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

Name of Principal:	**Mark Mathews**
Name/Number of School:	**Leavenworth Middle School**
School Address:	**5957 New Hartford Street Wolcott, NY 14590**
School Telephone Number:	**315-594-3115**
Principal's Direct Phone Number:	**315-594-3115**
Principal's E-Mail:	**mmathews@nrwcs.org**
District Telephone Number:	**315-594-3141**
Superintendent's Direct Phone Number:	**315-594-2020**
Superintendent's E-Mail:	**hhann@nrwcs.org**
Reason for LAP Designation:	**Failure to make AYP for 3 consecutive years: Subgroup: Students with Disabilities**
Website Link for Published Report:	

School Principal's Signature _____ Date _____

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

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

Superintendent's Signature _____ Date _____
For New York City schools, the Community School District Superintendent must sign the self-assessment.

A Message to School/District Leaders:

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

Guidance

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

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

Completing This Form

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

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

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

School Information Sheet									
Grade Configuration	5-8	Total Enrollment	351	Title 1 Population	%	Attendance Rate	63%		
Free Lunch	%	Reduced Lunch	%	Student Sustainability	%	Limited English Proficient	%	Students with Disabilities	14%
Types and Number of English Language Learner Classes									
#Transitional Bilingual		#Dual Language		#Self-Contained English as a Second Language		0			
Types and Number of Special Education Classes									
#Special Classes	8 periods (56 minute)	#Consultant Teaching		#Integrated Collaborative Teaching		All grade levels for ELA and Math			
# Resource Room	6 periods (56 minute)								
Types and Number Special Classes									
#Visual Arts		#Music		#Drama		# Foreign Language		# Dance		CTE	#
Racial/Ethnic Origin									
American Indian or Alaska Native	.85%	Black or African American	2%	Hispanic or Latino	7.4%	Asian or Native Hawaiian/Other Pacific Islander	.6%	White	88%	Multi-racial	.85%
Personnel									
Years Principal Assigned to School	2nd year	# of Assistant Principals	1	# of Deans	0	# of Counselors / Social Workers	2		
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification		% Teaching with Fewer Than 3 Yrs. of Exp.		Average Teacher Absences			
Overall Accountability Status									
ELA Performance at levels 3 & 4		Mathematics Performance at levels 3 & 4		Science Performance at levels 3 & 4		4 Year Graduation Rate (HS Only)			
Credit Accumulation (High School Only)									
% of 1st yr. students who earned 10+ credits		% of 2nd yr. students who earned 10+ credits		% of 3rd yr. students who earned 10+ credits		6 Year Graduation Rate			

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

ELA	*Mathematics*	*Science*	*Graduation Rate*	*Subgroup*
				American Indian or Alaska Native
				Hispanic or Latino
				White
X	X			Students with Disabilities
				Economically Disadvantaged
				Black or African American
				Asian or Native Hawaiian/Other Pacific Islander
				Multi-racial
				Limited English Proficient

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

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.		
Rating	**Statement of Practice 2.2:** The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	
☐	**Highly Effective**	a) The SMART goals/mission and long-term vision are created and supported by staff, families, and students and are uniformly seen, heard, and known across the entire school community and affiliated partnerships. b) The school leader champions the implementation of a data-driven mission for student achievement and well-being and holds the school community of stakeholders accountable for working to realize the long-term vision and the school priorities as outlined in the SCEP and other school improvement documents. c) The school leader and community stakeholders regularly monitor and evaluate progress toward attainment of SMART goals and priorities in the SCEP that are aligned to the long-term vision, making adjustments when goals are not achieved, improvements are needed, and priorities become misaligned.
☐	**Effective**	a) The SMART goals/mission and long-term vision are created and supported by a representative group of staff, families, and students and some affiliated partnerships. b) The school leader shares a data-driven mission for student achievement and well-being with the school community of stakeholders and has a plan for how to work together to realize this long-term vision and the school priorities as outlined in the SCEP and other school improvement documents. c) The school leader and community stakeholders monitor and evaluate progress once or twice a year toward SMART goals and priorities in the SCEP aligned to the long-term vision.
X	**Developing**	a) The SMART goals/mission and long-term vision are created with limited input by stakeholders, and are in the process of being shared with staff, families, and students across the school community. b) The school leader has a data-driven mission for student achievement and well-being, outlined in the SCEP, and is in the process of developing how the school community will work to realize the long-term vision. c) The school leader is in the process of adapting SMART goals that better align to the long-term vision, or these SMART goals exist but are not monitored and evaluated.
☐	**Ineffective**	a) The SMART goals/mission and long-term vision are unknown, not commonly understood, and/or have not been shared with staff, families, and students across the school community. b) The school leader has not developed a data-driven mission that is connected to the long-term vision. c) The school leader has not developed SMART goals or the current goals are not aligned to the long-term vision.
Please indicate the evidence used to determine the rating. *Check all that apply.*	X Classroom Observations – # Visited: __20___ X Interviews with Students – #: _36____ Interviews with Support Staff – #: _____ X Interviews with Teachers – #: __8___ X Interviews with Parents/Guardians – #: __6 X Other: Collaboration w District Level Lap Team	☐ Documents Reviewed: Student discipline data, IEPs for students with disabilities, RtI procedures and protocols, District and building vision and mission statements, District Strategic plan, School Improvement Plan
If the SOP rating is **Effective**, **Developing** or **Ineffective**, please provide a response in the areas below.		
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	• Organize parent/faculty group to support School Improvement Team (SIT) including monthly meetings: looking at data that supports the SMART goals in the SIP, adjusting and monitoring regularly. • SMART goals from SIP(School Improvement Plan) monitored and evaluated by District-level School improvement Team (Mark, Kristin, Megan, Melissa, Melanie, superintendent). • Revisit mission/vision statements by including all stakeholders in conversations about the current statements with an eye on updating them as needed.	
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	• Support from Director of Curriculum & Instruction, Director of Special Education, Director of Pupil Services, building Principal and Assistant Principal. • Monthly meetings of the school level SIT. • Bi-monthly meetings of the district level SIT. • Establish a process for revisiting mission/vision statements	
Describe the professional development activities planned to support the implementation of the actions in this area.	• Information will be disseminated at faculty meetings, vertical level meetings, email, etc. No Professional Development needed to support this area.	

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

Please indicate the evidence used to determine the rating. *Check all that apply.*	☐ Classroom Observations – # Visited: _____ ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ ☐ Interviews with Teachers – #: _____ ☐ Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☐ Documents Reviewed:

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

Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	
Describe the professional development activities planned to support the implementation of the actions in this area.	

Rating	**Statement of Practice 2.4:** The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	
X	**Highly Effective**	a) The school leader and other school administrators collaboratively developed a formal school-wide plan, known to all staff and aligned to the district's APPR plan, for frequently observing and providing actionable feedback throughout the school year on teaching practices based on student data. b) The school leader and other school administrators are implementing the school's observation plan and providing timely, on-going, evidence-based, actionable feedback to staff that is directly aligned to established criteria, including the teaching rubric and other agreed upon evaluation instruments, and which encourages and supports staff to take ownership for the next stage of their development. c) The school leader and other school administrators monitor the plan for observing teachers and use observation data and other measures of teacher effectiveness to assign/reassign, counsel, and provide on-going targeted professional development opportunities in multiple formats (e.g., coaching, mentoring, peer support) to staff.
☐	**Effective**	a) The school leader has developed a plan, aligned to the district's APPR plan, for frequently observing and providing actionable feedback on teaching practices throughout the school year based on student data. b) The school leader and other school administrators are implementing the school's observation plan and providing timely on-going, evidence-based, actionable feedback to staff that is directly aligned to established criteria, including the teaching rubric and other agreed upon evaluation instruments. c) The school leader and other school administrators monitor the plan for observing teachers and use observation data and other measures of teacher effectiveness to assign/reassign, counsel, and provide on-going professional development opportunities to staff.
☐	**Developing**	a) The school leader and other school administrators use an informal schedule for observing and providing feedback on teaching practices throughout the school year and/or are developing a formalized plan aligned to the district's APPR plan. b) The school leader and other school administrators are providing feedback to staff that is aligned to established criteria, including the teaching rubric and other agreed upon evaluation instruments. c) The school leader and other school administrators do not consistently use observation data to provide on-going professional development opportunities to staff.
☐	**Ineffective**	a) The school leader and other school administrators have no formal plan or schedule for frequently observing teaching practices and/or providing feedback. b) The school leader and other school administrators are not providing feedback to staff aligned to established criteria, including the teaching rubric and other agreed upon evaluation instruments. c) The school leader and other school administrators do not use observation data and other measures of teacher effectiveness to inform staffing and professional development decisions.

Please indicate the evidence used to determine the rating. *Check all that apply.*	☐ Classroom Observations – # Visited: _____ ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ ☐ Interviews with Teachers – #: _____ ☐ Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☐ Documents Reviewed: _____ _____ _____ _____

If the SOP rating is **Effective**, **Developing** or **Ineffective**, please provide a response in the areas below.	
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	
Describe the professional development activities planned to support the implementation of the actions in this area.	

