

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



Name of Principal:	Pamela Horton
Name/Number of School:	W.A. Olmsted Elementary
School Address:	54 Main Street Harpursville , NY 13787
School Telephone Number:	607-693-5702
Principal's Direct Phone Number:	607-693-8117
Principal's E-Mail:	phorton@hcs.stier.org
District Telephone Number:	607-693-8112
Superintendent's Direct Phone Number:	607-693-8102
Superintendent's E-Mail:	mrunlo@hcs.stier.org
Reason for LAP Designation:	SWD: ELA, Math
Website Link for Published Report:	www.hcs.stier.org

School Principal's Signature Pamela Horton Date 11/16/15

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 Mick Stoll 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.

School Information Sheet											
Grade Configuration	PreK-6	Total Enrollment	409	Title 1 Population	%	Attendance Rate	95%				
Free Lunch	46%	Reduced Lunch	10%	Student Sustainability*	%	Limited English Proficient	0%	Students with Disabilities	11%		
Types and Number of English Language Learner Classes											
#Transitional Bilingual	0	#Dual Language	0	#Self-Contained English as a Second Language	0						
Types and Number of Special Education Classes											
#Special Classes	1	#Consultant Teaching	24	#Integrated Collaborative Teaching	13						
# Resource Room	6										
Types and Number Special Classes											
#Visual Arts	0	#Music	0	#Drama	0	# Foreign Language	0	# Dance	0	CTE	#
Racial/Ethnic Origin											
American Indian or Alaska Native	0%	Black or African American	1%	Hispanic or Latino	2%	Asian or Native Hawaiian/Other Pacific Islander	0%	White	93%	Multi-racial	3%
Personnel											
Years Principal Assigned to School	1	# of Assistant Principals	1	# of Deans	0	# of Counselors / Social Workers	1.2				
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	0	% Teaching with Fewer Than 3 Yrs. of Exp.		Average Teacher Absences					
Overall Accountability Status											
ELA Performance at levels 3 & 4	96/242	Mathematics Performance at levels 3 & 4	148/255	Science Performance at levels 3 & 4	93%	4 Year Graduation Rate (HS Only)					
Credit Accumulation (High School Only)											
% of 1 st yr. students who earned 10+ credits		% of 2 nd yr. students who earned 10+ credits		% of 3 rd yr. students who earned 10+ credits		6 Year Graduation Rate					
Reason for LAP (Indicate under the Category) Achievement Gap (AG), Cut Point (CP), and/or Did Not Meet Adequate Yearly Progress (AYP)											
<i>ELA</i>	<i>Mathematics</i>	<i>Science</i>	<i>Graduation Rate</i>	<i>Subgroup</i>							
				American Indian or Alaska Native							
				Hispanic or Latino							
				White							
AYP	AG			Students with Disabilities							
				Economically Disadvantaged							
				Black or African American							
				Asian or Native Hawaiian/Other Pacific Islander							
				Multi-racial							
				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.

Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	In order to support the needs of our students as stated in their IEP's we had to hire 9 support staff members to fill roles of one on one aides and program aides. We will provide training for the support staff that work with students so that their work with students is consistent with the work of the teaching staff. Our students are offered extended time to work with teachers in an after school program focusing on extra help with homework and small group intervention services and enrichment activities. Creating a staff plan that includes literacy and math coaches will support the professional development and expertise of the staff and the performance of the students.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	The District supported the creation and then the hiring of 9 new support staff positions to work with our SWD. Half day training time is being allocated for the support staff. The District also supports the after school program in conjunction with BOCES. The District is supporting the configuration of the staff that will allow for a coaching model that better utilizes the current staff.
Describe the professional development activities planned to support the implementation of the actions in this area.	PD is being planned and delivered to support staff in regards to engaging students, supporting positive behavioral expectations, and using prompts to support independence in students on a monthly basis. Support Staff are receiving ongoing training on District conference days. A multi-district collaborative math coach is working with our K-6 teachers on a weekly basis to provide support to the teachers in regards to instruction outcomes, planning, interpreting formative assessment data, and planning.
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	PD has been conducted during two half days in Sept. and Oct. A third training is planned for Nov. Ongoing trainings are planned for the District's half days throughout the school year. PD for teachers will be implemented to bring consistency to both general education teachers and special education teachers with a focus in the areas of ELA and Math. Math coach models lessons in classrooms and works with teachers to plan specific instruction for small groups of students,

