

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



Name of Principal:	Mr. Ryan Groat
Name/Number of School:	Watervliet Jr/Sr High School
School Address:	1245 Hillside Drive, Watervliet NY 12189
School Telephone Number:	518-629-3300
Principal's Direct Phone Number:	518-629-3300
Principal's E-Mail:	rgroat@vliet.neric.org
District Telephone Number:	518-629-3200
Superintendent's Direct Phone Number:	518-629-3201
Superintendent's E-Mail:	lcaplan@vliet.neric.org
Reason for LAP Designation:	Middle School ELA Special Education sub-group
Website Link for Published Report:	vliet.neric.org

School Principal's Signature

Date

11/18/15

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

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

Superintendent's Signature

Date

11/18/2015

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 cogent messages around school improvement and highly effective educational practices. Our thinking is that the more the NYS educational community engages in common practices and uses common language to evaluate and describe effective schools, the more readily we, as an educational community, will be able to provide high-quality seats to all students in our state.

Guidance

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

The Diagnostic Self-Review Document and Report Template must be approved by the district's Board of Education (for New York City (NYC) schools, it must be approved by the Chancellor) and posted to the district's website by Friday, November 21, 2014, as well as kept on file at both the school and the district offices.

Completing This Form

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

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

If you have any questions regarding completion of the Local Assistance Plan Self Assessment, please send an email to accountinfo@mail.nysed.gov.

School Information Sheet											
Grade Configuration	7-12	Total Enrollment	641	%	Title 1 Population	0%	Attendance Rate	93.8%			
Free Lunch	47%	Reduced Lunch	14%	Student Sustainability	98%	Limited English Proficient	(11)2%	Students with Disabilities	(98)15%		
Types and Number of English Language Learner Classes											
#Transitional Bilingual	0	#Dual Language	0	#Self-Contained English as a Second Language		3					
Types and Number of Special Education Classes											
#Special Classes	7	#Consultant Teaching		9	#Integrated Collaborative Teaching		0				
# Resource Room	13										
Types and Number Special Classes											
#Visual Arts	10	#Music	2	#Drama	0	# Foreign Language	10	# Dance	0	CTE	12
Racial/Ethnic Origin											
American Indian or Alaska Native	.003%	Black or African American	16%	Hispanic or Latino	7%	Asian or Native Hawaiian/Other Pacific Islander	.03%	White	72%	Multi-racial	4%
Personnel											
Years Principal Assigned to School	3yrs		# of Assistant Principals	1.5	# of Deans	.4	# of Counselors / Social Workers		5		
% of Teachers with No Valid Teaching Certificate	1		% Teaching Out of Certification	0	% Teaching with Fewer Than 3 Yrs. of Exp.		5	Average Teacher Absences	4		
Overall Accountability Status											
ELA Performance at levels 3 & 4	17		Mathematics Performance at levels 3 & 4	13		Science Performance at levels 3 & 4	51		4 Year Graduation Rate (HS Only)		69
Credit Accumulation (High School Only)											
% of 1 st yr. students who earned 10+ credits	0		% of 2 nd yr. students who earned 10+ credits	85		% of 3 rd yr. students who earned 10+ credits	95		6 Year Graduation Rate		81
Reason for LAP (Indicate under the Category)											
Achievement Gap (AG), Cut Point (CP), and/or Did Not Meet Adequate Yearly Progress (AYP)											
ELA	Mathematics	Science	Graduation Rate	Subgroup							
				American Indian or Alaska Native							
				Hispanic or Latino							
X	X			White							
				Students with Disabilities							
				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: Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).							
<input type="checkbox"/>	Highly Effective	a) The school community shares and promotes a distinctive and robust vision for student achievement and well-being based on data and holds itself accountable for working as a community to realize this vision as outlined in its SCEP and other school improvement documents. b) The vision is created and enthusiastically supported by staff, families and students such that it is uniformly seen, heard and known across the community. c) The school community develops and works toward specific, measurable, ambitious, results oriented and timely goals that reflect urgent priorities and ensure the realization of the vision.						
<input type="checkbox"/>	Effective	a) The school community shares a vision concerning student achievement and well-being and for how they want to work as a community to realize this vision as outlined in the SCEP and other school improvement documents and data. b) The vision is created by a select group of staff and families and is supported by the school community such that it is uniformly seen, heard and known across the community. c) The school community develops and works toward specific, measurable, ambitious, results oriented and timely goals that reflect priorities that are aligned with the vision.						
<input checked="" type="checkbox"/>	Developing	a) The school community has a vision for student achievement and well-being and is in the process of developing shared ownership and ways to incorporate findings from the school's data. b) The vision created is gaining more support with the staff, families and students across the community. c) The school community is developing and working toward specific, measurable, ambitious, results oriented and timely goals; these goals are not priorities aligned to the vision.						
<input type="checkbox"/>	Ineffective	a) The school community has a vision, but it is misaligned to student achievement and well-being based on the school's data. b) The vision is unknown, not commonly understood and/or has not been shared with the staff, families and students across the community. c) The school community does not develop and work toward goals, or, if the community is working toward goals, they are not specific, measurable, ambitious, results oriented and timely.						
Please indicate the evidence used to determine the rating. Check all that apply.		<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Classroom Observations – # Visited: <u>8</u> <input checked="" type="checkbox"/> Interviews with Students – #: <u>12</u> <input checked="" type="checkbox"/> Interviews with Support Staff – #: <u>2</u> <input checked="" type="checkbox"/> Interviews with Teachers – #: <u>8</u> <input checked="" type="checkbox"/> Interviews with Parents/Guardians – #: <u>5</u> <input checked="" type="checkbox"/> Other: <u>Administration 5</u> </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Documents Reviewed: <table border="1" style="width: 100%;"> <tr><td>Mission Statement</td></tr> <tr><td>BOE 2013-2014 District Goal</td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table> </td> </tr> </table>	<input checked="" type="checkbox"/> Classroom Observations – # Visited: <u>8</u> <input checked="" type="checkbox"/> Interviews with Students – #: <u>12</u> <input checked="" type="checkbox"/> Interviews with Support Staff – #: <u>2</u> <input checked="" type="checkbox"/> Interviews with Teachers – #: <u>8</u> <input checked="" type="checkbox"/> Interviews with Parents/Guardians – #: <u>5</u> <input checked="" type="checkbox"/> Other: <u>Administration 5</u>	<input type="checkbox"/> Documents Reviewed: <table border="1" style="width: 100%;"> <tr><td>Mission Statement</td></tr> <tr><td>BOE 2013-2014 District Goal</td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table>	Mission Statement	BOE 2013-2014 District Goal		
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If the SOP rating is <u>Effective</u>, <u>Developing</u> or <u>Ineffective</u>, please provide a response in the areas below.								
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	The school continues to work to inform constituents of the mission statement and vision of the district as it relates to the success of students. Signs have been posted throughout the building and all classrooms outlining expectations of students which also relay the vision of the district. Cabinet Team has been formed that meets monthly to discuss school expectations and topics related to the school culture and atmosphere.							
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Building inquiry team or Steering (3x per year) Cabinet Team (5x per year) RtI Committee (1x per month District Wide-1x per month Building Wide- 1x per week Grade Level) Grade Level Team Meetings (1 x per week) Special Education and ESL Teachers BOCES Coaches Administrators: Principal / Assistant Principal							
Describe the professional development activities planned to support the implementation of the actions in this area.	Monthly Inquiry team meetings to develop gals and a plan for how to more effective disseminate information to all constituents. Bi-monthly Cabinet meetings through which the goals for students, expectations of students, and culture of the building are discussed.							

