

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



Name of Principal:	Claudine Khare
Name/Number of School:	Vail Farm Elementary/131601060014
School Address:	1659 East Noxon Road LaGrangeville, NY 12540
School Telephone Number:	845-223-8030
Principal's Direct Phone Number:	845-227-8534
Principal's E-Mail:	ckhare@acsdny.org
District Telephone Number:	845-486-4460
Superintendent's Direct Phone Number:	845-486-4460
Superintendent's E-Mail:	BLyons@acsdny.org
Reason for LAP Designation:	Category 3: Economically Disadvantaged Sub Group
Website Link for Published Report:	http://www.edline.net/pages/Vail Farm Elementary School/Our School

School Principal's Signature _____ *Claudine Khare* _____ Date 12/18/13

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 12/18/13
 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 22, 2013, 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	K-5	Total Enrollment	720	Title 1 Population	0%	Attendance Rate	97%				
Free Lunch	7.9%	Reduced Lunch	3.2%	Student Sustainability	98.5%	Limited English Proficient	0%	Students with Disabilities	11.5%		
Types and Number of English Language Learner Classes											
#Transitional Bilingual	0	#Dual Language	0	#Self-Contained English as a Second Language	0						
Types and Number of Special Education Classes											
#Special Classes	2	#Consultant Teaching	0	#Integrated Collaborative Teaching	8						
# Resource Room	1										
Types and Number Special Classes											
#Visual Arts	38 sections	#Music	38 sections	#Drama		# Foreign Language		# Dance		CTE	#
Racial/Ethnic Origin											
American Indian or Alaska Native	0%	Black or African American	2.5%	Hispanic or Latino	9%	Asian or Native Hawaiian/Other Pacific Islander	1.8%	White	83.9%	Multi-racial	2.8%
Personnel											
Years Principal Assigned to School	1	# of Assistant Principals	1	# of Deans	0	# of Counselors / Social Workers	1.60				
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	0	% Teaching with Fewer Than 3 Yrs. of Exp.	5%	Average Teacher Absences	8 days				
Overall Accountability Status											
ELA Performance at levels 3 & 4	35%	Mathematics Performance at levels 3 & 4	38%	Science Performance at levels 3 & 4	93%	4 Year Graduation Rate (HS Only)	N/A				
Credit Accumulation (High School Only)											
% of 1 st yr. students who earned 10+ credits	N/A	% of 2 nd yr. students who earned 10+ credits	N/A	% of 3 rd yr. students who earned 10+ credits	N/A	6 Year Graduation Rate	N/A				
Reason for LAP (Indicate under the Category) Achievement Gap (AG), Cut Point (CP), and/or Did Not Meet Adequate Yearly Progress (AYP)											
ELA	Mathematics	Science	Graduation Rate	Subgroup							
				American Indian or Alaska Native							
				Hispanic or Latino							
				White							
				Students with Disabilities							
CP	CP			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: 17 <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input checked="" type="checkbox"/> Interviews with Teachers – #: 43 <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input type="checkbox"/> Other: _____ </td> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Documents Reviewed: <table border="1" style="width: 100%;"> <tr><td>Mission poster</td></tr> <tr><td>District and school website</td></tr> <tr><td>District's strategic plan</td></tr> <tr><td>Vail Farm Pledge/Be the ONE</td></tr> <tr><td>Principal's MPPR</td></tr> <tr><td>Examples of Classroom Interventions (Rtl)</td></tr> </table> </td> </tr> </table>	<input checked="" type="checkbox"/> Classroom Observations – # Visited: 17 <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input checked="" type="checkbox"/> Interviews with Teachers – #: 43 <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> Documents Reviewed: <table border="1" style="width: 100%;"> <tr><td>Mission poster</td></tr> <tr><td>District and school website</td></tr> <tr><td>District's strategic plan</td></tr> <tr><td>Vail Farm Pledge/Be the ONE</td></tr> <tr><td>Principal's MPPR</td></tr> <tr><td>Examples of Classroom Interventions (Rtl)</td></tr> </table>	Mission poster	District and school website	District's strategic plan	Vail Farm Pledge/Be the ONE	Principal's MPPR	Examples of Classroom Interventions (Rtl)
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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.	<ul style="list-style-type: none"> • During school activities involving community members, faculty, and staff explicit connections will be made between the activity at hand and the district's mission and strategic plan. • Instructional activities will be developed within the school community to focus on the connection between the district mission and how it is carried out in the building. • Focused, individualized student interventions designed through Rtl meetings and implemented at the classroom level during general instruction as well as Enrichment/Intervention time. 									
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> • Summer and school year professional development to collaborate and work on grade level goals aligned to Common Core Learning Standards (CCLS) • Professional development (PD) in goal setting and progress monitoring • Conference days and faculty meeting time to examine data to drive and inform instruction • Hold data meetings with individual teachers three times a year to develop, assess and monitor goals for individual students as well create interventions and enrichment • Refinement of building level Response to Intervention (Rtl) process • Encourage community member attendance at district level CCLS presentations. 									
Describe the professional	<ul style="list-style-type: none"> • Utilize Dutchess County BOCES trainers for training in data driven instruction and progress monitoring. 									

