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

School Review Process

Name of Principal:	Mr. John Gulisane
Name/Number of School:	Taconic Hills Elementary School
School Address:	73 County Route 11a, Craryville, NY 12521
School Telephone Number:	518 325-2820
Principal's Direct Phone Number:	518 325-2822
Principal's E-Mail:	jgulisane@taconichills.k12.ny.us
District Telephone Number:	518 325-2800
Superintendent's Direct Phone Number:	518 325-2892
Superintendent's E-Mail:	nehoward@taconichills.k12.ny.us
Reason for LAP Designation:	SWD ELA & White ELA
Website Link for Published Report:	www.taconichills.k12.ny.us

School Principal's Signature _____ Date _11/13/15_

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

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

Superintendent's Signature _____ Date _11/13/15_
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.

<u>Guidance</u>

The Diagnostic Self-Review Document provides an opportunity for the school, with the assistance of the district, to assess it's 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.

<u>Completing This Form</u>

- ✓ 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	PK-6	Total Enrollment		770	Title 1 Population 382	49.6%	Attendance Rate		93%

Free Lunch	43.61%	Reduced Lunch	12.22%	Student Sustainability*	90%	Limited English Proficient 10	1.3%	Students with Disabilities 80	10.39%

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	2	#Consultant Teaching	0	#Integrated Collaborative Teaching		8
# Resource Room	0					

Types and Number Special Classes Elementary only

#Visual Arts	31	#Music	31	#Drama	0	# Foreign Language	0	# Dance	0	CTE	# N/A

Racial/Ethnic Origin

American Indian or Alaska Native	<1%	Black or African American	1.5%	Hispanic or Latino	9.9%	Asian or Native Hawaiian/Other Pacific Islander	<1%	White	82%	Multi-racial	5.4%

Personnel

Years Principal Assigned to School		8	# of Assistant Principals	1	# of Deans	1	# of Counselors / Social Workers		1
% of Teachers with No Valid Teaching Certificate		0	% Teaching Out of Certification	0	% Teaching with Fewer Than 3 Yrs. of Exp.	0	Average Teacher Absences		15.05

Overall Accountability Status

ELA Performance at levels 3 & 4	27% 90	Mathematics Performance at levels 3 & 4	37% 122	Science Performance at levels 3 & 4	86% 81	4 Year Graduation Rate (HS Only)	N/A

Credit Accumulation (High School Only)

% of 1st yr. students who earned 10+ credits	N/A	% of 2nd yr. students who earned 10+ credits	N/A	% of 3rd yr. students who earned 10+ credits	N/A	6 Year Graduation Rate	N/A

Reason for LAP (Indicate under the Category)
Achievement Gap (AG), Cut Point (CP), and/or Did Not Meet Adequate Yearly Progress (AYP)

ELA	Mathematics	Science	Graduation Rate	Subgroup
				American Indian or Alaska Native
				Hispanic or Latino
X				White
X				Students with Disabilities
				Economically Disadvantaged
				Black or African American
				Asian or Native Hawaiian/Other Pacific Islander
				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.

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

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.		
Rating	**Statement of Practice 2.2:** The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	
☐	Highly Effective	a) The SMART goals/mission and long-term vision are created and supported by staff, families, and students and are uniformly seen, heard, and known across the entire school community and affiliated partnerships. b) The school leader champions the implementation of a data-driven mission for student achievement and well-being and holds the school community of stakeholders accountable for working to realize the long-term vision and the school priorities as outlined in the SCEP and other school improvement documents. c) The school leader and community stakeholders regularly monitor and evaluate progress toward attainment of SMART goals and priorities in the SCEP that are aligned to the long-term vision, making adjustments when goals are not achieved, improvements are needed, and priorities become misaligned.
X	Effective	a) The SMART goals/mission and long-term vision are created and supported by a representative group of staff, families, and students and some affiliated partnerships. b) The school leader shares a data-driven mission for student achievement and well-being with the school community of stakeholders and has a plan for how to work together to realize this long-term vision and the school priorities as outlined in the SCEP and other school improvement documents. c) The school leader and community stakeholders monitor and evaluate progress once or twice a year toward SMART goals and priorities in the SCEP aligned to the long-term vision.
☐	Developing	a) The SMART goals/mission and long-term vision are created with limited input by stakeholders, and are in the process of being shared with staff, families, and students across the school community. b) The school leader has a data-driven mission for student achievement and well-being, outlined in the SCEP, and is in the process of developing how the school community will work to realize the long-term vision. c) The school leader is in the process of adapting SMART goals that better align to the long-term vision, or these SMART goals exist but are not monitored and evaluated.
☐	Ineffective	a) The SMART goals/mission and long-term vision are unknown, not commonly understood, and/or have not been shared with staff, families, and students across the school community. b) The school leader has not developed a data-driven mission that is connected to the long-term vision. c) The school leader has not developed SMART goals or the current goals are not aligned to the long-term vision.