Rating		Statement of Practice 2.3: Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.					
<input type="checkbox"/>	Highly Effective	a) The school leader models excellence in the creation and use of systems that are dynamic, adaptive and interconnected and lead to the collection and analysis of outcomes that will guide a cycle of continuous improvement and action. b) The school leader espouses and supports practices in all areas that impact a school and student progress and achievement that are self-generative, which include virtuous feedback loops and examples of best practices that lead to sustained high performance. c) The school leader creates—and, where appropriate, collaborates with staff and families to explicitly communicate—pertinent school goals that are timely, transparent and widely available to all stakeholders and used by them to improve the quality of student life.					
<input type="checkbox"/>	Effective	a) The school leader encourages the staff to use systems that are dynamic, adaptive, interconnected and lead to the collection and analysis of outcomes. b) The school leader espouses and supports practices in areas that impact a school and student progress and achievement, which include feedback loops and examples of best practices connected to student achievement. c) The school leader communicates pertinent school goals that are timely, transparent and widely available to all stakeholders.					
<input checked="" type="checkbox"/>	Developing	a) The school leader encourages the staff to use systems that lead to the collection and analysis of outcomes. b) The school leader expects staff to use best practices related to school and student progress and achievement. c) The school leader is working on developing school goals and putting steps into place to communicate them to all stakeholders.					
<input type="checkbox"/>	Ineffective	a) The school leader does not encourage the staff to use systems that lead to the collection and analysis of outcomes. b) The school leader expects the staff to use best practices, but has not clearly articulated what and how those practices are; nor has the leader provided space for the staff to identify the best practices. c) Creating school goals is not a priority, or the school leader has not communicated the goals to the stakeholders.					
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>		<input checked="" type="checkbox"/> Classroom Observations – # Visited: <u> 8 </u> <input checked="" type="checkbox"/> Interviews with Students – #: <u> 12 </u> <input checked="" type="checkbox"/> Interviews with Support Staff – #: <u> 2 </u> <input checked="" type="checkbox"/> Interviews with Teachers – #: <u> 8 </u> <input checked="" type="checkbox"/> Interviews with Parents/Guardians – #: <u> 5 </u> <input checked="" type="checkbox"/> Other: Administration <u> 5 </u>	<input type="checkbox"/> Documents Reviewed: Guided Questions <table border="1"> <tr><td>BOE 2013-2014 District Goals</td></tr> <tr><td>Assessment calendars</td></tr> <tr><td>SLO's</td></tr> <tr><td>APPR</td></tr> </table> Teachscape Weekly PD plans	BOE 2013-2014 District Goals	Assessment calendars	SLO's	APPR
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Actions in this area to be taken to improve the identified subgroup(s) student performance levels.		Although many good practices are being developed they remain in the infancy stage. The district needs to provide all teachers including special education teachers with developing skills on how to use and understand the NYS Common Core Learning Standards to improve student achievement based on our school goals. The professional development includes instructional strategies to help better meet the needs of our special education students. Professional development has begun to focus on student data and how it can be used to inform instruction in a meaningful and thoughtful way.					
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.		BOCES coaches RtI meetings and implementation Superintendent / PD Days Committee Conference Days such as Response to Intervention, Instructional Rounds, etc... Pivot Program targets 9 th grade families with monthly informational nights.					
Describe the professional development activities planned to support the implementation of the actions in this area.		BOCES ELA/Math Coaches will continue to provide required weekly Professional Development to all teachers to improve the quality of students' academic achievement, included in the PD will be specific instructional strategies to assist special education. We have initiated an RtI committee with grant money/outside support. Weekly professional development has also taken a focus on data and how to use it in a meaningful and thoughtful way.					

Rating	Statement of Practice 2.4: Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.													
<input type="checkbox"/>	Highly Effective	a) The school leader models excellence in the creation and use of systems that are dynamic, adaptive and interconnected and lead to the collection and analysis of outcomes that will guide a cycle of continuous improvement and action. b) The school leader espouses and supports practices in all areas that impact a school and student progress and achievement that are self-generative, which include virtuous feedback loops and examples of best practices that lead to sustained high performance. c) The school leader creates—and, where appropriate, collaborates with staff and families to explicitly communicate—pertinent school goals that are timely, transparent and widely available to all stakeholders and used by them to improve the quality of student life.												
<input type="checkbox"/>	Effective	a) The school leader encourages the staff to use systems that are dynamic, adaptive, interconnected and lead to the collection and analysis of outcomes. b) The school leader espouses and supports practices in areas that impact a school and student progress and achievement, which include feedback loops and examples of best practices connected to student achievement. c) The school leader communicates pertinent school goals that are timely, transparent and widely available to all stakeholders.												
<input checked="" type="checkbox"/>	Developing	a) The school leader encourages the staff to use systems that lead to the collection and analysis of outcomes. b) The school leader expects staff to use best practices related to school and student progress and achievement. c) The school leader is working on developing school goals and putting steps into place to communicate them to all stakeholders.												
<input type="checkbox"/>	Ineffective	a) The school leader does not encourage the staff to use systems that lead to the collection and analysis of outcomes. b) The school leader expects the staff to use best practices, but has not clearly articulated what and how those practices are; nor has the leader provided space for the staff to identify the best practices. c) Creating school goals is not a priority, or the school leader has not communicated the goals to the stakeholders.												
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Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	Our special education students are not making adequate progress as defined by the NYS ELA and Math standards. The school is creating a Response to Intervention (RTI) Committee to develop a system to monitor students and their progress and to assist students who are not meeting expectations in a timely manner. The Crisis Intervention Team meets weekly to discuss the needs of students and how to allocate resources in the most efficient way possible in order to allow students to succeed. The Child Study Team meets weekly with a bi-weekly rotation of meeting with teachers and students to develop targeted and defined plans aimed at addressing students needs.													
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	RTI Committee Grade Level Teams Crisis Intervention Team Child Study Team													
Describe the professional development activities planned to support the implementation of the actions in this area.	Provide Staff training on their roles inside the classroom and how to work more effectively with regular education teachers. Also discuss the role their Teaching Assistants play. Look at other districts exemplary models. Outside service providers (Berkshire Farms, Albany County Diversion) have come in to discuss protocol and strategies to assist students succeed.													

Rating	Statement of Practice 2.5: The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.																	
<input type="checkbox"/>	Highly Effective	a) The school leader and other school administrators have developed and implemented an explicit and widely communicated system for frequently observing targeted teacher practices throughout the school year that result in relevant feedback and individualized teacher improvement plans. b) The school leader and other school administrators strategically use student data over time, feedback from formal and informal observations, and professional development opportunities connected to improvement plans and conversations to assess and adjust supports provided to teachers and other staff members. c) The school leader conducts periodic check-ins of other school administrators (especially administrators supervising subgroups of students who are experiencing achievement and developmental lags, i.e., special education and English language learner supervisors) and staff members that lead to a clear understanding of the next steps, aligned to their improvement plan, that are necessary to be able to yield a positive year-end evaluation rating.																
<input type="checkbox"/>	Effective	a) The school leader and other school administrators have developed and implemented a system for frequently observing targeted teacher practices throughout the school year that result in relevant feedback and teacher improvement plans. b) The school leader and other school administrators use student data, feedback from formal and informal observations, and professional development opportunities connected to improvement plans and conversations to provide supports to teachers and other staff members. c) The school leader conducts periodic check-ins of other school administrators (especially administrators supervising subgroups of students who are experiencing achievement and developmental lags, i.e., special education and English language learner supervisors) and staff members that lead to an understanding of the next steps that are necessary to be able to yield a positive year-end evaluation rating.																
<input checked="" type="checkbox"/>	Developing	a) The school leader and other school administrators are planning to develop a system for frequently observing teachers that will result in relevant feedback and teacher improvement plans. b) The school leader and other school administrators use feedback from formal and informal observations to provide supports to teachers and other staff members. c) The school leader conducts check-ins of specific staff members, but does not align the findings of the check-ins to improvement steps necessary to yield a positive year-end evaluation rating.																
<input type="checkbox"/>	Ineffective	a) The school leader and other school administrators have no formal plans for frequently observing teachers, do not have teacher improvement plans or conversations about teacher improvement plans are not prioritized. b) The school leader and other school administrators do not connect information about student data or former feedback to the development of supports provided to teachers and other staff members. c) The school leader does not conduct periodic check-ins of staff and administrators, and the steps necessary for positive year-end evaluation ratings are not known or communicated.																
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Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	The district adopted Charlotte Danielson's 2011 Observation model. The District has been implementing a new APPR system to ensure all teachers are provided with relevant and timely feedback. Administrators have undergone extensive training regarding evidence-based observations. Administrators have been participating in the Instructional Rounds Grant work for their own professional growth. Administrators will participate in team observations/walkthroughs of classrooms.																	
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Teachscape software BOCES Coaches																	
Describe the professional development activities planned to support the implementation of the actions in this area.	Teacher Teachscape training Administrative Teachscape training Teachscape resource videos to use for ongoing improvement by teachers. Targeted review of Charlotte Danielson rubric during monthly faculty meetings.																	