Rating	**Statement of Practice 2.5:** Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	
☐	**Highly Effective**	a) The school leader models excellence for the staff in the creation and use of evidence-based systems that are dynamic, adaptive, and interconnected and address individual and school-wide practices. b) The school leader, in collaboration with the school community, monitors and revises evidence-based systems that address practices used by staff members connected to improvement areas in the SCEP.
X	**Effective**	a) The school leader requires the staff to use evidence-based systems that are dynamic, adaptive, and interconnected and address individual and school-wide practices. b) The school leader monitors and revises evidence-based systems that address practices used by staff members connected to improvement areas in the SCEP.
☐	**Developing**	a) The school leader encourages the staff to use systems that are interconnected and/or systems are not modified based on analysis of school-wide practices. b) The school leader is working to develop an evidence-based system to monitor and revise practices used by staff members.
☐	**Ineffective**	a) The school leader does not encourage the staff to use systems, or systems do not exist to address school-wide practices. b) The school leader has not taken steps to develop an evidence-based system to monitor and revise practices used by the staff members.
Please indicate the evidence used to determine the rating. *Check all that apply.*	X Classroom Observations – # Visited: __20___ X Interviews with Students – #: _36____ Interviews with Support Staff – #: _____ X Interviews with Teachers – #: __8___ X Interviews with Parents/Guardians – #: __6 X Other: Collaboration w District Level Lap Team	☐ Documents Reviewed: Student discipline data, IEPs for students with disabilities, RtI procedures and protocols, District and building vision and mission statements, District Strategic plan, School Improvement Plan
If the SOP rating is **Effective**, **Developing** or **Ineffective**, please provide a response in the areas below.		
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	• Organize learning walks with specific monthly focus related to the SIP(School Improvement Plan); used to gather data, drive professional development, and promote instructional improvement. • Continue to develop and implement Response to Intervention system. • Monthly meetings with SIT team and bi-monthly meetings with District SIT (School Improvement) team.	
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	• Support from Director of Curriculum & Instruction, Director of Special Education, Director of Pupil Services, building Principal and Assistant Principal. • Procedure for learning walks will be shared by principal. • Continue developing and monitoring Response to Intervention system at weekly Response to Intervention planning meetings (Administrators, Counselors, DASA coordinator.) • Time to deliver professional development.	
Describe the professional development activities planned to support the implementation of the actions in this area.	• Professional development relating to Tier 2 and Tier 3 Interventions.	

Tenet 3 - Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are ***appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.		
Rating	**Statement of Practice 3.2:** The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	
☐	**Highly Effective**	a) The school leader, using a distributive leadership model, ensures that a systematic plan (i.e., a plan that has targeted goals to address the needs of all students and subgroups, a schedule for professional development support, and vertical/horizontal collaborative meeting time) exists for the quality implementation of rigorous CCLS curricula. b) The school leader uses the systematic plan to provide teachers access to robust pedagogical support (i.e., inter-visitation, cross-grade conversations, exemplar curriculum models, access to expert CCLS curriculum writers, and CCLS conferences), materials, and training aligned to CCLS curricula and instructional shifts for individual and subgroups of students. c) The school leader ensures that a cohesive, comprehensive, and adaptive curricula, inclusive of clearly

		developed units aligned to CCLS and NYS standards, is used across all areas of study, including interventions, AIS/RTI, dual credit courses, and electives, by monitoring the implementation of the curricula and regularly examining formative and summative assessments and student work.
☐	**Effective**	a) The school leader ensures that a systematic plan (i.e., a plan that has targeted goals to address the needs of all students and subgroups, a schedule for professional development support, and vertical/horizontal collaborative meeting time) exists for the quality implementation of rigorous CCLS curricula. b) The school leader uses the systematic plan to provide teachers access to pedagogical support, materials, and training aligned to CCLS curricula and instructional shifts for individual and subgroups of students. c) The school leader ensures that staff use a comprehensive and adaptive curricula, inclusive of clearly developed units aligned to CCLS and NYS standards, across all areas of study, including interventions, AIS/RTI, dual credit courses, and electives, by monitoring the implementation of curricula.
X	**Developing**	a) The school leader is in the process of developing a written plan that includes targeted goals to address the needs of students, schedule/calendar for professional development support, and vertical/horizontal collaborative meeting time for implementing CCLS curricula. b) The school leader is beginning to provide appropriate access to pedagogical support, materials, and training to teachers aligned to CCLS curricula and instructional shifts for individual and subgroups of students. c) The school leader encourages staff to use comprehensive curricula, inclusive of clearly developed units aligned to CCLS and NYS standards, across all areas of study, including interventions, AIS/RTI, dual credit courses, and electives.
☐	**Ineffective**	a) The school leader has no written plan for CCLS and NYS curricula alignment across all areas of study and is not developing one. b) The school leader does not provide access to pedagogical support, materials, and training to teachers aligned to CCLS curricula and instructional shifts for individual and subgroups of students. c) The school leader does not ensure and makes little effort to encourage teachers across all areas of study to use curricula aligned to CCLS and NYS standards.

Please indicate the evidence used to determine the rating. *Check all that apply.*	X Classroom Observations – # Visited: __20___ X Interviews with Students – #: _36____ Interviews with Support Staff – #: _____ X Interviews with Teachers – #: __8___ X Interviews with Parents/Guardians – #: __6 X Other: Collaboration w District Level Lap Team	☐ Documents Reviewed: Student discipline data, IEPs for students with disabilities, RtI procedures and protocols, District and building vision and mission statements, District Strategic plan, School Improvement Plan

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

Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	• Continue to support vertical teams; meetings twice a month to examine student work and plan for instruction; specific focus on work from students with disabilities. Continue utilizing LASW (Looking at Student Work) protocol. • Continue to develop and implement Response to Intervention system. • Develop an exemplar/model classroom using the workshop model for purposes of peer observation and to develop our capacity for delivering Tier 2 interventions in the classroom.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	• Support from Director of Curriculum & Instruction, Director of Special Education, Director of Pupil Services, building Principal and Assistant Principal. • Time to provide professional development. • Support for Response to Intervention implementation. • Time to work in vertical teams. • Continue developing and monitoring Response to Intervention system at weekly RtI planning meetings (Administrators, Counselors, DASA coordinator.) • Funding to support Professional Development.
Describe the professional development activities planned to support the implementation of the actions in this area.	• Professional development for administrators regarding implementing Response to Interventions. • Professional development relating to Tier 2 and Tier 3 interventions. • Professional development in differentiated instruction. • Professional development in the workshop model. • DDI (Data Driven Instruction) process.

Rating	**Statement of Practice 3.3:** Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	
☐	**Highly Effective**	a) Teachers use targeted agendas based on student and school data to develop collaboratively unit and lesson plans to meet the demands of CCLS and grade level DDI protocols (e.g., documentation of ongoing analysis of formative and summative assessments, student work, use of rubrics) in all grades and subject areas. b) Teachers use a full complement of curricula tools, such as pacing calendars, curriculum maps, unit and lesson plans, across all grades, content areas, and classes that incorporate a progression of sequenced and scaffolded skills for all groups of students (including special education and English language learners) and use a variety of complex materials appropriately aligned to the CCLS. c) Teachers consistently monitor and adjust curricula to support the CCLS instructional shifts and NYS content standards and ensure higher-order thinking skills are consistently present by providing necessary supports and extensions for all groups of students across all content areas and grades.
☐	**Effective**	a) Teachers develop collaboratively unit and lesson plans that meet the demands of CCLS and grade-level DDI protocols (e.g., documentation of ongoing analysis of formative and summative assessments, student work, use of rubrics) and address student achievement needs in all grades and subject areas. b) Teachers use unit and lesson plans across all grades, content areas, and classes that incorporate a progression of sequenced and scaffolded skills for all groups of students (including special education and English language learners) and use a variety of complex materials appropriately aligned to the CCLS. c) Teachers monitor and adjust curricula to support the CCLS instructional shifts and NYS content standards and ensure higher-order thinking skills are consistently present by providing necessary supports and extensions for all groups of students across core content areas and grades.
X	**Developing**	a) Teachers individually or inconsistently collaborate to develop unit and lesson plans based on student data to meet the demands of CCLS and grade level DDI protocols (e.g., documentation of ongoing analysis of formative and summative assessments, student work, use of rubrics) in all grades and subject areas. b) Teachers use lesson plans that are either inconsistently aligned to CCLS or are aligned to the CCLS but do not use a variety of complex materials that incorporate a progression of sequenced and scaffolded skills. c) Teachers either are in the process of developing protocols to monitor and adjust curricula to support the CCLS instructional shifts and NYS content standards, or teachers inconsistently monitor and adjust curricula across the school, or teachers monitor and adjust no more than twice a year for all groups of students across content areas and grades.
☐	**Ineffective**	a) Teachers do not use formal structures and data to work collaboratively to develop unit and lesson plans. b) Teachers use lesson plans that are not aligned to CCLS. c) Teachers do not monitor and adjust curricula, and there is no plan to begin to do so.

