New York State Education Department
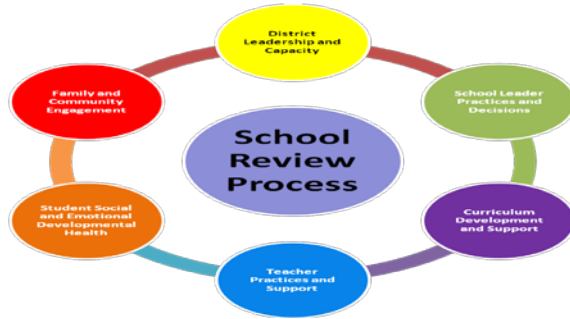*Local Assistance Plan (LAP)*
Diagnostic Self-Review Document and Report Template

Name of Principal:	**Lisa H. Cross**
Name/Number of School:	**Oliver Wendell Holmes Elementary School**
School Address:	**365 Dupont Avenue**
School Telephone Number:	**716-874-8423**
Principal's Direct Phone Number:	**716-874-8524**
Principal's E-Mail:	**Lcross@ktufsd.org**
District Telephone Number:	**716-874-8400**
Superintendent's Direct Phone Number:	**716-874-8400**
Superintendent's E-Mail:	**dmirand@ktufsd.org**
Reason for LAP Designation:	AYP ELA – (White, SWD, EconDisad) & AYP Math (White & SWD)
Website Link for Published Report:	http://www.ktufsd.org/Domain/1602

School Principal's Signature _____ Date _____

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 _____

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

A Message to School/District Leaders:

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

Guidance

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

Completing This Form
- ✓ Before completing this form, please examine the rubric, and discuss the tenets and the statements of practice with the district representative who will be assisting you in completing, reviewing and approving your LAP Self-Assessment. As the rubric used for the Diagnostic Self-Review is the same one as used for Diagnostic Review for School and District Effectiveness (DTSDE) conducted in Focus Districts, the DTSDE website (http://www.p12.nysed.gov/accountability/diagnostic-tool-institute/home.html) contains helpful information about the rubric.
- ✓ In collaboration with your school leadership team and your district representatives, complete the Self-Review by identifying the strategies and practices you either are planning to implement or have implemented that meet the needs of your school, as identified by the assessment.
  - o Pay particular attention to the performance of the subgroups that caused the school to be identified as requiring a Local Assistance Plan (LAP).
  - o Use evaluative language and connect how the strategies and practices have or will impact teaching and learning.
  - o 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.

Grade Configuration	Pk-5		Total Enrollment	410	Title 1 Population	83%	Attendance Rate	94.1%

Free Lunch	72%	Reduced Lunch	11%	Student Sustainability	93 %	Limited English Proficient	4%	Students with Disabilities	30%

Types and Number of English Language Learner Classes

#Transitional Bilingual	0	#Dual Language	5	#Self-Contained English as a Second Language	6

Types and Number of Special Education Classes

#Special Classes	3	#Consultant Teaching	2	#Integrated Collaborative Teaching	2
# Resource Room	1				

Types and Number Special Classes

#Visual Arts	6	#Music	6	#Drama	0	# Foreign Language	0	# Dance	0	CTE	#6

Racial/Ethnic Origin

American Indian or Alaska Native	1%	Black or African American	9 %	Hispanic or Latino	16 %	Asian or Native Hawaiian/Other Pacific Islander	2%	White	60 %	Multi-racial	12%

Personnel

Years Principal Assigned to School	10	# of Assistant Principals	0	# of Deans	0	# of Counselors / Social Workers		.6 FTE
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	0	% Teaching with Fewer Than 3 Yrs. of Exp.		Average Teacher Absences BEDS Attendance Rate		85.8%

Overall Accountability Status

ELA Performance at levels 3 & 4	2014: 10% 2015: 12%	Mathematics Performance at levels 3 & 4	2014: 20% 2015: 25%	Science Performance at levels 3 & 4	2014: 84% 2015: 57%	4 Year Graduation Rate (HS Only)	

Credit Accumulation (High School Only)

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

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

ELA PI/SAFE HARBOR	Mathematics	Science	Graduation Rate	Subgroup
				American Indian or Alaska Native
				Hispanic or Latino
PI – 47/70 (2014)	PI – 78/80 (2014)			White
PI – 13/32 (2014)	PI – 21/33 (2014)			Students with Disabilities
PI – 40/65 (2014)				Economically Disadvantaged
				Black or African American
				Asian or Native Hawaiian/Other Pacific Islander
				Multi-racial
				Limited English Proficient

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.
☒	**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.*	☐Classroom Observations – # Visited: _____ ☐Interviews with Students – #: _____ ☐Interviews with Support Staff – #: _____ ☐Interviews with Teachers – #: _____ ☐Interviews with Parents/Guardians – #: _____ ☒Other: _Principal Evaluation Tool_	☒Documents Reviewed: School Survey Grade Level Meeting Minutes Faculty Survey School Instructional Improvement Plan