development activities planned to support the implementation of the actions in this area.	<ul style="list-style-type: none"> Utilize faculty meetings and conference days to effectively analyze and use data to increase student achievement.
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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.
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<input type="checkbox"/>	Highly Effective	<p>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.</p> <p>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.</p> <p>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.</p>
<input checked="" type="checkbox"/>	Effective	<p>a) The school leader encourages the staff to use systems that are dynamic, adaptive, interconnected and lead to the collection and analysis of outcomes.</p> <p>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.</p> <p>c) The school leader communicates pertinent school goals that are timely, transparent and widely available to all stakeholders.</p>
<input type="checkbox"/>	Developing	<p>a) The school leader encourages the staff to use systems that lead to the collection and analysis of outcomes.</p> <p>b) The school leader expects staff to use best practices related to school and student progress and achievement.</p> <p>c) The school leader is working on developing school goals and putting steps into place to communicate them to all stakeholders.</p>
<input type="checkbox"/>	Ineffective	<p>a) The school leader does not encourage the staff to use systems that lead to the collection and analysis of outcomes.</p> <p>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.</p> <p>c) Creating school goals is not a priority, or the school leader has not communicated the goals to the stakeholders.</p>

Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>	<input checked="" type="checkbox"/> Classroom Observations – # Visited: 17 <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input checked="" type="checkbox"/> Interviews with Teachers – #: 43 <input type="checkbox"/> Interviews with Parents/Guardians #: _____ <input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> Documents Reviewed: Building level Rtl forms F & P benchmark data (status of the class) Math & Literacy summative assessments Conference day agendas Faculty meeting agendas Data meeting spreadsheets Professional Learning Community (PLC) minutes Rtl agendas
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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.	<ul style="list-style-type: none"> Increase teachers' capacity for collaboration through grade level and building level PLC's Analyze data and student work to develop a Continuous Cycle of Improvement Teacher participation in math lesson studies Targeted Rtl plan for addressing needs of identified subgroup Encourage participation in district level PD for literacy and math units
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> Faculty meetings, conference days, grade level PLC meetings District level math and Literacy coaches, building level math and literacy leaders Refinement of building level Rtl process Atlas curriculum maps
Describe the professional development activities planned to	<ul style="list-style-type: none"> PD on effective PLC meetings during faculty meetings and conference days Data training with Dutchess County BOCES

support the implementation of the actions in this area.	<ul style="list-style-type: none"> Math professional development provided by district-level math coordinator Literacy professional development provided by literacy leaders and/or district level director on each unit of study in ATLAS
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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 checked="" 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 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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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.	<ul style="list-style-type: none"> Meet with teachers three times per year to develop individual goals for students and analyze student progress toward those goals Utilize <i>Teaching with Poverty in Mind</i> to develop professional development opportunities with regard to effective instructional techniques for students who are economically disadvantaged During school activities involving community members, faculty, and staff, explicit connections will be made between the activity at hand, instruction, and the district’s mission and strategic plan 													
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> Utilize Dutchess County BOCES trainers for training in data driven instruction and progress monitoring Utilize faculty meetings and conference days to effectively analyze and use data to increase student achievement Purchase copies of <i>Teaching With Poverty in Mind</i> for the CORE Team 													
Describe the professional development activities planned to support the implementation of the actions in this area.	<ul style="list-style-type: none"> Faculty meetings, extra PLCs, and conference days will be used to address the needs of students who are economically disadvantaged and inform teachers about how to meet their specific needs Faculty meetings, PLCs, extra PLCs, and conference days will be utilized to interact with the text <i>Teaching with Poverty in Mind</i> 													

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 checked="" 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 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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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.	<ul style="list-style-type: none"> • Utilize observation process of clinical and unannounced observations along with pre- and post-conferences to provide relevant feedback to teachers • Meet with teachers three times per year to develop individual goals for students and analyze student progress toward those goals • Administrators will develop a plan for conducting informal walkthroughs and providing non-evaluative feedback to teachers 							
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> • Administrative time to examine various classroom walkthrough protocols and determine the best fit for Vail Farm 							
Describe the professional	<ul style="list-style-type: none"> • Further professional development (PD) for administrators on effectively utilizing the Danielson 							

development activities planned to support the implementation of the actions in this area.	rubric, as identified by district level administrators <ul style="list-style-type: none"> • Book study on <i>Driven by Data</i> with fellow administrators
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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	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. 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. 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.
<input checked="" type="checkbox"/>	Effective	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. b) The school leader and teachers work to ensure that the implemented curricula are appropriately aligned to the CCLS. 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.
<input type="checkbox"/>	Developing	a) The school leader and staff provide curriculum support that does not target the expectations set forth in the CCLS. b) The school leader and staff use of curricula focuses on standards that are not CCLS-appropriately aligned. c) The school uses curricula that consider standards and what students need to know.
<input type="checkbox"/>	Ineffective	a) The school leader and staff do not provide curriculum support to teachers. b) The school leader and staff use of curricula are static and are not appropriately aligned to standards. c) The school has plans for teaching students that are not aligned to any standards.

Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>	<input checked="" type="checkbox"/> Classroom Observations – # Visited: 17 <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input checked="" type="checkbox"/> Interviews with Teachers – #: 43 <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> Documents Reviewed: <table border="1"> <tr><td>Cross section of Atlas maps</td></tr> <tr><td>Types of instructional resources used in classrooms</td></tr> <tr><td>Lesson plans with evidence of differentiation</td></tr> <tr><td>Instructional methodologies</td></tr> <tr><td>Lesson plans</td></tr> <tr><td>Teacher planning notes</td></tr> <tr><td>Professional Growth Plans (PGP's)</td></tr> <tr><td>PLC meeting minutes</td></tr> <tr><td>Progress monitoring data</td></tr> <tr><td>F&P data</td></tr> <tr><td>Pre-assessment data</td></tr> </table>	Cross section of Atlas maps	Types of instructional resources used in classrooms	Lesson plans with evidence of differentiation	Instructional methodologies	Lesson plans	Teacher planning notes	Professional Growth Plans (PGP's)	PLC meeting minutes	Progress monitoring data	F&P data	Pre-assessment data
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Pre-assessment data													

If the SOP rating is Effective, Developing or Ineffective, please provide a response in the areas below.

Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> • Continue to provide professional learning opportunities on the Common Core Learning Standards (CCLS) and work to align to the Atlas curriculum • Continue to utilize Generation Ready professional development in both Balanced Literacy and Math • Creation of new report cards to align to CCLS • K-5 faculty meetings to provide clearer articulation across grade levels
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> • Generation Ready and Arlington CSD professional development on Literacy & Math CCLS • Superintendent Conference Days • Professional Learning Community (PLC) time • Distribution of NYS Math modules
Describe the professional development activities planned to	<ul style="list-style-type: none"> • Faculty Meetings & PLC Meetings (monthly) to address ELA & Math standards. • Generation Ready & Arlington Central School District professional development in Literacy and

support the implementation of the actions in this area.	Math. <ul style="list-style-type: none"> EngageNY videos and resources utilized.
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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 scaffolded 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.								
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: 17 <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input checked="" type="checkbox"/> Interviews with Teachers – #: 43 <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input type="checkbox"/> Other: _____ </td> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Documents Reviewed: <table border="1" style="width: 100%;"> <tr><td>PLC meeting minutes</td></tr> <tr><td>Atlas maps</td></tr> <tr><td>Lesson plans</td></tr> <tr><td>Instructional resources</td></tr> <tr><td>Professional development opportunities</td></tr> <tr><td>Generation Ready coach agendas and minutes</td></tr> </table> </td> </tr> </table>	<input checked="" type="checkbox"/> Classroom Observations – # Visited: 17 <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input checked="" type="checkbox"/> Interviews with Teachers – #: 43 <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> Documents Reviewed: <table border="1" style="width: 100%;"> <tr><td>PLC meeting minutes</td></tr> <tr><td>Atlas maps</td></tr> <tr><td>Lesson plans</td></tr> <tr><td>Instructional resources</td></tr> <tr><td>Professional development opportunities</td></tr> <tr><td>Generation Ready coach agendas and minutes</td></tr> </table>	PLC meeting minutes	Atlas maps	Lesson plans	Instructional resources	Professional development opportunities	Generation Ready coach agendas and minutes
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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.	<ul style="list-style-type: none"> On-going discussions and planning as PLC's and Leadership Team to look at expectations and utilize higher levels of thinking in their practices. Communication of expectations with parents. K-5 faculty meetings to provide greater articulation of curricula across grade levels. 									
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> Generation Ready and Arlington Central School District Professional Development on Common Core Learning Standards; ELA units/Math modules Summer and throughout school year Professional Development of CCLS in Math & ELA Use of state modules as a resource EngageNY and other online resources 									
Describe the professional development activities planned to support the implementation of the actions in this area.	<ul style="list-style-type: none"> Staff meetings & PLC meetings; discussions about units in ELA and Math Superintendent Conference Days Teachers, Leaders & Administrators share and forward relevant websites and articles to staff Generation Ready professional development in Literacy and Math ELA/Math Directors professional development on Atlas curriculum map units 									

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>	<input checked="" type="checkbox"/> Classroom Observations – # Visited: 17 <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input checked="" type="checkbox"/> Interviews with Teachers – #: 43 <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> Documents Reviewed: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>PLC meeting minutes</td></tr> <tr><td>Faculty meeting agendas</td></tr> <tr><td>Lesson plans</td></tr> <tr><td>School master schedule</td></tr> <tr><td>Atlas maps</td></tr> <tr><td>PLC embedded schedule</td></tr> </table>	PLC meeting minutes	Faculty meeting agendas	Lesson plans	School master schedule	Atlas maps	PLC embedded schedule
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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.	<ul style="list-style-type: none"> • PLC time for grade levels to plan; ongoing discussions • Continued implementation of Interactive White Boards and document cameras • K-5 Faculty Meetings to provide greater articulation of curricula across grade levels • Arts-in-Education – includes robust curriculum with additional resources 							
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> • Arts-in-Education – performances, artist, speakers utilized • Technology Professional Development – Interactive White Board, Edline, etc. 							
Describe the professional development activities planned to support the implementation of the actions in this area.	<ul style="list-style-type: none"> • Arts-in-Education meetings and curriculum development • Guest speakers and artists through Arts-in-Education • Curriculum mapping • Superintendent Conference Days • Embedded PLC meetings (during the course of the day) 							