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 and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.							
<input type="checkbox"/>	Highly Effective	<p>a) The school leader and staff provide consistent, systematic, and timely individualized and group professional development support to all teachers across grades and subjects to ensure that pertinent decisions are made about the delivery of the curricula.</p> <p>b) The school leader fosters a culture where teachers ensure that the implemented CCLS curricula are dynamic and address what students need to know in order for the school-wide goals to be achieved.</p> <p>c) The school uses cohesive and comprehensive curricula that include clear, descriptive units of studies appropriately aligned to the CCLS and consider what students need to know across all grades to become college and career ready.</p>						
<input checked="" type="checkbox"/>	Effective	<p>a) The school leader and staff provide consistent and systematic support to all teachers across grades and subjects appropriately aligned to rigorous and coherent CCLS curricula.</p> <p>b) The school leader and teachers work to ensure that the implemented curricula are appropriately aligned to the CCLS.</p> <p>c) The school uses cohesive and comprehensive curricula that include clear, descriptive units of studies appropriately aligned to standards and consider what students need to know across all grades.</p>						
<input type="checkbox"/>	Developing	<p>a) The school leader and staff provide curriculum support that does not target the expectations set forth in the CCLS.</p> <p>b) The school leader and staff use of curricula focuses on standards that are not CCLS-appropriately aligned.</p> <p>c) The school uses curricula that consider standards and what students need to know.</p>						
<input type="checkbox"/>	Ineffective	<p>a) The school leader and staff do not provide curriculum support to teachers.</p> <p>b) The school leader and staff use of curricula are static and are not appropriately aligned to standards.</p> <p>c) The school has plans for teaching students that are not aligned to any standards.</p>						
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>		<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Classroom Observations – # Visited: <u> 8 </u> <input checked="" type="checkbox"/> Interviews with Students – #: <u> 12 </u> <input checked="" type="checkbox"/> Interviews with Support Staff – #: <u> 2 </u> <input checked="" type="checkbox"/> Interviews with Teachers – #: <u> 8 </u> <input checked="" type="checkbox"/> Interviews with Parents/Guardians – #: <u> 5 </u> <input checked="" type="checkbox"/> Other: Administration <u> 5 </u> </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Documents Reviewed: <table border="1" style="width: 100%;"> <tr><td>RSE-TASC Walk Through</td></tr> <tr><td>Tool</td></tr> <tr><td>Curriculum Maps</td></tr> <tr><td>Engage NY</td></tr> </table> </td> </tr> </table>	<input checked="" type="checkbox"/> Classroom Observations – # Visited: <u> 8 </u> <input checked="" type="checkbox"/> Interviews with Students – #: <u> 12 </u> <input checked="" type="checkbox"/> Interviews with Support Staff – #: <u> 2 </u> <input checked="" type="checkbox"/> Interviews with Teachers – #: <u> 8 </u> <input checked="" type="checkbox"/> Interviews with Parents/Guardians – #: <u> 5 </u> <input checked="" type="checkbox"/> Other: Administration <u> 5 </u>	<input type="checkbox"/> Documents Reviewed: <table border="1" style="width: 100%;"> <tr><td>RSE-TASC Walk Through</td></tr> <tr><td>Tool</td></tr> <tr><td>Curriculum Maps</td></tr> <tr><td>Engage NY</td></tr> </table>	RSE-TASC Walk Through	Tool	Curriculum Maps	Engage NY
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Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	The District has provided teachers with a Math and ELA coach to work with all teachers on the new Common Core curriculum. In addition the district has purchased curriculum modules for use in all classrooms.							
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	BOCES coaches AIS Teacher and meetings (1 x per month) Curriculum modules Grade level appropriate ELA texts Monthly department meetings wherein teachers discuss the materials being used for learning in their classrooms.							
Describe the professional development activities planned to support the implementation of the actions in this area.	BOCES Coaches meet weekly with teachers to update them on how to implement and modify the NYS modules for use in their classrooms with special education teachers included in this ongoing professional development. Additionally, Special Education teachers meet at their monthly department meeting to review student data and obtain feedback for implanting the CCLS. Bi-monthly, AIS teachers will meet with ELA teachers to discuss and establish a curriculum pacing guide with specific targeted skills. The guide will be used to pace instruction and provide specific essential questions, skills and assessments to be used to progress monitor.							

Rating	Statement of Practice 3.3: Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.							
<input type="checkbox"/>	Highly Effective	a) Teachers are supported so that their instructional expertise is developed and nurtured during regularly scheduled grade-level meetings, which are guided by targeted agendas based on student and school data to ensure that all unit plans across their grade/subject are appropriately aligned to the CCLS coherent curriculum and meet students' needs. b) Teachers use pacing calendars and unit plans across all grades, content areas and classes that expose students to a progression of sequenced and scaffold complex materials appropriately aligned to the CCLS that meet the learning needs of pertinent groups of students (i.e., special education and English language learners) so that they are able to achieve at high consistent rates. c) Teachers use CCLS appropriately aligned lesson plans that promote higher-order thinking skills in all groups of students and develop analytical, evaluative and reflective skills across content areas by providing supports and extensions necessary for student achievement.						
<input checked="" type="checkbox"/>	Effective	a) Teachers formally participate in grade-level or other meetings to collaboratively create and examine coherent CCLS-appropriately aligned curriculum unit plans across their grade/subject. b) Teachers use appropriately aligned CCLS pacing calendars and unit plans across all grades, content areas and classes that expose students to a progression of sequenced complex materials. c) Teachers use CCLS-appropriately aligned lesson plans that promote higher-order thinking skills and help students analyze information.						
<input type="checkbox"/>	Developing	a) Teachers formally participate in grade-level or other meeting opportunities to discuss unit plans across their grade/subject areas. b) Teachers use unit plans in classes that expose students to materials aligned to their grade. c) Teachers use lesson plans that are aligned to standards and appropriate for the grade and subject.						
<input type="checkbox"/>	Ineffective	a) Teachers meet informally and/or have no systems or protocols for working on unit plans. b) Teachers use grade/subject materials that are not aligned to unit plans or pacing calendars. c) Teachers do not consistently use lesson plans to instruct students that are aligned to the standards or appropriately addresses the grade and subject.						
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Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	Although the district has been using Rubicon Atlas to store their curriculum maps for many years, it is time to update the maps and attach lesson plans using the new state curriculum requirements. The units and daily lesson plans need to incorporate all the required skills from the CCLS as well as help ensure that our students will be prepared for college and career level standards. This will be developed with the support of the ELA/Math Coaches. Monthly lessons and reflections are turned in and reflected in their maps. Teachers will update their curriculum maps to guide lesson plans to ensure they are rigorous and align with the common core.							
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Teachers BOCES Coaches will visit classrooms 1x per month to ensure adherence to discussed strategies							
Describe the professional development activities planned to support the implementation of the actions in this area.	BOCES Coaches during weekly professional development sessions review strategies for learning that will increase the rigor within classrooms and allow for a deeper level of understanding for students. BOCES coaches and administrators are scheduled to conduct walkthroughs one time per month. Lesson plans are collected 1 x per month to ensure PD strategies are being adopted. An overview of the plan/actions will be disseminated at all committee meetings, faculty meetings, department meetings, grade level meetings, etc...							