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.	
<input type="checkbox"/>	Highly Effective	<p>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.</p> <p>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.</p> <p>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, peer support) to staff.</p>
<input checked="" type="checkbox"/>	Effective	<p>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.</p> <p>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.</p> <p>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.</p>
<input type="checkbox"/>	Developing	<p>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.</p> <p>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.</p> <p>c) The school leader and other school administrators do not consistently use observation data to provide on-going professional development opportunities to staff.</p>
<input type="checkbox"/>	Ineffective	<p>a) The school leader and other school administrators have no formal plan or schedule for frequently observing teaching practices and/or providing feedback.</p> <p>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.</p>

		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. <i>Check all that apply.</i>	<input checked="" type="checkbox"/> Classroom Observations – # Visited: <u> 6 </u> <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input checked="" type="checkbox"/> Interviews with Teachers – #: <u> 4 </u> <input type="checkbox"/> Interviews with Parents/Guardians – # <u> 1 </u> <input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> Documents Reviewed: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table>				
If the SOP rating is <u>Effective, Developing or Ineffective</u>, please provide a response in the areas below.						
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	The District’s APPR plan supports a generous amount of time including a pre-conference, observation, and a post conference that allows for in-depth discussion focusing on student expectations and performance. This plan also provides for a walk through observation that promotes quick focused discussions around instruction and student engagement. Teachers are observing each other and participating in weekly collaborative meetings to discuss students’ strengths and challenges and to plan next steps.					
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Focused, uninterrupted time is allocated for teachers to focus on their practice. Teachers are also afforded time to watch other teachers teach in order to focus on effective ways to engage students with instruction. Professional learning community meeting time is scheduled every day to discuss students and instruction.					
Describe the professional development activities planned to support the implementation of the actions in this area.	Administrators have all participated in Lead Evaluator Training. Teachers continue to work as collaborative teams so that they are efficient and effective at discussing student performance and behaviors. Teachers and Administrators use faculty meetings to study instructional best practices via the Danielson Framework of Teacher Practice (APPR measure).					
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	Administrators finished training in November. PD at faculty meetings occurs every other Monday. Observations and conversations are ongoing within grade levels, special education, reading and math intervention, and special areas every week.					

Rating	Statement of Practice 2.5: Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).					
<input type="checkbox"/>	Highly Effective	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.				
<input type="checkbox"/>	Effective	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.				
<input checked="" type="checkbox"/>	Developing	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"/>	Ineffective	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 checked="" type="checkbox"/> Classroom Observations – # Visited: <u> 7 </u> <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input checked="" type="checkbox"/> Interviews with Teachers – #: <u> 5 </u> <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> Documents Reviewed: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>RTI Edge Universal Screenings, Progress Monitoring, CPA data</td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table>	RTI Edge Universal Screenings, Progress Monitoring, CPA data			
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If the SOP rating is Effective , Developing or Ineffective , please provide a response in the areas below.	
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	We are in the process of forming a leadership team to focus on creating systems within the school to analyze the usefulness of the data we collect, create a progression of expected outcomes at each grade level aligning with NYS standards, building a consistent student management, cultural identity, and a consistent and meaningful venue to communicate with our families and community.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	The District provides the resources necessary to study and build the team's understanding of building systems. BOCES school improvement team will be working with our leadership team to assist us in putting effective systems into place.
Describe the professional development activities planned to support the implementation of the actions in this area.	BOCES will provide monthly visits and suggestion for continuous improvement beginning in November and continuing throughout the school year. The leadership team will participate in team building activities in order to successfully move forward.
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	PD will begin at the end of November and continue on a regular basis into December. The internal team will continue to meet monthly as they move forward with establishing systems and procedures.

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"/>	Highly Effective	<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"/>	Effective	<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"/>	Developing	<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"/>	Ineffective	<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>		
Please indicate the evidence used to determine the rating. Check all that apply.		<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Classroom Observations – # Visited: <u> 7 </u> <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input checked="" type="checkbox"/> Interviews with Teachers – #: _____ <input checked="" type="checkbox"/> Interviews with Parents/Guardians – #: <u> 1 </u> <input type="checkbox"/> Other: _____ </td> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Documents Reviewed: Curriculum documents that are available for ELA, Written curriculum for math and the content areas _____ _____ _____ </td> </tr> </table>	<input checked="" type="checkbox"/> Classroom Observations – # Visited: <u> 7 </u> <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input checked="" type="checkbox"/> Interviews with Teachers – #: _____ <input checked="" type="checkbox"/> Interviews with Parents/Guardians – #: <u> 1 </u> <input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> Documents Reviewed: Curriculum documents that are available for ELA, Written curriculum for math and the content areas _____ _____ _____
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If the SOP rating is Effective , Developing or Ineffective , please provide a response in the areas below.				
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	In November we will be beginning a curriculum and instruction audit for ELA K-6. This review will allow us to identify our strengths and address the areas that need focus. In math we are using the NYS modules to support the NYS Standards. The leadership team will also be assessing our curriculum in all content areas so that we can begin to create written curriculum maps that will provide the framework necessary to ensure continuity and consistency from grade level to grade level.			
Describe the district resources to be used to implement the actions in this area to improve the identified	BT BOCES will be conducting the curriculum audit as well as working with the leadership team to create systems to look at the building's curriculum and begin the process of mapping. We also work with a regional math coach to continue to support our math curriculum and instruction implementation. We will continue to consult with BOCES around our content area curriculum and technology.			