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 checked="" 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 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.						
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%;"> <input checked="" type="checkbox"/> Classroom Observations – # Visited: 17 <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input checked="" type="checkbox"/> Interviews with Teachers – #: 43 <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input type="checkbox"/> Other: _____ </td> <td style="width: 40%;"> <input checked="" type="checkbox"/> Documents Reviewed: <table border="1" style="width: 100%;"> <tr><td>Data meeting spreadsheets</td></tr> <tr><td>F&P data</td></tr> <tr><td>Pre-assessment data</td></tr> <tr><td>Data meeting spreadsheets</td></tr> </table> </td> </tr> </table>	<input checked="" type="checkbox"/> Classroom Observations – # Visited: 17 <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input checked="" type="checkbox"/> Interviews with Teachers – #: 43 <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> Documents Reviewed: <table border="1" style="width: 100%;"> <tr><td>Data meeting spreadsheets</td></tr> <tr><td>F&P data</td></tr> <tr><td>Pre-assessment data</td></tr> <tr><td>Data meeting spreadsheets</td></tr> </table>	Data meeting spreadsheets	F&P data	Pre-assessment data	Data meeting spreadsheets
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If the SOP rating is <u>Effective, Developing or Ineffective</u>, please provide a response in the areas below.								
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> • Ongoing progress monitoring of all students • Data meetings to discuss each student and their placement in intervention groups, if necessary • RtI blocks of time for each grade level for support and intervention • Implementation of effective Enrichment/Intervention blocks 							
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> • Coverage for data meetings and RtI meetings • Language Arts Support Teachers and Math AIS Teacher • DC BOCES personnel professional development on progress monitoring and data driven instruction 							
Describe the professional development activities planned to support the implementation of the actions in this area.	<ul style="list-style-type: none"> • Analysis of data at faculty meetings, staff development days, and Superintendent Conference Days 							

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 checked="" 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 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.

Please indicate the evidence used to determine the rating. Check all that apply.	<input checked="" type="checkbox"/> Classroom Observations – # Visited: 17 <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input checked="" type="checkbox"/> Interviews with Teachers – #: 43 <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> Documents Reviewed: <table border="1" data-bbox="1015 1039 1518 1186"> <tr><td>Lesson plans</td></tr> <tr><td>Pre/post assessments</td></tr> <tr><td>Status of the class</td></tr> <tr><td>Data on F&P, ELA, math, attendance, progress monitoring</td></tr> </table> Writing rubrics APPR lesson plans RAZ kids progress reports PLC meeting minutes IEP's Rtl progress monitoring Behavior plans F&P literacy targets	Lesson plans	Pre/post assessments	Status of the class	Data on F&P, ELA, math, attendance, progress monitoring
	Lesson plans					
Pre/post assessments						
Status of the class						
Data on F&P, ELA, math, attendance, progress monitoring						

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.	<ul style="list-style-type: none"> • Use of classroom time to provide appropriate instructional intervention/enrichment for all students • Provide teacher development opportunities for student goal setting • Use of PLC time to collaborate on best practices for intervention/enrichment • Use of Atlas maps for available materials for intervention/enrichment
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> • Coverage to attend PLC meetings during the school day • Atlas Curriculum Maps • Faculty meetings to collaborate on best practices to enhance instruction • Professional development by Generation Ready coaches and District Directors in ELA & Social Studies, Math, Science & Technology, and Special Education, as well as building Literacy and Math Leaders
Describe the professional development activities planned to support the implementation of the actions in this area.	<ul style="list-style-type: none"> • Professional Development found through MyLearningPlan • Collaborate with Generation Ready consultants in Literacy and Math

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	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. 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.		
<input checked="" type="checkbox"/>	Effective	a) Teachers use instructional practices appropriately aligned to CCLS curriculum maps to instruct students, leading to student achievement. b) Teachers provide students with a wide variety of ways to engage in learning that enable students to achieve their targeted goals.		
<input type="checkbox"/>	Developing	a) Teachers use instructional practices that are aligned to standards but do not lead to increased student achievement. b) Teachers provide generic instruction to students that limit the ways in which students are able to access learning and achieve goals.		
<input type="checkbox"/>	Ineffective	a) Teacher instruction is incoherent and not based on any lesson plans. b) Teachers' instruction is not purposeful or adaptive.		
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>		<table border="1"> <tr> <td data-bbox="487 661 998 840"> <input checked="" type="checkbox"/> Classroom Observations – # Visited: 17 <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input checked="" type="checkbox"/> Interviews with Teachers – #: 43 <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input type="checkbox"/> Other: _____ </td> <td data-bbox="998 661 1518 1228"> <input checked="" type="checkbox"/> Documents Reviewed: Lesson plans Pre/post assessment data Behavior expectations Writing rubrics APPR lesson plan Pictures of classroom anchor charts Exit tickets Evidence of differentiation Literacy planning templates Leveled book bins PLC meeting minutes ATLAS units Reading A-Z leveled readers Rtl progress monitoring Study guides Modified class notes Intervention strategies list Guided reading lesson plans </td> </tr> </table>	<input checked="" type="checkbox"/> Classroom Observations – # Visited: 17 <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input checked="" type="checkbox"/> Interviews with Teachers – #: 43 <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> Documents Reviewed: Lesson plans Pre/post assessment data Behavior expectations Writing rubrics APPR lesson plan Pictures of classroom anchor charts Exit tickets Evidence of differentiation Literacy planning templates Leveled book bins PLC meeting minutes ATLAS units Reading A-Z leveled readers Rtl progress monitoring Study guides Modified class notes Intervention strategies list Guided reading lesson plans
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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.	<ul style="list-style-type: none"> • Use of Atlas Curriculum Maps for available materials to support student learning • Continued implementation of the gradual release method of instruction; inquiry based learning – higher order questioning and discussion techniques; critical thinking • Develop teacher leaders through lesson study, mentoring, and collegial inquiry • Teacher collaboration across grade levels and through building PLC's 			
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> • Coverage to attend PLC meetings during the school day • Atlas Curriculum Maps • Faculty meetings to collaborate on best practices to enhance instruction • Professional development by Generation Ready, District Directors in ELA & Social Studies, Math, Science & Technology, and Special Education, as well as District Literacy and Math Leaders 			
Describe the professional development activities planned to support the implementation of the actions in this area.	<ul style="list-style-type: none"> • Professional Development found through MyLearningPlan • Collaborate with Generation Ready consultants in Literacy and Math • Collaboration with building level Literacy and Math Leaders • Embedded PLC with a Math and Literacy focus 			

