SESIS PD on explicit instruction lesson design, including lesson objective and closure - February</li> <li>• SESIS training on explicit teaching of higher order thinking - February</li> </ul>					

<b>Rating</b>	<b>Statement of Practice 4.4:</b> 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.	
<input type="checkbox"/>	<b>Highly Effective</b>	a) Teachers use a program/plan that contributes to positive reinforcements of behaviors by using behavioral expectations that are explicitly taught and promotes an environment in which students are citizens of their class, and there is a common understanding of how one is treated and treats others. b) Teachers work together with students across the school to acknowledge diversity, provide access to learning and social opportunities, and encourage students to have a voice in their educational experience.

		c) Teachers foster student buy-in and adapt to the changing needs of the student population and collaborate with other teachers to create thoughtful learning environments that incorporate student values and perspectives.				
<input checked="" type="checkbox"/>	<b>Effective</b>	<p>a) Teachers use a program/plan that promotes a common understanding of the classroom environment envisioned by the school community and explicitly teaches students behavioral expectations and recognition of acceptable and safe behaviors.</p> <p>b) Teachers work together with students to use strategies that acknowledge diverse groups of students and their needs.</p> <p>c) Teachers foster student understanding and adapt to the changing needs of the student population and create thoughtful learning environments that incorporate student values and perspectives.</p>				
<input type="checkbox"/>	<b>Developing</b>	<p>a) 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, or teachers have a program/plan for acceptable student expectations, but do not enforce it.</p> <p>b) 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.</p> <p>c) Teachers are discussing strategies that address the changing needs of the student population and reflect student values and perspectives.</p>				
<input type="checkbox"/>	<b>Ineffective</b>	<p>a) Teachers do not have a program/plan that establishes acceptable classroom expectations for behavior.</p> <p>b) Teachers' strategies do not acknowledge diverse groups of students and their needs.</p> <p>c) Teachers do not use strategies that address the changing needs of the student population and reflect student values and perspectives.</p>				
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>		<div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Classroom Observations – # Visited: <u>  65  </u>  <input type="checkbox"/> Interviews with Students – #: <u>  50  </u>  <input type="checkbox"/> Interviews with Support Staff – #: <u>  37  </u>  <input type="checkbox"/> Interviews with Teachers – #: <u>  37  </u>  <input type="checkbox"/> Interviews with Parents/Guardians – #: <u> 118 </u>  <input type="checkbox"/> Other: _____         </div> <div> <input type="checkbox"/> Documents Reviewed:           <table border="1" style="width: 100%;"> <tr><td>Data Collection Tool</td></tr> <tr><td>Curriculum Maps</td></tr> <tr><td>District Priorities</td></tr> <tr><td>Surveys, Interviews</td></tr> </table> </div> </div>	Data Collection Tool	Curriculum Maps	District Priorities	Surveys, Interviews
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Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> <li>Continue to implement, reinforce and support the behavioral expectations adopted at SMS</li> <li>Focus on acknowledging specific positives as they relate to instruction and behavior</li> <li>Continued use of RTI time to identify student needs and develop action plans to support student success</li> </ul>					
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> <li>PBIS/RTI teams</li> <li>BOCES PBIS support</li> <li>Building leadership</li> </ul>					
Describe the professional development activities planned to support the implementation of the actions in this area.	<ul style="list-style-type: none"> <li>Opening staff development day for PBIS and RtI training</li> <li>PBIS kickoff celebration</li> <li>Monthly meetings that included grade level representation of all stakeholders to review data and implement programs and strategies as needed</li> <li>Monthly PBIS Team meetings to assess implementation/progress etc.</li> </ul>					
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	<ul style="list-style-type: none"> <li>RtI/PBIS Training: September</li> <li>PBIS kickoff--September</li> <li>PBIS Committee Meetings: 2nd Tuesday of each month</li> <li>Team meetings: Weekly (Tuesday-Thursday)</li> </ul>					