subgroup(s) student performance levels.	
Describe the professional development activities planned to support the implementation of the actions in this area.	The leadership team will look at options to begin mapping our ELA curriculum. We will continue to look to BOCES for standards training in social studies, science, technology, and math. Our teachers will continue to participate in the regional collaborative trainings to assess our math data and next steps.
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	Curriculum audit will begin at the end of November and continue into December where we will begin to assess where we are and the professional development that will be required to support our focus areas.

Rating	Statement of Practice 3.3: Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	
<input type="checkbox"/>	Highly Effective	<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 checked="" type="checkbox"/>	Effective	<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, 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 type="checkbox"/>	Developing	<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 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.</p>
<input type="checkbox"/>	Ineffective	<p>a) Teachers do not use formal structures and data to work collaboratively to develop unit and lesson plans.</p> <p>b) Teachers use lesson plans that are not aligned to CCLS.</p> <p>c) Teachers do not monitor and adjust curricula, and there is no plan to begin to do so.</p>
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>		<input checked="" type="checkbox"/> Classroom Observations – # Visited: <u> 6 </u> <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input checked="" type="checkbox"/> Interviews with Teachers – #: <u> 4 </u> <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input type="checkbox"/> Other: _____
		<input checked="" type="checkbox"/> Documents Reviewed: Unit Plans, Assessments _____ _____ _____
If the SOP rating is Effective , Developing or Ineffective , please provide a response in the areas below.		

Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	Teachers meet weekly to plan and collaborate, to discuss students and create action plans to move students forward. Our leadership team will work with BOCES to discover the areas in ELA we need to realign with the standards and provide a framework across grade levels and content areas that will allow teachers to work with in a framework that is progressive and over lapping to eliminate gaps and bring clarity to expected outcomes.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	BOCES School Improvement Team will work with our team to establish areas of focus and provide us with the strategies to put systems in place to create curriculum maps and confirm outcomes based on NYS Learning Standards.
Describe the professional development activities planned to support the implementation of the actions in this area.	Teachers will participate in training to revisit NYS standards in ELA and begin to map curriculum that will be consistent across grade levels and will support a learning progression PreK-6.
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	Curriculum audit will be conducted in November and December. Training for staff will begin once focus areas have been determined. The staff will continue to meet weekly during Professional Learning Community time to discuss student progress using data and planning next steps.

Rating	Statement of Practice 3.4: The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	
<input type="checkbox"/>	Highly Effective	<p>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.</p> <p>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.</p> <p>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.</p>
<input type="checkbox"/>	Effective	<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"/>	Developing	<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"/>	Ineffective	<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>

		c) Teachers have not developed interdisciplinary curricula, or there are no plans or processes for reflecting and revising current curricula.
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>	<input checked="" type="checkbox"/> Classroom Observations – # Visited: <u> 6 </u> <input checked="" type="checkbox"/> Interviews with Students – #: <u> 15 </u> <input type="checkbox"/> Interviews with Support Staff – #: _____ <input checked="" type="checkbox"/> Interviews with Teachers – #: <u> 5 </u> <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> Documents Reviewed: Unit plans
If the SOP rating is <u>Effective</u>, <u>Developing</u> or <u>Ineffective</u>, please provide a response in the areas below.		
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	Teachers meet in leadership teams once each month which allows them to discuss interdisciplinary possibilities for instruction. As our school leadership team begins to put systems into place for curriculum and instruction, use of data and technology, and procedures for looking at student work to drive instruction, interdisciplinary connections will be built in to these systems.	
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Time will be allotted for integrated teams to meet in order to plan and implement interdisciplinary connections across all grades levels and content areas. Special area teachers will be included in these planning meetings in order to incorporate the arts as well. Special Education teachers are aligned with grade levels and serve as an integral part of each grade level team.	
Describe the professional development activities planned to support the implementation of the actions in this area.	During Superintendent’s Conference Days and other designated days grade level teams will have facilitate trainings in order to map outcomes and tie them across content classes. Teams will also meet vertically to ensure discussion across grade levels to support learning progressions for students.	
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	Teams meet weekly throughout the school year. Vertical team meeting time will begin in January once the ELA curriculum audit has been concluded. Special Education teachers meet daily with grade level teams.	