Please indicate the evidence used to determine the rating. *Check all that apply.*	X Classroom Observations – # Visited: 61 X Interviews with Students – #: 12 X Interviews with Support Staff – #: 5 X Interviews with Teachers – #: 61 X Interviews with Parents/Guardians – #: 6 ☐ Other: _____	X Documents Reviewed: District Mission Statement and Goals Observation Data Minutes from SDM/PDP Committee Minutes from Ensuring Academic Excellence Committee

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 have worked with Les Loomis this summer to develop 4 district goals that focus on academic achievement. We will continue to monitor data each quarter that measures how effective we have been at meeting these goals • Continuance of Ensuring Academic Excellence Committee • Use of website, electronic media to support communication to community and parents regarding academic programming at Taconic Hills CSD
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	• District teachers and administrators plan and provide workshops together to meet the needs of parent/community education • Co-facilitated (parent & administrator) committee established to Ensure Academic Excellence • Website and additional electronic media are continuously upgraded to maintain current and proactive in informing our parents and community • Outreach to at-risk families has always been difficult, as there has been historically a portion of

	the population that has not bought into the value of the educational process
Describe the professional development activities planned to support the implementation of the actions in this area.	• Two on-site workshops with Les Loomis throughout the year, one off-site workshop for multiple days in the spring • Superintendent's Conference Day include focus on technology integration and teacher webpage development • The district continues its commitment to hire teachers on special assignment to serve as teacher leaders, these teachers include an ELA coach, Technology Integration Specialist, and an Elementary Computer Instructor
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	• Monthly Ensuring Academic Excellence meetings, monthly SDM meetings • Training occurred in September with follow-up scheduled for January 7th with Les Loomis • Summer retreat with Les Loomis • Teachers were hired and started special assignments in September • Three Superintendent Conference Days have occurred with one more scheduled in March, topics included webpage support and technology integration support

Rating		Statement of Practice 2.3: Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.
☐	Highly Effective	a) The school leader collaborates with staff to create and use transparent systems and protocols that afford students and teachers the ability to fully benefit from a flexible and thoughtful program, which includes a creative expanded learning time program, that are aligned to student achievement. b) The school leader strategically recruits, hires, and sustains personnel. The leader uses a variety of partner organizations to create a pool of internal and external human capital that enables the school to creatively, equitably, and adequately meet the academic and social needs of all students. Where the district makes the hiring decisions, the school leader articulates successfully the need for appropriate staff. c) The school leader analyzes and identifies fiscal capital available to the school community throughout the school year, making on-going strategic and sustainable decisions to fund targeted efforts aligned to school-wide goals, considering the needs of all students and staff members. Where the district makes the fiscal decisions, the school leader articulates successfully the need for appropriate funding.
X	Effective	a) The school leader collaborates with staff to create and use systems and protocols for programming for students and teachers, which incorporates an expanded learning time program, that are aligned to student achievement. b) The school leader uses some partnerships to recruit, hire, and sustain personnel that enable the school to meet the academic and social needs of the students. Where the district makes the hiring decisions, the school leader articulates the need for appropriate staff. c) The school leader analyzes and identifies fiscal capital available to the school community throughout the school year, making interim strategic decisions to fund targeted efforts aligned to school-wide goals, considering the needs of all students and staff members. Where the district makes the fiscal decisions, the school leader articulates the need for appropriate funding.
☐	Developing	a) The school leader uses systems, including an expanded learning time program, for programming for students and teachers that are aligned to student achievement for some groups of students. b) The school leader has taken some steps to secure personnel who will enable the school to meet the academic and social needs of the students. Where the district makes the hiring decisions, the school leader has not clearly articulated the school's needs. c) The school leader makes decisions sporadically on the use of available fiscal capital to fund efforts aligned to school-wide goals. Where the district makes the fiscal decisions, the school leader has not clearly articulated the school's funding need.
☐	Ineffective	a) The school leader does not have systems for programming for students and teachers or the systems, including an expanded learning time program, are not aligned to student achievement, or an expanded learning time program does not exist and there are no plans to create one. b) The school leader is not addressing the need to hire personnel to meet the academic and social needs of the students. Where the district makes the hiring decisions, the school leader has not made an effort to communicate with the district about hiring needs. c) The school leader does not connect the use of fiscal capital to school goals. Where the district makes the fiscal decisions, the school leader has not made an effort to communicate with the district about funding needs.
Please indicate the evidence used to determine the rating. *Check all that apply.*	X Classroom Observations – # Visited: 61 X Interviews with Students – #: 12 X Interviews with Support Staff – #: 5 X Interviews with Teachers – #: 61	X Documents Reviewed: Job postings BOE agendas Mentor Plan

| | X Interviews with Parents/Guardians – #: 6 | Schedules |
| | ☐ Other: _____ | |

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.	• Administrators working as a team to organize resources, teachers, and capital to ensure goals are met • New hiring situations will continue to involve the use of a committee format, with representations from the current administration, teaching faculty, and greater parent input • Transfers within the school are handled through an identification on needs process and a review of faculty members' skill sets • Yearly schedules are designed to meet the needs of students within contractual guidelines • Expand our continuum of services offered to our SPED students to include academic support beyond the co-taught model • Continue strong mentoring program already in place
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 establishes interview committees and provides adequate time and space to conduct the interview process, utilize members of PTO and SDM to become more engaged in the hiring process • The district administration interviews teachers that have a transfer request, decisions to honor these requests are made considering what is best for students • A scheduling committee gathers each year and prioritizes needs to drive the formation of the schedule based upon student needs • Staffing is reviewed annually in the budget cycle, the district works diligently to meet the instructional needs of students but stay within the fiscal constraints of operation
Describe the professional development activities planned to support the implementation of the actions in this area.	• The administrator handling the interviews will typically provide a summary of the job expectations and "look-fors" during the interview process • The Director of Instruction and Staff Development typically is involved in the decision making process for hiring, transfers and advises regarding the development of the master schedule • The Director of Instruction and Staff Development oversees the mentor plan and mentor/mentee relationships • On-going professional development in instructional support resources for SPED 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.	• Weekly administrative meetings • Administration meets monthly with content coordinators • Mentors are assigned to new teachers within a few days of hire, mentors receive training at the beginning of their assignment • Professional development is embedded into the classroom instructional periods and supports teacher communicative learning needs within a two week time frame