<b>Rating</b>	<b>Statement of Practice 4.5:</b> 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).
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<input type="checkbox"/>	<b>Highly Effective</b>	<p>a) Teachers use a wide variety of relevant data to create adaptive lesson plans that account for student grouping and determine the appropriate intensity and duration of instruction.</p> <p>b) Teachers use summative and formative assessments, including screening, progress monitoring, interim measures and outcome assessments, to develop highly dynamic and responsive plans based on students' strengths and needs.</p> <p>c) Teachers provide frequent and relevant feedback to students based on the analysis of timely data, and students draw on the feedback so that they can reflect upon and assess their own progress.</p>					
<input type="checkbox"/>	<b>Effective</b>	<p>a) Teachers use data to create targeted plans and adjust student groupings and instructional strategies for most students.</p> <p>b) Teachers use summative and formative assessment data to inform instructional decision making, including student grouping and instructional strategies.</p> <p>c) Teachers provide frequent feedback to students based on the analysis of timely data and provide students with next steps for students to take to progress.</p>					
<input checked="" type="checkbox"/>	<b>Developing</b>	<p>a) Teachers are beginning to use plans for adjusting student groupings and instructional strategies.</p> <p>b) Teachers are in the process of using summative and formative assessments that inform instructional decision making, or the practice of using data sources and analyzing the information to inform instructional decision making is inconsistent.</p> <p>c) Teachers provide limited data-based feedback to students.</p>					
<input type="checkbox"/>	<b>Ineffective</b>	<p>a) Teachers do not have or use plans for grouping students and adjusting their instruction.</p> <p>b) Teachers do not use summative and formative assessments to inform instructional decision making.</p> <p>c) Teachers provide feedback that is not purposeful or based on data.</p>					
Please indicate the evidence used to determine the rating. Check all that apply.		<input type="checkbox"/> Classroom Observations – # Visited: <u>65</u> <input type="checkbox"/> Interviews with Students – #: <u>50</u> <input type="checkbox"/> Interviews with Support Staff – #: <u>37</u> <input type="checkbox"/> Interviews with Teachers – #: <u>37</u> <input type="checkbox"/> Interviews with Parents/Guardians – #: <u>118</u> <input type="checkbox"/> Other: _____	<input type="checkbox"/> Documents Reviewed: <table border="1"> <tr><td>Data Collection Tool</td></tr> <tr><td>Curriculum Maps</td></tr> <tr><td>District Priorities</td></tr> <tr><td>Surveys, Interviews</td></tr> </table>	Data Collection Tool	Curriculum Maps	District Priorities	Surveys, Interviews
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Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> <li>• Continue with reading, writing, &amp; math benchmark assessments</li> <li>• Consistently implement quick daily formative assessments to drive daily lessons</li> <li>• Continue to use multiple sources of data to inform and differentiate instruction to meet the needs of all sub groups of students</li> <li>• Collaboration time to analyze assessment results</li> <li>• Consistently provide growth-producing feedback to students</li> </ul>						
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> <li>• Benchmark assessments</li> <li>• Special Education School Improvement Specialist (SEIS)</li> <li>• Content Specialists</li> <li>• Teacher teams</li> </ul>						
Describe the professional development activities planned to support the implementation of the actions in this area.	<ul style="list-style-type: none"> <li>• PD on formative assessment strategies (Total Participation Techniques)</li> <li>• PD on growth-producing feedback &amp; praise (Mindset)</li> <li>• PD &amp; instructional coaching on analyzing data sources to make instructional decisions? (SEIS to assist w/ coaching individual or groups of teachers)</li> <li>• Use collaborative team/faculty meeting time to analyze and discuss assessment results</li> </ul>						
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	<ul style="list-style-type: none"> <li>• Principals meet with SEIS to organize instructional data coaching--Dec.</li> <li>• Formative assessments strategies PD w/ SEIS--Jan.</li> <li>• Instructional coaching--ongoing Jan.--June 2016</li> <li>• Mindset &amp; Growth-Producing Feedback PD w/ SEIS--April</li> <li>• Daily/Weekly grade level team time to analyze assessment results</li> </ul>						