Please indicate the evidence used to determine the rating. *Check all that apply.*	X Classroom Observations – # Visited: __20___ X Interviews with Students – #: _36____ Interviews with Support Staff – #: _____ X Interviews with Teachers – #: __8___ X Interviews with Parents/Guardians – #: __6 X Other: Collaboration w District Level Lap Team	☐ Documents Reviewed: Student discipline data, IEPs for students with disabilities, RtI procedures and protocols, District and building vision and mission statements, District Strategic plan, School Improvement Plan

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

Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	• Continue to support vertical teams; meetings twice a month to examine student work and plan for instruction; specific focus on work from students with disabilities. Continue utilizing LASW (Looking at Student Work) protocol. • Continue to provide time and compensation for teachers to attend Boot camp, summer curriculum work, co-teaching professional development, and other PD offered throughout the year. • Provide teachers with exemplar lesson planning templates, EQUIP rubric to align lesson planning to CCLS (Common Core Learning Standards), use early release time to unpack the modules and individual lessons within module, with a specific focus on differentiation and scaffolding. • Co-teaching staff sharing examples of differentiated lessons with discussion regarding strategies to give access to general education curriculum to students with disabilities. • Utilize the common definition of Tier one core instruction (developed during 2013-14 school year) to develop consistency and effective practice.

	• Close reading protocols will be used in all content and special subject areas.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	• Support from Director of Curriculum & Instruction, Director of Special Education, Director of Pupil Services, building Principal and Assistant Principal. • Funding to support professional development. • Data Driven Instruction process. • Time to work in vertical teams.
Describe the professional development activities planned to support the implementation of the actions in this area.	• Professional development for administrators regarding implementing Response to Interventions. • Professional development relating to Tier 2 and Tier 3 interventions. • Professional development in differentiated instruction. • Professional development in the workshop model. • DDI (Data Driven Instruction) process.

Rating	**Statement of Practice 3.4:** The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	
☐	**Highly Effective**	a) The school leader and teachers consistently use comprehensive and adaptive plans to form partnerships and create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities within and across all grade levels and subjects. b) Teachers consistently collaborate within and across grades and subjects to deliver interdisciplinary curricula that incorporate the arts, technology, and other enrichment opportunities, and there is evidence that teachers regularly develop innovative strategies for connecting these curricula with subject-specific curricula. c) Teachers consistently collaborate in grade/subject level teams to formally reflect on the impact of the interdisciplinary curricula, take immediate action to make revisions when needed, and ensure that there is a common understanding about what is taught and why it is taught.
☐	**Effective**	a) The school leader and teachers use plans to form partnerships and create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities within and across all grade levels and subjects. b) Teachers periodically collaborate within grades and subjects to deliver interdisciplinary curricula that incorporate the arts, technology, and other enrichment opportunities, and there is evidence that teachers regularly develop innovative strategies for connecting these curricula with subject-specific curricula. c) Teachers periodically collaborate in grade/subject level teams to formally reflect on the impact of the interdisciplinary curricula, take action according to a set schedule (e.g., beginning, middle, and end of the year), make revisions when needed, and ensure that there is a common understanding about what is taught and why it is taught.
X	**Developing**	a) The school leader and teachers address interdisciplinary curricula and develop partnerships in the absence of a plan or are in the process of developing a plan to create interdisciplinary curricula and partnerships targeting the arts, technology, and other enrichment opportunities within and across all grade levels and core subjects. b) Teachers are beginning to collaborate and discuss ways to deliver interdisciplinary curricula that incorporate the arts, technology, and other enrichment opportunities, or limited numbers of teachers deliver interdisciplinary curricula within grades and subjects. c) Teachers individually reflect on the impact of interdisciplinary curricula, or the school leader and teachers are in the process of planning formal reflection time to discuss the impact of interdisciplinary curricula and make revisions.
☐	**Ineffective**	a) The school leader and teachers do not have formal partnerships to address interdisciplinary curricula. b) Teachers do not collaborate and discuss ways to deliver interdisciplinary curricula within grades and subjects. c) Teachers have not developed interdisciplinary curricula, or there are no plans or processes for reflecting and revising current curricula.
Please indicate the evidence used to determine the rating. *Check all that apply.*	X Classroom Observations – # Visited: __20___ X Interviews with Students – #: _36____ Interviews with Support Staff – #: _____ X Interviews with Teachers – #: __8___ X Interviews with Parents/Guardians – #: __6 X Other: Collaboration w District Level Lap Team	☐ Documents Reviewed: Student discipline data, IEPs for students with disabilities, RtI procedures and protocols, District and building vision and mission statements, District Strategic plan, School Improvement Plan
If the SOP rating is **Effective**, **Developing** or **Ineffective**, please provide a response in the areas below.		

Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	• Special area teachers are part of vertical teams, which meet twice a month, where they plan for instruction according to focus areas identified by the department and look at student work as measured against grade level criteria. Continue utilizing LASW (Looking at Student Work) protocol. • Interim assessments will provide progress data which will be used to inform instruction and Response to Intervention processes. • Close reading protocols will be used in all content and special subject areas.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	• Support from Director of Curriculum & Instruction, Director of Special Education, Director of Pupil Services, building Principal and Assistant Principal. • Time to meet in vertical teams. • Time to create interim assessments and time to utilize data.
Describe the professional development activities planned to support the implementation of the actions in this area.	• Professional development on close reading protocols. • DDI (Data Driven Instruction) process.

Rating		**Statement of Practice 3.5:** Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.
☐	**Highly Effective**	a) Teachers have and use strategic comprehensive assessment system for using multiple measures of data: structure and protocols for analysis, plan to track progress over time on explicitly identified targets, creation of pre- and post-unit assessments and have a process for adapting curriculum that demonstrates improving individual and subgroup achievement. b) Teachers create and use a variety of appropriate, common assessments data (including pre-, post-, formative and summative) across all grades and subject areas ensuring alignment between the curriculum and assessment tools. c) Teachers have a system for providing regular and explicit feedback to students that is based on data and facilitates student ownership of learning. This system includes student use of rubrics to complete assignments, student self-assessment, student tracking of individual progress, and student reflection upon and adjustment of individual learning strategies to address explicit teacher feedback.
☐	**Effective**	a) Teachers have and use a comprehensive system for using data: identified targets, pre-and post-unit assessments and have a process for adapting curriculum that demonstrates improving individual and subgroup achievement. b) Teachers use pre-, post-, formative and summative assessment data across all grades and subject areas, ensuring alignment between the curriculum and assessment tools. c) Teachers provide on-going feedback on data to students, supporting student ownership of learning.
X	**Developing**	a) Teachers are beginning to develop a system to analyze and use data to make curricular decisions. b) Teachers are in the process of developing multiples types of assessments to ensure alignment between curriculum and assessment, or the use of the variety of assessments is inconsistent throughout the school. c) Teachers are learning to provide feedback based on data to students to address student ownership of learning.
☐	**Ineffective**	a) Teachers discuss data, but these discussions do not inform curricular decisions. b) Teachers do not use a variety of assessments, or the assessments used are misaligned. c) Teachers do not provide feedback based on data.
Please indicate the evidence used to determine the rating. *Check all that apply.*		X Classroom Observations – # Visited: __20___ X Interviews with Students – #: __36____ Interviews with Support Staff – #: _____ X Interviews with Teachers – #: __8___ X Interviews with Parents/Guardians – #: __6 X Other: Collaboration w District Level Lap Team ☐ Documents Reviewed: Student discipline data, IEPs for students with disabilities, RtI procedures and protocols, District and building vision and mission statements, District Strategic plan, School Improvement Plan

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

Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	• Interim assessments & formative assessment will provide progress data which will be used to inform instruction and Response to Intervention processes. • Continue to support vertical team meetings twice a month to examine student work against grade level expectations (CCLS-Common Core Learning Standards) and use the outcomes to plan for instruction; specific focus on work from students with disabilities. Continue utilizing LASW (Looking at Student Work) protocol.

	• Use of mid and end of module assessments for ELA and Math.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	• Support from Director of Curriculum & Instruction, Director of Special Education, Director of Pupil Services, building Principal and Assistant Principal. • Time to meet in vertical teams.
Describe the professional development activities planned to support the implementation of the actions in this area.	• Continued professional development on formative assessment. • Professional development relating to LASW (Looking at Student Work) protocol.

Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking and achievement.		
Rating	**Statement of Practice 4.2:** School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	
☐	**Highly Effective**	a) School and teacher leaders ensure that teachers use daily a transparent, targeted plan that is informed by data (summative, interim, attendance, IEPs, NYSESLAT, etc.) and grade-level and school-wide goals for all groups of students. b) Teacher leaders and coaches ensure that teachers use instructional practices and strategies that are adaptive and aligned to plans for groups of students with a variety of needs and learning styles (including students with disabilities, English language learners and other sub-groups) and provide timely and appropriate instructional interventions and extensions for all students. c) Teacher leaders and coaches ensure that teachers use data to establish short- and long-term goals with learning trajectories for groups of students based on identified and timely needs.
☐	**Effective**	a) School and teacher leaders ensure that teachers use a plan that is informed by data (summative, interim, attendance, IEPs, NYSESLAT, etc.) and grade-level goals for all groups of students. b) Teacher leaders and coaches ensure that teachers use instructional practices and strategies that are adaptive and aligned to plans for groups of students with a variety of needs and learning styles (including students with disabilities, English language learners and other sub-groups) and provide instructional interventions to students. c) Teacher leaders and coaches ensure that teachers establish short- and long-term goals for groups of students based on grade-level benchmarks.
X	**Developing**	a) School and teacher leaders are beginning to engage teachers in a conversation about aligning plans to data. b) Teacher leaders and coaches support teachers' use of instructional practices and strategies that are aligned to plans to provide instructional interventions to students, or teacher leaders and coaches are beginning to support the alignment of teachers' instruction to newly developed plans. c) Teacher leaders and coaches are beginning to work with teachers to establish short or long-term goals for groups of students.
☐	**Ineffective**	a) School and teacher leaders do not support or engage teachers in a conversation about aligning plans to data. b) Teacher leaders and coaches do not support teachers in the use of instructional practices and strategies aligned to plans, or teachers are not providing instructional interventions to students. c) Teachers have not created goals for groups of students, and there is no plan for teacher leaders and coaches to support this effort.
Please indicate the evidence used to determine the rating. *Check all that apply.*	X Classroom Observations – # Visited: __20___ X Interviews with Students – #: __36____ Interviews with Support Staff – #: _____ X Interviews with Teachers – #: __8___ X Interviews with Parents/Guardians – #: __6 X Other: Collaboration w District Level Lap Team	☐ Documents Reviewed: Student discipline data, IEPs for students with disabilities, RtI procedures and protocols, District and building vision and mission statements, District Strategic plan, School Improvement Plan
If the SOP rating is **Effective**, **Developing** or **Ineffective**, please provide a response in the areas below.		
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	• Continue to support vertical team meetings twice a month to examine student work against grade level expectations (CCLS-Common Core Learning Standards) and use the outcomes to plan for instruction; specific focus on work from students with disabilities. Continue utilizing	