Rating	Statement of P acti e 2 : The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (A R) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedba k	
☐	**Highly Effective**	a) The school leader and other school administrators collaboratively developed a formal school-wide plan, known to all staff and aligned to the district's APPR plan, for frequently observing and providing actionable feedback throughout the school year on teaching practices based on student data. b) The school leader and other school administrators are implementing the school's observation plan and providing timely, on-going, evidence-based, actionable feedback to staff that is directly aligned to established criteria, including the teaching rubric and other agreed upon evaluation instruments, and which encourages and supports staff to take ownership for the next stage of their development. c) The school leader and other school administrators monitor the plan for observing teachers and use observation data and other measures of teacher effectiveness to assign/reassign, counsel, and provide on-going targeted professional development opportunities in multiple formats (e.g., coaching, mentoring, peer support) to staff.
X	**Effective**	a) The school leader has developed a plan, aligned to the district's APPR plan, for frequently observing and providing actionable feedback on teaching practices throughout the school year based on student data. b) The school leader and other school administrators are implementing the school's observation plan and providing timely on-going, evidence-based, actionable feedback to staff that is directly aligned to established criteria, including the teaching rubric and other agreed upon evaluation instruments. c) The school leader and other school administrators monitor the plan for observing teachers and use observation data and other measures of teacher effectiveness to assign/reassign, counsel, and provide

		on-going professional development opportunities to staff.
☐	**Developing**	a) The school leader and other school administrators use an informal schedule for observing and providing feedback on teaching practices throughout the school year and/or are developing a formalized plan aligned to the district's APPR plan. b) The school leader and other school administrators are providing feedback to staff that is aligned to established criteria, including the teaching rubric and other agreed upon evaluation instruments. c) The school leader and other school administrators do not consistently use observation data to provide on-going professional development opportunities to staff.
☐	**Ineffective**	a) The school leader and other school administrators have no formal plan or schedule for frequently observing teaching practices and/or providing feedback. b) The school leader and other school administrators are not providing feedback to staff aligned to established criteria, including the teaching rubric and other agreed upon evaluation instruments. c) The school leader and other school administrators do not use observation data and other measures of teacher effectiveness to inform staffing and professional development decisions.

Please indicate the evidence used to determine the rating. *Check all that apply.*	X Classroom Observations – # Visited: 61 X Interviews with Students – #: 12 X Interviews with Support Staff – #: 5 X Interviews with Teachers – #: 61 X Interviews with Parents/Guardians – #: 6 ☐ Other: _____	X Documents Reviewed: District APPR Plan Teacher Improvement Plans

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.	• Administration and teacher committee was established to work through current plans, updated information and regulations, new MOA was arrived at based on work of the committee • The value of the observation component was increased, two administrators will be evaluating every teacher, administrators will collaborate together for summative evaluation and provide teacher assistance • Formalizing and scheduling formal and informal observations well in advance in order to provide timely and valuable feedback
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	• eDoctrina platform to gather data and provide meaningful reports utilizing this data • Pre-observation conferences are scheduled within three days of observation, post-observation conferences are scheduled within ten days • Timely feedback is provided to teachers with follow-up meetings and support on an as needed basis
Describe the professional development activities planned to support the implementation of the actions in this area.	• Superintendent Day Joint union/administrative session to update teachers on new APPR regulations and to increase teacher understanding of the Teaching Standards • Faculty meeting professional development on new APPR plan for 2015-16 • Ongoing training in the use of eDoctrina and evidence based observation techniques to provide timely and meaningful feedback to teachers post observation
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	• Observations have begun • SLO's are due, February 1 or option to use district level SLO is chosen by December 7 • November 17 professional development on new APPR for 2015-2016 • April 30 all observations will be completed

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).	
☐	**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.
X	**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.