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.	1. Principal will share school data, performance, and SMART goals with parents, faculty, students and teachers. 2. Principal and leadership team review and adjust school vision and mission to reflect in school wide Instructional Improvement Plan with measurable to goals that are monitored quarterly. 3. Principal established data review schedule on the calendar for grade level teams to be reviewed monthly and shared on google docs.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	1. Infinite campus data base and Google sheets and document training.
Describe the professional development activities planned to support the implementation of the actions in this	1. August/Sept. – Teacher Data Team Meetings Established 2. Sept/Oct – Mission, Vision and IIP Smart Goals Developed 3. Sept – PD on Google Docs, Infinite Campus

area.	4. Sept – June – Ongoing Data Team Meetings Monthly with Teachers 5. Ongoing at grade level meetings and LASW day's professional development on data analysis, google sheets and infinite campus by building technology integrator. 6. October LASW: Professional development on data review protocols for teachers.
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	1. By September 15 Data Team Meetings Established and Calendared 2. By November all teachers are aware of data driven protocol tool. 3. By November all teachers will be aware of IIP SMART goals for ELA and Math.

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.
☒	**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.*	☐Classroom Observations – # Visited: _____ ☐Interviews with Students – #: _____ ☐Interviews with Support Staff – #: _____ ☒Interviews with Teachers – #: _____ ☒Interviews with Parents/Guardians – #: _____ ☒ Other: ____Parent Survey, Teacher Survey__	☒Documents Reviewed: School Budget Staffing Projections After School Funding for clubs
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.	1. Principal will collaborate with district technology department to implement expanded learning time for Tier 2/3 and SWD students through the A+ Educators IPad Propel Intervention program. 2. Principal will collaborate with area LEAP "Literacy Empowers All People" tutoring program at local youth centers to provide expanded learning time for Tier 2/3 students not reading on grade level. 3. School leadership team review flexible scheduling options and rotating days for block scheduling to allow for more time on task for learning and minimize pull outs from core ELA and Math Instruction

	for pilot in 15-16 and implementation in 16-17. 4. Principal will coordinate after school club funding/programming for teachers to provide literacy and math enrichment to K-5 students.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	A+ Educators Technology Funding for Ipad Propel Intervention Program
Describe the professional development activities planned to support the implementation of the actions in this area.	PD on Propel through A+ Educators. PD on effective scheduling practices for Holmes Leadership team. After school club funding
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	Sept Nov. 2015 – Training ON Propel by A+ Educators November 2015 - Meeting with LEAP to identify students for program. November 2015 – January 2015 – AIS team will research flexible scheduling options for Holmes Tier 2/3 students. November 2015- May 2015 Implement after school clubs for literacy and math enrichment.

Rating	**Statement of Practice 2.4:** The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	
☐	**Highly Effective**	a) The school leader and other school administrators collaboratively developed a formal school-wide plan, known to all staff and aligned to the district's APPR plan, for frequently observing and providing actionable feedback throughout the school year on teaching practices based on student data. b) The school leader and other school administrators are implementing the school's observation plan and providing timely, on-going, evidence-based, actionable feedback to staff that is directly aligned to established criteria, including the teaching rubric and other agreed upon evaluation instruments, and which encourages and supports staff to take ownership for the next stage of their development. c) The school leader and other school administrators monitor the plan for observing teachers and use observation data and other measures of teacher effectiveness to assign/reassign, counsel, and provide on-going targeted professional development opportunities in multiple formats (e.g., coaching, mentoring, peer support) to staff.
☐	**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.*	☒Classroom Observations – # Visited: __10__ ☐ Interviews with Students– #: _____ ☐Interviews with Support Staff – #: _____ ☒Interviews with Teachers – #: __5__ ☐ Interviews with Parents/Guardians – #: ___ ☒ Other: ___Leadership Team Minutes_____	☒Documents Reviewed: 10 APPR Teacher Documents APPR Schedule APPR Goals for Teachers
If the SOP rating <u>is</u> **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.	1. Principal weekly walkthroughs for all teachers and send summaries for all staff on CCLS implementation and instruction bi-weekly. 2. Principal will set 1-3 actionable goals in teacher APPRs that are developing and set targeted dates for feedback and re-evaluation. 3. Principal will utilize OAYSIS and Ipad scan tool for weekly walkthrough summaries to teachers 4. Principal will align grade level meetings and CCLS literacy meetings to meet core areas of need as defined by Charlotte Danielson Observation Rubric with teachers.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Leadership Strand Training for Principals on effective evaluation and walk through practices. www.mylearningplan.com and iPad tool for teacher observation and frequent walkthrough summaries
Describe the professional development activities planned to support the implementation of the actions in this area.	1. PD on Effective Walkthrough practices and evidence based feedback for teachers for principals through the Leadership Strand monthly Oct- June 2016 2. PD for teachers on how to use OAYSIS feedback to shape teaching and learning through post-observations.
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	1. Sept –December PD on Effective Walkthrough practices 2. Sept – June – Principal completion of all teacher APPR evaluations. 3. October 2015 – established grade level and faculty meeting agendas to align with core areas of need to meet school SMART goals on IIP.