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"/>	Highly Effective	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"/>	Effective	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"/>	Developing	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"/>	Ineffective	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.

<p>Please indicate the evidence used to determine the rating. <i>Check all that apply.</i></p>	<input checked="" type="checkbox"/> Classroom Observations – # Visited: <u> 6 </u> <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input checked="" type="checkbox"/> Interviews with Teachers – #: <u> 6 </u> <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input type="checkbox"/> Other: _____	<input type="checkbox"/> Documents Reviewed: <table border="1" style="width: 100%; height: 40px;"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table>				
<p>If the SOP rating is Effective, Developing or Ineffective, please provide a response in the areas below.</p>						
<p>Actions in this area to be taken to improve the identified subgroup(s) student performance levels.</p>	<p>Teachers use data on a regular basis to plan instruction and also to support individual students. Teacher teams will be evaluating the assessments (formative and summative) that exist and making decisions to maintain or to add measures that will efficiently and effectively allow us to determine student’s strengths and gaps in understanding to inform instruction. Teacher teams and the leadership team will also be incorporating strategies to focus on independence for our learners in all areas.</p>					
<p>Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.</p>	<p>Time for teams to meet is provided as a daily part of every teacher’s schedule. Access to resources to create assessments that provide the information that teachers need in order to use data to drive instruction and improve student performance.</p>					
<p>Describe the professional development activities planned to support the implementation of the actions in this area.</p>	<p>Training for a pilot group using the Units of Study in writing will continue to meet monthly for PD to implement these writing units. Teachers in this training group are in turn working with their grade levels to provide information and modeling in writing. Teachers will continue to work together analyzing running records in reading, written responses, and math common tasks and assessments.</p>					
<p>Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.</p>	<p>Teams meet on a daily basis with intervention teachers and special education teachers. Grade level groups meet one to two times weekly to discuss students using data to determine strategies and techniques for individual action plans. Assessment evaluation will begin at the conclusion of the ELA curriculum audit.</p>					

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"/>	Highly Effective	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 checked="" type="checkbox"/>	Effective	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 type="checkbox"/>	Developing	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"/>	Ineffective	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>		<table border="0" style="width: 100%;"> <tr> <td style="width: 60%; vertical-align: top;"> <input checked="" type="checkbox"/> Classroom Observations – # Visited: <u> 5 </u> <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input checked="" type="checkbox"/> Interviews with Teachers – #: <u> 5 </u> <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input type="checkbox"/> Other: _____ </td> <td style="width: 40%; vertical-align: top;"> <input type="checkbox"/> Documents Reviewed: <table border="1" style="width: 100%; height: 40px;"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table> </td> </tr> </table>	<input checked="" type="checkbox"/> Classroom Observations – # Visited: <u> 5 </u> <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input checked="" type="checkbox"/> Interviews with Teachers – #: <u> 5 </u> <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input type="checkbox"/> Other: _____	<input type="checkbox"/> Documents Reviewed: <table border="1" style="width: 100%; height: 40px;"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table>				
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If the SOP rating is <u>Effective</u>, <u>Developing</u> or <u>Ineffective</u>, please provide a response in the areas below.								
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	Teachers are already using data consistently to plan instruction toward their grade level outcomes. We will be revisiting those grade level outcomes and realigning our expectations with the NYS standards so that we can design a continuum of learning for our students that is continuous from Prek-6.							
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Teams will be revisiting the expectations of the standards (which continue to be reinterpreted in NYS) with District supported time to do this work. BOCES School Improvement team will work with us to determine best practices to examine standards and outcomes and design a continuum that provides consistent, rigorous instruction for our students.							
Describe the professional development activities planned to support the implementation of the actions in this area.	Teams will work with standards to interpret them and design maps that will align our curriculum with the expectations of the standards. BOCES staff developers will facilitate the initiation of this work.							
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning,	BOCES School Improvement team and our leadership team will begin this work at the end of November and will be concluding our findings in January. Curriculum work will begin once this audit is concluded.							