☐	**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.
☐	**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. *Check all that apply.*	X Classroom Observations – # Visited: 61 X Interviews with Students – #: 12 X Interviews with Support Staff – #: 5 X Interviews with Teachers – #: 61 X Interviews with Parents/Guardians – #: 6 ☐ Other: _____	X Documents Reviewed: Notes from grade level meetings RTI Committees Minutes from textbook/program review committees NWEA reports/NYSED testing reports Progress Monitoring minutes

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.	• Establishment of grade level data teams and district data teams • Continue progress monitoring practices, identifying concerns early and developing plans/action items to address individual student needs • Ongoing review of curricula materials • Expand use of social groups based on data that demonstrates social/emotional needs
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	• Use of common planning time prior to the start of the school day, during the school day, and afterschool for data team meetings • Data resources for the teaches are provided through the Office of Instruction • Multiple communication strategies are used to provide outreach to parents, including: score reports, meeting invites, email, parent conferences, newsletters, etc. • School counselors, psychologists, county agency mental health on-site satellite clinic
Describe the professional development activities planned to support the implementation of the actions in this area.	• Professional development on effective data teams will be provided to data teams and turn-key trainers to support the work of the data teams • Training on use of NWEA data, Learning Continuum to address student learning needs and goals • School counselor trainings Mental Health Issues Affecting Children and Adolescents • Professional development on FBA/BIP for behavior and emotional concerns
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	• Data teams have been established • Progress monitoring occurs every 5 weeks • Review of curricula materials is on-going • Data teams have received professional development and continue to work on developing skill sets • Training on how to use NWEA results is ongoing and supported by coaches

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.
☐	**Highly Effective**	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. 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. 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.
X	**Effective**	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. 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. 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.
☐	**Developing**	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. 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. 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.
☐	**Ineffective**	a) The school leader has no written plan for CCLS and NYS curricula alignment across all areas of study and is not developing one. 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. 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.

Please indicate the evidence used to determine the rating. *Check all that apply.*	X Classroom Observations – # Visited: 61 X Interviews with Students – #: 12 X Interviews with Support Staff – #: 5 X Interviews with Teachers – #: 61 X Interviews with Parents/Guardians – #: 6 ☐ Other: _____	X Documents Reviewed: NYSED Math and ELA Modules Engage NY Website District Curriculum Maps Alignment of SPED Goals to CCLS

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.	• Summer curriculum work on alignment of SWE goals to CCLS, expanded and reworked what is currently in place • Continued summer curriculum work to discuss NYSED modules written curriculum translation into useable taught curriculum • Increase teacher expectations by adding a district SLO option • Monthly data meetings occur to examine results of formative and summative assessments. • Weekly grade level meetings occur to discuss across grade level standards and how to meet these standards instructionally

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 time and access for grade level meetings and data meetings • The district provides funds for summer curriculum realignment to occur • Modules from NYSED • District release time, substitute coverage • District hired ELA coach • Content Coordinators hired with stipends to support module curriculum
Describe the professional development activities planned to support the implementation of the actions in this area.	• Superintendent Conference Day- Grade level time provided to work on ELA and Math CC modules • Summer curriculum project work using the NYSED modules • Coaching support ELA • Monthly Curriculum Council meetings with coaches and Content Coordinators
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	• Summer 2015 curriculum projects were completed • Supt. Conf. Days Sept 1-2. Oct 23, meetings on realignment based on student needs • Ongoing coaching support

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.
☐	Highly Effective	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. 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. 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.
X	Effective	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. 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. 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.
☐	Developing	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. 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. 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.
☐	Ineffective	a) Teachers do not use formal structures and data to work collaboratively to develop unit and lesson plans. b) Teachers use lesson plans that are not aligned to CCLS. c) Teachers do not monitor and adjust curricula, and there is no plan to begin to do so.
Please indicate the evidence used to determine the rating. *Check all that apply.*	X Classroom Observations – # Visited: 61 X Interviews with Students – #: 12 X Interviews with Support Staff – #: 5	X Documents Reviewed: Calendars of Scheduled Meetings Lesson Plans

	X Interviews with Teachers – #: 61	Meeting notes from Collaborative Planning
	X Interviews with Parents/Guardians – #: 6	Summer curriculum work documents
	☐ Other: _____	

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.	• Continue grade level meetings, release days, and utilization of Superintendent Conference Days • Provide time for co-teachers and general education teachers to coordinate unit and lesson plans that are based on DDI and address student achievement needs
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	• Teacher meeting times- before school, during common planning time, after school • NWEA and statewide assessment data • eDoctrina records management • Locally developed and mid-end unit module assessments • Teacher designed formative assessment tools
Describe the professional development activities planned to support the implementation of the actions in this area.	• Work with consultant Karen Bailey • NWEA results professional development, student goal setting • Time to review module assessments • In-service on eDoctrina
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area	• Consultant support occurred Oct 23 and additional support is scheduled for March 20, consultant is available through email throughout the school year • NWEA professional development support is ongoing • In-service on eDoctrina is supported upon an as requested basis

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.	
☐	**Highly Effective**	a) The school leader and teachers consistently use comprehensive and adaptive plans to form partnerships and create-interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities within and across all grade levels and subjects. b) Teachers consistently collaborate within and across grades and subjects to deliver interdisciplinary curricula that incorporate the arts, technology, and other enrichment opportunities, and there is evidence that teachers regularly develop innovative strategies for connecting these curricula with subject-specific curricula. c) Teachers consistently collaborate in grade/subject level teams to formally reflect on the impact of the interdisciplinary curricula, take immediate action to make revisions when needed, and ensure that there is a common understanding about what is taught and why it is taught.
X	**Effective**	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. 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. 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.
☐	**Developing**	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. 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. 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.