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.
☒	**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.*	☐Classroom Observations – # Visited: _____ ☐Interviews with Students – #: _____ ☐Interviews with Support Staff – #: _____ ☐Interviews with Teachers – #: _____ ☐Interviews with Parents/Guardians – #: _____ ☒Other: ___Teacher/Community Planning calendar__	☒Documents Reviewed: LASW MEETING MINUTES GRADE LEVEL MEETING MINUTES Praxair Mentor Program Partnership Presentation

If the SOP rating is <u>Effective</u>, **Developing** or **Ineffective**, please provide a response in the areas below.	
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	1. Principal will develop ELA and Math Data review schedule through calendar and Looking at Student Work days for September – June. 2. Principal will develop and Eureka Math Evaluation rubric Rubric for Family Math Nights to increase understanding of parent awareness of CCLS learning goals for students K-5. 3. Principal and School literacy team will develop, implement, and assess Literacy Family Night Programs to increase family engagement in literacy and increase student reading performance.

		4. Principal and PBIS team will implement Tier 2 PBIS interventions to support students' social and emotional health based on data reviewed from PBIS SWIS informrmation system.
		5. Principal will utilize the DDI Protocol Training Resources on EngageNY to train school leaders on using evidence based measures for instructional decision making
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.		1. Title 1 funds will support Family Math and Literacy Nights. 2. Funds from Student Services Department will support PBIS Tier 2 Training and Implementation.
Describe the professional development activities planned to support the implementation of the actions in this area.		1. PD for AIS Math teacher and coaches on implementing family math night. 2. PD on Tier 2 Interventions and Data Analysis at BOCES – PBIS Coaches.
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.		1. August – ELA and Math Data Review Schedule and Looking at Student Work Schedule Developed 2. September – Research, train and plan for Math and Literacy Family Nights (October, November and March) 3. November Grade Level Meetings on DDI protocols and decision making. 4. October – June: Implement Tier 2 Interventions for Students K-5 using SWiS data analysis system.

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.
☐	**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.*	☐ Classroom Observations – # Visited: _____ ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ ☒ Interviews with Teachers – #: _5_	☒ Documents Reviewed: Grade Level Meeting Calendar Weekly Updates NYLearn Curric Maps

	☐Interviews with Parents/Guardians – #: _____ ☒Other: __School Leadership Team_____	Grade Level Mtg. Notes
		Eureka Math Curric. Map
		Looking at Student Work 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.	1. K-5 Teachers will be trained in Eureka Math Modules. 2. 3-5 Teachers will be trained in Differentiation for Subgroups in ELA Modules by Expeditionary Learning. 3. K-5 Teachers will receive Eureka Math Module Coaching on a weekly basis. 4. K-5 ENL co-teachers and ENL teachers will receive coaching on best practices in team teaching. 5. K-5 Teachers will use a Google spreadsheet & data analysis protocol form to prioritize subgroups ongoing at grade level meetings. 6. Special Education self-contained teachers will participate in vertical SWD data team meetings to target reading and Math instruction.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	1. Title 2 Funds to support Expeditionary Learning Coaching 2. BOCES Coaches forum to support Math Coaches 3. BOCES Tech Integration Forums to Support Coaches 4. Printing and creation of student ELA Module Work pages: District ELA Committee
Describe the professional development activities planned to support the implementation of the actions in this area.	1. PD on Eureka Math Modules 2. PD on Differentiation in ELA Modules through Expeditionary Learning Coaches 3. PD for ENL teachers and co-teachers on effective practices for differentiation 4. PD on progress monitoring SWD students using the google sheet progress monitoring tool.
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	1. August PD: All teachers participated in 3 days of Eureka Math Module Training (Follow up in October 2015) 2. September PD: 9/2/15 ELA Curriculum Training: K-2 Domains, 3-5 Modules, K-5 Writing 3. October and November 2015: Eureka Math Customization training for K-5 Teachers 4. October 2015, December 2015, February 2016, Marcy 2016 and May 2016 Expeditionary Learning Coaching for teachers