implementation, and review of activities implemented in this area.	
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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"/>	Developing	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"/>	Ineffective	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 checked="" type="checkbox"/> Classroom Observations – # Visited: <u> 6 </u> <input type="checkbox"/> Interviews with Students – #: <u> </u> <input type="checkbox"/> Interviews with Support Staff – #: <u> </u> <input checked="" type="checkbox"/> Interviews with Teachers – #: <u> 6 </u> <input checked="" type="checkbox"/> Interviews with Parents/Guardians – #: <u> 1 </u> <input type="checkbox"/> Other: <u> </u>
If the SOP rating is <u>Effective</u>, <u>Developing</u> or <u>Ineffective</u>, please provide a response in the areas below.		
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	Teachers are already instructing with aligned lessons to CCLS. We will be revisiting our expectations and interpretations of the NYS learning standards in order to support our students’ needs that will allow them to succeed at higher levels. We will be studying best practices that include small group instruction, cooperative learning techniques and technology to allow our students to engage with a larger audience and more authentic experiences.	
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Teachers will be allotted time to study best practices and attend trainings. Instructional coaching models will be studied in order to look at more effective ways we might use our current staff to accelerate and support the learning of our staff and students.	
Describe the professional development activities planned to support the implementation of the actions in this area.	Utilizing the Broome County Teacher Center for study groups and training related to small group instruction and student management strategies. Leadership team discussions with BOCES School Improvement team to look at different models to allow for instructional coaching.	
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	Teachers are already attending trainings at BOCES and the Broome County Teachers Center. The leadership team will begin their work with BOCES in November.	

Rating	Statement of Practice 4.4: Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.							
<input type="checkbox"/>	Highly Effective	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 type="checkbox"/>	Effective	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. b) Teachers work together with students to use strategies that acknowledge diverse groups of students and their needs. 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.						
<input checked="" type="checkbox"/>	Developing	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. 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. c) Teachers are discussing strategies that address the changing needs of the student population and reflect student values and perspectives.						
<input type="checkbox"/>	Ineffective	a) Teachers do not have a program/plan that establishes acceptable classroom expectations for behavior. b) Teachers' strategies do not acknowledge diverse groups of students and their needs. c) Teachers do not use strategies that address the changing needs of the student population and reflect student values and perspectives.						
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Classroom Observations – # Visited: <u> 8 </u> <input checked="" type="checkbox"/> Interviews with Students – #: <u> 10 </u> <input checked="" type="checkbox"/> Interviews with Support Staff – #: <u> 6 </u> <input checked="" type="checkbox"/> Interviews with Teachers – #: <u> 8 </u> <input checked="" type="checkbox"/> Interviews with Parents/Guardians – #: <u> 3 </u> <input type="checkbox"/> Other: _____ </td> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Documents Reviewed: <table border="1" style="width: 100%;"> <tr><td>Student Code of Conduct , Behavior Contracts,</td></tr> <tr><td>Classroom Expectations</td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table> </td> </tr> </table>		<input checked="" type="checkbox"/> Classroom Observations – # Visited: <u> 8 </u> <input checked="" type="checkbox"/> Interviews with Students – #: <u> 10 </u> <input checked="" type="checkbox"/> Interviews with Support Staff – #: <u> 6 </u> <input checked="" type="checkbox"/> Interviews with Teachers – #: <u> 8 </u> <input checked="" type="checkbox"/> Interviews with Parents/Guardians – #: <u> 3 </u> <input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> Documents Reviewed: <table border="1" style="width: 100%;"> <tr><td>Student Code of Conduct , Behavior Contracts,</td></tr> <tr><td>Classroom Expectations</td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table>	Student Code of Conduct , Behavior Contracts,	Classroom Expectations		
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If the SOP rating is <u>Effective</u>, <u>Developing</u> or <u>Ineffective</u>, please provide a response in the areas below.								
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	Teacher teams have been working on strategies for student management within the classroom and the building. A culture team has been formed to look for a school wide consistent expectation and a way to consistently communicate this expectation to students, staff, and families. Another team has been formed to look at ways we can support positive experiences for our students (buddy programs, community service opportunities, participating in the school environment by working with other students and teachers).							

Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Our first steps will be to revisit the expectations of the CCLS and create a learning continuum PreK-6. Once we have established outcomes and expectations we will spend focused time considering the effectiveness of our formative and summative assessments to support the outcomes we have designated.
Describe the professional development activities planned to support the implementation of the actions in this area.	BOCES School Improvement team will assist in our realignment with the CCLS. The staff will work within teams to study effective feedback that will move students forward.
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	Trainings will begin at the end of November and continue throughout the school year.