	Ineffective	a) The school leader and teachers do not have formal partnerships to address interdisciplinary curricula. b) Teachers do not collaborate and discuss ways to deliver interdisciplinary curricula within grades and subjects. 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. *Check all that apply.*		X Classroom Observations – # Visited: 61 X Interviews with Students – #: 12 X Interviews with Support Staff – #: 5 X Interviews with Teachers – #: 61 X Interviews with Parents/Guardians – #: 6 ☐ Other: _____

<table>
<tr><td>Please indicate the evidence used to determine the rating. <i>Check all that apply.</i></td><td>X Classroom Observations – # Visited: 61
X Interviews with Students – #: 12
X Interviews with Support Staff – #: 5
X Interviews with Teachers – #: 61
X Interviews with Parents/Guardians – #: 6
☐ Other: _____</td><td>X Documents Reviewed:
Arts and Humanities Committee Minutes
Assembly Calendar
Technology Plan
Enrichment Committee Minutes</td></tr>
</table>

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.	• Music, Art, Technology teachers work closely with all classroom and SPED teachers horizontally and vertically • Curriculum is aligned to the standards and students are provided opportunities to participate in curriculum based activities through the arts, technology and enrichment areas • Our Art teacher works at forging a community bond with our efforts to integrate the Arts within the CCLS
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	• The Arts and Humanities Committee • The Technology Committee • Curriculum Council • Teacher release time • Community programming/field trips include- Mud Creek, Audubon Society, Rioult Dance Artist in Residency
Describe the professional development activities planned to support the implementation of the actions in this area.	• Professional development opportunities offered through grant from A &H Committee on writing for entire second grade, Rioult dance troupe teaching residency • Work with art and music teachers to more fully integrate with core subjects
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	• Imbedded PD on writing for second grade throughout the school year • Rioult dance scheduled for first week in March • Community Spring into Learning event featuring the Arts in CCLS in May • Committee meetings scheduled on a monthly basis • Mud Creek scheduled for Feb- May

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.	
☐	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.
☐	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.
X	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.
☐	**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.

Please indicate the evidence used to determine the rating. *Check all that apply.*	X Classroom Observations – # Visited: 61 X Interviews with Students – #: 12 X Interviews with Support Staff – #: 5 X Interviews with Teachers – #: 61 X Interviews with Parents/Guardians – #: 6 ☐ Other: _____	X Documents Reviewed:
		Data Team Meetings
		Lexia Data, STAR Data
		Teacher Formative Assessment Data

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.	• Use of STAR data to inform mathematics instruction • Use of Lexia data to determine instructional needs and provide added intervention support at students' skill set area • Provide consultant support for developing and using formative assessments to direct instruction • Use of Common Core Aligned Report Card
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	• STAR program • Lexia program • Funds to hire consultant • Student management system School Tools
Describe the professional development activities planned to support the implementation of the actions in this area.	• Identified teachers work directly with consultant through PD and email support • Training on use of STAR
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 occurred throughout the year last year, early September and October • Release time provided for use of STAR October

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.
☐	**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.
X	**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.
☐	**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.
☐	**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.
 Check all that apply. | X Classroom Observations – # Visited: 61
 X Interviews with Students – #: 12
 X Interviews with Support Staff – #: 5
 X Interviews with Teachers – #: 61
 X Interviews with Parents/Guardians – #: 6
 ☐ Other: _____ | X Documents Reviewed:
 State Assessment Data, Local Assessment Data, SLO's, NWEA Data, Report Card Grades
 IEP's, Progress Reports, Unit and Lesson Plans, |

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.	• Alignment of report cards with CCLS, and benchmarks for grade levels • Create a consistent process for progress monitoring • Provide timely feedback and accommodations that leads to student success and involvement in their own learning • Grading policies were vertically aligned through committee work over the past academic year • Imbedded reading support in the classroom occurs for 60 minutes per day, with a 30 minute planning period between the classroom teacher and intervention specialist
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	• School Tools is used to manage CCLS report card • Meetings occur through release time, substitute coverage • Committee work was paid for to accommodate need for many extra hours of teacher engagement in the process • Faculty provided to cover every classroom with reading support 60 minutes per day
Describe the professional development activities planned to support the implementation of the	• PD using other district sample report cards and grading practices • PD on best guided reading practices • Frequent Content Coordinator, data meetings

actions in this area.		
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	- CCLS is in use and tweaks to be made are noted - Grading policies are aligned and tweaks to be made are noted - Guided reading in-service has been provided - Imbedded guided reading support continues on a daily basis - Meeting schedules and agendas are regular and assigned throughout the year	

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.	
☐	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.
X	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.
☐	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.
☐	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. *Check all that apply.*	X Classroom Observations – # Visited: 61 X Interviews with Students – #: 12 X Interviews with Support Staff – #: 5 X Interviews with Teachers – #: 61 X Interviews with Parents/Guardians – #: 6 ☐ Other: _____	X Documents Reviewed: NYSED Modules (math and ELA), Common Core Learning Standards, Engage NY, Curriculum Maps,

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.	- Plan and schedule teacher visitations to other classrooms within our district - Plan and schedule curriculum alignment meetings- weekly grade level meetings - Set targets and goals for summer and after school curriculum work - Fieldtrips are aligned to CCLS and content in classroom
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	- Release time for teacher visitations - Release time for curriculum alignment meetings - Stipends for summer and after school curriculum work
Describe the professional development activities planned to support the implementation of the actions in this area.	- Classroom Visitations - Engage NY Video Lessons - Module Lessons modeled by ELA Coach - Curriculum alignment meetings, teachers have the end in mind - Summer Curriculum Development and Alignment - Webinars - Coaches help support teacher learning
Timeline for Implementation of	Classroom visits are scheduled throughout the year

Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	• Teachers have open access to the Engage NY Video Lessons and webinars • Coach is embedded into the school day, everyday	

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.	
☐	**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.
X	**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.
☐	**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.
☐	**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. *Check all that apply.*	X Classroom Observations – # Visited: 61 X Interviews with Students – #: 12 X Interviews with Support Staff – #: 5 X Interviews with Teachers – #: 61 X Interviews with Parents/Guardians – #: 6 ☐ Other: _____	X Documents Reviewed: Job Descriptions IEPs Classroom Observations

Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	• Weekly meetings with SPED teachers for co-planning • Hired a district level administrator for SPED • Support to teachers from administration on how to best meets students' needs • Increase functional use of FBA data into BIPs
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	• District budget heavily supports special education services and programs • District provides funds for professional development • Teachers are provided time for planning and progress monitoring • Teachers are provided time for development of FBAs and BIPs
Describe the professional development activities planned to support the implementation of the actions in this area.	• TCI training to de-escalate students so that they remain on task and in classrooms • Provide training on FBA and BIP protocol
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	• Two district administrators were trained over the summer • District administrators turn-key trained bus drivers and aides in October • Meetings occur daily and are scheduled on a regular basis

Rating		Statement of Practice 4.5: Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).
☐	Highly Effective	a) Teachers use a wide variety of relevant data to create adaptive lesson plans that account for student grouping and determine the appropriate intensity and duration of instruction. b) Teachers use summative and formative assessments, including screening, progress monitoring, interim measures and outcome assessments, to develop highly dynamic and responsive plans based on students' strengths and needs. c) Teachers provide frequent and relevant feedback to students based on the analysis of timely data, and students draw on the feedback so that they can reflect upon and assess their own progress.
X	Effective	a) Teachers use data to create targeted plans and adjust student groupings and instructional strategies for most students. b) Teachers use summative and formative assessment data to inform instructional decision making, including student grouping and instructional strategies. c) Teachers provide frequent feedback to students based on the analysis of timely data and provide students with next steps for students to take to progress.
☐	Developing	a) Teachers are beginning to use plans for adjusting student groupings and instructional strategies. b) Teachers are in the process of using summative and formative assessments that inform instructional decision making, or the practice of using data sources and analyzing the information to inform instructional decision making is inconsistent. c) Teachers provide limited data-based feedback to students.
☐	Ineffective	a) Teachers do not have or use plans for grouping students and adjusting their instruction. b) Teachers do not use summative and formative assessments to inform instructional decision making. c) Teachers provide feedback that is not purposeful or based on data.

| Please indicate the evidence used to determine the rating.
Check all that apply. | X Classroom Observations – # Visited: 61
X Interviews with Students – #: 12
X Interviews with Support Staff – #: 5
X Interviews with Teachers – #: 61
X Interviews with Parents/Guardians – #: 6
☐ Other: _____ | X Documents Reviewed:
<table><tr><td>STAR Google Docs</td></tr><tr><td>NWEA Student/Parent Portal</td></tr><tr><td>Lexia</td></tr><tr><td>Castle Learning</td></tr></table> |

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.	• Addition of computer instruction to support classroom instruct and enhance library experience • Implementation of STAR this year • Students use F&P levels to monitor their own progress
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	• Full time computer teacher • Full time Technology Integration Specialist • STAR, Lexia, Castle, NWEA are all online teaching resources that report out student progress and allow students to understand their learning progress
Describe the professional development activities planned to support the implementation of the actions in this area.	• Online support for use of computer programs • Support for the Technology Integration Specialist and the computer teacher through weekly meetings
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	• Support is continuous through on-line resources • Meetings occur on a weekly basis

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.	
X	Highly Effective	a) The school leader, using a distributive leadership model, establishes a deliberate system, understood and followed by all staff members, that allows each student to be well known by a designated adult and positively reinforces academic success for all students. b) The school leader ensures that all staff members know and use a strategic and comprehensive system for referral and support for all students that includes researched-based programs and practices intended to promote academic success, family engagement, and student emotional health and wellness. c) The school leader ensures that all stakeholders strategically use data to identify areas of need, cultivates purposeful partnerships to promote student social and emotional health and academic achievement, and leverages internal or external resources to support and sustain the system.
☐	Effective	a) The school leader, together with staff, establishes a system that allows each student to be known by a designated adult and positively reinforces academic success for all students. b) The school leader ensures that all staff knows and uses research-based programs and practices for referral and support for all students that address social and emotional developmental health and academic success. c) The school leader ensures that all staff members use data to identify areas of need and leverages internal resources to promote student social and emotional developmental health.
☐	Developing	a) The school leader is working with staff to develop a system that will allow each student to be known well by an adult, or the system that exists is inconsistently practiced by staff members.