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.
☐	**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.*	☒Classroom Observations – # Visited: __10__ ☐Interviews with Students – #: _____ ☐Interviews with Support Staff – #: _____ ☒Interviews with Teachers – #: __18____ ☐Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☒Documents Reviewed: Walkthrough: Higher Order Thinking 11/2/15 Lesson Plan Books: Grade Level Mtgs. Pacing Guide: Grade Level Meetings Grade Level 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.	1. Principal & Teachers will review and use a systematic DDI protocol from EngagNY to review student progress on formative and summative assessments. 2. Principal share CCLS aligned lesson plan template for teacher planning (Faculty Meeting) 3. Teachers will utilize the CCLS Instructional Practice Evidence Guide for CCLS for ELA and Math at Grade Level Planning Meetings (December) 4. 3-5 Teachers will implement Expeditionary Learning protocol for reviewing lesson plans and differentiation within subgroups to be used for short and long term planning with learning targets. 5. Teaches will add focus to collaborative planning time to ensure higher order thinking skills are consistently present for all students through the lesson planning template. 5. Teachers will revise grade level meeting protocol document to reflect curriculum planning decisions (modifications, higher order thinking, subgroup differentiation.) 6. K-5 teachers will review LASW protocols document to reflect curriculum planning decisions. 7. K-5 teachers will implement data progress monitoring documents in google sheets
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	1. NYLearns Curriculum Maps 2. Engage NY - CCLS Instructional Practice Evidence Guide for CCLS for ELA and Math 3. Depths of Knowledge Resource Guide 4. Drive by Data Professional Development Guides – www.engageny.org
Describe the professional development activities planned to support the implementation of the actions in this area.	1. Professional Development on new DDI protocol to be used at grade level meetings to make instructional decisions about subgroups: SWD, Econ Disadv. www.engageny.org 2.Professional Development on Google Docs/Sheets for data review
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	1. September 2015 – Shared CCLS aligned lesson Plan template. 2. October LASW & November GLM -Review the DDI protocol for review of data with grade level teams. 3. Use protocol at GLM and future LASW days. 4. October 2015 – Train teachers in Google Sheets for data progress monitoring. 5. November 2015 & March 2016 – Reviewed CCLS Instructional Practice Evidence Guide with teachers at grade level meetings.

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.
☐	**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.*	☐Classroom Observations – # Visited: _____ ☐Interviews with Students – #: _____ ☐Interviews with Support Staff – #: _____ ☒Interviews with Teachers – #: __ ☐Interviews with Parents/Guardians – #: _____ ☒Other: __Teacher Survey: Curric Integration__	☒Documents Reviewed: Teacher Survey - Differentiation NYLearns Curriculum maps Eureka Math Curriculum Maps NYLearns Social and Science 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.	1. Principal will provide curriculum integration planning time at two faculty meetings a year to identify opportunities to include art and technology in Domains and Modules. 2. Technology Integrator will attends grade level meetings for interdisciplinary planning with Ipads 3. Grade Level Chairs will create School Wide Plan for Curriculum Integration that includes art, technology, and enrichment for Spring 2016 and 16-17 school year. 4. Scheduling team and principal will research flexible scheduling for teachers and students such as a rotating schedule to establish solid learning structures for Tier 2 and 3 students who need targeted literacy and math interventions. 5. Music department will develop and implement Kleinhans Music in Arts Partnership 6. Teaches will establish enrichment clubs in music, arts, science, technology and Math.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	1. Title funds for field trip enrichment experiences. 2. A+ Educators Funds for Technology Integration using Ipads 3. After School Clubs for music, art, science and technology funding through district office. 4. Club pay for after school coordinator to manage extended and extracurricular learning experiences.
Describe the professional development activities planned to support the implementation of the	1. PD on Using Apple Ipads as extensions of the curriculum. 2. PD on cross curricular planning with music and arts

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.	1. December and March faculty meetings dedicated to cross curricular planning. 2. Monthly – technology integrator meet with teachers to develop cross curricular extension plans. 3, November music department establishes after school enrichment with Erie County All Chorus and After school glee club. 4. October – May – After school coordinator develops after school club program calendar.

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.
☒	**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.*	☒Classroom Observations – # Visited: _____ ☐Interviews with Students – #: _____ ☐Interviews with Support Staff – #: _____ ☐Interviews with Teachers – #: _____ ☐Interviews with Parents/Guardians – #: _____ ☒ Other: _____	☒Documents Reviewed: NYLearns Curicum Map Walkthroughs – Student Feedback

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.	1. K-5 teachers will use Google Sheets as a comprehensive system for using data for Progress Monitoring 2. K-5 Students will use weekly goal sheets to track their learning (Leaders of Their Own Learning) 3. 3-5 students will use Module sheets for tracking of Goals found in the end of Unit Books 4. K-5 students will all use Independent Reading Logs Tracking or progress 5. K-5 teaches will use Checking for Understanding protocols found in Leaders of Their Own Learning 6. 3-5 teachers will receive Expeditionary Learning Coaching with Modules on Differentiation 7. K-5 students will use Self-assessment rubrics in art
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	1. Provided PD on Checks for Understanding 2. Provide Expeditionary Learning PD for 3-5 Module Differentiation 3. Provide PD on Students Using Data to Track Progress (Leaders of Their Own Learning) 4. Provide PD on Google Sheets

Describe the professional development activities planned to support the implementation of the actions in this area.	1. PD on new assessments for Math and ELA this August 2015. 2. PD on Google Sheets October 2015 3. PD on Module Tracking sheets at Grade Level.
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	1. August 2015 PD on Eureka Math 2. September 2015 PD on ELA module and curriculum updates 3. October 2015-May 2016 Expeditionary Learning Coaching Sessions 4. November 2015 GLM – Review of Checks for Understanding & Student Tracking Tools – "Leaders of Their Own Learning"