Rating	Statement of Practice 3.4: The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.							
<input type="checkbox"/>	Highly Effective	a) The school has a culture where all teachers work in partnerships within and across grades and subjects vertically and horizontally on a regular basis targeting student development, what is taught and why it is taught. b) The school leader and teachers ensure that students are exposed to a rich CCLS-appropriately aligned academic curriculum that enables them to develop and demonstrate high cognitive abilities/competency in discovering, creating and communicating information using the arts, technology and other enrichment areas.						
<input type="checkbox"/>	Effective	a) The school leader and staff create opportunities for all teachers to work in partnerships within and across grades and subjects vertically and horizontally on a regular basis targeting what is taught and why it is taught. b) The school leader and teachers ensure that students are exposed to a standards-based aligned curriculum that enables students to discover, create and communicate information using the arts, technology and other enrichment areas.						
<input checked="" type="checkbox"/>	Developing	a) The school leader creates opportunities for specific teams of teachers to work horizontally across grades or subjects on a regular basis. b) The school leader has not ensured that students' exposure to the arts and technology is aligned to the implemented academic curriculum, which limits how students fully benefit from using the arts, technology and other enrichment areas.						
<input type="checkbox"/>	Ineffective	a) Formal opportunities for teachers to meet across grades or subjects to plan and discuss strategies do not exist. b) The school leader has not taken measures to ensure that students are exposed to the arts, technology and other enrichment areas.						
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>		<table border="0"> <tr> <td data-bbox="488 898 998 1073"> <input checked="" type="checkbox"/> Classroom Observations – # Visited: <u> 8 </u> <input checked="" type="checkbox"/> Interviews with Students – #: <u> 12 </u> <input checked="" type="checkbox"/> Interviews with Support Staff – #: <u> 2 </u> <input checked="" type="checkbox"/> Interviews with Teachers – #: <u> 8 </u> <input checked="" type="checkbox"/> Interviews with Parents/Guardians – #: <u> 5 </u> <input checked="" type="checkbox"/> Other :Administration <u> 5 </u> </td> <td data-bbox="998 898 1516 1073"> <input type="checkbox"/> Documents Reviewed: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>RSC-TASC Walk Through</td></tr> <tr><td>Tool</td></tr> <tr><td>PD Calendar</td></tr> <tr><td> </td></tr> </table> </td> </tr> </table>	<input checked="" type="checkbox"/> Classroom Observations – # Visited: <u> 8 </u> <input checked="" type="checkbox"/> Interviews with Students – #: <u> 12 </u> <input checked="" type="checkbox"/> Interviews with Support Staff – #: <u> 2 </u> <input checked="" type="checkbox"/> Interviews with Teachers – #: <u> 8 </u> <input checked="" type="checkbox"/> Interviews with Parents/Guardians – #: <u> 5 </u> <input checked="" type="checkbox"/> Other :Administration <u> 5 </u>	<input type="checkbox"/> Documents Reviewed: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>RSC-TASC Walk Through</td></tr> <tr><td>Tool</td></tr> <tr><td>PD Calendar</td></tr> <tr><td> </td></tr> </table>	RSC-TASC Walk Through	Tool	PD Calendar	
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Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	Students and faculty believe this partnership happens only sporadically across grade levels on a regular basis. The Principal will develop a plan that will require all special area teachers (art, music, technology, and library) to partner with a Core Teacher for at least 1 unit at each grade level before the end of 2015. The implementation of Google Classrooms has allowed teachers to communicate with one another in a more seamless manner.							
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Curriculum maps Teachers Smart boards and other technology Media Specialist Time during Professional Development days to work on collaboration.							
Describe the professional development activities planned to support the implementation of the actions in this area.	Professional development from media specialists and, BOCES coaches on how to integrate the curriculum and better engage students. Model Schools Training focusing on the integration and implementation of Google Classroom and Google Apps within the classroom.							

Rating	Statement of Practice 3.5: The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.							
<input type="checkbox"/>	Highly Effective	a) The school leader cultivates exemplary practices and models the collection and use of timely data (formative and summative assessments including screening, interim measures and progress monitoring) to assess school-wide effectiveness, identify student needs, and promote high levels of student learning and success. b) The school leader and teachers actively develop multiple points of assessments for students that immerse school teams in an in-depth analysis of assessment results and lead to the adaptation of instruction that is empirically/evidence based. c) The school leader and teachers collaboratively analyze collected data, leading to the development of comprehensive instructional plans for groups of students that capture current levels of student achievement, map out a clear and timely path for progress and growth, and engage students as active participants in their own learning.						
<input type="checkbox"/>	Effective	a) The school leader collects timely data (formative and summative assessments including screening, interim measures and progress monitoring) and shares it with teachers and instructional staff so they can assess school effectiveness, identify student needs, and promote high levels of student learning and success. b) The school leader and teachers use assessment tools to identify patterns of student learning that lead to the adaptation of instruction. c) The school leader and teachers analyze collected data, leading to the development of instructional plans for groups of students that capture current levels of student achievement and map out a clear and timely path for progress and growth.						
<input checked="" type="checkbox"/>	Developing	a) The school leader reviews limited data and informs teachers and instructional staff of student achievement levels. b) The school leader and teachers use summative assessments to identify patterns of student learning and inform instruction. c) The school leader and teachers' analysis of data leads to an adaptation of instructional plans based on the performance of specific students, which causes a misalignment of instruction for other students.						
<input type="checkbox"/>	Ineffective	a) The school leader does not use data as a mechanism to assess student achievement levels. b) The school leader and teachers do not utilize assessment tools as a vehicle to identify patterns of student learning. c) The school leader and teachers struggle with the use of data, which impedes their ability to inform the development of instructional plans for students.						
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Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	<p>The school has developed assessment calendars for ELA and math in the past. This year all subject areas will continue to have an assessment calendar to follow. The principal will have the teachers' use the data that is collect to analyze student progress, identify needs and determine appropriate instructional supports.</p> <p>Department chairs are being trained by the BOCES coaches on how to most effectively use student data in order to drive instruction then turn-keying the protocol and strategies to staff during monthly department meetings.</p> <p>RtI team will create a data room by which teachers will be able to obtain data for their students which can be used to guide instruction and inform the types of interventions that are best suited. The AIS Committee will function as a subgroup to the RtI committee. They will review data to determine students groupings and teacher assignments i.e. push in, pull out, etc. The AIS Committee will also establish a pacing guide to determine what and when skills will be taught and assessed.</p>							
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance	Assessment calendars Assessment spreadsheets ELA/Math Coaches RtI Building Level and District Level Teams							

levels.	
Describe the professional development activities planned to support the implementation of the actions in this area.	Principal and/or data coach will meet with teachers (including special education teachers) to demonstrate how to review classroom data and develop a plan for student growth. RTI team attends quarterly trainings focusing on the use of intervention strategies and the use of data to inform intervention strategies.

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: Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.					
<input type="checkbox"/>	Highly Effective	a) Teachers have a transparent, targeted plan that is informed by data (summative, interim, attendance, IEPs, NYSESLAT, etc.), grade-level and school-wide goals for all groups of students. b) Teachers use instructional practices and strategies that are aligned to plans and include accommodations for groups of students with disabilities and linguistic needs of English language learners/limited English proficient students to provide timely and appropriate instructional interventions and extensions for all students. c) Teachers create short- and long-term goals based on data with learning trajectories for groups of students based on identified and timely needs that lead to student involvement in their own learning.				
<input type="checkbox"/>	Effective	a) Teachers have a plan that is informed by data (summative, interim, attendance, IEPs, NYSESLAT, etc.) and grade-level goals for all groups of students. b) Teachers use instructional practices and strategies that are aligned to plans and include accommodations for groups of students with disabilities and linguistic needs of English language learners/limited English proficient students and provide instructional interventions to students that lead to inquiry and engagement. c) Teachers create short- and long-term goals for groups of students based on grade-level benchmarks and leads to student involvement in their own learning.				
<input checked="" type="checkbox"/>	Developing	a) Teachers have a plan and are learning how to align it to class data. b) Teachers use instructional practices and strategies that are aligned to plans and provide instructional interventions to students. c) Teachers' established goals for groups of students are static and do not consider students' short- or long-term progress.				
<input type="checkbox"/>	Ineffective	a) Teachers do not have plans that are based on data. b) Teachers use instructional practices and strategies that are neither aligned to a plan nor provide instructional interventions to students. c) Teachers have not established short or long-term goals for groups of students.				
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If the SOP rating is Effective, Developing or Ineffective , please provide a response in the areas below.	
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	Students indicated that they are not engaged in instruction, as it is mostly still a lecture model. They also indicated that teachers are not clear about what the goals of the lesson are at the beginning of class. Additionally during the walk-through it was indicated that there is a need for Special Education teachers to provide appropriate instructional interventions. The principal will review lesson plans to ensure that they are engaging students and implement instructional strategies to meet all students' needs. ELA/Math Coaches will meet with all teachers on a weekly basis to introduce an instructional strategy, model it and assess its use in the classroom.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	ELA/Math Coaches Lesson plan Instructional Strategies
Describe the professional development activities planned to support the implementation of the actions in this area.	ELA/Math Coaches will meet with all teachers on a weekly basis to introduce an instructional strategy, model it and assess its use in the classroom. The structure will also allow teachers to share their experience with colleagues.