<b>Tenet 5 - Student Social and Emotional Developmental Health:</b> The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.		
<b>Rating</b>	<b>Statement of Practice 5.2:</b> The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	
<input type="checkbox"/>	<b>Highly Effective</b>	a) The school leader, using a distributive leadership model, establishes a deliberate system, understood and followed by all staff members, that allows each student to be well known by a designated adult and positively reinforces academic success for all students. b) The school leader ensures that all staff members know and use a strategic and comprehensive system for referral and support for all students that includes researched-based programs and practices intended to promote academic success, family engagement, and student emotional health and wellness. c) The school leader ensures that all stakeholders strategically use data to identify areas of need, cultivates purposeful partnerships to promote student social and emotional health and academic achievement, and leverages internal or external resources to support and sustain the system.
<input type="checkbox"/>	<b>Effective</b>	a) The school leader, together with staff, establishes a system that allows each student to be known by a designated adult and positively reinforces academic success for all students. b) The school leader ensures that all staff knows and uses research-based programs and practices for referral and support for all students that address social and emotional developmental health and academic success. c) The school leader ensures that all staff members use data to identify areas of need and leverages internal resources to promote student social and emotional developmental health.
<input checked="" type="checkbox"/>	<b>Developing</b>	a) The school leader is working with staff to develop a system that will allow each student to be known well by an adult, or the system that exists is inconsistently practiced by staff members. b) The school leader is developing a system of referral and support that addresses the social and emotional developmental health and academic success of students, or the system that exists is not consistently used across the school. c) 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, or data is used by some staff members to promote student social and emotional developmental health.
<input type="checkbox"/>	<b>Ineffective</b>	a) The school leader has not prioritized the development of an effective system that will allow each student to be known by an adult. b) The school leader has not developed a system of referral and support, or the system in place does not address the needs of the students. c) The school leader has not made the use of data a priority in identifying student areas of need connected to social and emotional developmental health.
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>		<div> <input type="checkbox"/> Classroom Observations – # Visited: _65____ </div> <div> <input type="checkbox"/> Interviews with Students – #: _50____ </div> <div> <input type="checkbox"/> Interviews with Support Staff – #: _37____ </div> <div> <input type="checkbox"/> Interviews with Teachers – #: _37____ </div> <div> <input type="checkbox"/> Interviews with Parents/Guardians – #: 118_ </div> <div> <input type="checkbox"/> Other: _____ </div> <div> <input type="checkbox"/> Documents Reviewed: </div> <div> <input type="checkbox"/> Data Collection Tool </div> <div> <input type="checkbox"/> Curriculum Maps </div> <div> <input type="checkbox"/> District Priorities </div> <div> <input type="checkbox"/> Surveys, Interviews </div>
If the SOP rating is <b>Effective, Developing or Ineffective</b> , please provide a response in the areas below.		
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> <li>• Continue with school-wide parent survey</li> <li>• Continue and expand PBIS implementation</li> <li>• Continue development of the RTI process</li> <li>• Continued emphasis on Bearcat Time to individualize skill building and rapport</li> <li>• Investigate use of alternative programming</li> <li>• Continue to evaluate and modify master schedule to accommodate student needs</li> </ul>	
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> <li>• Promise Zone Specialist Position</li> <li>• Mental Health Counselor Position</li> <li>• Continued development of the PBIS/RTI Committees Time</li> <li>• All staff</li> <li>• Resources (funding/time/commitment) to develop the initiatives listed above</li> </ul>	

Describe the professional development activities planned to support the implementation of the actions in this area.	<ul style="list-style-type: none"> <li>• Use of meeting time (Faculty, Content Specialist, Team, Department, Guidance Support Team)</li> <li>• Support to attend National Conferences that address the initiatives</li> </ul>
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	<ul style="list-style-type: none"> <li>• Parent Survey – September 2015/June 2016</li> <li>• PBIS/RTI Implementation – 2015/16 school year</li> <li>• Bearcat Time – Re-evaluate every 5 weeks</li> <li>• Alternative Programming – December 2015-June 2016</li> <li>• Master Schedule – Spring 2016</li> </ul>