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.
☒	**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.*	☐Classroom Observations – # Visited: _____ ☐Interviews with Students – #: _____ ☐Interviews with Support Staff – #: _____ ☒Interviews with Teachers – #: _____ ☒ Interviews with Parents/Guardians – #: __5__ ☐ Other: Differentiation Teacher survey___	☒Documents Reviewed: Grade Level Minutes Teacher 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.	1. Teachers will review teacher planning practices to align with Driven by Data Protocols. 2. Teachers will implement Google Sheets data tracking system that identifies student interventions and progress.

	3. Principals will identify AIS teachers as data team leaders at grade level meetings to review ELA and Math Progress, establish student goals and monitor progress.
	4. Self-Contained Teachers will implement Propel ELA and Math Intervention program
	5. Literacy team teachers will provide PD on "Checking for Understanding and Using Data with students" from <u>Leaders of our own Learning</u> at CCLS faculty meetings
	6. All teachers will have full Implementation of gradual release model – focusing on student engagement and growth mindset.
	7. K-5 teachers will use learning targets and goal setting with all students
	8. K-5 teachers will use Eureka Math Exit Tickets as formative assessments to plan for student differentiation.
	9. ENL and special education teachers will have quarterly planning sessions to prepare for differentiation and interventions for students.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	1. All teachers will have google drive, docs, and sheets training by technology integrator. 2. District Math coaches 3. Expeditionary learning coaches 4. Smart Tv's and Ipads 5. Co-teaching Planning Model for ENL and Co-teachers
Describe the professional development activities planned to support the implementation of the actions in this area.	1. PD on Driven by data protocols 2. PD on Google Drive, Sheets, and Docs _ BOCES technology integrator. 3. PD for AIS teachers as team leaders for data review. 4. PD of Propel ELA and Math Intervention
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	1. October 2015 Data Drive Protocol training at GLM. 2. October 2015 PD on Google Drive, Sheets, and Docs: BOCES technology integrator 3. October 2015 PD for AIS teachers as team leaders for data review at grade level and LASW. 4. October/November 2015 Eureka Customization training for K-5 teachers. 5. November for Propel training 6. November ENL and SWD planning for definition and pacing guidelines of the curriculum

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.
☐	**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.*	☐Classroom Observations – # Visited: _____ ☐Interviews with Students – #: _____ ☐Interviews with Support Staff – #: _____ ☒ Interviews with Teachers – #: 5 ☐Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☒Documents Reviewed: Teacher Lesson Plans: Daily and Formal

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.	1. K-5 Teachers will review of ELA and Math Module curriculum by teachers to identify multiple access points for students with support of math and expeditionary learning coaches. 2. K-5 Teachers will utilize the CCLS aligned lesson plan template for planning. 3. K-5 teachers will use of ELA Listening and Learning Domains and Modules 4. Teachers will utilize the Eureka math lesson plan structure per customization training. 5. Teachers will include components of Blooms Webbs Chart and HOTS in daily lesson planning
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	1. Administrative Walkthroughs 2. District coaches in math and ELA modules 3. District technology integrators 4. NYLearns, Eureka and EngageNY Curriculum maps 5. District ELA resource: Leveled Literacy Intervention Program, Wonders Reading, RazKids, Propel ELA and Math Intervention Program. 6. District technology resources: SmartTVS and Ipads
Describe the professional development activities planned to support the implementation of the actions in this area.	1. PD in Eureka Math Training (August, October and November 2015) 2. PD in technology/ipads (Monthly October 205 June 2016) 3. PD in Propel ELA and Math Intervention Program in November 2015 4. PD in PBIS- August and September 2015 5. PD on CCLS plan template – August 2015 Training & September 2015
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	1. PD in Eureka Math Training (August, October and November 2015) 2. PD in technology/ipads (Monthly October 205 June 2016) 3. PD in Propel ELA and Math Intervention Program in November 2015 4. PD in PBIS- August and September 2015 5. PD on CCLS plan template – August 2015 Training & September 2015

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.
☒	**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.*	☐Classroom Observations – # Visited: _____ ☐Interviews with Students – ____ ☐Interviews with Support Staff – #: _____ ☐Interviews with Teachers – #: _____ ☒Interviews with Parents/Guardians – #: _5_ ☐Other: _____	☒Documents Reviewed: PBIS Training Materials SWIS Data for behavior referrals Student Voice Survey

If the SOP rating is <u>Effective</u>, **Developing** or **Ineffective**, please provide a response in the areas below.

Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	1. K-5 teaches will use School wide Stepping Up PBIS Training Materials to reinforce behavior expectations. (This includes but is not limited to surveys of student interests for PBIS cart, Student of the month, Stepping it up sneakers, assemblies to celebrate success.) 2. School counselor or psychologist provide individual and group lessons or differentiated behavior needs. 3. Classroom teachers will provide after school clubs for social skills and academic groups. 4. School activities coordinators will operate Girls on the Run: to encourage positive body images for our female students. 5. Teacher after school program leader will coordinate Mentor Program with Praxair: to foster positive adult relationships for students. 6. AIS reading and math teachers will coordinate Literacy and Math nights for students and families Sports night for students and families 7. ENL teachers will share cultural information with all faculty and staff.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	1. School Wide Information System (SWIS) Data for behavior referrals. 2. Training on SAVE and DASA for all teachers 3. PD in diversity and cultural awareness by ENL teacher 4. District wide funding for PBIS
Describe the professional development activities planned to support the implementation of the actions in this area.	1. PD in SAVE and DASA 2. DARE program 3. School wide Red Ribbon Drug free week – October 2015
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	1. PBIS training September 2015 2. DASA training September 2015 3. After school clubs – November 2015 – June 2016 4. Praxair Mentor Program – October 2015 – June 2016 5. DARE (Drug Alcohol Resistance Education) October – December 2015 5. Family and Math Literacy Nights October, November and March 6. ENL cultural sensitivity training December 2015 7. School Wide Information System (SWIS) Data training November 2015

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.
☒ **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.*	☒Classroom Observations – # Visited: _8_ ☐Interviews with Students – #: _____ ☐Interviews with Support Staff – #: _____ ☐Interviews with Teachers – #: _____ ☐Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☒Documents Reviewed: Faculty, Student and Parent Surveys Grade Level Minutes for student groupings

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.	1. K-5 teachers will 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. (Examples of data sources include: Star ELA and Math Assessments, NYS Assessment data, ENL testing, F & P's, Math and ELA module assessments) 2. K-5 teachers will strive for more student engagement: Goal: Classrooms 60% student and 40% teacher 3. K-5 will implement differentiated reading groups during guided reading with AIS teacher supports for students who are reading below grade level through Propel and leveled literacy interventions. 4. K-5 students will use goal setting and rubrics from the ELA and Math modules to assess personal progress. 5. K-5 teachers will use researched based checking for understanding protocols from Leaders of Their Own Learning. 6. K-5 students will use peer collaborations on the iPad to through blogs, videos and chats to so improved metacognitive thinking/reflecting.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	1. STAR assessment technology 2. Release time for LASW sessions December 2015 and March 2016 to review data 3. Math coaches to assist in data review for adjustable groupings of students
Describe the professional development activities planned to support the implementation of the actions in this area.	1. Training in STAR Assessment program 2. ELA and Math Module training 3. Propel Ipad Intervention training
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	1. Training in STAR Assessment program – October 2015 2. ELA and Math Module training August, October, November, December, March, April) 3. Propel Ipad Intervention training – November 2015 4. Student Ipad training – Ongoing during technology time in classrooms 5. Student Engagement & Checking for Understanding feedback for 40/60 – feedback through principal walkthroughs – monthly 6. DDI Protocol Planning for Grouping November – June.

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.
☐ **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.*	☐Classroom Observations – # Visited: _____ ☐Interviews with Students – #: _____ ☐Interviews with Support Staff – #: _____ ☐Interviews with Teachers – #: _____ ☐Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☐Documents Reviewed: PBIS Training Materials SWIS Data for behavior referrals

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.	1. PBIS team will Collect data regarding discipline referrals from PBIS including when and where incidents occurred 2. PBIS team will share and analyze data with staff 3. PBIS team use data to collaborate problem strategies to formulate a plan 4. Mentor Coordinator will continue partnership with Praxair mentors for students referred by teachers 5. Instructional Support Team will review teacher referrals for academic support and interventions bi-monthly
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	1. PBIS training regarding Tier 1 and Tier 2 interventions for all staff on September 1, 2015 2. Second Step Lesson resources for all teachers and students. 3. Infinite Campus for data review 4. PBIS and SWIS student data systems
Describe the professional development activities planned to support the implementation of the actions in this area.	1. Quarterly PD for PBIS coaches 2. PBIS Training for all staff regarding Tier 2 interventions
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	1. PBIS training in Tier 1 for new staff - August 2015 2. PBIS training for all staff about Tier 2 interventions - September 2015 3. Mentor and Teacher Meet and Greet and Program Review – October 2015 3. Quarterly PD for PBIS coaches (2015-2016 school year)

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.
	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.
X	**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.*	☐Classroom Observations – # Visited: _____ ☐Interviews with Students – #: _____ ☐Interviews with Support Staff – #: _____ ☐Interviews with Teachers – #: _____ ☐Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☐Documents Reviewed: Second Step curriculum Family Support Center Comprehensive Counseling Plan Praxair mentor training Power Point SWIS data for behavior referrals