Rating	Statement of Practice 4.4: Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.												
<input checked="" type="checkbox"/>	Highly Effective	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. 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. 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.											
<input type="checkbox"/>	Effective	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. b) Teachers use strategies that are sensitive to diverse groups of students and their needs, which provide access to learning and social opportunities. c) Teachers stimulate student thinking by asking questions that relate to instructional materials that contain high levels of text and content complexity.											
<input type="checkbox"/>	Developing	a) Teachers put forth a plan for acceptable student behaviors that is inconsistently recognized by students. b) Some teachers provide opportunities to acknowledge diverse groups of students. c) Teachers ask questions that relate to generic instructional materials and foster a compliant classroom environment.											
<input type="checkbox"/>	Ineffective	a) Teachers do not have an established set of expectations for student behavior. b) Teachers' strategies are not sensitive to students' needs and limit learning and social opportunities. c) Teachers ask lower-order thinking questions that do not garner student engagement.											
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>	<table border="1" style="width: 100%;"> <tr> <td data-bbox="479 831 998 1157" style="vertical-align: top;"> <input checked="" type="checkbox"/> Classroom Observations – # Visited: 17 <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input checked="" type="checkbox"/> Interviews with Teachers – #: 43 <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input type="checkbox"/> Other: _____ </td> <td data-bbox="998 831 1531 1157" style="vertical-align: top;"> <input checked="" type="checkbox"/> Documents Reviewed: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="padding: 2px;">Behavior expectations</td></tr> <tr><td style="padding: 2px;">Student handbook</td></tr> <tr><td style="padding: 2px;">Parent-teacher communication</td></tr> <tr><td style="padding: 2px;">Classroom behavior plans/rules/expectation</td></tr> <tr><td style="padding: 2px;">School pledge</td></tr> <tr><td style="padding: 2px;">Checklist for student involvement in their learning</td></tr> <tr><td style="padding: 2px;">Student choice in learning</td></tr> <tr><td style="padding: 2px;">Enrichment</td></tr> <tr><td style="padding: 2px;">Atlas Maps – Literacy Launch Unit</td></tr> </table> </td> </tr> </table>		<input checked="" type="checkbox"/> Classroom Observations – # Visited: 17 <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input checked="" type="checkbox"/> Interviews with Teachers – #: 43 <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> Documents Reviewed: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="padding: 2px;">Behavior expectations</td></tr> <tr><td style="padding: 2px;">Student handbook</td></tr> <tr><td style="padding: 2px;">Parent-teacher communication</td></tr> <tr><td style="padding: 2px;">Classroom behavior plans/rules/expectation</td></tr> <tr><td style="padding: 2px;">School pledge</td></tr> <tr><td style="padding: 2px;">Checklist for student involvement in their learning</td></tr> <tr><td style="padding: 2px;">Student choice in learning</td></tr> <tr><td style="padding: 2px;">Enrichment</td></tr> <tr><td style="padding: 2px;">Atlas Maps – Literacy Launch Unit</td></tr> </table>	Behavior expectations	Student handbook	Parent-teacher communication	Classroom behavior plans/rules/expectation	School pledge	Checklist for student involvement in their learning	Student choice in learning	Enrichment	Atlas Maps – Literacy Launch Unit
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Actions in this area to be taken to improve the identified subgroup(s) student performance levels.													
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.													
Describe the professional development activities planned to support the implementation of the actions in this area.													