Rating	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.					
<input type="checkbox"/>	<b>Highly Effective</b>	a) There is a comprehensive and coherent curriculum or program that incorporates research-based practices aligned to the school vision that enables students to articulate a sense of belonging and ownership in their school community and facilitates the teaching of student social and emotional developmental health. b) All stakeholders receive professional development support to consistently act upon a shared understanding of skills and behaviors that address the social and emotional developmental health needs of students linked to academic success and promote the school community's vision of a safe and healthy environment. c) There is a comprehensive plan to monitor and revise the professional development provided stakeholders to build adult capacity to facilitate learning experiences to support student social and emotional developmental health within a safe and healthy environment.				
<input type="checkbox"/>	<b>Effective</b>	a) There is a curriculum or program that incorporates research-based practices aligned to the school vision that facilitates the teaching of student social and emotional developmental health. b) The school staff receives professional development support to use skills and behaviors that address the social and emotional developmental health needs of students and promote the school community's vision of a safe and healthy environment. c) There is a plan to monitor and revise the professional development provided staff that builds adult capacity to support student social and emotional developmental health within a safe and healthy environment.				
<input checked="" type="checkbox"/>	<b>Developing</b>	a) The school is developing a curriculum or program to support and promote the teaching of student social and emotional developmental health. b) 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, or some staff members use skills and behaviors that address social and emotional developmental health needs of students. c) The school is beginning to monitor the professional development plan to build adult capacity to support student social and emotional developmental health.				
<input type="checkbox"/>	<b>Ineffective</b>	a) The school does not have a curriculum or a program in place to support the teaching of student social and emotional developmental health, or the program in place does not meet student needs. b) The school has not identified skills and behaviors that address the social and emotional developmental health of students, and there are no plans to provide support aligned to this work. c) The school does not provide professional development to build adult capacity to support student social and emotional developmental health.				
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>		<div> <input type="checkbox"/> Classroom Observations – # Visited: <u>  65  </u> </div> <div> <input type="checkbox"/> Interviews with Students – #: <u>  50  </u> </div> <div> <input type="checkbox"/> Interviews with Support Staff – #: <u>  37  </u> </div> <div> <input type="checkbox"/> Interviews with Teachers – #: <u>  37  </u> </div> <div> <input type="checkbox"/> Interviews with Parents/Guardians – #: <u> 118 </u> </div> <div> <input type="checkbox"/> Documents Reviewed:           <table border="1"> <tr><td>Data Collection Tool</td></tr> <tr><td>Curriculum Maps</td></tr> <tr><td>District Priorities</td></tr> <tr><td>Surveys, Interviews</td></tr> </table> </div>	Data Collection Tool	Curriculum Maps	District Priorities	Surveys, Interviews
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	<input type="checkbox"/> Other: _____	
If the SOP rating is <b>Effective</b> , <b>Developing</b> or <b>Ineffective</b> , please provide a response in the areas below.		
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> <li>• Continue with Second Step Programming</li> <li>• Continue with school-wide parent survey</li> <li>• Continue and expand PBIS implementation</li> <li>• Continue development of the RTI process</li> <li>• Continued emphasis on Bearcat Time to individualize skill building and rapport</li> <li>• Investigate options to provide auxiliary settings/activities for student lunch periods</li> <li>• Continue to implement and expand the Comprehensive School Counseling Program to prepare students for being college and career ready (Naviance, Second Step, Academic Planning, Career Connections)</li> </ul>	
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> <li>• Student Support Staff</li> <li>• Various school-wide teams</li> <li>• Implementation of classroom/school-wide behavioral systems that enhance the home/school connection</li> </ul>	
Describe the professional development activities planned to support the implementation of the actions in this area.	<ul style="list-style-type: none"> <li>• Further support/educational opportunities to expand staff knowledge/tool box to handle increasing social/emotional student needs</li> </ul>	
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	<ul style="list-style-type: none"> <li>• Parent Survey – 2015/16 Fall</li> <li>• PBIS/RTI Implementation – 2015/16 school year monthly meetings</li> <li>• Second Step – 2016/17 school year – Pilot (1class/grade level)</li> <li>• Investigate auxiliary settings for lunch –2015/2016</li> </ul>	

Rating	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 of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.	
<input type="checkbox"/>	<b>Highly Effective</b>	a) The school community collaborated to develop and uses a plan that incorporates protocols and processes to communicate the important roles and contributions of all stakeholders in ensuring appropriate supports are provided to all students. b) Across the school community, students, teachers and parents have a voice in the decision-making process for developing their school culture and work together and have active roles in ensuring the school's vision pertaining to social emotional developmental health is achieved. c) The school community has implemented a system for monitoring and responding to student social and emotional developmental health needs, which ensures that adaptive measures are implemented specific to individual student needs when growth is not actualized.
<input type="checkbox"/>	<b>Effective</b>	a) The school community has and uses a plan that incorporates protocols and processes to address stakeholders' roles in contributing to how student supports are provided to all groups of students. b) Across the school community, students, teachers and parents work together and have an active role in ensuring the school's vision pertaining to student social and emotional developmental health is achieved. c) The school community has implemented a system for monitoring and responding to student social and developmental health needs, which is used to support teachers as they address student needs.
<input checked="" type="checkbox"/>	<b>Developing</b>	a) The school community is developing protocols and processes for stakeholders to discuss their role in providing appropriate student supports for all groups of students. b) Across the school community students, teachers and parents inconsistently contribute towards ensuring the school's vision pertaining to student social and emotional developmental health is achieved. c) The school community is developing a system for monitoring and responding to student social and emotional developmental health needs.