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.	1. School Social Worker will present a refresher of Second Step curriculum 2. Teachers meet with Praxair mentors - Early October 2015 3. All school community members will receive professional development support in PBIS to ensure that they have a shared understanding of skills and behaviors that address the social and emotional developmental health needs of students. 4. Principal will use the Instructional Improvement Plan and staff development center catalog/reports to monitor faculty development in support students social and emotional growth.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	1. Second Step curriculum kits 2. Funding for all PBIS activities, PD, etc
Describe the professional development activities planned to	1. School Social Worker presents refresher of Second Step curriculum

	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.	1. Praxair - mentor teacher meeting - early October 2015 2. Students meet with mentors weekly from October to June 3. Students participate in a variety of mentor created activities 4. PD for Second Step Curriculum and PBIS – September 2015

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.	
☐	**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.*	☐Classroom Observations – # Visited: _____ ☐Interviews with Students – #: _____ ☐Interviews with Support Staff – #: _____ ☐Interviews with Teachers – #: _____ ☐Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☐Documents Reviewed: PBIS training tools Parent survey results Student of the Month data Stepping it Up sneaker acknowledgments After school club attendance 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.	1. School social worker and psychologist will follow the district comprehensive counseling plan to ensure students have necessary supports for all student. 2. Students will continue bi-monthly activities for students and mentors 3. PBIS team will continue bi-monthly Stepping it Up assemblies plan to address social and emotional areas of needs as defined by our PBIS data system. 4. PBIS team will implement student of the month nomination and recognition program to promote overall academic and social and emotional success of our students. 4. Students will continue lunch bunch social skills groups with School Social Worker and psychologist 5. Students will continue after school clubs in literacy and math. 6. Principal will share and analyze parent survey data from June 2015
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.	1. Student of the Month nomination form explanation and kick-off late September 2015 2. Share parent survey data at faculty meeting - fall 2015
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	1.Student of the Month nomination form explanation and kick-off late September 2015 2. Share parent survey data at faculty meeting - fall 2015 3. Psychologist and Social worker review counseling plan. 4. Mentor Kickoff – October 2015 5. PBIS monthly planning meetings October – June.

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.	
	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.
X	**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.*	☐Classroom Observations – # Visited: _____ ☐Interviews with Students – #: _____ ☐Interviews with Support Staff – #: _____ ☐Interviews with Teachers – #: _____ ☐Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☒Documents Reviewed: Instructional Support Team meeting minutes SWIS deferral data Student Voice Survey

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.	1. IST team trained in new District forms and procedures- September 2015 2. Tier 2 team lead by school psychologist and social Workers in providing assistance to classroom teachers to improve specific student behaviors who require Tier 2 and interventions. 3. Continue weekly student lunch bunch meetings with School Social Worker
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.	1. IST training in new District referral forms and procedures – December 2015 2. Tier 2 PBIS team training and teacher training
Timeline for Implementation of Activities and Professional	1. IST training in new District referral forms and procedures – December 2015 2. Tier 2 PBIS team training and teacher training November – January – February

Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.		

Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.

Rating		Statement of Practice 6.2: The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.
☐	**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.*	☐Classroom Observations – # Visited: _____ ☐Interviews with Students – #: _____ ☐Interviews with Support Staff – #: _____ ☐Interviews with Teachers – #: _____ ☒Interviews with Parents/Guardians – #: 5 ☐ Other: _____	☒Documents Reviewed: Family Engagement Survey

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.	1. Teachers will be trained on how to use the web page, email and Infinite Campus as a communication tool with parents. 2. Principal will share family engagement survey results with parents.

	3. Principal will ensure that all school communication includes our priority and plan for high academic success, high school graduation completion and post-secondary success. 4. K-5 teachers will utilize the Ipads to help students explore career opportunities on all school CAREER day in May 2016. 4. Principal will administer family engagement survey in June 2016.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	1. Ipads 2. Family Engagement survey.
Describe the professional development activities planned to support the implementation of the actions in this area.	PD for teacher communication tool on Infinite Campus (GLM or Faculty Meeting)
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	1. Family Engagement Survey shared at October H.S.A. Meeting. 2. December for Infinite Campus and web page training for faculty on accessing parent contact and contact log. 3. Clerical will use letterhead and newsletter with school priorities on them for all communication to parents. 4. Plan career day at grade level meetings in March 2016. 5. Administer family engagement survey in June 2016

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.	
☐	**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.*	☐Classroom Observations – # Visited: _____ ☐Interviews with Students – #: _____ ☐Interviews with Support Staff – #: _____	☒Documents Reviewed: Family Engagement Survey

☐Interviews with Teachers – #: _____ ☒Interviews with Parents/Guardians – #: 5 ☐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.	1. School planning team will develop comprehensive family involvement plan: afterschool clubs, math and literacy night for remainder of the year. 2. Physical education teachers will implement family fitness nights through Physical Education Program 3. H.S. A. parents will approve Title 1 Parent Involvement Plan for literacy and math. 4. Principal will send out a monthly parent newsletter – in paper and online on school website. 5. Teachers will create student generated newsletters. 6. All classroom teachers will communicate monthly with parents via newsletter, website, Class DoJo or Remind 101. 7. All parents will have access to parent homework help resources on school website.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	1. District Website 2. Title 1 Funds for parent events
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.	1. H.S.A approves Title 1 professional development plan – September 2015. 2. School Planning team develop a family involvement plan – December 2015- February 2016 3. Principal will send monthly newsletters to parents with our school priority listed a s goal 5. Teachers will communicate monthly with their families throughout the year with a focus on academic success.