Rating	Statement of Practice 4.3: Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.			
<input type="checkbox"/>	Highly Effective	<p>a) Teachers use instructional practices that are systematic and explicit, based on sequential lesson plans appropriately aligned to CCLS curriculum maps to instruct students, leading to high levels of achievement.</p> <p>b) Teachers use data and multiple strategies to provide students with a wide variety of ways to engage in learning so that the students can achieve their targeted goals.</p>		
<input type="checkbox"/>	Effective	<p>a) Teachers use instructional practices appropriately aligned to CCLS curriculum maps to instruct students, leading to student achievement.</p> <p>b) Teachers provide students with a wide variety of ways to engage in learning that enable students to achieve their targeted goals.</p>		
<input checked="" type="checkbox"/>	Developing	<p>a) Teachers use instructional practices that are aligned to standards but do not lead to increased student achievement.</p> <p>b) Teachers provide generic instruction to students that limit the ways in which students are able to access learning and achieve goals.</p>		
<input type="checkbox"/>	Ineffective	<p>a) Teacher instruction is incoherent and not based on any lesson plans.</p> <p>b) Teachers' instruction is not purposeful or adaptive.</p>		
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>		<table border="1"> <tr> <td> <input checked="" type="checkbox"/> Classroom Observations – # Visited: <u> 8 </u> <input checked="" type="checkbox"/> Interviews with Students – #: <u> 12 </u> <input checked="" type="checkbox"/> Interviews with Support Staff – #: <u> 2 </u> <input checked="" type="checkbox"/> Interviews with Teachers – #: <u> 8 </u> <input checked="" type="checkbox"/> Interviews with Parents/Guardians – #: <u> 5 </u> <input checked="" type="checkbox"/> Other: <u>Administration</u> <u> 5 </u> </td> <td> <input type="checkbox"/> Documents Reviewed: RSC-TASC Walk Through Tool Maps Guided Questions </td> </tr> </table>	<input checked="" type="checkbox"/> Classroom Observations – # Visited: <u> 8 </u> <input checked="" type="checkbox"/> Interviews with Students – #: <u> 12 </u> <input checked="" type="checkbox"/> Interviews with Support Staff – #: <u> 2 </u> <input checked="" type="checkbox"/> Interviews with Teachers – #: <u> 8 </u> <input checked="" type="checkbox"/> Interviews with Parents/Guardians – #: <u> 5 </u> <input checked="" type="checkbox"/> Other: <u>Administration</u> <u> 5 </u>	<input type="checkbox"/> Documents Reviewed: RSC-TASC Walk Through Tool Maps Guided Questions
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If the SOP rating is <u>Effective</u>, <u>Developing</u> or <u>Ineffective</u>, please provide a response in the areas below.				
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	The district has used Rubicon Atlas to store our curriculum maps. They since have become outdated due to the new NYS Common Core and need to be revised. Special attention needs to be paid to developing systematic and explicit lesson plans aligned to common core for special education students. The principal will require all teachers to review and update the curriculum maps including attaching highly engaging common core lesson plans. These plans will be embedded in Google Maps by the 2016-2017 school year			
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Curriculum maps Department meetings Faculty meetings (Teacher Presentations March, April and May)			
Describe the professional development activities planned to support the implementation of the actions in this area.	Ongoing professional development with the BOCES coaches. The teachers are using the NYS Modules			

Rating	Statement of Practice 4.4: Teachers create a safe environment that is responsive to students' varied experiences, tailored to the
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strengths and needs of all students, and leads to high levels of student engagement and inquiry.			
<input type="checkbox"/>	<p>Highly Effective</p> <p>a) Teachers and students create environments by which students are citizens of their class and there is a common understanding of how one is treated, treats others and contributes to positive reinforcements of behaviors by using behavioral expectations that are explicitly taught.</p> <p>b) Teachers across the school use strategies that acknowledge diverse groups of students, provide access to learning and social opportunities, and encourage students to have a voice in their educational experience.</p> <p>c) Teachers and students stimulate deep levels of thinking and questioning through the use of instructional materials that contain high levels of text and content complexity.</p>		
<input type="checkbox"/>	<p>Effective</p> <p>a) Teachers create environments by which there is a common understanding and recognition of acceptable and safe behaviors by using behavioral expectations that are explicitly taught.</p> <p>b) Teachers use strategies that are sensitive to diverse groups of students and their needs, which provide access to learning and social opportunities.</p> <p>c) Teachers stimulate student thinking by asking questions that relate to instructional materials that contain high levels of text and content complexity.</p>		
<input checked="" type="checkbox"/>	<p>Developing</p> <p>a) Teachers put forth a plan for acceptable student behaviors that is inconsistently recognized by students.</p> <p>b) Some teachers provide opportunities to acknowledge diverse groups of students.</p> <p>c) Teachers ask questions that relate to generic instructional materials and foster a compliant classroom environment.</p>		
<input type="checkbox"/>	<p>Ineffective</p> <p>a) Teachers do not have an established set of expectations for student behavior.</p> <p>b) Teachers' strategies are not sensitive to students' needs and limit learning and social opportunities.</p> <p>c) Teachers ask lower-order thinking questions that do not garner student engagement.</p>		
<p>Please indicate the evidence used to determine the rating. Check all that apply.</p>	<table border="1"> <tr> <td> <input checked="" type="checkbox"/> Classroom Observations – # Visited: <u> 8 </u> <input checked="" type="checkbox"/> Interviews with Students – #: <u> 12 </u> <input checked="" type="checkbox"/> Interviews with Support Staff – #: <u> 2 </u> <input checked="" type="checkbox"/> Interviews with Teachers – #: <u> 8 </u> <input checked="" type="checkbox"/> Interviews with Parents/Guardians – #: <u> 5 </u> <input checked="" type="checkbox"/> Other: Administration <u> 5 </u> </td> <td> <input type="checkbox"/> Documents Reviewed: RSC-TASC Walk Through Tool Classroom rules </td> </tr> </table>	<input checked="" type="checkbox"/> Classroom Observations – # Visited: <u> 8 </u> <input checked="" type="checkbox"/> Interviews with Students – #: <u> 12 </u> <input checked="" type="checkbox"/> Interviews with Support Staff – #: <u> 2 </u> <input checked="" type="checkbox"/> Interviews with Teachers – #: <u> 8 </u> <input checked="" type="checkbox"/> Interviews with Parents/Guardians – #: <u> 5 </u> <input checked="" type="checkbox"/> Other: Administration <u> 5 </u>	<input type="checkbox"/> Documents Reviewed: RSC-TASC Walk Through Tool Classroom rules
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<p>If the SOP rating is <u>Effective</u>, <u>Developing</u> or <u>Ineffective</u>, please provide a response in the areas below.</p>			
<p>Actions in this area to be taken to improve the identified subgroup(s) student performance levels.</p>	<p>Based on the walk-through it was determined that the teachers needed to stimulate higher level thinking, ensure all students are actively engaged and check for understanding on a regular basis. The principal will have all teachers go over the classroom expectations that are developed with the class (i.e. contract, or a pledge). This will be posted in all teachers classrooms. Teachers will move around the classroom individually checking in on students with both verbal and physical cues to ensure students are on task and have an understanding of the materials being presented.</p> <p>Signage has been placed around the building outlining expectations of students.</p> <p>Students have been made aware of the processes to report bullying or behaviors that are not aligned with a safe environment.</p> <p>Increased number of speakers / assemblies for students focusing on anti-bullying and sensitivity awareness.</p>		
<p>Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.</p>	<p>Staff- Principal, Assistant Principal, Dean of Students Professional Library DASA Coordinator</p>		
<p>Describe the professional development activities planned to support the implementation of the actions in this area.</p>	<p>Professional development by Director of PPS and School Psychologist Speakers on PD Day focusing on LGBT sensitivity. Increased number of speakers / assemblies for students focusing on anti-bullying and sensitivity awareness.</p>		