Rating	Statement of Practice 4.5: 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"/>	Highly Effective	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. 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. 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.						
<input checked="" type="checkbox"/>	Effective	a) Teachers utilize data sources and analyze the information provided from such sources to inform instructional decision-making, including student grouping and instructional strategies. b) Teachers use targeted plans to adjust student grouping and instructional strategies based on data for most students. c) Teachers provide frequent feedback to students based on the analysis of timely data and provide students with their next steps.						
<input type="checkbox"/>	Developing	a) Teachers utilize data sources to inform instructional decision-making. 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. c) Teachers provide data-based feedback to students.						
<input type="checkbox"/>	Ineffective	a) Teachers do not use assessments to inform instructional decision-making. b) Teachers do not use their action plans for grouping and adjusting their instruction, or they do not have action plans. c) Teachers do not use data to provide feedback to students, which makes the feedback inadequate.						
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Classroom Observations – # Visited: 17 <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input checked="" type="checkbox"/> Interviews with Teachers – #: 43 <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input type="checkbox"/> Other: _____ </td> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Documents Reviewed: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Lesson plans</td></tr> <tr><td>Pre/post assessments</td></tr> <tr><td>Status of the class</td></tr> <tr><td>Data on F&P, ELA, math, attendance, progress monitoring</td></tr> </table> Writing rubrics APPR lesson plans RAZ kids progress reports PLC meeting minutes IEPs Rtl progress monitoring Behavior plans F&P literacy targets </td> </tr> </table>		<input checked="" type="checkbox"/> Classroom Observations – # Visited: 17 <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input checked="" type="checkbox"/> Interviews with Teachers – #: 43 <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> Documents Reviewed: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Lesson plans</td></tr> <tr><td>Pre/post assessments</td></tr> <tr><td>Status of the class</td></tr> <tr><td>Data on F&P, ELA, math, attendance, progress monitoring</td></tr> </table> Writing rubrics APPR lesson plans RAZ kids progress reports PLC meeting minutes IEPs Rtl progress monitoring Behavior plans F&P literacy targets	Lesson plans	Pre/post assessments	Status of the class	Data on F&P, ELA, math, attendance, progress monitoring
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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.	<ul style="list-style-type: none"> • Use of pre/post-assessments in Math and ELA • Use of common, summative, unit assessments in Math and ELA • Use of Fountas & Pinnell benchmarking to guide instruction in Literacy; goals will also be set for January and June benchmarks K-5 • Data meetings with individual teachers to set goals in reading, writing and math • Use of assessment tools to foster/promote student participation and involvement in their own learning process 							
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> • District made pre/post -assessments in Math and ELA • Grade level Reading and Writing rubrics • PLC time to discuss students' needs • <i>Continuum of Literacy Learning</i> to target appropriate student goals 							
Describe the professional development activities planned to support the implementation of the actions in this area.	<ul style="list-style-type: none"> • Professional Development opportunities (workshops/sessions) offered through MyLearningPlan • Collaborate with Generation Ready consultants • Collaboration with building level Literacy and Math Leaders • Embedded PLC's with a Math and Literacy focus 							

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 checked="" 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 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.		
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: 17 <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input checked="" type="checkbox"/> Interviews with Teachers – #: 43 <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input type="checkbox"/> Other: _____ </td> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Documents Reviewed: CORE team agendas and minutes RtI documents Social histories BASC and BRIEF IEP Check and Connect Behavior plans Functional Behavior Assessment (FBA) Classroom observations Attendance Number of referrals </td> </tr> </table>	<input checked="" type="checkbox"/> Classroom Observations – # Visited: 17 <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input checked="" type="checkbox"/> Interviews with Teachers – #: 43 <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> Documents Reviewed: CORE team agendas and minutes RtI documents Social histories BASC and BRIEF IEP Check and Connect Behavior plans Functional Behavior Assessment (FBA) Classroom observations Attendance Number of referrals
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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.	<ul style="list-style-type: none"> • Devote some faculty meetings to professional development on impact of social, emotional health on learning • Add social emotional screening component to kindergarten screening • Create referral form for social emotional concerns • Add social emotional component to placement cards 			
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> • Behavior Support Team • RtI • CORE team • Counseling • Check and Connect • Social histories on students • Referrals to outside agencies • Specialized emotional support groups • 504s and IEPs • Attendance tracking 			

	<ul style="list-style-type: none"> • Health office, administrative, parental, and main office referrals • BASC and BRIEF
Describe the professional development activities planned to support the implementation of the actions in this area.	<ul style="list-style-type: none"> • Professional Development on the impact of social, emotional health on learning

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.
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<input type="checkbox"/>	Highly Effective	<p>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.</p> <p>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.</p> <p>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.</p>
<input type="checkbox"/>	Effective	<p>a) All school constituents can articulate the skills and behaviors that demonstrate social and emotional developmental health and lead to academic success.</p> <p>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.</p> <p>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.</p>
<input checked="" type="checkbox"/>	Developing	<p>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.</p> <p>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.</p> <p>c) The school is developing supports to build adult capacity in terms of supporting students' social and emotional developmental health.</p>
<input type="checkbox"/>	Ineffective	<p>a) The school has not identified skills and behaviors connected to social and emotional developmental health.</p> <p>b) The school does not have a curriculum or program in place to support social and emotional developmental health.</p> <p>c) The school does not provide professional development to support staff and faculty in supporting the social and emotional developmental health of students.</p>

Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>	<input checked="" type="checkbox"/> Classroom Observations – # Visited: 17 <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input checked="" type="checkbox"/> Interviews with Teachers – #: 43 <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> Documents Reviewed: <table border="1"> <tr><td>DASA documents</td></tr> <tr><td>Referrals for services</td></tr> <tr><td>Rtl documents</td></tr> <tr><td>504s and IEPs</td></tr> <tr><td>Be the ONE program</td></tr> </table>	DASA documents	Referrals for services	Rtl documents	504s and IEPs	Be the ONE program
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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.	<ul style="list-style-type: none"> • Continue to build Be the ONE & Catch Kids Caring • Positive Bus Program • Increase of character education assemblies and all school meetings • Creation of Behavior Support Team • Personal Safety Program
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> • Behavior Support Team • Time to conduct assemblies • Funding for materials and supplies to support programs
Describe the professional development activities planned to	<ul style="list-style-type: none"> • Faculty and conference meeting times where professional development is provided by social worker and/or psychologist.

support the implementation of the actions in this area.	
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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.	
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<input type="checkbox"/>	Highly Effective	<p>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).</p> <p>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.</p> <p>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.</p>
<input type="checkbox"/>	Effective	<p>a) Across the school community, students express that they feel safe and supported in their social and emotional developmental health growth.</p> <p>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.</p> <p>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.</p>
<input checked="" type="checkbox"/>	Developing	<p>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.</p> <p>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.</p> <p>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.</p>
<input type="checkbox"/>	Ineffective	<p>a) Students express that they do not feel safe and supported in their school community.</p> <p>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.</p> <p>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.</p>

Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>	<input checked="" type="checkbox"/> Classroom Observations – # Visited: 17 <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input checked="" type="checkbox"/> Interviews with Teachers – #: 43 <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> Documents Reviewed: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Counseling referrals</td></tr> <tr><td>CORE team minutes</td></tr> <tr><td>Parental referrals</td></tr> <tr><td>School-wide safety plan</td></tr> <tr><td>Individual safety plans</td></tr> </table>	Counseling referrals	CORE team minutes	Parental referrals	School-wide safety plan	Individual safety plans
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Individual safety plans							

If the SOP rating is Effective, Developing or Ineffective, please provide a response in the areas below.

Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> • Increase number of classrooms that utilize Responsive Classroom as well as the consistency of implementation • Provide training for teachers on how to address social emotional issues in the classroom • Continue to grow Behavior Support Team • Creation of social work link on building website
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> • Release time for teachers to attend Responsive Classroom Professional Development • Responsive Classroom trainers • Behavior Support Team • Social worker time to create link • School Resource Officer & Safety Greeter
Describe the professional development activities planned to support the implementation of the actions in this area.	<ul style="list-style-type: none"> • Responsive Classroom Professional Development

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. Check all that apply.	<input checked="" type="checkbox"/> Classroom Observations – # Visited: 17 <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input checked="" type="checkbox"/> Interviews with Teachers – #: 43 <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> Documents Reviewed: <table border="1" data-bbox="1008 716 1511 842"> <tr><td>Classroom observations</td></tr> <tr><td>Attendance</td></tr> <tr><td>Health office records</td></tr> <tr><td>Behavioral referrals</td></tr> </table>	Classroom observations	Attendance	Health office records	Behavioral referrals
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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.	<ul style="list-style-type: none"> • CORE team to continue to develop centralized data collection system • Behavior Support Team to work with CORE team • Social worker and psychologist to increase frequency of classroom observations 					
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> • Additional consideration of equitable distribution of support staff to more adequately meet the social emotional needs of the student population • CORE team • Behavior Support Team 					
Describe the professional development activities planned to support the implementation of the actions in this area.	<ul style="list-style-type: none"> • Faculty meeting designed to address behavior interventions 					

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>		
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: 17 <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input checked="" type="checkbox"/> Interviews with Teachers – #: 43 <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input type="checkbox"/> Other: _____ </td> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Documents Reviewed: PTA events List of school events Classroom events forms Classroom calendars Teachers' correspondence with parents Monthly newsletters PTA meeting agendas Building use calendar School sign-in/out log </td> </tr> </table>	<input checked="" type="checkbox"/> Classroom Observations – # Visited: 17 <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input checked="" type="checkbox"/> Interviews with Teachers – #: 43 <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> Documents Reviewed: PTA events List of school events Classroom events forms Classroom calendars Teachers' correspondence with parents Monthly newsletters PTA meeting agendas Building use calendar School sign-in/out log
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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.	<ul style="list-style-type: none"> • Curriculum nights throughout the year • Encourage volunteers—actively seek diverse participants • PTA collaboration • School concerts and activities—chorus, band, orchestra, BINGO, Family Fun Day • Parent-teacher conference days • Kindergarten screening days • New student orientation 			
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> • PTA • Staff for kindergarten screening • Teachers to utilize classroom volunteers • Literacy and Math leaders for Curriculum Night planning. 			
Describe the professional development activities planned to support the implementation of the actions in this area.	<ul style="list-style-type: none"> • Leadership team and literacy and math leaders to plan curriculum events. • Faculty meetings and conference day professional development on developing culturally responsive classrooms. 			