<input type="checkbox"/>	<b>Ineffective</b>	<p>a) The school community has no protocols and processes in place to identify stakeholders' roles, or the protocols and processes that exist are not aligned to student supports.</p> <p>b) Across the school community, students, teachers and parents do not understand or act on their role in ensuring the school's vision pertaining to student social and emotional developmental health is achieved.</p> <p>c) The school community has not prioritized the development of a system to monitor and respond to student social and emotional developmental health needs.</p>					
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>		<input type="checkbox"/> Classroom Observations – # Visited: <u>  65  </u> <input type="checkbox"/> Interviews with Students – #: <u>  50  </u> <input type="checkbox"/> Interviews with Support Staff – #: <u>  37  </u> <input type="checkbox"/> Interviews with Teachers – #: <u>  37  </u> <input type="checkbox"/> Interviews with Parents/Guardians – #: <u>  118  </u> <input type="checkbox"/> Other: _____	<input type="checkbox"/> Documents Reviewed: <table border="1"> <tr><td>Data Collection Tool</td></tr> <tr><td>Curriculum Maps</td></tr> <tr><td>District Priorities</td></tr> <tr><td>Surveys, Interviews</td></tr> </table>	Data Collection Tool	Curriculum Maps	District Priorities	Surveys, Interviews
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Actions in this area to be taken to improve the identified subgroup(s) student performance levels.		<ul style="list-style-type: none"> <li>• Continue with school-wide parent survey</li> <li>• Continue and expand PBIS implementation</li> <li>• Continue development of the RTI process</li> <li>• Continued emphasis on Bearcat Time to individualize skill building and rapport</li> <li>• Investigate use of alternative programming</li> <li>• Continue to evaluate and modify master schedule to accommodate student needs</li> <li>• Encourage/involve parents in various meetings/initiatives - Provide avenues for parents to engage in their child's education</li> <li>• Explore options of alternate locations for parent meetings/strategies to increase parent involvement</li> </ul>					
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.		<ul style="list-style-type: none"> <li>• Provide funding/facilities</li> <li>• Provide transportation to support/expand parent involvement</li> <li>• Provided child care for evening activities</li> </ul>					
Describe the professional development activities planned to support the implementation of the actions in this area.		<ul style="list-style-type: none"> <li>• Further PBIS/RTI training</li> <li>• Beyond the Bake sale book study</li> <li>• Investigate options for alternative programming - visit districts with such programs</li> </ul>					
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.		<ul style="list-style-type: none"> <li>• Book study - CIC December-June</li> <li>• Ongoing as offered by BOCES</li> <li>• Investigate alternative programming - List Serve investigation/December</li> <li>• PBIS/RTI initiatives - monthly meetings</li> </ul>					

Rating	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.		
<input type="checkbox"/>	<b>Highly Effective</b>	<p>a) The school leader, in collaboration with stakeholders, has a plan with systems and structures (time, space and resources) for how to collect, analyze, and use a wide variety of data to address student social and emotional developmental health needs.</p> <p>b) The school community uses a strategic plan based on data to deliver and monitor timely services and supports to students.</p>	
<input checked="" type="checkbox"/>	<b>Effective</b>	<p>a) The school leader, in collaboration with student support staff, has a plan with structures (time, space and resources) to use data to address student academic and social emotional developmental health needs.</p> <p>b) The school community uses a plan based on data to deliver services and supports to students.</p>	
<input type="checkbox"/>	<b>Developing</b>	<p>a) 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.</p>	

		b) The school community collects data and is developing a plan to address ways to use the data to support students.				
<input type="checkbox"/>	<b>Ineffective</b>	<p>a) The school has no specific plan for how to use data to address student social emotional developmental health needs.</p> <p>b) The school community has not prioritized the need for using data to support students.</p>				
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>		<div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Classroom Observations – # Visited: _65____  <input type="checkbox"/> Interviews with Students – #: _50____  <input type="checkbox"/> Interviews with Support Staff – #: _37____  <input type="checkbox"/> Interviews with Teachers – #: _37____  <input type="checkbox"/> Interviews with Parents/Guardians – #: 18 _  <input type="checkbox"/> Other: _____         </div> <div> <input type="checkbox"/> Documents Reviewed:  <table border="1" style="width: 100%;"> <tr><td>Data Collection Tool</td></tr> <tr><td>Curriculum Maps</td></tr> <tr><td>District Priorities</td></tr> <tr><td>Surveys, Interviews</td></tr> </table> </div> </div>	Data Collection Tool	Curriculum Maps	District Priorities	Surveys, Interviews
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Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> <li>• Continue to monitor academic fluctuations that may indicate social/emotional concerns</li> <li>• Continue to encourage students to advocate for themselves and others</li> <li>• Continued focus on Building –Wide Expectations through the support of outside presentations in addition to faculty led activities on Professional Development Days</li> </ul>					
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> <li>• Funding/Resources to support initiatives mentioned above</li> <li>• Time for planning programs and professional development</li> <li>• Various school-wide teams</li> </ul>					
Describe the professional development activities planned to support the implementation of the actions in this area.	<ul style="list-style-type: none"> <li>• Continued use/expansion of programs to support the development of students' emotional well being</li> </ul>					
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	<ul style="list-style-type: none"> <li>• Academic Fluctuations – Quarterly, monthly at team meetings</li> <li>• Encourage students to advocate for themselves and others – ongoing</li> <li>• PBIS/RTI - monthly</li> </ul>					