Tenet 5 - Student Social and Emotional Developmental Health: 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.		
Rating	Statement of Practice 5.2: The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	
<input type="checkbox"/>	Highly Effective	<p>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.</p> <p>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.</p> <p>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.</p>
<input type="checkbox"/>	Effective	<p>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.</p> <p>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.</p> <p>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.</p>
<input checked="" type="checkbox"/>	Developing	<p>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.</p> <p>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.</p>

		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"/>	Ineffective	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>		<input checked="" type="checkbox"/> Classroom Observations – # Visited: <u> 6 </u> <input checked="" type="checkbox"/> Interviews with Students – #: <u> 5 </u> <input checked="" type="checkbox"/> Interviews with Support Staff – #: <u> 2 </u> <input checked="" type="checkbox"/> Interviews with Teachers – #: <u> 6 </u> <input checked="" type="checkbox"/> Interviews with Parents/Guardians – #: <u> 3 </u> <input type="checkbox"/> Other: _____				
<input type="checkbox"/> Documents Reviewed: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table>						
If the SOP rating is <u>Effective</u>, <u>Developing</u> or <u>Ineffective</u>, please provide a response in the areas below.						
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	Our teachers, guidance counselors, and school psychologist already work together to address the needs of our students. Our guidance counselor works in classrooms with students to help them consider appropriate choices and options. Our RTI team meets on a regular basis to look at student data and helps to make recommendations to support student progress. We are working on a system that will guide teachers and staff so that all students are connected to the adults and services they need in a timely manner. We are also researching services to put into place to make sure the needs of all of our students are met.					
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	The District supports the attendance of our counselors and psychologist to conferences and trainings that bring new services and understanding to our students. Special Education teachers attend literacy, math, and intervention training for students with different needs.					
Describe the professional development activities planned to support the implementation of the actions in this area.	We have joined the organization, Conscious Discipline which allows us to access information on line to help us develop protocols and programs that we can implement for our students. We also have been using resources from Effective Classroom to help us think about more effective ways to build community with our students and their families.					
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	Many of these affiliations have already started. We continue to meet in teams to discuss the successes we are having and the challenges we still need to find solutions for.					

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"/>	Highly Effective	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"/>	Effective	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.

		<p>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.</p> <p>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.</p>						
<input checked="" type="checkbox"/>	Developing	<p>a) The school is developing a curriculum or program to support and promote the teaching of student social and emotional developmental health.</p> <p>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.</p> <p>c) The school is beginning to monitor the professional development plan to build adult capacity to support student social and emotional developmental health.</p>						
<input type="checkbox"/>	Ineffective	<p>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.</p> <p>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.</p> <p>c) The school does not provide professional development to build adult capacity to support student social and emotional developmental health.</p>						
<p>Please indicate the evidence used to determine the rating. Check all that apply.</p>		<table border="1" style="width: 100%;"> <tr> <td style="width: 60%;"> <input checked="" type="checkbox"/> Classroom Observations – # Visited: <u> 6 </u> <input checked="" type="checkbox"/> Interviews with Students – #: <u> 5 </u> <input checked="" type="checkbox"/> Interviews with Support Staff – #: <u> 3 </u> <input checked="" type="checkbox"/> Interviews with Teachers – #: <u> 6 </u> <input checked="" type="checkbox"/> Interviews with Parents/Guardians – #: <u> 2 </u> <input type="checkbox"/> Other: _____ </td> <td style="width: 40%;"> <input type="checkbox"/> Documents Reviewed: <table border="1" style="width: 100%; height: 40px;"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table> </td> </tr> </table>	<input checked="" type="checkbox"/> Classroom Observations – # Visited: <u> 6 </u> <input checked="" type="checkbox"/> Interviews with Students – #: <u> 5 </u> <input checked="" type="checkbox"/> Interviews with Support Staff – #: <u> 3 </u> <input checked="" type="checkbox"/> Interviews with Teachers – #: <u> 6 </u> <input checked="" type="checkbox"/> Interviews with Parents/Guardians – #: <u> 2 </u> <input type="checkbox"/> Other: _____	<input type="checkbox"/> Documents Reviewed: <table border="1" style="width: 100%; height: 40px;"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table>				
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<p>If the SOP rating is Effective, Developing or Ineffective, please provide a response in the areas below.</p>								
<p>Actions in this area to be taken to improve the identified subgroup(s) student performance levels.</p>	<p>We are working with counselors, support staff, teachers, and parents to find a comprehensive way to reach the social and emotional developmental health of our students. We have a Shared Decision Making team that meets once a month to discuss some of these issues, problem solve, and create some action plans.</p>							
<p>Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.</p>	<p>The District allocates Professional Learning Community time for this committee to meet. This PLC time is also used for the counselors and administrators to meet to continue to look at our challenges and look for ways to support our students better.</p>							
<p>Describe the professional development activities planned to support the implementation of the actions in this area.</p>	<p>Our Shared Decision making team will be offering some suggestions as to what kinds of professional development would be beneficial to build our understanding of what our students need to continue to have healthy productive experiences.</p>							
<p>Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.</p>	<p>The Shared Decision Making team meets each month and will begin to look for professional development opportunities in November.</p>							