	LASW (Looking at Student Work) protocol. • Lead teachers (members of Curriculum Council) will facilitate the LASW (Looking at Student Work) at faculty meetings. • Develop a comprehensive system for Response to Intervention.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	• Support from Director of Curriculum & Instruction, Director of Special Education, Director of Pupil Services, building Principal and Assistant Principal. • Time to work in vertical teams.
Describe the professional development activities planned to support the implementation of the actions in this area.	• Professional development for administrators regarding implementing Response to Interventions. • Professional development relating to Tier 2 and Tier 3 interventions. • Professional development relating to LASW (Looking at Student Work).

Rating		**Statement of Practice 4.3:** Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.
☐	**Highly Effective**	a) Teachers use instructional practices that are systematic and explicit, based on sequential lesson plans appropriately aligned to CCLS (or content based standards), and reflective of the CCLS SHIFTS to instruct all groups of students. b) Teachers stimulate deep levels of thinking and questioning in students through the use of adaptive CCLS (or content based standards) instructional materials that contain high levels of text and content complexity and multiple strategies to provide a wide variety of ways to engage in learning.
☐	**Effective**	a) Teachers use instructional practices appropriately aligned to CCLS (or content based standards) lesson plans are reflective of the CCLS SHIFTS to instruct all groups of students. b) Teachers stimulate student thinking by asking questions through the use of adaptive CCLS (or content-based standards) instructional materials that contain high levels of text and content complexity.
X	**Developing**	a) Teachers are beginning to develop lesson plans that are appropriately aligned to CCLS (or content based standards) and reflective of the CCLS SHIFTS to inform their instructional practices, or some teachers use instructional practices aligned to CCLS lesson plans and reflective of the CCLS SHIFTS in specific content areas. b) Teachers across the school do not consistently ask higher-order thinking questions, or the instructional materials do not contain high levels of text and content complexity.
☐	**Ineffective**	a) Teacher instruction is not aligned to CCLS or content-based standards and not based on lesson plans. b) Teachers use strategies and ask questions that require only basic knowledge of the subject and limit ways in which students are able to acquire learning by providing a single point of access for all students.
Please indicate the evidence used to determine the rating. *Check all that apply.*		X Classroom Observations – # Visited: __20___ X Interviews with Students – #: _36____ Interviews with Support Staff – #: _____ X Interviews with Teachers – #: __8___ X Interviews with Parents/Guardians – #: __6 X Other: Collaboration w District Level Lap Team ☐ Documents Reviewed: Student discipline data, IEPs for students with disabilities, RtI procedures and protocols, District and building vision and mission statements, District Strategic plan, School Improvement Plan
If the SOP rating is **Effective**, **Developing** or **Ineffective**, please provide a response in the areas below.		
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.		• Develop an exemplar/model classroom using the workshop model for purposes of peer observation and to develop our capacity for delivering Tier 2 interventions in the classroom. • Continue to provide time and compensation for teachers to attend Boot camp, summer curriculum work, co-teaching professional development, and other PD offered throughout the year. • Provide teachers with exemplar lesson planning templates, EQUIP rubric to align lesson planning to CCLS (Common Core Learning Standards), use early release time to unpack the modules and individual lessons within module, with a specific focus on differentiation and scaffolding. • Co-teaching staff sharing examples of differentiated lessons with all staff followed by discussion regarding strategies to give access to general education curriculum to students with disabilities. • Utilize the common definition of Tier one core instruction (developed during 2013-14 school year) to develop consistency and effective practice. • Close reading protocols will be used in all content and special subject areas

Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	• Support from Director of Curriculum & Instruction, Director of Special Education, Director of Pupil Services, building Principal and Assistant Principal. • Funding to support professional development. • DDI process. • Time to work in vertical teams.
Describe the professional development activities planned to support the implementation of the actions in this area.	• Professional development for administrators regarding implementing Response to Interventions. • Professional development relating to Tier 2 and Tier 3 interventions. • Professional development in differentiated instruction. • Professional development in the workshop model. • DDI (Data Driven Instruction) process.

Rating	**Statement of Practice 4.4:** Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.	
☐	**Highly Effective**	a) Teachers use a program/plan that contributes to positive reinforcements of behaviors by using behavioral expectations that are explicitly taught and promotes an environment in which students are citizens of their class, and there is a common understanding of how one is treated and treats others. b) Teachers work together with students across the school to acknowledge diversity, provide access to learning and social opportunities, and encourage students to have a voice in their educational experience. c) Teachers foster student buy-in and adapt to the changing needs of the student population and collaborate with other teachers to create thoughtful learning environments that incorporate student values and perspectives.
☐	**Effective**	a) Teachers use a program/plan that promotes a common understanding of the classroom environment envisioned by the school community and explicitly teaches students behavioral expectations and recognition of acceptable and safe behaviors. b) Teachers work together with students to use strategies that acknowledge diverse groups of students and their needs. c) Teachers foster student understanding and adapt to the changing needs of the student population and create thoughtful learning environments that incorporate student values and perspectives.
X	**Developing**	a) Teachers have a program/plan for acceptable student expectations and are developing strategies for the program/plan to be consistently enforced or recognized by students, or teachers have a program/plan for acceptable student expectations, but do not enforce it. b) Some teachers use strategies that acknowledge diverse groups of students and their needs, or teachers are developing strategies that acknowledge diverse groups of students and their needs. c) Teachers are discussing strategies that address the changing needs of the student population and reflect student values and perspectives.
☐	**Ineffective**	a) Teachers do not have a program/plan that establishes acceptable classroom expectations for behavior. b) Teachers' strategies do not acknowledge diverse groups of students and their needs. c) Teachers do not use strategies that address the changing needs of the student population and reflect student values and perspectives.
Please indicate the evidence used to determine the rating. *Check all that apply.*	X Classroom Observations – # Visited: __20___ X Interviews with Students – #: _36____ Interviews with Support Staff – #: _____ X Interviews with Teachers – #: __8___ X Interviews with Parents/Guardians – #: __6 X Other: Collaboration w District Level Lap Team	☐ Documents Reviewed: Student discipline data, IEPs for students with disabilities, RtI procedures and protocols, district and building vision and mission statements, District Strategic plan, School Improvement Plan

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

Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	• PBIS team will continue to meet monthly; add parent & student to PBIS team, if possible. • PBIS coaches will attend coach's roundtables. • Homeroom announcements will continue to include strategies for supporting the building-wide expectations: Be safe, be responsible, be safe, be kind. • Use data compiled from SET (School Evaluation Tool) to inform decisions relating to implementation of PBIS.
Describe the district resources to be used to implement the actions in this area to improve the identified	• Support from Director of Curriculum & Instruction, Director of Special Education, Director of Pupil Services, building Principal and Assistant Principal. • Time for PBIS team meetings.

subgroup(s) student performance levels.	
Describe the professional development activities planned to support the implementation of the actions in this area.	• Discussion of strategies for teaching and re-teaching of building-wide expectations.

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

Please indicate the evidence used to determine the rating. *Check all that apply.*	X Classroom Observations – # Visited: __20___ X Interviews with Students – #: _36____ Interviews with Support Staff – #: _____ X Interviews with Teachers – #: __8___ X Interviews with Parents/Guardians – #: __6 X Other: Collaboration w District Level Lap Team	☐ Documents Reviewed: Student discipline data, IEPs for students with disabilities, RtI procedures and protocols, District and building vision and mission statements, District Strategic plan, School Improvement Plan

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

Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	• Interim assessments & formative assessment will provide progress data which will be used to inform instruction and RtI (Response to Intervention) processes. • Continue to support vertical team meetings twice a month to examine student work against grade level expectations (CCLS-Common Core Learning Standards) and use the outcomes to plan for instruction; specific focus on work from students with disabilities. Continue utilizing LASW (Looking at Student Work) protocol. • Use of mid and end of module assessments for ELA and Math.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	• Support from Director of Curriculum & Instruction, Director of Special Education, Director of Pupil Services, building Principal and Assistant Principal. • Time to meet in vertical teams.
Describe the professional development activities planned to support the implementation of the actions in this area.	• Continued professional development on formative assessment. • Professional development relating to LASW protocol.

Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.		
Rating	**Statement of Practice 5.2:** The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	
☐	**Highly Effective**	a) The school leader, using a distributive leadership model, establishes a deliberate system, understood and followed by all staff members, that allows each student to be well known by a designated adult and positively reinforces academic success for all students. b) The school leader ensures that all staff members know and use a strategic and comprehensive system for referral and support for all students that includes researched-based programs and practices intended to promote academic success, family engagement, and student emotional health and wellness. c) The school leader ensures that all stakeholders strategically use data to identify areas of need, cultivates purposeful partnerships to promote student social and emotional health and academic achievement, and leverages internal or external resources to support and sustain the system.
☐	**Effective**	a) The school leader, together with staff, establishes a system that allows each student to be known by a designated adult and positively reinforces academic success for all students. b) The school leader ensures that all staff knows and uses research-based programs and practices for referral and support for all students that address social and emotional developmental health and academic success. c) The school leader ensures that all staff members use data to identify areas of need and leverages internal resources to promote student social and emotional developmental health.
X	**Developing**	a) The school leader is working with staff to develop a system that will allow each student to be known well by an adult, or the system that exists is inconsistently practiced by staff members. b) The school leader is developing a system of referral and support that addresses the social and emotional developmental health and academic success of students, or the system that exists is not consistently used across the school. c) The school leader is developing or improving the mechanism for staff members to use data to identify areas of need connected to student social and emotional developmental health, or data is used by some staff members to promote student social and emotional developmental health.
☐	**Ineffective**	a) The school leader has not prioritized the development of an effective system that will allow each student to be known by an adult. b) The school leader has not developed a system of referral and support, or the system in place does not address the needs of the students. c) The school leader has not made the use of data a priority in identifying student areas of need connected to social and emotional developmental health.
Please indicate the evidence used to determine the rating. *Check all that apply.*	X Classroom Observations – # Visited: __20___ X Interviews with Students – #: _36____ Interviews with Support Staff – #: _____ X Interviews with Teachers – #: __8___ X Interviews with Parents/Guardians – #: __6 X Other: Collaboration w District Level Lap Team	☐ Documents Reviewed: Student discipline data, IEPs for students with disabilities, RtI procedures and protocols, District and building vision and mission statements, District Strategic plan, School Improvement Plan
If the SOP rating is **Effective**, **Developing** or **Ineffective**, please provide a response in the areas below.		
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	• Continue implementing discipline ladder for consistency with student management. • Continue implementation of TCIS (Therapeutic Crisis Intervention for Schools), including follow-up refresher courses with a TCIS trainer. • Periodic review of discipline referral data. • Homeroom period for check-in and connection with students at the beginning and end of the day. • HOW (Habits of Work) rubric for performance expectations around quality work, collaboration, and participation in class. Students are grouped for interventions based on data from the HOW reports. HOW data is also used for eligibility for school events and extracurricular activities. • PBIS team will continue to meet monthly; add parent & student to PBIS team, if possible. • PBIS coaches will attend coach's roundtables.	
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	• Cougar Pride Team (PBIS) • Time to review and analyze discipline referral data • School website for communication regarding discipline ladder, PBIS, TCIS (Therapeutic Crisis Intervention for Schools) , and HOW (Habits of Work) rubric.	
Describe the professional	• TCIS(Therapeutic Crisis Intervention for Schools) refresher.	

development activities planned to support the implementation of the actions in this area.	• Cougar Pride Planning (PBIS) over the summer. • HOW introduced and implemented through professional development at faculty meetings. • Response to Intervention Meetings to share best practices and strategies .

Rating	**Statement of Practice 5.3:** The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	
☐	**Highly Effective**	a) There is a comprehensive and coherent curriculum or program that incorporates research-based practices aligned to the school vision that enables students to articulate a sense of belonging and ownership in their school community and facilitates the teaching of student social and emotional developmental health. b) All stakeholders receive professional development support to consistently act upon a shared understanding of skills and behaviors that address the social and emotional developmental health needs of students linked to academic success and promote the school community's vision of a safe and healthy environment. c) There is a comprehensive plan to monitor and revise the professional development provided stakeholders to build adult capacity to facilitate learning experiences to support student social and emotional developmental health within a safe and healthy environment.
X	**Effective**	a) There is a curriculum or program that incorporates research-based practices aligned to the school vision that facilitates the teaching of student social and emotional developmental health. b) The school staff receives professional development support to use skills and behaviors that address the social and emotional developmental health needs of students and promote the school community's vision of a safe and healthy environment. c) There is a plan to monitor and revise the professional development provided staff that builds adult capacity to support student social and emotional developmental health within a safe and healthy environment.
☐	**Developing**	a) The school is developing a curriculum or program to support and promote the teaching of student social and emotional developmental health. b) The school is developing ways to support the stakeholders' understanding of the skills and behaviors that address the social and emotional developmental health of students, or some staff members use skills and behaviors that address social and emotional developmental health needs of students. c) The school is beginning to monitor the professional development plan to build adult capacity to support student social and emotional developmental health.
☐	**Ineffective**	a) The school does not have a curriculum or a program in place to support the teaching of student social and emotional developmental health, or the program in place does not meet student needs. b) The school has not identified skills and behaviors that address the social and emotional developmental health of students, and there are no plans to provide support aligned to this work. c) The school does not provide professional development to build adult capacity to support student social and emotional developmental health.

Please indicate the evidence used to determine the rating. *Check all that apply.*	X Classroom Observations – # Visited: __20___ X Interviews with Students – #: _36____ Interviews with Support Staff – #: _____ X Interviews with Teachers – #: __8___ X Interviews with Parents/Guardians – #: __6 X Other: Collaboration w District Level Lap Team	☐ Documents Reviewed: Student discipline data, IEPs for students with disabilities, RtI procedures and protocols, District and building vision and mission statements, District Strategic plan, School Improvement Plan

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

Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	• Continue implementing discipline ladder for consistency with student management. • Continue implementation of TCIS (Therapeutic Crisis Intervention for Schools), including follow-up refresher courses with a TCIS trainer. • Periodic review of discipline referral data. • Homeroom period for check-in and connection with students at the beginning and end of the day. • HOW (Habits of Work) rubric for performance expectations around quality work, collaboration, and participation in class. Students are grouped for interventions based on data from the HOW reports. HOW data is also used for eligibility for school events and extracurricular activities. • PBIS team will continue to meet monthly; add parent & student to PBIS team, if possible. • PBIS coaches will attend coach's roundtables.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance	• Cougar Pride Team (PBIS). • Time to review and analyze discipline referral data. • School website for communication regarding discipline ladder, PBIS, TCIS(Therapeutic Crisis

levels.	Intervention for Schools) , and HOW (Habits of Work) rubric. • Town Hall meetings for Character Trait of the month, student and staff recognition for positive behavior
Describe the professional development activities planned to support the implementation of the actions in this area.	• Cougar Pride Planning (PBIS) over the summer. • HOW introduced and implemented through PD at faculty meetings. • Response to Intervention meetings to share best practices and strategies.

Rating	**Statement of Practice 5.4:** All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.	
☐	**Highly Effective**	a) The school community collaborated to develop and uses a plan that incorporates protocols and processes to communicate the important roles and contributions of all stakeholders in ensuring appropriate supports are provided to all students. b) Across the school community, students, teachers and parents have a voice in the decision-making process for developing their school culture and work together and have active roles in ensuring the school's vision pertaining to social emotional developmental health is achieved. c) The school community has implemented a system for monitoring and responding to student social and emotional developmental health needs, which ensures that adaptive measures are implemented specific to individual student needs when growth is not actualized.
☐	**Effective**	a) The school community has and uses a plan that incorporates protocols and processes to address stakeholders' roles in contributing to how student supports are provided to all groups of students. b) Across the school community, students, teachers and parents work together and have an active role in ensuring the school's vision pertaining to student social and emotional developmental health is achieved. c) The school community has implemented a system for monitoring and responding to student social and developmental health needs, which is used to support teachers as they address student needs.
X	**Developing**	a) The school community is developing protocols and processes for stakeholders to discuss their role in providing appropriate student supports for all groups of students. b) Across the school community students, teachers and parents inconsistently contribute towards ensuring the school's vision pertaining to student social and emotional developmental health is achieved. c) The school community is developing a system for monitoring and responding to student social and emotional developmental health needs.
☐	**Ineffective**	a) The school community has no protocols and processes in place to identify stakeholders' roles, or the protocols and processes that exist are not aligned to student supports. b) Across the school community, students, teachers and parents do not understand or act on their role in ensuring the school's vision pertaining to student social and emotional developmental health is achieved. c) The school community has not prioritized the development of a system to monitor and respond to student social and emotional developmental health needs.
Please indicate the evidence used to determine the rating. *Check all that apply.*	X Classroom Observations – # Visited: __20___ X Interviews with Students – #: __36____ Interviews with Support Staff – #: _____ X Interviews with Teachers – #: __8___ X Interviews with Parents/Guardians – #: __6 X Other: Collaboration w District Level Lap Team	☐ Documents Reviewed: Student discipline data, IEPs for students with disabilities, RtI procedures and protocols, District and building vision and mission statements, District Strategic plan, School Improvement Plan

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

Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	• Continued implementation of Response to Intervention process. • Continue implementing discipline ladder for consistency with student management. • Continue implementation of TCIS (Therapeutic Crisis Intervention for Schools) , including follow-up refresher courses with a TCIS trainer. • Periodic review of discipline referral data. • Homeroom period for check-in and connection with students at the beginning and end of the day. • HOW (Habits of Work) rubric for performance expectations around quality work, collaboration, and participation in class. Students are grouped for interventions based on data from the HOW reports. HOW data is also used for eligibility for school events and extracurricular activities. • Include questions around student management and social/emotional development in the parent, staff, and student surveys that will be part of the school improvement plan process. • PBIS team will continue to meet monthly; add parent & student to PBIS team, if possible. • PBIS coaches will attend coach's roundtables.

Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	• Cougar Pride Team (PBIS). • Time to review and analyze discipline referral data. • School website for communication regarding discipline ladder, PBIS, TCIS (Therapeutic Crisis Intervention for Schools), and HOW (Habits of Work) rubric. • Town Hall meetings for Character Trait of the month, student and staff recognition for positive behavior.
Describe the professional development activities planned to support the implementation of the actions in this area.	• Cougar Pride Planning (PBIS) over the summer. • HOW introduced and implemented through professional development at faculty meetings. • Response to Interventionmeetings to share best practices and strategies.

Rating	**Statement of Practice 5.5:** The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	
☐	**Highly Effective**	a) The school leader, in collaboration with stakeholders, has a plan with systems and structures (time, space and resources) for how to collect, analyze, and use a wide variety of data to address student social and emotional developmental health needs. b) The school community uses a strategic plan based on data to deliver and monitor timely services and supports to students.
X	**Effective**	a) The school leader, in collaboration with student support staff, has a plan with structures (time, space and resources) to use data to address student academic and social emotional developmental health needs. b) The school community uses a plan based on data to deliver services and supports to students.
☐	**Developing**	a) The school leader and the support staff are developing a plan for teachers to begin to understand how to use data to address student social and emotional developmental health needs. b) The school community collects data and is developing a plan to address ways to use the data to support students.
☐	**Ineffective**	a) The school has no specific plan for how to use data to address student social emotional developmental health needs. b) The school community has not prioritized the need for using data to support students.
Please indicate the evidence used to determine the rating. *Check all that apply.*	X Classroom Observations – # Visited: __20___ X Interviews with Students – #: _36____ Interviews with Support Staff – #: _____ X Interviews with Teachers – #: __8___ X Interviews with Parents/Guardians – #: __6 X Other: Collaboration w District Level Lap Team	☐ Documents Reviewed: Student discipline data, IEPs for students with disabilities, RtI procedures and protocols, District and building vision and mission statements, District Strategic plan, School Improvement Plan
If the SOP rating is **Effective**, **Developing** or **Ineffective**, please provide a response in the areas below.		
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	• Continue implementation of Response to Intervention process • Continue review of discipline referral data. • Continue HOW (habits of work) data review and grouping of students for intervention.	
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	• Response to Intervention Team • Cougar Pride Team (PBIS) • School Counseling and mental health staff	
Describe the professional development activities planned to support the implementation of the actions in this area.	• TCIS (therapeutic Crisis Intervention for Schools) initial and refresher training. • Professional development for paraprofessionals around fostering independence, conflict cycle, and supporting challenging behaviors.	

Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.		
Rating	**Statement of Practice 6.2:** The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	
☐	**Highly Effective**	a) The school leader, in collaboration with the staff, ensures that staff members are knowledgeable about the school's priority and plan for students to graduate from high school and complete postsecondary education (college, CTE) with advanced competence, and school staff regularly communicate this priority to students, parents, and community leaders in ways that are appropriate for the grade level of the students. b) The school community implements proactively the plan to create diverse and meaningful opportunities for engaging students, families, and community stakeholders in the conversation regarding high expectations for student academic achievement and uses multiple points of entry to provide tips and tools focused on student learning and development. c) The school leader and community review and assess routinely how parents respond to the efforts to build family-school partnerships to foster high expectations for student academic achievement and make timely adjustments if strategies are not working.
X	**Effective**	a) The school leader makes it a school-wide priority for all students and their families to be aware of the school-wide expectations and plan pertaining to graduating from the school and provides age appropriate information about college and postsecondary CTE programs to students and their families. b) The school community implements the plan to foster conversations with students and families regarding high expectations for student academic achievement and provides tips and tools focused on student learning and development. c) The school staff reviews and assesses how parents respond to the efforts to build family-school relationships and makes periodic adjustments to those efforts if strategies are not working.
☐	**Developing**	a) Most of the school staff members are knowledgeable about the expectations for student academic achievement, or the school leader is developing a plan to communicate the expectations to students and families. b) The school community is beginning to use a plan to encourage students and families to learn about the expectations for student academic achievement, or a limited number of staff members are having these conversations with students and families. c) The school staff is working to adjust their efforts to build family-school relationships, or only some staff regularly review and adjust their efforts to building relationships to foster high expectations for student academic achievement.
☐	**Ineffective**	a) The school leader has not prioritized communicating high expectations for student academic achievement, and there is little or no evidence that staff communicates these expectations to students and families. b) The school community does not promote or engage students and families in conversations regarding student academic expectations. c) The school staff is neither examining nor adjusting the school's efforts to build relationships with students and families to foster high expectations for student academic achievement.
Please indicate the evidence used to determine the rating. *Check all that apply.*	X Classroom Observations – # Visited: __20___ X Interviews with Students – #: _36____ Interviews with Support Staff – #: _____ X Interviews with Teachers – #: __8___ X Interviews with Parents/Guardians – #: __6 X Other: Collaboration w District Level Lap Team	☐ Documents Reviewed: Student discipline data, IEPs for students with disabilities, RtI procedures and protocols, District and building vision and mission statements, District Strategic plan, School Improvement Plan
If the SOP rating is **Effective**, **Developing** or **Ineffective**, please provide a response in the areas below.		
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	• Plan and implement 2 community math nights and 2 community ELA nights to communicate with parents and other family members about supporting literacy and math concepts and skills. • Continue to utilize the building website and building newsletter to communicate with families and the community regarding school news. • Continue to use positive referrals followed by parent "good news" phone calls. • Conduct a survey of parents & community members in the spring as an avenue for monitoring their perception of communication. • Case managers of students with disabilities will make contact with families at least 2 times each semester with a positive message.	
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance	• District web page • Time for community nights and to make phone calls • Building newsletter • Mailing of the survey	

levels.	
Describe the professional development activities planned to support the implementation of the actions in this area.	• NO PD needed for this area

Rating	**Statement of Practice 6.3:** The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	
☐	**Highly Effective**	a) The school has a comprehensive plan to use multiple, interactive communication tools to provide families regular opportunities for purposeful, strategic, and authentic dialogue about school and student issues and concerns. b) The school staff has a shared commitment to use consistently the plan for communicating with parents and stakeholders (i.e., translating all documents in multiple languages and communicating in variety of ways) to ensure that they clearly understand the school's priorities concerning student progress, achievement, and needs. c) The school staff regularly monitors the effectiveness of their communication to and solicitations of family feedback in all languages concerning student achievement, needs, issues, and concerns using multiple interactive communication tools and makes revisions to the plan when necessary.
☐	**Effective**	a) The school staff has a plan to use multiple tools to communicate with families about school and student issues and concerns. b) The school staff uses a plan to communicate with parents (i.e., translating all documents in multiple languages and communicating in a variety of ways) concerning student progress, achievement, and needs. c) The school staff monitors the effectiveness of its communication in all languages and responds to family feedback concerning issues and concerns.
X	**Developing**	a) The school is creating a plan for communicating with families about school and student issues and concerns in pertinent languages, or the school communicates with families about school and student issues and concerns using the most prevalent languages. b) The school staff is developing a mechanism for sending documents to families in their native languages, or the school staff translates select documents into languages they identify as prevalent. c) The school is beginning to have conversations about the effectiveness of its strategies for communicating with parents.
☐	**Ineffective**	a) The school communicates with families about school and student issues and concerns without considering translation needs. b) The school staff does not send translations of documents to families. c) The school does not reflect on its strategies for communicating with parents.
Please indicate the evidence used to determine the rating. *Check all that apply.*	X Classroom Observations – # Visited: __20___ X Interviews with Students – #: _36____ Interviews with Support Staff – #: _____ X Interviews with Teachers – #: __8___ X Interviews with Parents/Guardians – #: __6 X Other: Collaboration w District Level Lap Team	☐ Documents Reviewed: Student discipline data, IEPs for students with disabilities, RtI procedures and protocols, District and building vision and mission statements, District Strategic plan, School Improvement Plan

If the SOP rating is **Effective**, **Developing** or **Ineffective**, please provide a response in the areas below.	
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	• Plan and implement 2 community math nights and 2 community ELA nights to communicate with parents and other family members. • Continue to utilize the building website and building newsletter to communicate with families and the community regarding school news. • Continue to use positive referrals followed by parent "good news" phone calls. • Conduct a survey of parents in the spring as an avenue for monitoring their perception of communication. • Case managers of students with disabilities will make contact with families at least 2 times each quarter with a positive message. • Utilize the parent phone call protocol for positive parent communication. • Utilize translator to ensure that communications are delivered in appropriate languages to maximize communication.
Describe the district resources to be used to implement the actions in this area to improve the identified	• District web page • Time for community nights and to make phone calls • Building newsletter

subgroup(s) student performance levels.	• Mailing of the survey
Describe the professional development activities planned to support the implementation of the actions in this area.	• No PD needed for this area.