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.	
☐	**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.
Type e⸱ ☒	**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.*	☐Classroom Observations – # Visited: _____ ☐Interviews with Students – #: _____ ☐Interviews with Support Staff – #: _____ ☐Interviews with Teachers – #: _____ ☐Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☒Documents Reviewed: Praxair Mentor Program Overview DARE Program Overview Boys and Girls Club Grant LEAP Program Overview

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.	1. Principal will support developed partnerships with Praxair, Sheridan Parkside, TOTPD Dare Program, Family Support Center, Junior Achievement, LEAP, Learning Links, through review of student academic data and analysis of growth 2. School Planning Team will use math data and reading assessment data of mentors, learning links and propel intervention data to assess partnership program effectiveness. 3. School planning team will put together PD resources to help teachers develop positive family engagement experiences.
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.	PD on data review of student impact through community partnerships EngageNY Webinar: Enhancing Family Engagement - Materials
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	1. January and May school planning team will collect reading data and learning data on students in mentor, propel, LEAP, learning links programs to assess effectiveness. 2. School planning team will develop PD resources for teachers to foster family engagement through programming and technology: Enhancing Family Engagement Action Plan. 3. School planning team will work with OEE to support teachers in developing positive family relationships with clear and high expectations for all students.

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.	
☐	**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.*	☐Classroom Observations – # Visited: _____ ☐Interviews with Students – #: _____ ☐Interviews with Support Staff – #: _____ ☐Interviews with Teachers – #: _____	☐☒ Documents Reviewed: Family Engagement Survey

	☒ Interviews with Parents/Guardians – #: _5_ ☐ 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.	1. Teachers will use progress reports to share academic reports with parents quarterly. 2. AIS teachers will use progress reports to share academic reports with parents quarterly. 3. IEP teachers will use progress reports to share academic reports with parents quarterly. 4. Teachers will ensure that STAR quarterly reports will be used to give updates on Tier 2 and 3 students to parents. 5. Special Education teachers will plan spring Pre IEP conferences to set academic goals with parents. 6. Teachers will be trained on strategies to use data with students and set goals then they will be shared via Ipad technology with parents.	
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.	PD on parent conference strategies through teacher updates PD on using data with students from Leaders of Their Own Learning.	
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	1. Quarterly teacher reports 2. STAR reports October, January, May 3. Ipad training on using data with students – February	

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

Holmes School Planning Team Members
+(LAP Plan Writing Team)

Sue Sommers- Kdg.
+Diana Trusello-1st
+Karen Harter- 3rd Grade SpEd
+Kathie SantaMaria – 3rd Gr.
Sue Dewey 4th
+Heather Goupil-5th
Suzie Cryan-AIS
+Marybeth Emons-Joy – District CLS
+Diane Schaefer-Sp. Area
+Jen Hayes - Parent

LAP ACCOMPLISHMENTS:

9/22/15   2-4pm   Review DTDSE Tenets and Powerpoint
9/24/15   Faculty Meeting Review LAP purpose and identification
10/1/15   2-4p Tenet 2: School Leadership & Tenet 3: Curriculum
10/14/15   2-4pm Tenet 4: Teacher Planning & Tenet 5: Family Engagement
10/19/15   Expeditionary Learning Walkthroughs Differentiation
10/28/15   2-4pm Tenet 6: Student Social and Emotional, Edit Plan, Create Timeline
11/2/15   Linda Sykut meet and review LAP and Higher Order Think Walkthrough
11/3/15   Final Edit and Review
11/10/15   BOE Approval Meeting

**PLAN MONITORING MEETINGS

*Monday December 7, 2015 2:45-4pm   Review LAP & STAR Data for Progress Monitoring
                                                                        - Send out goals to staff after data review

*Monday, February 8, 2016 2:45-4pm   Review LAP & F&P/Math Module Data
                                                                       Progress Monitoring
                                                                       - Send out goals to staff after data review

Thursday, April 21, 2016   2:45-4pm   Review LAP & STAR Data for Progress Monitoring
                                                                      - Send out goals to staff after data review
                                                                      - After School Program Review and Analysis of Effectiveness

Tuesday, May 31, 2016   2:45-4pm   Review LAP & PBIS/Family Engagement Survey Data
                                                                     - Send out goals to staff after data review

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

Holmes School Visual Mission and Vison

Our Vision Statement:
To foster life-long learning through academic excellence, character and physical development, collaborative teamwork, creative expression, and cultural diversity, in an environment where a partnership exists between school, home and community.