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.						
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>	<input checked="" type="checkbox"/> Classroom Observations – # Visited: 17 <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input checked="" type="checkbox"/> Interviews with Teachers – #: 43 <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> Documents Reviewed: <table border="1" data-bbox="1015 1024 1511 1205"> <tr><td>Building use calendar</td></tr> <tr><td>Monthly newsletter</td></tr> <tr><td>Teachers' communication with parents</td></tr> <tr><td>Teachers' parent teacher conference schedules</td></tr> <tr><td>School calendar</td></tr> <tr><td>Report cards</td></tr> </table>	Building use calendar	Monthly newsletter	Teachers' communication with parents	Teachers' parent teacher conference schedules	School calendar	Report cards
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Monthly newsletter								
Teachers' communication with parents								
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School calendar								
Report cards								
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.	<ul style="list-style-type: none"> • Catch Kids Being the ONE • Cultivate parent volunteers • Increase awareness of cultural diversity in school and classrooms • Increase faculty's capacity to meet needs of students who are economically disadvantaged 							
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> • Behavior Support Team • Purchase <i>Teaching With Poverty in Mind</i> 							
Describe the professional development activities planned to support the implementation of the actions in this area.	<ul style="list-style-type: none"> • Professional Development on the identified parts of <i>Teaching With Poverty in Mind</i>. 							

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="479 657 998 831"> <input checked="" type="checkbox"/> Classroom Observations – # Visited: 17 <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input checked="" type="checkbox"/> Interviews with Teachers – #: 43 <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input type="checkbox"/> Other: _____ </td> <td data-bbox="998 657 1528 831"> <input checked="" type="checkbox"/> Documents Reviewed: <table border="1"> <tr><td>Social worker and psychologist documentation</td></tr> <tr><td>List of outside agencies referred to families</td></tr> <tr><td>Charitable events</td></tr> <tr><td>Faculty meeting agendas</td></tr> </table> </td> </tr> </table>	<input checked="" type="checkbox"/> Classroom Observations – # Visited: 17 <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input checked="" type="checkbox"/> Interviews with Teachers – #: 43 <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> Documents Reviewed: <table border="1"> <tr><td>Social worker and psychologist documentation</td></tr> <tr><td>List of outside agencies referred to families</td></tr> <tr><td>Charitable events</td></tr> <tr><td>Faculty meeting agendas</td></tr> </table>	Social worker and psychologist documentation	List of outside agencies referred to families	Charitable events	Faculty meeting agendas
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Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> • Social worker and psychologist to connect families with support through their PLC work • CORE meetings to identify and address attendance problems • Develop PTA connections • Continued use of school building by outside agencies 							
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> • Time for social worker and psychologist to connect families with outside services • <i>Cost of Teaching with Poverty in Mind</i> • School grounds for use by outside agencies 							
Describe the professional development activities planned to support the implementation of the actions in this area.	<ul style="list-style-type: none"> • Book study of <i>Teaching with Poverty in Mind</i> 							

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>		<table border="1"> <tr> <td data-bbox="479 718 998 926"> <input checked="" type="checkbox"/> Classroom Observations – # Visited: 17 <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input checked="" type="checkbox"/> Interviews with Teachers – #: 43 <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input type="checkbox"/> Other: _____ </td> <td data-bbox="998 718 1528 926"> <input checked="" type="checkbox"/> Documents Reviewed: Parent-Teacher conference schedules Building calendar Curriculum night materials Monthly newsletter RtI notifications Morning Falcons letters </td> </tr> </table>	<input checked="" type="checkbox"/> Classroom Observations – # Visited: 17 <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input checked="" type="checkbox"/> Interviews with Teachers – #: 43 <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> Documents Reviewed: Parent-Teacher conference schedules Building calendar Curriculum night materials Monthly newsletter RtI notifications Morning Falcons letters
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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.	<ul style="list-style-type: none"> • Maintain parent teacher conference schedule • Improve RtI process and notifications • Update Edline with employee emails • Continue to distribute monthly newsletter • Explore options for Morning Falcons; morning AIS program in Literacy and Math • Math and Literacy leaders to assist with curriculum nights • Encourage attendance of district-level CCLS nights 			
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> • RtI meeting times with teachers and administration • Teachers to participate in Morning Falcons • Resources for designing and implementing curriculum nights • NYS ELA & Math Parent Reports are sent by district office 			
Describe the professional development activities planned to support the implementation of the actions in this area.	<ul style="list-style-type: none"> • Parent professional development during curriculum nights • Edline training • RtI training 			

Describe the process used to develop this plan pursuant to CR100.11.

The Local Assistance Plan (LAP) was developed by a team of ten people (Principal, Assistant Principal, Social Worker, Music Teacher, a classroom teacher from each of the grade levels K-5, and a Special Education teacher).

- Building-level administration met with district-level administration to plan and schedule required activities.
- In a faculty meeting, faculty and staff received information on the LAP methodology, the data used in making the determination and the process by which data would be collected.
- The building-level leadership team met to dissect the rubric and identify evidence and documentation to support the tenets.
- The rubric was divvied up among the leadership team and they began collecting evidence on the tenet assigned to them.
- At a subsequent faculty meeting, faculty and staff were given time to collect evidence relevant to each tenet.
- The leadership team met to evaluate the evidence and assign scores to each of the sub-statements of practice, statements of practice, and tenets.
- Building and district-level leadership met to review the rubric and process.

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