		b) The school leader is developing a system of referral and support that addresses the social and emotional developmental health and academic success of students, or the system that exists is not consistently used across the school. c) The school leader is developing or improving the mechanism for staff members to use data to identify areas of need connected to student social and emotional developmental health, or data is used by some staff members to promote student social and emotional developmental health.
☐	**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. *Check all that apply.*	X Classroom Observations – # Visited: 61 X Interviews with Students – #: 12 X Interviews with Support Staff – #: 5 X Interviews with Teachers – #: 61 X Interviews with Parents/Guardians – #: 6 ☐ Other: _____	X Documents Reviewed: School Counselor Parent Contacts Solicit Student Referrals for Counseling Academic/Behavioral RTI Meetings Mental Health Collaborative Agreements

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.	
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	
Describe the professional development activities planned to support the implementation of the actions in this area.	
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	

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.	
X	**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.
☐	**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.

		b) The school staff receives professional development support to use skills and behaviors that address the social and emotional developmental health needs of students and promote the school community's vision of a safe and healthy environment. c) There is a plan to monitor and revise the professional development provided staff that builds adult capacity to support student social and emotional developmental health within a safe and healthy environment.
☐	**Developing**	a) The school is developing a curriculum or program to support and promote the teaching of student social and emotional developmental health. b) The school is developing ways to support the stakeholders' understanding of the skills and behaviors that address the social and emotional developmental health of students, or some staff members use skills and behaviors that address social and emotional developmental health needs of students. c) The school is beginning to monitor the professional development plan to build adult capacity to support student social and emotional developmental health.
☐	**Ineffective**	a) The school does not have a curriculum or a program in place to support the teaching of student social and emotional developmental health, or the program in place does not meet student needs. b) The school has not identified skills and behaviors that address the social and emotional developmental health of students, and there are no plans to provide support aligned to this work. c) The school does not provide professional development to build adult capacity to support student social and emotional developmental health.

Please indicate the evidence used to determine the rating. *Check all that apply.*	X Classroom Observations – # Visited: 61 X Interviews with Students – #: 12 X Interviews with Support Staff – #: 5 X Interviews with Teachers – #: 61 X Interviews with Parents/Guardians -- #: 6 ☐ Other: _____	X Documents Reviewed:
		School Counselor Parent Contacts
		Solicit Student Referrals for Counseling
		Academic/Behavioral RTI Meetings
		Mental Health Collaborative Agreements
		School Based Prevention Programs MH Association
		Well-Articulated Code of Conduct
		Olweus Anti-bullying Program

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.	
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	
Describe the professional development activities planned to support the implementation of the actions in this area.	
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	

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.
X	**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.
☐	**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.
☐	**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.
☐	**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.
Check all that apply. | X Classroom Observations – # Visited: 61
X Interviews with Students – #: 12
X Interviews with Support Staff – #: 5
X Interviews with Teachers – #: 61
X Interviews with Parents/Guardians – #: 6
☐ Other: _____ | X Documents Reviewed:
<table><tr><td>Referral Logs</td></tr><tr><td>Mental Health Collaborative Agreements</td></tr><tr><td>Student & Parent Bullying Survey</td></tr><tr><td>Academic/Behavioral RTI Meetings</td></tr><tr><td>School Based Prevention Programs MH Association</td></tr><tr><td>Olweus Anti-bullying Program/Peaceful School Bus</td></tr></table> |

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.	
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	
Describe the professional development activities planned to support the implementation of the actions in this area.	
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	

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.
X	**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.
☐	**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.
☐	**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.
☐	**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. *Check all that apply.*	X Classroom Observations – # Visited: 61 X Interviews with Students – #: 12 X Interviews with Support Staff – #: 5 X Interviews with Teachers – #: 61 X Interviews with Parents/Guardians – #: 6 ☐ Other: _____	X Documents Reviewed:
		Multi-grade team meeting minutes
		Behavior Response/Safety Plans based on observations and data
		Behavior Rating Scales
		Multi-grade team meeting minutes

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.	
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	
Describe the professional development activities planned to support the implementation of the actions in this area.	
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	

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.
X	Highly Effective	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. 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. 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.
☐	Effective	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. 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. 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.
☐	Developing	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. 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. 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.
☐	Ineffective	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. b) The school community does not promote or engage students and families in conversations regarding student academic expectations. 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.

Please indicate the evidence used to determine the rating. *Check all that apply.*	X Classroom Observations – # Visited: 61 X Interviews with Students – #: 12 X Interviews with Support Staff – #: 5 X Interviews with Teachers – #: 61 X Interviews with Parents/Guardians – #: 6 ☐ Other: _____	X Documents Reviewed: SDM PTO Spring Into Learning, Books on Wheels Volunteers in Classrooms, JR/SR HS Mentors Patriotic Assemblies Involving Community Members

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.	
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance	

levels.	
Describe the professional development activities planned to support the implementation of the actions in this area.	
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	

