

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



<b>Name of Principal:</b>	Adam Rundell
<b>Name/Number of School:</b>	South Seneca Elementary School
<b>School Address:</b>	8326 Main St. Interlaken, NY 14847
<b>School Telephone Number:</b>	607-869-9636
<b>Principal's Direct Phone Number:</b>	607-869-9636 x 4154
<b>Principal's E-Mail:</b>	<a href="mailto:arundell@southseneca.org">arundell@southseneca.org</a>
<b>District Telephone Number:</b>	607-869-9636
<b>Superintendent's Direct Phone Number:</b>	607-869-9636 x 4147
<b>Superintendent's E-Mail:</b>	<a href="mailto:szielinski@southseneca.org">szielinski@southseneca.org</a>
<b>Reason for LAP Designation:</b>	Economically Disadvantaged
<b>Website Link for Published Report:</b>	<a href="http://www.southseneca.org">www.southseneca.org</a>

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

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

## Completing This Form

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

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

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

<b>School Information Sheet</b>											
Grade Configuration	K-5	Total Enrollment	302	Title 1 Population (88)	29%	Attendance Rate	95.3%				
Free Lunch 143	47%	Reduced Lunch-32	11%	Student Sustainability	88%	Limited English Proficient	0%	Students with Disabilities	20%		
<b>Types and Number of English Language Learner Classes</b>											
#Transitional Bilingual	0	#Dual Language	0	#Self-Contained English as a Second Language			0				
<b>Types and Number of Special Education Classes</b>											
#Special Classes	1	#Consultant Teaching		4	#Integrated Collaborative Teaching			2			
# Resource Room	0										
<b>Types and Number Special Classes</b>											
#Visual Arts	0	#Music	0	#Drama	0	# Foreign Language	0	# Dance	0	CTE	0
<b>Racial/Ethnic Origin</b>											
American Indian or Alaska Native	0%	Black or African American	<1%	Hispanic or Latino	3%	Asian or Native Hawaiian/Other Pacific Islander	1%	White	95%	Multi-racial	<1%
<b>Personnel</b>											
Years Principal Assigned to School	1		# of Assistant Principals	0	# of Deans	.5	# of Counselors / Social Workers		1		
% of Teachers with No Valid Teaching Certificate	0		% Teaching Out of Certification	0	% Teaching with Fewer Than 3 Yrs. of Exp. 1		3%	Average Teacher Absences	8%		
<b>Overall Accountability Status</b>											
ELA Performance at levels 3 & 4	17%		Mathematics Performance at levels 3 & 4	20%		Science Performance at levels 3 & 4	81%		4 Year Graduation Rate (HS Only)	N/A	
<b>Credit Accumulation (High School Only)</b>											
% of 1 <sup>st</sup> yr. students who earned 10+ credits	N/A		% of 2 <sup>nd</sup> yr. students who earned 10+ credits	N/A		% of 3 <sup>rd</sup> yr. students who earned 10+ credits	N/A		6 Year Graduation Rate	N/A	
<b>Reason for LAP (Indicate under the Category)</b>											
Achievement Gap (AG), Cut Point (CP), and/or Did Not Meet Adequate Yearly Progress (AYP)											
ELA	Mathematics	Science	Graduation Rate	Subgroup							
				American Indian or Alaska Native							
				Hispanic or Latino							
				White							
				Students with Disabilities							
X	X			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).

<input type="checkbox"/>	<b>Highly Effective</b>	<p>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.</p> <p>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.</p> <p>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.</p>
<input type="checkbox"/>	<b>Effective</b>	<p>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.</p> <p>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.</p> <p>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.</p>
X	<b>Developing</b>	<p>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.</p> <p>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.</p> <p>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.</p>
<input type="checkbox"/>	<b>Ineffective</b>	<p>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.</p> <p>b) The school leader has not developed a data-driven mission that is connected to the long-term vision.</p> <p>c) The school leader has not developed SMART goals or the current goals are not aligned to the long-term vision.</p>

<p>Please indicate the evidence used to determine the rating. <i>Check all that apply.</i></p>	<p>X Classroom Observations – # Visited: <u>  22  </u></p> <p>X Interviews with Students – #: <u>  39  </u></p> <p>X Interviews with Support Staff – #: <u>  4  </u></p> <p>X Interviews with Teachers – #: <u>  4  </u></p> <p>X Interviews with Parents/Guardians – #: <u>  5  </u></p> <p><input type="checkbox"/> Other: _____</p>	<p>X Documents Reviewed:</p> <table border="1" style="width: 100%;"> <tr> <td>                 Instructional Support Team: Response To Intervention Model; IST meeting notes; Standards-Based report cards; Professional Development Plan; District Mission Statement; Board Goals             </td> </tr> </table>	Instructional Support Team: Response To Intervention Model; IST meeting notes; Standards-Based report cards; Professional Development Plan; District Mission Statement; Board Goals
Instructional Support Team: Response To Intervention Model; IST meeting notes; Standards-Based report cards; Professional Development Plan; District Mission Statement; Board Goals			