<b>Tenet 6 - Family and Community Engagement:</b> The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.		
<b>Rating</b>	<b>Statement of Practice 6.2:</b> The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	
<input type="checkbox"/>	<b>Highly Effective</b>	<p>a) The school leader, in collaboration with the staff, ensures that staff members are knowledgeable about the school's priority and plan for students to graduate from high school and complete postsecondary education (college, CTE) with advanced competence, and school staff regularly communicate this priority to students, parents, and community leaders in ways that are appropriate for the grade level of the students.</p> <p>b) The school community implements proactively the plan to create diverse and meaningful opportunities for engaging students, families, and community stakeholders in the conversation regarding high expectations for student academic achievement and uses multiple points of entry to provide tips and tools focused on student learning and development.</p>

		c) The school leader and community review and assess routinely how parents respond to the efforts to build family-school partnerships to foster high expectations for student academic achievement and make timely adjustments if strategies are not working.				
<input checked="" type="checkbox"/>	<b>Effective</b>	<p>a) The school leader makes 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 provides age appropriate information about college and postsecondary CTE programs to students and their families.</p> <p>b) The school community implements the plan to foster conversations with students and families regarding high expectations for student academic achievement and provides tips and tools focused on student learning and development.</p> <p>c) The school staff reviews and assesses how parents respond to the efforts to build family-school relationships and makes periodic adjustments to those efforts if strategies are not working.</p>				
<input type="checkbox"/>	<b>Developing</b>	<p>a) Most of the school staff members are knowledgeable about the expectations for student academic achievement, or the school leader is developing a plan to communicate the expectations to students and families.</p> <p>b) The school community is beginning to use a plan to encourage students and families to learn about the expectations for student academic achievement, or a limited number of staff members are having these conversations with students and families.</p> <p>c) The school staff is working to adjust their efforts to build family-school relationships, or only some staff regularly review and adjust their efforts to building relationships to foster high expectations for student academic achievement.</p>				
<input type="checkbox"/>	<b>Ineffective</b>	<p>a) The school leader has not prioritized communicating high expectations for student academic achievement, and there is little or no evidence that staff communicates these expectations to students and families.</p> <p>b) The school community does not promote or engage students and families in conversations regarding student academic expectations.</p> <p>c) The school staff is neither examining nor adjusting the school's efforts to build relationships with students and families to foster high expectations for student academic achievement.</p>				
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>		<div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Classroom Observations – # Visited: <u>65</u>  <input type="checkbox"/> Interviews with Students – #: <u>50</u>  <input type="checkbox"/> Interviews with Support Staff – #: <u>37</u>  <input type="checkbox"/> Interviews with Teachers – #: <u>37</u>  <input type="checkbox"/> Interviews with Parents/Guardians – #: <u>118</u>  <input type="checkbox"/> Other: _____         </div> <div> <input type="checkbox"/> Documents Reviewed:           <table border="1" style="width: 100%;"> <tr><td>Data Collection Tool</td></tr> <tr><td>Curriculum Maps</td></tr> <tr><td>District Priorities</td></tr> <tr><td>Surveys, Interviews</td></tr> </table> </div> </div>	Data Collection Tool	Curriculum Maps	District Priorities	Surveys, Interviews
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Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> <li>Expand parent/community partnership opportunities – PBIS, Food Pantry, Laundry Facilities, Clothing Attic</li> <li>Continue with Holiday Assistance Programs</li> <li>Investigate the option of trading coupons for tender</li> </ul>					
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> <li>Communication via social media</li> <li>Continue with opportunities to engage parents in school based activities (Curriculum Night, Open House, etc.)</li> <li>Staff (Guidance and Support Staff)</li> <li>Community resources and partnerships</li> </ul>					
Describe the professional development activities planned to support the implementation of the actions in this area.	<ul style="list-style-type: none"> <li>Continued involvement in conferences such as the New and Aspiring Leaders Conference through Harvard and the AFT/American Federation of Teachers Conference</li> </ul>					
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	<ul style="list-style-type: none"> <li>Holiday Assistance - December</li> <li>Food Pantry/Clothing Attic - June 2016</li> <li>As opportunities arise throughout the 2015-16 school year</li> </ul>					