Rating	Statement of Practice 4.5:
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Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.			
<input type="checkbox"/>	<p>Highly Effective</p> <p>a) Teachers use summative and formative assessments including screening, progress monitoring, interim measures and outcome assessments to develop highly dynamic and responsive plans, based on students' strengths and needs.</p> <p>b) Teachers use a wide variety of relevant data sources to create robust lesson plans that account for student grouping and to determine the appropriate intensity and duration of instruction.</p> <p>c) Teachers provide frequent and relevant feedback to students based on the analysis of timely data, and students draw on the feedback so that they can reflect, adjust and assess their own progress.</p>		
<input type="checkbox"/>	<p>Effective</p> <p>a) Teachers utilize data sources and analyze the information provided from such sources to inform instructional decision-making, including student grouping and instructional strategies.</p> <p>b) Teachers use targeted plans to adjust student grouping and instructional strategies based on data for most students.</p> <p>c) Teachers provide frequent feedback to students based on the analysis of timely data and provide students with their next steps.</p>		
<input checked="" type="checkbox"/>	<p>Developing</p> <p>a) Teachers utilize data sources to inform instructional decision-making.</p> <p>b) Teachers have action plans for adjusting student groupings, but the plans lack specificity and do not provide targeted intervention for students requiring additional support.</p> <p>c) Teachers provide data-based feedback to students.</p>		
<input type="checkbox"/>	<p>Ineffective</p> <p>a) Teachers do not use assessments to inform instructional decision-making.</p> <p>b) Teachers do not use their action plans for grouping and adjusting their instruction, or they do not have action plans.</p> <p>c) Teachers do not use data to provide feedback to students, which makes the feedback inadequate.</p>		
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<p>If the SOP rating is Effective, Developing or Ineffective, please provide a response in the areas below.</p>			
<p>Actions in this area to be taken to improve the identified subgroup(s) student performance levels.</p>	<p>It was noted in the walk through that ongoing progress monitoring was not occurring during instruction; we are not conducting short formative assessments especially in the special education classrooms. Students also indicated that teachers are not providing frequent and relevant feedback. All teachers including special education teachers will be instructed to incorporate short formative assessments such as response cards, thumbs up, wipe boards as well as exit tickets. Based on this formative assessment, lesson plans should be adjusted to help direct the progress of the classroom. RtI Team will assist teachers in the utilization of screening tools such as SRI to inform instruction.</p>		
<p>Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.</p>	<p>RtI Team White boards Senteo- clickers Faculty meetings Principal Google Classroom Surveys, responses, and feedback from students.</p>		
<p>Describe the professional development activities planned to support the implementation of the actions in this area.</p>	<p>Lesson plans will be reflected on during PD. Lesson plans will be shared with partners. During a faculty meeting the expectations of formative feedback will be discussed. The RtI committee will be assessing creating, selecting assessment tools/measures to progress monitor student improvement. Additional PD will be provided through coaches on an on-going basis to ensure the development of rigorous, engaging lessons.</p>		

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 cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.							
<input type="checkbox"/>	Highly Effective	a) A deliberate system has been established that allows each child to be well known by a designated adult who coordinates social and emotional developmental health needs in a system that positively reinforces academic success for all students. b) There is a strategic and comprehensive system for referral and support for all students that effectively addresses barriers to social and emotional developmental health and academic success. c) The school strategically uses data to identify areas of need and leverages internal or external resources and cultivates partnerships that strongly impact the social and emotional developmental health of students.						
<input type="checkbox"/>	Effective	a) A system has been established that allows each child to be known by a designated adult who coordinates social and emotional developmental health needs. b) There is a system for referral and support for all students that addresses barriers to social and emotional developmental health and academic needs. c) The school uses data to identify areas of need and cultivates partnerships that impact student social and emotional developmental health.						
<input checked="" type="checkbox"/>	Developing	a) The school is developing a system to address the social and emotional developmental health needs of students. b) The school is developing a system of referral and support that addresses the social and emotional developmental health and academic success of students. c) The school use of data identifies surface areas of need connected to the social and emotional developmental health of students.						
<input type="checkbox"/>	Ineffective	a) The school does not have a system to coordinate the social and emotional developmental health needs of students. b) The school does not have a system of referral and support, or the system in place is ineffective. c) The school does not use data to identify student areas of need connected to social and emotional developmental health.						
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If the SOP rating is <u>Effective</u>, <u>Developing</u> or <u>Ineffective</u>, please provide a response in the areas below.								
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	Students indicated that they did not know who they could get help from other than the guidance office. Teachers were unsure what to do with students who are having academic or social issues. The school will re-implement the “Buddy Program”, pairing student with special needs with a peer buddy. The principal will work on developing a protocol for student academic and social assistance, so teachers and students know where to get help. The DASA coordinator attended the grade level beginning of the year assemblies to define the process by which students can report issues that arise and seek assistance as needed. The Crisis Intervention Team has created a streamlined process by which students are referred and follow up action is determined to promote success for the students.							
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	PPS Director Social Workers Guidance Nurse Principal Crisis Intervention Team Dean of Students Peer Mentors / Tutors							
Describe the professional development activities planned to support the implementation of the actions in this area.	PPS and Principal will form a committee to develop the academic and social protocols to receive assistance. High school students present to and work with middle school students on a regular basis in order to develop relationships and serve as a resource.							

Rating	Statement of Practice 5.3: The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.							
<input type="checkbox"/>	Highly Effective	a) All school constituents can articulate a shared understanding of skills and behaviors that demonstrate social and emotional developmental health and how those behaviors are linked and lead to academic success. b) There is a rigorous and coherent curriculum/program in place that teaches, supports and measures social and emotional developmental health for students that results in all students demonstrating these skills and articulating a sense of belonging and ownership in the school community. c) There is a deliberate professional development plan that builds adult capacity to facilitate learning experiences and to support social and emotional developmental health for all students, resulting in a safe and healthy environment that is conducive to learning across the school community and impacts student academic success.						
<input type="checkbox"/>	Effective	a) All school constituents can articulate the skills and behaviors that demonstrate social and emotional developmental health and lead to academic success. b) There is a curriculum/program in place that teaches, supports and measures social and emotional developmental health for students that results in a significant number of students demonstrating these skills. c) There is professional development in place that builds adult capacity in supporting students' social and emotional developmental health that results in a safe, respectful learning community.						
<input checked="" type="checkbox"/>	Developing	a) The school is developing an understanding of the skills and behaviors connected to social and emotional developmental health and how those behaviors are linked to academic success. b) The school is developing a curriculum/program to teach, support, and measure social and emotional developmental health for students, or there is a curriculum in place that is not clearly aligned to defined outcomes. c) The school is developing supports to build adult capacity in terms of supporting students' social and emotional developmental health.						
<input type="checkbox"/>	Ineffective	a) The school has not identified skills and behaviors connected to social and emotional developmental health. b) The school does not have a curriculum or program in place to support social and emotional developmental health. c) The school does not provide professional development to support staff and faculty in supporting the social and emotional developmental health of students.						
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If the SOP rating is <u>Effective</u>, <u>Developing</u> or <u>Ineffective</u>, please provide a response in the areas below.								
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	Although the teachers and students felt that the school was a safe place for most students, they have begun to look into more formalized bullying prevention training for staff and students. Additionally, more emphasis needs to be placed on students who are doing well in an area. There will be a monthly nomination and recognition of those students that demonstrate positive character. Those selected will get mailed recognition letters, rewards such as a snack pass and finally a t-shirt if they are on for more than three months. These are positive reminders that can be placed on a student's refrigerator for positive feedback. We have initiated a new No Place for Hate Committee.							
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Kids of Character – Monthly Nomination and recognition, Recognition breakfast, t-shirtsn Gold Card Teacher Raffles Character Education Program Teachers Anti-Defamation League (No Place for Hate – 2 nd year initiative)							
Describe the professional development activities planned to support the implementation of the actions in this area.	Staff training on Bullying Prevention: On line course through Utica National Student and staff training through the No Place for Hate focusing on anti-bullying, self-awareness, and positive peer interactions.							