Rating	**Statement of Practice 6.4:** The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	
☐	**Highly Effective**	a) The school leader, in collaboration with pertinent school staff and community agency partners, has developed a plan to ensure that all staff members understand how to create and sustain high levels of family engagement by teaching all parents ways to support student learning and growth. b) After consulting teachers, student support professionals, and representative parents, the school leader provides professional development to all school staff on how to actively seek and sustain partnerships with families and community organizations that are linked to the school's plan for engaging parents to support student success.
☐	**Effective**	a) The school leader, in collaboration with pertinent school staff and community agency partners, has developed a plan to ensure that classroom teachers and guidance staff understand how to create and sustain family engagement by teaching a group of parents, representative of student demographics, ways to support student learning and growth. b) The school provides professional development to school staff on how to actively seek and sustain partnerships with families and community organizations that are linked to the school's plan for engaging parents to support student success.
X	**Developing**	a) The school leader is in the process of developing a plan to teach parents ways to support student learning and growth. b) The school is in the process of implementing a plan to provide professional development to school staff on how to develop partnerships with families and/or the community, or the staff is not fully implementing the strategies in the school's plan.
☐	**Ineffective**	a) The school leader is not working on a plan to teach parents ways to support student learning and growth. b) The school does not provide professional development for staff concerning developing partnerships with families and/or the community.
Please indicate the evidence used to determine the rating. *Check all that apply.*	X Classroom Observations – # Visited: __20___ X Interviews with Students – #: _36____ Interviews with Support Staff – #: _____ X Interviews with Teachers – #: __8___ X Interviews with Parents/Guardians – #: __6 X Other: Collaboration w District Level Lap Team	☐ Documents Reviewed: Student discipline data, IEPs for students with disabilities, RtI procedures and protocols, District and building vision and mission statements, District Strategic plan, School Improvement Plan
If the SOP rating is **Effective**, **Developing** or **Ineffective**, please provide a response in the areas below.		
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	• Plan and implement 2 community math nights and 2 community ELA nights to communicate with parents and other family members. • Continue to utilize the building website and building newsletter to communicate with families and the community regarding school news. • Continue to use positive referrals followed by parent "good news" phone calls. • Conduct a survey of parents in the spring as an avenue for monitoring their perception of communication. • Case managers of students with disabilities will make contact with families at least 2 times each quarter with a positive message. • Utilize the parent phone call protocol for positive parent communication.	
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	• District web page • Time for community nights and to make phone calls • Building newsletter • Mailing of the survey	
Describe the professional development activities planned to support the implementation of the actions in this area.	• No PD needed for this area.	

Rating	**Statement of Practice 6.5:** The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	
☐	**Highly Effective**	a) School leaders, data specialists, student support professionals, program coordinators, and community agencies share data and integrate data systems in order to identify family needs and target appropriate support strategies. b) The entire school community ensures that student data is shared in a way that families can understand a child's learning needs and successes, proactively advocate for their children, and partner with the school to provide appropriate student support.
☐	**Effective**	a) School leaders, data specialists, student support professionals, and program coordinators use data to identify family needs and target strategies to address them. b) The school community ensures that student data is shared in a way in which families can understand student learning needs and successes and are encouraged to advocate for student support.
X	**Developing**	a) The school staff recognizes that there is a need to share and integrate data systems to identify family needs, and a plan is being developed to do so, or the school staff uses data but is not working with the school's partnerships to share and respond to data pertaining to family needs. b) The school community inconsistently shares data regarding student learning needs and success that families can access and understand.
☐	**Ineffective**	a) There is no evidence that school leaders, data specialists, student support professionals, and program coordinators have prioritized or recognized the need to share and integrate data systems. b) The school community does not share data with parents in ways they can understand.
Please indicate the evidence used to determine the rating. *Check all that apply.*	X Classroom Observations – # Visited: __20___ X Interviews with Students – #: _36____ Interviews with Support Staff – #: _____ X Interviews with Teachers – #: __8___ X Interviews with Parents/Guardians – #: __6 X Other: Collaboration w District Level Lap Team	☐ Documents Reviewed: Student discipline data, IEPs for students with disabilities, RtI procedures and protocols, District and building vision and mission statements, District Strategic plan, School Improvement Plan
If the SOP rating is **Effective**, **Developing** or **Ineffective**, please provide a response in the areas below.		
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	• Plan and implement 2 community math nights and 2 community ELA nights to communicate with parents and other family members. • Continue to utilize the building website and building newsletter to communicate with families and the community regarding school news. • Continue to use positive referrals followed by parent "good news" phone calls. • Conduct a survey of parents in the spring as an avenue for monitoring their perception of communication. • Case managers of students with disabilities will make contact with families at least 2 times each quarter with a positive message. • Share achievement data at fall open house. • Include a link for data on the school web site.	
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	• District web page • Time for community nights and to make phone calls • Building newsletter • Mailing of the survey	
Describe the professional development activities planned to support the implementation of the actions in this area.	• No PD needed for this area.	

Describe the process used to develop this plan pursuant to CR100.11.
September 9, 2014-LAP meeting between Kathy Goolden, Director of Special Education and Hank Hann, Interim Superintendent September 10, 2014-LAP meeting at BOCES attended by district-level LAP team members, Kathy Goolden, Megan Paliotti, Melissa Phelps, Melanie Stevenson. September 15, 2014-meeting with Mark Mathews and Kristin DeFeo (Middle School principal and assistant principal) to update them on initial LAP meeting at BOCES. September 15, 2014-meeting between Kathy Goolden and Hank Hann-update on BOCES LAP meeting and discuss tentative LAP process. September 17, 2014-meeting of district-level LAP members-planning. September 18, 2014- meeting of district-level LAP members-planning. September 19, 2014-development of surveys for gathering information for LAP. September 22, 2014-meeting of district-level LAP team to review middle school data. September 22-26, 2014-conduct interviews with various stakeholder groups, e.g. parents of students with disabilities, students with disabilities, teachers, etc. September 22-October 3, 2014-classroom visits by district-level LAP team to gather information. October 2, 2014-review of all data from classroom visits and interviews. October 6, 2014-meeting of district-level LAP team to score rubric. October 7, 2014- meeting of district-level LAP team to score rubric. October 10, 2014-meeting of district-level LAP team-finish scoring rubric, begin development of action plan. October 14, 2014- meeting of district-level LAP team- development of action plan. October 15, 2014- meeting of district-level LAP team- development of action plan. October 16, 2014- meeting of district-level LAP team- development of action plan. October 21, 2014- meeting of district-level LAP team- development of action plan. October 22, 2014- meeting of district-level LAP team- development of action plan.

October 23, 2014- meeting of district-level LAP team- development of action plan.

October 29, 2014- meeting of district-level LAP team- development of action plan.

November 3, 2014-Kathy Goolden & Melanie Stevenson reviewed LAP action plan with Tammy Jones from BOCES.

November 3, 2014-Kathy Goolden presented LAP action plan to Curriculum Council for feedback.

November 7, 2014-meeting between Kathy Goolden and Hank Hann to review LAP action plan.

November 12, 2014-rubric and action plan submitted to the Board of Education for approval.

November 18, 2014-LAP action plan presentation to the Board of Education.

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

Leavenworth Middle School - School Improvement Plan

District Vision:

The educational community of the North Rose-Wolcott Central School District believes that our students will learn and achieve at or above commencement level and have the tools necessary to fulfill their own personal goals and dreams.

To achieve this vision, Leavenworth Middle School has created the following plan which addressed the district goals and priorities and articulates the steps each building will take to achieve those goals and priorities.

District Goal #1: Student Achievement

All North Rose-Wolcott students will demonstrate improved student achievement and increased college, career, and community readiness.

This plan will address the following:
-Effective Core Instruction
-Response to Intervention: 3-tier system, research-based strategies, progress monitoring
-Setting clear instructional outcomes (Learning Targets) that are aligned with standards
-Formative Assessment (Checking for Understanding) that drives instruction (DDI)
-Assessment, grading, and reporting of student progress
-Creation of a safe, positive, and engaging learning environment for all students
-Students achieving proficiency level on district & state assessments
-Achievement gaps that exist with race, gender, and students with disabilities

Our building's current state in this area is as follows: (INSERT DATA/NARRATIVE HERE)

Our student achievement targets at each grade level are: (INSERT TARGETS HERE)

LMS Goal #1: – Students will consistently utilize strategies for assessments for learning such as restating learning targets, tracking progress, analyzing models and determining criteria for success and using focused feedback in order to produce high quality work.

Rationale: Assessment for learning will foster students taking responsibility for their own learning, and seeing themselves as keys to their own success. Students can continually assess and improve the quality of their own work. Current formative assessment data indicates that student work could reflect a significantly higher level of achievement and understanding of content.