Rating	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.					
<input type="checkbox"/>	<b>Highly Effective</b>	<p>a) The school has a comprehensive plan to use multiple, interactive communication tools to provide families regular opportunities for purposeful, strategic, and authentic dialogue about school and student issues and concerns.</p> <p>b) The school staff has a shared commitment to use consistently the plan for communicating with parents and stakeholders (i.e., translating all documents in multiple languages and communicating in variety of ways) to ensure that they clearly understand the school's priorities concerning student progress, achievement, and needs.</p> <p>c) The school staff regularly monitors the effectiveness of their communication to and solicitations of family feedback in all languages concerning student achievement, needs, issues, and concerns using multiple interactive communication tools and makes revisions to the plan when necessary.</p>				
<input checked="" type="checkbox"/>	<b>Effective</b>	<p>a) The school staff has a plan to use multiple tools to communicate with families about school and student issues and concerns.</p> <p>b) The school staff uses a plan to communicate with parents (i.e., translating all documents in multiple languages and communicating in a variety of ways) concerning student progress, achievement, and needs.</p> <p>c) The school staff monitors the effectiveness of its communication in all languages and responds to family feedback concerning issues and concerns.</p>				
<input type="checkbox"/>	<b>Developing</b>	<p>a) The school is creating a plan for communicating with families about school and student issues and concerns in pertinent languages, or the school communicates with families about school and student issues and concerns using the most prevalent languages.</p> <p>b) The school staff is developing a mechanism for sending documents to families in their native languages, or the school staff translates select documents into languages they identify as prevalent.</p> <p>c) The school is beginning to have conversations about the effectiveness of its strategies for communicating with parents.</p>				
<input type="checkbox"/>	<b>Ineffective</b>	<p>a) The school communicates with families about school and student issues and concerns without considering translation needs.</p> <p>b) The school staff does not send translations of documents to families.</p> <p>c) The school does not reflect on its strategies for communicating with parents.</p>				
Please indicate the evidence used to determine the rating. Check all that apply.		<div> <input type="checkbox"/> Classroom Observations – # Visited: __65__           <input type="checkbox"/> Interviews with Students – #: __50__           <input type="checkbox"/> Interviews with Support Staff – #: __37__           <input type="checkbox"/> Interviews with Teachers – #: __37__           <input type="checkbox"/> Interviews with Parents/Guardians – #: 118_           <input type="checkbox"/> Other: _____         </div> <div> <input type="checkbox"/> Documents Reviewed:           <table border="1"> <tr><td>Data Collection Tool</td></tr> <tr><td>Curriculum Maps</td></tr> <tr><td>District Priorities</td></tr> <tr><td>Surveys, Interviews</td></tr> </table> </div>	Data Collection Tool	Curriculum Maps	District Priorities	Surveys, Interviews
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Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> <li>Investigate interactive modes of communication at the building level</li> <li>Continue with the translation of all documents</li> <li>Continue with parent communication via surveys</li> </ul>					
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> <li>District staff</li> <li>Surveys</li> <li>District Website and other social media platforms</li> </ul>					
Describe the professional development activities planned to support the implementation of the actions in this area.	<ul style="list-style-type: none"> <li>Professional development around survey results</li> </ul>					
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning,	<ul style="list-style-type: none"> <li>Ongoing throughout the 2015-16 school year</li> <li>End of year survey - June 2016</li> <li>Parent Surveys - September and June 2016</li> </ul>					

implementation, and review of activities implemented in this area.	
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Rating	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.					
<input type="checkbox"/>	Highly Effective	<p>a) The school leader, in collaboration with pertinent school staff and community agency partners, has developed a plan to ensure that all staff members understand how to create and sustain high levels of family engagement by teaching all parents ways to support student learning and growth.</p> <p>b) After consulting teachers, student support professionals, and representative parents, the school leader provides professional development to all school staff on how to actively seek and sustain partnerships with families and community organizations that are linked to the school's plan for engaging parents to support student success.</p>				
	Effective	<p>a) The school leader, in collaboration with pertinent school staff and community agency partners, has developed a plan to ensure that classroom teachers and guidance staff understand how to create and sustain family engagement by teaching a group of parents, representative of student demographics, ways to support student learning and growth.</p> <p>b) The school provides professional development to school staff on how to actively seek and sustain partnerships with families and community organizations that are linked to the school's plan for engaging parents to support student success.</p>				
x	Developing	<p>a) The school leader is in the process of developing a plan to teach parents ways to support student learning and growth.</p> <p>b) 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, or the staff is not fully implementing the strategies in the school's plan.</p>				
<input type="checkbox"/>	Ineffective	<p>a) The school leader is not working on a plan to teach parents ways to support student learning and growth.</p> <p>b) The school does not provide professional development for staff concerning developing partnerships with families and/or the community.</p>				
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>		<div> <input type="checkbox"/> Classroom Observations – # Visited: <u>  65  </u> </div> <div> <input type="checkbox"/> Interviews with Students – #: <u>  50  </u> </div> <div> <input type="checkbox"/> Interviews with Support Staff – #: <u>  37  </u> </div> <div> <input type="checkbox"/> Interviews with Teachers – #: <u>  37  </u> </div> <div> <input type="checkbox"/> Interviews with Parents/Guardians – #: <u> 118 </u> </div> <div> <input type="checkbox"/> Other: _____         </div> <div> <input type="checkbox"/> Documents Reviewed:           <table border="1"> <tr><td>Data Collection Tool</td></tr> <tr><td>Curriculum Maps</td></tr> <tr><td>District Priorities</td></tr> <tr><td>Surveys, Interviews</td></tr> </table> </div>	Data Collection Tool	Curriculum Maps	District Priorities	Surveys, Interviews
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Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> <li>Continue training all staff in Educating Students from Poverty</li> <li>Continue training staff in the use of behavioral intervention strategies and crisis intervention</li> <li>Continue developing opportunities to engage parents in further assisting their children with social, emotional and academic success</li> <li>Further investigate and develop opportunities to support partnerships with families</li> </ul>					
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> <li>District staff</li> <li>BOCES staff</li> <li>Promise Zone Specialist</li> <li>PTO</li> </ul>					
Describe the professional development activities planned to support the implementation of the actions in this area.	<ul style="list-style-type: none"> <li>Poverty Training</li> <li>Behavior Intervention Strategies</li> <li>Harvard and AFT Conferences</li> </ul>					



Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	<ul style="list-style-type: none"> <li>Spring 2016 and ongoing</li> </ul>
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Rating	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.					
<input type="checkbox"/>	Highly Effective	a) School leaders, data specialists, student support professionals, program coordinators, and community agencies share data and integrate data systems in order to identify family needs and target appropriate support strategies. b) The entire school community ensures that student data is shared in a way that families can understand a child's learning needs and successes, proactively advocate for their children, and partner with the school to provide appropriate student support.				
<input checked="" type="checkbox"/>	Effective	a) School leaders, data specialists, student support professionals, and program coordinators use data to identify family needs and target strategies to address them. b) The school community ensures that student data is shared in a way in which families can understand student learning needs and successes and are encouraged to advocate for student support.				
<input type="checkbox"/>	Developing	a) The school staff recognizes that there is a need to share and integrate data systems to identify family needs, and a plan is being developed to do so, or the school staff uses data but is not working with the school's partnerships to share and respond to data pertaining to family needs. b) The school community inconsistently shares data regarding student learning needs and success that families can access and understand.				
<input type="checkbox"/>	Ineffective	a) There is no evidence that school leaders, data specialists, student support professionals, and program coordinators have prioritized or recognized the need to share and integrate data systems. b) The school community does not share data with parents in ways they can understand.				
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>		<div> <input type="checkbox"/> Classroom Observations – # Visited: <u>  65  </u> </div> <div> <input type="checkbox"/> Interviews with Students – #: <u>  50  </u> </div> <div> <input type="checkbox"/> Interviews with Support Staff – #: <u>  37  </u> </div> <div> <input type="checkbox"/> Interviews with Teachers – #: <u>  37  </u> </div> <div> <input type="checkbox"/> Interviews with Parents/Guardians – #: <u> 118 </u> </div> <div> <input type="checkbox"/> Other: _____         </div> <div> <input type="checkbox"/> Documents Reviewed:           <table border="1"> <tr><td>Data Collection Tool</td></tr> <tr><td>Curriculum Maps</td></tr> <tr><td>District Priorities</td></tr> <tr><td>Surveys, Interviews</td></tr> </table> </div>	Data Collection Tool	Curriculum Maps	District Priorities	Surveys, Interviews
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Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> <li>Exploring methods of communication to assist parents with understanding data (webinar, PIE Nights, etc.)</li> <li>Continue meeting with parents to review individual student data</li> </ul>					
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> <li>Parent Nights</li> <li>Website</li> <li>Data Sources (AIMS Web, STAR Math, SRI, Common Writing Assessments)</li> <li>Promise Zone Specialist</li> </ul>					
Describe the professional development activities planned to support the implementation of the actions in this area.	<ul style="list-style-type: none"> <li>Possibly needed to assist staff with the technological aspect of the actions stated above</li> </ul>					
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning,	<ul style="list-style-type: none"> <li>Ongoing throughout the 2015-16 school year</li> </ul>					

implementation, and review of activities implemented in this area.	
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Describe the process used to develop this plan pursuant to Commissioner's Regulations 100.11.
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### **LAP Process**

- District and building administration met with OCM BOCES support staff to review the Diagnostic Self-Review Document and Report Template and to develop a plan for completion.
- Observation tool and surveys created
- Committee representing various stakeholders including content specialists and leadership from other buildings reviewed designation, observation tool, and rubric for tenet designations
- Observations were conducted by pairs using the observation tool (the tool was put into Survey Monkey to expedite the compilation of data)
- Parent, students, and all staff surveys created on Survey Monkey. Administered at curriculum night, at a faculty meeting, and throughout the school day
- Classroom visitation schedule created - 65/30 minute observations planned
- Staff conducted data collection visits
- Data from visits summarized
- LAP Team reviewed summarized data and documents to evaluate Tenets and Statements of Practice to determine rating (highly effective, effective, developing, ineffective), and to develop an action plan based on ratings
- Completed document shared with Staff, Board of Education, and Community

Provide any additional information that is relevant to the Local Assistance Plan but is not addressed in the tenets and/or SOPs.