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"/>	Highly Effective	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"/>	Effective	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"/>	Developing	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"/>	Ineffective	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. 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. c) The school community has not prioritized the development of a system to monitor and respond to student social and emotional developmental health needs.						
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>		<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Classroom Observations – # Visited: <u> 6 </u> <input checked="" type="checkbox"/> Interviews with Students – #: <u> 4 </u> <input type="checkbox"/> Interviews with Support Staff – #: <u> </u> <input checked="" type="checkbox"/> Interviews with Teachers – #: <u> 6 </u> <input checked="" type="checkbox"/> Interviews with Parents/Guardians – #: <u> 3 </u> <input type="checkbox"/> Other: _____ </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Documents Reviewed: <table border="1" style="width: 100%; height: 40px;"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table> </td> </tr> </table>	<input checked="" type="checkbox"/> Classroom Observations – # Visited: <u> 6 </u> <input checked="" type="checkbox"/> Interviews with Students – #: <u> 4 </u> <input type="checkbox"/> Interviews with Support Staff – #: <u> </u> <input checked="" type="checkbox"/> Interviews with Teachers – #: <u> 6 </u> <input checked="" type="checkbox"/> Interviews with Parents/Guardians – #: <u> 3 </u> <input type="checkbox"/> Other: _____	<input type="checkbox"/> Documents Reviewed: <table border="1" style="width: 100%; height: 40px;"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table>				
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If the SOP rating is <u>Effective</u>, <u>Developing</u> or <u>Ineffective</u>, please provide a response in the areas below.								
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	Our Shared Decision Making team represents the stakeholder groups in our school community. We will revisit our role and establish more rigorous protocols to invite stakeholder groups to become more involved with developing and implementing our school's vision.							
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	The District will support the actions of this group by making the school building available for activities and events planned for parents and community members.							
Describe the professional development activities planned to support the implementation of the actions in this area.	The team will meet at least twice for extended meetings in order to establish some new areas to visit as we look for ways to include our stakeholders in more collaborative ways.							
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	At our November meeting we will choose dates for extended meetings.							

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"/>	Highly Effective	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. b) The school community uses a strategic plan based on data to deliver and monitor timely services and supports to students.				
<input type="checkbox"/>	Effective	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. b) The school community uses a plan based on data to deliver services and supports to students.				
<input checked="" type="checkbox"/>	Developing	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. b) The school community collects data and is developing a plan to address ways to use the data to support students.				
<input type="checkbox"/>	Ineffective	a) The school has no specific plan for how to use data to address student social emotional developmental health needs. b) The school community has not prioritized the need for using data to support students.				
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>		<input checked="" type="checkbox"/> Classroom Observations – # Visited: <u> 6 </u> <input checked="" type="checkbox"/> Interviews with Students – #: <u> 5 </u> <input type="checkbox"/> Interviews with Support Staff – #: <u> </u> <input checked="" type="checkbox"/> Interviews with Teachers – #: <u> 6 </u> <input type="checkbox"/> Interviews with Parents/Guardians – #: <u> </u> <input type="checkbox"/> Other: _____				
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If the SOP rating is <u>Effective, Developing</u> or <u>Ineffective</u>, please provide a response in the areas below.						
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	The counselors and administrators meet weekly. This team will begin to address the needs of our students and the data that will provide us with information to discover those needs and to ways to evaluate our impact on meeting those needs.					
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	We will work with our district information coordinator to look at the types of student information available to us and ways to access the information.					
Describe the professional development activities planned to support the implementation of the actions in this area.	There are many sources available to look at ways to use student data to discover and meet the needs of our students (Data, Data, Everywhere, by Victoria Bernhardt)					
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	We will begin to look at sources to help us determine the type of data we need to be able to access as part of our RTI team meetings every month and at our counselor meetings right away.					

Tenet 6 - Family and Community Engagement: 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.