Rating	Statement of Practice 5.4: All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.							
<input type="checkbox"/>	Highly Effective	a) Across the school community, students are able to express that they feel safe, supported in their social and emotional developmental health growth, and have a voice in decisions that impact their lives as students (as developmentally appropriate). b) Across the school community, teachers articulate their investment in the school vision and how they have a voice in decisions that impact the school environment and student learning. c) Across the school community, parents are able to express how their children have demonstrated growth as a result of the school's social and emotional developmental health support and how this support is tied to the school's vision and students' needs.						
<input type="checkbox"/>	Effective	a) Across the school community, students express that they feel safe and supported in their social and emotional developmental health growth. b) Across the school community, teachers are able to articulate the school vision and how it is connected to student social and emotional developmental health and the role teachers play in achieving that vision. c) Across the school community, parents are able to express the work the school does that is linked to the social and emotional developmental health of their children and how this support is tied to the school's vision.						
<input checked="" type="checkbox"/>	Developing	a) Students express that the school supports their social and emotional developmental health, but they do not consistently feel safe—or students express that they feel safe but are unaware of where to turn for social and emotional supports. b) Among teachers, there is uncertainty regarding their role in supporting students' social and emotional developmental health, and how it ties into the school vision or the limited awareness of the vision hinders teachers from making meaningful connections to student support. c) Parents are able to express how the school provides levels of social and emotional developmental health supports to students, but there isn't a clear understanding of how the support connects to the school's vision.						
<input type="checkbox"/>	Ineffective	a) Students express that they do not feel safe and supported in their school community. b) Teachers are unable to articulate the school's vision connected to social and emotional developmental health and/or do not express their role in supporting students. c) Parents are unable to express the school vision connected to social and emotional developmental health and/or express that they do not feel their children are supported.						
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Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	All teachers will greet the students at the door of the classroom and welcome them by name. The Cannoneer Pledge based on No Place for Hate: pledge will be said over the announcements in the morning will be on the web-site and next year it will be included in the student's agenda books. Post the No place for hate pledge at the Civic Center.							
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	No Place for Hate- curriculum Albany County Bullying Prevention Task Force Teachers Dean of Students Administrators DASA coordinator							
Describe the professional development activities planned to support the implementation of the actions in this area.	Professional development for anti-bullying Assembly for students on anti-bullying Safety Drills							

Rating	Statement of Practice 5.5: The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.							
<input type="checkbox"/>	Highly Effective	a) The school leader and student support staff work collaboratively to develop a strategic plan to incentivize teachers' use of a wide variety of data to address students' social and emotional developmental health needs that align to academic and social success. b) The school leader provides time and space for teachers to work with other staff members so that a comprehensive action plan is developed and implemented, so students can become academically and socially successful.						
<input type="checkbox"/>	Effective	a) The school leader and student support staff work with teachers to develop an understanding of how to use data to address students' social and emotional developmental health needs that align to academic and social success. b) The school leader and student support staff expect staff members to use data to effectively address student needs.						
<input checked="" type="checkbox"/>	Developing	a) The school leader encourages specific teachers to use data to address students' social and emotional developmental health needs. b) The school leader is developing support systems to address the staff's ability to meet student needs.						
<input type="checkbox"/>	Ineffective	a) The school leader has not prioritized the need for systems that address how teachers and other staff use data to address students' social and emotional developmental health needs. b) The school has no specific plan to support staff efforts to address student needs.						
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>	<table border="1" style="width: 100%;"> <tr> <td style="width: 60%; vertical-align: top;"> <input checked="" type="checkbox"/> Classroom Observations – # Visited: <u> 8 </u> <input checked="" type="checkbox"/> Interviews with Students – #: <u> 12 </u> <input checked="" type="checkbox"/> Interviews with Support Staff – #: <u> 2 </u> <input checked="" type="checkbox"/> Interviews with Teachers – #: <u> 8 </u> <input checked="" type="checkbox"/> Interviews with Parents/Guardians – #: <u> 5 </u> <input checked="" type="checkbox"/> Other: <u>Administration 5</u> </td> <td style="width: 40%; vertical-align: top;"> <input type="checkbox"/> Documents Reviewed: <table border="1" style="width: 100%;"> <tr><td>RSC-TASC Walk Through</td></tr> <tr><td>Tool</td></tr> <tr><td>Discipline/VADAR Report</td></tr> <tr><td> </td></tr> </table> </td> </tr> </table>		<input checked="" type="checkbox"/> Classroom Observations – # Visited: <u> 8 </u> <input checked="" type="checkbox"/> Interviews with Students – #: <u> 12 </u> <input checked="" type="checkbox"/> Interviews with Support Staff – #: <u> 2 </u> <input checked="" type="checkbox"/> Interviews with Teachers – #: <u> 8 </u> <input checked="" type="checkbox"/> Interviews with Parents/Guardians – #: <u> 5 </u> <input checked="" type="checkbox"/> Other: <u>Administration 5</u>	<input type="checkbox"/> Documents Reviewed: <table border="1" style="width: 100%;"> <tr><td>RSC-TASC Walk Through</td></tr> <tr><td>Tool</td></tr> <tr><td>Discipline/VADAR Report</td></tr> <tr><td> </td></tr> </table>	RSC-TASC Walk Through	Tool	Discipline/VADAR Report	
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Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	The District will establish a "No Place for Hate" committee made up of staff, parents, students, community members and outside agencies. They will meet throughout the year to plan how to increase students' critical thinking, respect and enhance an appreciation of diversity.							
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Staff (social workers/guidance counselors/school psychologist) Dean of Students Albany County Administrators Hall monitors							
Describe the professional development activities planned to support the implementation of the actions in this area.	Cultural Diversity training for staff Poverty Training on Superintendent Conference Day Albany County "Anti-bullying" training All staff training on being pro-active and preventing bullying Implementation of Healthy Schools Initiative (Snack Program)							

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 atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.							
<input type="checkbox"/>	Highly Effective	<p>a) The school is a welcoming space and is responsive to families and community members and collaboratively designs an open-door policy to ensure appropriate access to school leaders and staff.</p> <p>b) The school community proactively cultivates trusting and respectful relationships with diverse families and community stakeholders.</p> <p>c) The school provides support to families by creating diverse and meaningful opportunities for volunteering and engaging with the school using multiple points of entry focused on student learning and development.</p>						
<input checked="" type="checkbox"/>	Effective	<p>a) The school is a welcoming space and is responsive to families and community members and designs an open-door policy to ensure appropriate access to school leaders and staff.</p> <p>b) The school community espouses a trusting and respectful relationship with diverse families and community stakeholders.</p> <p>c) The school offers families opportunities for volunteering and engaging with the school focused on student learning and development.</p>						
<input type="checkbox"/>	Developing	<p>a) The school welcomes families and provides opportunities to engage with staff during select times throughout the year.</p> <p>b) The school community encourages relationships with families and community stakeholders who are consistently visible/vocal at the school or whose children are in immediate need.</p> <p>c) The school delegates promoting volunteer opportunities to the parent association or other involved families at the school.</p>						
<input type="checkbox"/>	Ineffective	<p>a) The school is welcoming to parents who can access English and parents who initiate the relationship.</p> <p>b) The school community does not prioritize relationships with families or the community.</p> <p>c) There are no efforts made to promote volunteers opportunities.</p>						
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Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	The school needs to develop a list of potential events where parents and community members can come together to develop positive working relationships. These events may not be academic in nature. During these events the school will try to incorporate raffles for free school supplies, a bake sale, discounted book fair, etc. Additionally, the school will ask parents to volunteer for committees and events to encourage more engagement with the school.							
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Open House Committee Atmosphere Committee Faculty Principal							
Describe the professional development activities planned to support the implementation of the actions in this area.	Discuss best practices for parent events and community engagement at a faculty meeting.							