Rating		Statement of Practice 6.3: The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.
X	Highly Effective	a) The school has a comprehensive plan to use multiple, interactive communication tools to provide families regular opportunities for purposeful, strategic, and authentic dialogue about school and student issues and concerns. b) The school staff has a shared commitment to use consistently the plan for communicating with parents and stakeholders (i.e., translating all documents in multiple languages and communicating in variety of ways) to ensure that they clearly understand the school's priorities concerning student progress, achievement, and needs. c) The school staff regularly monitors the effectiveness of their communication to and solicitations of family feedback in all languages concerning student achievement, needs, issues, and concerns using multiple interactive communication tools and makes revisions to the plan when necessary.
☐	Effective	a) The school staff has a plan to use multiple tools to communicate with families about school and student issues and concerns. b) The school staff uses a plan to communicate with parents (i.e., translating all documents in multiple languages and communicating in a variety of ways) concerning student progress, achievement, and needs. c) The school staff monitors the effectiveness of its communication in all languages and responds to family feedback concerning issues and concerns.
☐	Developing	a) The school is creating a plan for communicating with families about school and student issues and concerns in pertinent languages, or the school communicates with families about school and student issues and concerns using the most prevalent languages. b) The school staff is developing a mechanism for sending documents to families in their native languages, or the school staff translates select documents into languages they identify as prevalent. c) The school is beginning to have conversations about the effectiveness of its strategies for communicating with parents.
☐	Ineffective	a) The school communicates with families about school and student issues and concerns without considering translation needs. b) The school staff does not send translations of documents to families. c) The school does not reflect on its strategies for communicating with parents.
Please indicate the evidence used to determine the rating. *Check all that apply.*		X Classroom Observations – # Visited: 61 X Interviews with Students – #: 12 X Interviews with Support Staff – #: 5 X Interviews with Teachers – #: 61 X Interviews with Parents/Guardians – #: 6 ☐ Other: _____ X Documents Reviewed: <table><tr><td>Open House Parent Teacher Conferences</td></tr><tr><td>Pre-CSE meetings, volunteer sign-up sheets</td></tr><tr><td>PTO/SDM Minutes</td></tr><tr><td>Parent Portal, email contacts</td></tr><tr><td>Utilize Spanish speaking staff to translate, CSE documents available in several languages</td></tr><tr><td>CSE Parent Survey over 93% parent satisfaction</td></tr></table>
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.		
Describe the district resources to be used to implement the actions in this area to improve the identified		

subgroup(s) student performance levels.	
Describe the professional development activities planned to support the implementation of the actions in this area.	
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	

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.
X	**Highly Effective**	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. 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.
☐	**Effective**	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. 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.
☐	**Developing**	a) The school leader is in the process of developing a plan to teach parents ways to support student learning and growth. 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.
☐	**Ineffective**	a) The school leader is not working on a plan to teach parents ways to support student learning and growth. b) The school does not provide professional development for staff concerning developing partnerships with families and/or the community.
Please indicate the evidence used to determine the rating. *Check all that apply.*	X Classroom Observations – # Visited: 61 X Interviews with Students – #: 12 X Interviews with Support Staff – #: 5 X Interviews with Teachers – #: 61 X Interviews with Parents/Guardians – #: 6 ☐ Other: _____	X Documents Reviewed: <table><tr><td>REACH Program, Dental Health Presentations and Dental Van</td></tr><tr><td>School based prevention, MH Satellite office</td></tr><tr><td>Migrant tutoring</td></tr><tr><td>Cooperative Extension Health and Wellness/Safety programs</td></tr><tr><td>Backpack Buddy Food Program</td></tr></table>

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.	
Describe the district resources to be used to implement the actions in	

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this area to improve the identified subgroup(s) student performance levels.	
Describe the professional development activities planned to support the implementation of the actions in this area.	
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	

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.
X	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.
☐	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.
☐	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.
☐	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. *Check all that apply.*	X Classroom Observations – # Visited: 61 X Interviews with Students – #: 12 X Interviews with Support Staff – #: 5 X Interviews with Teachers – #: 61 X Interviews with Parents/Guardians – #: 6 ☐ Other: _____	X Documents Reviewed: Progress monitoring reports Quarterly reports on IEP goals Report cards/Five week reports RTI/AIS reports

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.	
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	
Describe the professional development activities planned to support the implementation of the actions in this area.	
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	

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

After studying the LAP paperwork and guidance documents, the Review Committee perused 2014-15 teacher observation data. At the elementary school Shared Decision Making meeting, the Elementary School Principal and Assistant Principal explained the LAP review process and sought input especially in regards to the white and SWD populations. All K-6 classes were observed, as well as our two 12:1:1 special classes. We also observed our intervention specialists in both pull out and push in classes. The observers took notes and provided feedback to all instructors through our APPR process. Their findings were evaluated by the Review Team and used to help the team make decisions about how to complete our Diagnostic Self Review Report.

One of the previous concerns expressed by a parent of a student with a disability was that her child needs additional academic support beyond the classroom. Finding the time to offer this support during the day is extremely difficult given all the support services her child receives and the constraints of a packed academic schedule. This input and similar concerns expressed by others allowed us to consider expanding our continuum of special education services at the elementary level to provide additional academic support for students with disabilities. We have added a 12:1:1 this year at the K-2 level. The special education co-teachers are part of the in classroom guided reading instructional support. We also have provided weekly time for the classroom teacher, intervention specialist, and SPED teacher to collaborate.

We also have engaged our new grade level coordinator heavily in usage of data and setting clear agendas for meetings that are followed. Their work supported our process in completing this self-review.

The draft plan will be shared with our Board of Education and those members of the school community in attendance at the November BOE meeting in order to have it approved by the BOE and posted on our website by the November 20, 2015 deadline.

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