Rating	Statement of Practice 6.2: The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.							
<input type="checkbox"/>	Highly Effective	<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> <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.</p>						
<input type="checkbox"/>	Effective	<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 checked="" type="checkbox"/>	Developing	<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"/>	Ineffective	<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. Check all that apply.		<table border="1" style="width: 100%;"> <tr> <td style="width: 60%;"> <input type="checkbox"/> Classroom Observations – # Visited: _____ <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input type="checkbox"/> Interviews with Teachers – #: _____ <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input checked="" type="checkbox"/> Other: Shared Decision Making Team </td> <td style="width: 40%;"> <input type="checkbox"/> Documents Reviewed: <table border="1" style="width: 100%; height: 40px;"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table> </td> </tr> </table>	<input type="checkbox"/> Classroom Observations – # Visited: _____ <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input type="checkbox"/> Interviews with Teachers – #: _____ <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input checked="" type="checkbox"/> Other: Shared Decision Making Team	<input type="checkbox"/> Documents Reviewed: <table border="1" style="width: 100%; height: 40px;"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table>				
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If the SOP rating is <u>Effective</u> , <u>Developing</u> or <u>Ineffective</u> , please provide a response in the areas below.								

Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	Teachers already communicate with families in a variety of ways. We need to establish consistent means of communicating from the school building itself and create understood and expected communications from our teachers.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	The District webpage will be utilized more consistently to communicate with families. We will also use District mailings and the District Newsletter.
Describe the professional development activities planned to support the implementation of the actions in this area.	The Shared Decision Making Team will include this with the survey we send to families so that we can have a better understanding of the types of communications we already do that are effective and to discover what other pieces we need to add.
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	The survey will be created at the first extended meeting of the Shared Decision Making Team so that we can get the information we need to start to create a plan to be more effective communicators as teachers and as a school.

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>				
<input type="checkbox"/>	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>				
<input checked="" type="checkbox"/>	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>		<input type="checkbox"/> Classroom Observations – # Visited: _____ <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input checked="" type="checkbox"/> Interviews with Teachers – #: <u>7</u> <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input checked="" type="checkbox"/> Other: Outside Professionals- <u>1</u>				
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If the SOP rating is Effective , Developing or Ineffective , please provide a response in the areas below.						

Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	We will continue to look for ways to invite our parents into the school to learn ways they can support their children as learners by creating opportunities for math night, literacy nights, and community building activities. Our guidance counselors will work closely with teachers, staff, and families to utilize resource strategies, and techniques to use with students.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	The schools will be available at night in order to invite students and families in for learning opportunities. The District continues to support the after school enrichment program four days a week throughout the year.
Describe the professional development activities planned to support the implementation of the actions in this area.	Teachers will create and implement opportunities for students and their families to learn together. Teachers will utilize the Broome County Teachers Center in order to access ideas for involving parents in meaningful ways at school.
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	The first family night is being planned for the beginning of December. The leadership team will create 3 more family nights throughout the year.

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 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 checked="" 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>	<input checked="" type="checkbox"/> Classroom Observations – # Visited: <u> 4 </u> <input type="checkbox"/> Interviews with Students – #: <u> </u> <input type="checkbox"/> Interviews with Support Staff – #: <u> </u> <input checked="" type="checkbox"/> Interviews with Teachers – #: <u> 5 </u>	<input checked="" type="checkbox"/> Documents Reviewed: Report Card, Interim Reports, AIS Letters, State Test Score Letters

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If the SOP rating is <u>Effective</u>, Developing or Ineffective, please provide a response in the areas below.					
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	Our leadership team is planning to talk with our school’s families to determine what they believe our strengths and challenges are as a community so that we can address the changes we need to make and the practices we need to continue with. We will schedule dedicated time to look at our report cards and the information they convey to our families and create an action plan to improve this communication. We will examine our RTI process and the data we collect in order to continue to improve our communication with our families and the usefulness of the information they receive.				
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	We will use subs to allow team members the opportunity to meet on a consistent basis in order to implement the practices we decide to put into place.				
Describe the professional development activities planned to support the implementation of the actions in this area.	Once we have decided what systems need to be put into place in order to strengthen our useful communication about the performance of our students to their families we will plan specific PD to implement.				
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	This team will start to meet at the end of November to look at the process that we will need to undertake in order to move forward.				

Describe the process used to develop this plan pursuant to Commissioner's Regulations 100.11.

We have been meeting in small groups and also in pairs in order to research specific areas for this plan. We talked with other teachers, support staff members, students, and therapists on a case by case basis that aren't serving on the team. The team consists of three administrators (CSE Chair, Ass't Principal and the Elementary Principal). Other team members consist of special educators (experienced and inexperienced in order to get a cross section of what our staff needs in order to focus on student achievement), classroom teachers, a parent of a SWD, intervention teachers, and a support staff member.

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