Rating	Statement of Practice 6.3: The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.							
<input type="checkbox"/>	Highly Effective	a) The school staff respects, acknowledges, and validates the diversity of the existing knowledge and culture held by families and community members and provides a space to celebrate the diversity. b) The school staff provides opportunities for purposeful, strategic and authentic dialogue about school achievement, development and improvement in all pertinent languages so that all parents can participate in the dialogue. c) The school staff regularly communicates and solicits family feedback concerning student achievement, needs, issues and concerns using multiple, interactive communication paths in all pertinent languages so that student achievement is increased.						
<input type="checkbox"/>	Effective	a) The school staff respects and acknowledges the diversity of the existing knowledge and culture held by families and community members. b) The school staff communicates about school issues and concerns in all languages so that all parents are aware of the communication. c) The school staff regularly communicates with families concerning student achievement information using multiple tools in all pertinent languages so that student achievement is increased.						
<input checked="" type="checkbox"/>	Developing	a) The school staff is aware of the diverse culture and is developing a plan to cultivate an understanding of the diversity and needs of the community. b) The school staff sends communications out to families and provides translations upon request. c) The school disseminates information to families about students during scheduled parent-teacher conferences and provides translations upon request.						
<input type="checkbox"/>	Ineffective	a) The school staff has not made efforts toward recognizing all cultural groups that makeup their community. b) The school staff communicates with families without considering translation needs. c) The school sends summative student information to families at the end of the year and does not consider translation needs.						
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Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	The school has an increased number of students' currently non- native speakers in the ESL program. The school will develop a protocol on how to ensure that the families receive important information and teacher feedback in their native language. (At this time only some teachers/offices have sent letters converted in Google translator and/or had an in person translator.) More cultural recognition should be encouraged in the building by all classroom teachers. Special education parents are welcome to join the Parent Partnership which meets quarterly to discuss concerns about special education.							
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Parent Partnership Translators Google Translator English as a second language teacher No Place for Hate Program							
Describe the professional development activities planned to support the implementation of the actions in this area.	ESL teacher updating the faculty on the students and custom of our diverse population during a faculty meeting. Cultural recognition and celebrations.							

Rating	Statement of Practice 6.4: The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.							
<input type="checkbox"/>	Highly Effective	a) The school builds partnerships and creates opportunities that link and engage all families with the community to support student learning and growth. b) The school provides professional development for all school staff on how to actively seek and sustain healthy partnerships with families and community organizations that is linked to student needs.						
<input type="checkbox"/>	Effective	a) The school makes connections between families and the community to support student learning and growth. b) The school provides professional development for targeted school staff on how to actively seek and sustain healthy partnerships with families and community organizations that is linked to student needs.						
<input checked="" type="checkbox"/>	Developing	a) The school shares information with families regarding community resources. b) The professional development for targeted school staff is inclusive of information on how staff can seek partnerships with families.						
<input type="checkbox"/>	Ineffective	a) The school does not have partnerships that link families with the community and does not share community resources to support student learning. 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. <i>Check all that apply.</i>		<table border="1"> <tr> <td data-bbox="462 711 982 890"> <input checked="" type="checkbox"/> Classroom Observations – # Visited: <u> 8 </u> <input checked="" type="checkbox"/> Interviews with Students – #: <u> 12 </u> <input checked="" type="checkbox"/> Interviews with Support Staff – #: <u> 2 </u> <input checked="" type="checkbox"/> Interviews with Teachers – #: <u> 8 </u> <input checked="" type="checkbox"/> Interviews with Parents/Guardians – #: <u> 5 </u> <input checked="" type="checkbox"/> Other: Administration <u> 5 </u> </td> <td data-bbox="982 711 1516 890"> <input type="checkbox"/> Documents Reviewed: <table border="1"> <tr><td>Guided Questions</td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table> </td> </tr> </table>	<input checked="" type="checkbox"/> Classroom Observations – # Visited: <u> 8 </u> <input checked="" type="checkbox"/> Interviews with Students – #: <u> 12 </u> <input checked="" type="checkbox"/> Interviews with Support Staff – #: <u> 2 </u> <input checked="" type="checkbox"/> Interviews with Teachers – #: <u> 8 </u> <input checked="" type="checkbox"/> Interviews with Parents/Guardians – #: <u> 5 </u> <input checked="" type="checkbox"/> Other: Administration <u> 5 </u>	<input type="checkbox"/> Documents Reviewed: <table border="1"> <tr><td>Guided Questions</td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table>	Guided Questions			
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Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	The school will need to investigate additional programs that will build partnerships and support families in academic and social and emotional development. The principal will use the RTI committee and Inquiry Team to search out what the school can do to support the parent, students and community members.							
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	RTI Committee Inquiry Team BOCES Principal PIVOT Program							
Describe the professional development activities planned to support the implementation of the actions in this area.	The committees will search out possible programs that we can develop or support to help in this area. Additional PD will occur once the program is identified and specific needs are ascertained.							

Rating		Statement of Practice 6.5: The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students, and school constituents centered on student learning and success.	
<input type="checkbox"/>	Highly Effective	a) The school community provides a wide range of learning opportunities for families and community members to elevate their understanding of student and school data. b) The entire school community shares data in a way in which families can understand student learning needs and successes so that they can proactively advocate and partner with the school around student support and sustainability.	
<input type="checkbox"/>	Effective	a) The school community provides a wide range of learning opportunities for families to elevate their understanding of student data. b) The school community shares data in a way in which families can understand student learning needs and successes and are encouraged to advocate around student support and sustainability.	
<input checked="" type="checkbox"/>	Developing	a) The school community provides learning opportunities for families who actively seek to understand their student data. b) The school community shares data and families can access it to understand student learning needs and successes.	
<input type="checkbox"/>	Ineffective	a) The school community does not provide learning opportunities for families to understand student data. b) The school community shares data in a way that limits the way in which families understand student learning and needs.	
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>		<input checked="" type="checkbox"/> Classroom Observations – # Visited: <u> 8 </u> <input checked="" type="checkbox"/> Interviews with Students – #: <u> 12 </u> <input checked="" type="checkbox"/> Interviews with Support Staff – #: <u> 2 </u> <input checked="" type="checkbox"/> Interviews with Teachers – #: <u> 8 </u> <input checked="" type="checkbox"/> Interviews with Parents/Guardians – #: <u> 5 </u> <input checked="" type="checkbox"/> Other: <u> Administration </u> <u> 5 </u>	<input type="checkbox"/> Documents Reviewed: <input type="checkbox"/> Guided Questions <input type="checkbox"/> Parent Portal <input type="checkbox"/> Student Reports
If the SOP rating is <u>Effective</u>, <u>Developing</u> or <u>Ineffective</u>, please provide a response in the areas below.			
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.		The school began holding parent information sessions about 3-8 testing about five years ago. The school will expand the offerings to parents to include: math nights and ELA nights for each grade level which will allow parents to see what the new CCLS mean in the classroom. Additionally, data will be presented at meet the teacher night or report card nights in more parent friendly terms. This can be done by members of the Inquiry Team.	
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.		Inquiry Team Principal Data Teachers	
Describe the professional development activities planned to support the implementation of the actions in this area.		The inquiry team will work with the principal to see how best to get parents, especially special education parents, to understand and use data.	

In September 2013, the District was charged with the task of developing a Local Assistance Plan (LAP) by the State Education Department. This was deemed necessary by the State, based on their findings of the Districts Special Education subgroup of the Middle School ELA 2011 not to be making adequate yearly progress. Based on this requirement the District reached out to five separate stake holders and conducted focus groups to elicit feedback regarding the schools vision, its ability to effectively communicate district goals and the climate of the school, as they all relate to student achievement of all students and of the sub group- special education.

On 10/16, Teachers, Teacher Assistants and District Administrators (18)

On 10/25 7-12 grade students (12)

On 10/28, Parents (5)

On October 3rd and 4th, Renee Beaulieu from the State Education Department, conducted a RSE-TASC Walk-Through to provide the district with specific feedback regarding how we are effectively addressing the needs of our Special Education population. Ms. Beaulieu observed 8 special education settings which included small group models, resource room, a consultant teacher model as well as our self-contained classrooms.

The District used Ms. Beaulieu's Walk-Through Summary, feedback from the three focus groups and District data for all the students including the special education sub-group, to develop the following plan to address academic and social concerns. Additionally, administrators and pupil service personal assisted with reviewing and writing the plan.

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