Faculty Learning Targets	Structures and Leadership Actions	Support	Data Points/Evidence for Monitoring Progress
1. I can design and consistently help students understand learning targets aligned to Common Core and other standards 2. I can create and utilize a variety of assessments for learning. 3. I can design criteria lists and rubrics that are aligned to the Common Core Standards. 4. I can develop and use measureable learning targets to frame instruction, assessment, and communication about	* Provide non-evaluative coaching on quality learning targets. *Provide non-evaluative coaching on creating and using assessments for learning. *Engage teachers in goal setting, learning, observation and data collection, and reflection. *Deliver PD based around developing assessments for learning. *Organize collaborative planning	* Use the 5-8 ELA curriculum as an exemplar of embedding assessment for learning into daily instruction. *Provide specific examples of student engagement assessment practices. *Facilitate professional learning sessions to increase strategies and to debrief newly attempted assessment for learning practices. *Engage in observation and coaching to support new assessment practices.	Faculty evidence: • Visible learning targets (on board, in discussion, on student work). • Criteria lists and rubrics designed by grade-level teams and supported by instructional coaches will be reviewed at department/team meetings monthly. • Periodic learning walks that focus on the use of learning targets.

student progress in academics. 5. I can teach students to use assessment for learning strategies to close the gap between current performance and intended outcomes. 6. I can teach students to clarify and develop understanding of learning targets. 7. I can teach students to give and receive descriptive feedback that is kind, specific, and helpful. 8. I can facilitate focused revision of student work. 9. I can engage students in self-assessing their progress on learning targets.	sessions to design common assessments across grade levels. *Begin planning a procedure for non-evaluative peer reviews.	*Facilitate PD in regards to assessment for learning. *Identify research/literature appropriate for leadership and whole staff. *Create an observational tool, i.e. "thanks for being on target."	Student evidence: • Student feedback sheets and feedback protocols will be collected and analyzed by the SDMT. • A random sample of completed student writing assignments that includes multiple drafts will be collected and reviewed periodically by the SDMT. • Lead teachers will conduct student interviews through the use of questionnaire to determine if students are engaged in self-assessment related to learning targets.

LMS Goal #2: Students will improve their capacity to read complex text, answer text-dependent questions, and write using evidence through the implementation of the 5-8 ELA Curriculum and literacy skill development in Social Studies, Science, Science, and all content areas.

Rationale: Student's ability to read complete text, answer text-dependent questions and write using evidence is an essential skill identified in the Common Core State Standards and the implementation of the 5-8 ELA modules provides an effective vehicle for developing this skill.

Faculty Learning Targets	**Structures and Leadership Actions**	**Support**	**Data Points/Evidence for Monitoring Progress**
I can systematically provide instruction that promotes students ability to read complex text. This systematic instruction includes components of Explicit Direct Instruction, John Hollingsworth. • I can draw from a variety of strategies that build my students' capacity to read complex text, answer text-dependent questions, and write using evidence. • I can implement the 5-8 ELA Curriculum. • I can track student growth relative to the reading of complex text. • I can monitor and adjust my practice based on assessment data and coaching feedback.	• Procure necessary materials for the successful implementation of the 5-8 curriculum. • Work with individual teachers in the area of curriculum implementation and teaching students to read complex text. • Systematically collect common assessment data that targets the reading of complex text and provide user-friendly feedback to teachers.	• Facilitate grade level learning sessions to increase strategies and to debrief newly attempted complex text reading strategies. • Lead teacher support of individual teachers in the area of teaching students to read complex text. • Provide feedback that targets student reading of complex text. • Create an informal observational tool to be used during learning walks.	Faculty Evidence: • Teachers indicate that they have the necessary materials for the successful implementation of the 5-8 ELA and Math Curriculum modules. • Learning Target Review with grade level teams indicates that sufficient attention has been given to the reading of complex text. • Observation Data indicates that the 5-8 ELA Curriculum is being implemented with fidelity and systematic attention is being give to the reading of complex text. • Students are reading complex text in Social Studies, Science and all content areas. Student Evidence:

			• Formative assessment data indicates that students are becoming increasingly more proficient reading complex text. • NYS assessment results indicate that increasing numbers of students in grades 5-8 demonstrate proficiency in reading complex text. • Writing Class/Support (5/6)

District Goal #2: Student Management

Our goal at North Rose-Wolcott is for students to exhibit the following character traits in all settings: Be Safe, Be Kind, Be Respectful, Be Responsible.

This plan will addresses the following:
-Response to Intervention: system, research-based strategies, progress monitoring of student behaviors
-explicit instruction for students and staff regarding expected student behaviors as part of PBIS
-gaps with regard to race, gender, students with disabilities
-increased communication with parents by the teacher regarding their student's behavior in school (positive communication included)

Our building's current state in this area is as follows: (INSERT DATA/NARRATIVE HERE)

e.g. Currently, 80% of student discipline referrals come from the cafeteria. We have PBIS matrix posted in the cafeteria and staff review and reinforce these on a regular basis….etc, etc.

Our student management targets at each grade level are: (INSERT TARGETS HERE)

e.g. Reduce the number of office referrals from the cafeteria by 20%

LMS Goal #3: Students and adults will engage in a school climate that is characterized by responsibility for academic and social choices, an expectation of excellence and safety for themselves and others, and respect for one another and the overall academic environment.

Rationale: Students will be provided direct and clear instruction on the updated school wide behavioral expectations, which were developed by the PBIS committee during the previous school year. Through the use of specific systems and meaningful data analysis, the staff at LMS will work collaboratively to make informed decisions that will support them in fostering a safe and positive learning environment. Current Office Disciplinary Referral (ODR) and Suspension data indicates that there is a need for these types of systems to improve student engagement and achievement.

Faculty Learning Targets	Structures and Leadership Actions	Support	Data Points/Evidence for Monitoring Progress
1. I can promote and foster a school climate characterized by the school wide behavioral expectations HOW and RRSK. 2. I can hold myself and my colleagues responsible for maintaining our agreed upon Staff Norms. 3. I can consistently revisit character traits that students are expected to develop during class periods and	• Support the development and implementation of Staff Norms. With input from all staff, establish and maintain a school wide discipline/behavior expectation plan. • Provide PD for staff on the new systems, with a focus on consistency across the building. • Provide staff with exemplar plans	• Support the development and use of Staff Norms. • Support planning and provide feedback, specifically, related to character development. • Focused PD on promoting a positive school climate and character development. • Suggest and provide resources	Faculty Evidence: • Documented discipline and behavioral expectations plan. • Classroom walkthrough rubrics. • Peer observation data. • Staff survey data.

homeroom. 4. I can articulate and hold students accountable for the school wide. 5. I can articulate and hold students accountable for the school wide behavioral expectations and follow the school wide discipline plan (TBD). 6. I can provide opportunities for stakeholders to engage in school wide transitions that promote positive character traits and development. 7. I can plan opportunities for explicit teacher of character development, communication skills, conflict resolution, and problem solving skills to students. 8. I can support the development and use of Town Hall meetings. 9. I can begin to develop school-wide Community Meetings.	to be used for explicitly teaching the expectations and systems. • Allocate money in the budget for resources to support the new systems (posters, events, etc.) • With input from staff, create classroom walk-through rubric, specifically focused on student behavior and character development portions of the APPR rubrics. • Communicate new systems and expectations to all necessary stakeholders, including students, families, teaching and support staff, and transportation staff. • Obtain feedback from stakeholders through the use of surveys.	for teaching and reinforcing character development. • Classroom observations and feedback. • Parent/Community education. (Website/Newsletters/Open House/Parent Nights)	• Professional Development logs. • Student evidence. • ODR and OSS data. • Community event attendance logs. • Student/family survey data. • Faculty Survey.

<u>District Goal #3: Parent & Community Partnerships</u>

At North Rose-Wolcott, we will foster partnerships for learning that build communication and understanding within the school district and community.

This plan will address the following:

-increased communication with parents regarding their student's progress toward learning standards, behavior in school (positive included), understanding the Common Core Learning Standards, how to support their student with homework
-increased communication and interaction with community members, area businesses to establish relevance and context for student learning and increase student college, career, and community awareness
-increased sharing of student, staff, and district accomplishments and achievements with local area media and social media
-use of shared decision-making teams and processes

Our building's current state in this area is as follows: (INSERT DATA/NARRATIVE HERE)

Objective #1:

Faculty Learning Targets	Structures and Leadership Actions	Support	Data Points/Evidence for Monitoring Progress

District Goal #4: Organizational & Professional Growth

Our goal is to have a highly qualified and collaborative staff that is committed to continuous improvement and collaboration. We accomplish this goal through effective and collaborative school leadership.

This plan will address the following:

-professional development cycle (plan, act, reflect, share) for all staff members
-school organization
    -vertical team, grade level, content area work
    -program development (e.g. work-based learning, UPK)
-APPR implementation
    -staff supervision
    -administrator supervision
Our building's current state in this area is as follows: (INSERT DATA/NARRATIVE HERE)

District Goal #5: School Operations

NRW will provide school and district staff with the resources required for highly effective job performance. These resources include: facilities, equipment, materials, and support services.

This plan will address the following:

-provision of a high-quality instructional program, while continuing to be fiscally responsible
-clear administrative guidelines for district procedures and protocols
-grade level configuration

Our building's current state in this area is as follows: (INSERT DATA/NARRATIVE HERE)

Objective #1:

Faculty Learning Targets	Structures and Leadership Actions	Support	Data Points/Evidence for Monitoring Progress