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

<p>Actions in this area to be taken to improve the identified subgroup(s) student performance levels.</p>	<p>Continue to communicate importance of basing decisions/actions on our mission statement.</p> <p>Addition of daily Skills Group Time – 45-60 minutes every day for AIS/RTI services</p> <p>Improve communication from Skills Groups/RTI Committee to all stakeholders</p> <p>Continue work to improve upon new K-5 Standards-Based Report cards.</p> <p>Departmentalize grades 3-5 to create expert teachers</p>
<p>Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.</p>	<p>Bi-monthly faculty meeting time</p> <p>Teacher workshops/Superintendent's Days</p> <p>Common Planning time per grade levels and special area teachers</p> <p>Skills Groups/RTI Committee meetings every 5 weeks to analyze student data to base decisions</p> <p>Administrative Team Meeting</p> <p>Instructional Support Team- meetings 2days/week for students with academic/behavioral concerns</p>
<p>Describe the professional development activities planned to</p>	<p>Parents/Community members- Open House informational session: Skills Groups, departments, standards-based grading report cards;</p>

support the implementation of the actions in this area.	Teacher Leaders- Literacy and Math teachers attend network workshops at TST BOCES and turnkey information during faculty meetings, common planning time. Vertical conversations/alignment during faculty meeting time/teacher workshops Peer observations
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Rating	Statement of Practice 2.3: Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	
<input type="checkbox"/>	<b>Highly Effective</b>	<p>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.</p> <p>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.</p> <p>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.</p>
X	<b>Effective</b>	<p>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.</p> <p>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.</p> <p>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.</p>
<input type="checkbox"/>	<b>Developing</b>	<p>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.</p> <p>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.</p> <p>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.</p>
<input type="checkbox"/>	<b>Ineffective</b>	<p>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.</p> <p>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.</p> <p>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.</p>

Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>	X Classroom Observations – # Visited: <u>  22  </u> 39 Interviews with Students – #: <u>  39  </u> X Interviews with Support Staff – #: <u>  4  </u> X Interviews with Teachers – #: <u>  4  </u> X Interviews with Parents/Guardians – #: <u>  5  </u> <input type="checkbox"/> Other: _____	X Documents Reviewed: Instructional Support Team: Response to Intervention Model; Professional Development Plan; Standards-Based Report Cards; STAR student data
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**If the SOP rating is Effective, Developing or Ineffective, please provide a response in the areas below.**

Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	Collaboration with Francisco Rackers Center to create a "Family Navigator" position within the school district; Analyzes student needs to formulate Skills Group resulting in additional educational programming and training – System 44, Read 180, STAR Early Literacy, Reading and Math; Awarded Primary Project grant with the creation of a Child Associate to help improve social, emotional issues with students K-3- had to provide sustainability plan beyond life of grant. Weekly administrative team meetings discussing student, building and district needs; Broad searches for qualified candidates and staff members involved in hiring committees when vacant positions become available
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Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Weekly administrative team meetings; Creation of Primary Project team consisting of building principal, school psychologist, administrative intern and child associate; District mission statement, Professional Development Plan; district budget; grant funds;
Describe the professional development activities planned to support the implementation of the actions in this area.	Faculty/Teacher workshop time: Inform staff about partnerships/programs- Family Navigator, Primary Project; Renaissance Place webinars- STAR Math; Skills Groups/RTI Committee meet every 5 weeks to analyze student data and program effectiveness.

<b>Rating</b>	<b>Statement of Practice 2.4:</b> 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.
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X	<b>Highly Effective</b>	<p>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.</p> <p>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.</p> <p>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.</p>
<input type="checkbox"/>	<b>Effective</b>	<p>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.</p> <p>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.</p> <p>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.</p>
<input type="checkbox"/>	<b>Developing</b>	<p>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.</p> <p>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.</p> <p>c) The school leader and other school administrators do not consistently use observation data to provide on-going professional development opportunities to staff.</p>
<input type="checkbox"/>	<b>Ineffective</b>	<p>a) The school leader and other school administrators have no formal plan or schedule for frequently observing teaching practices and/or providing feedback.</p> <p>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.</p> <p>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.</p>

Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>	<input type="checkbox"/> Classroom Observations – # Visited: _____ <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input type="checkbox"/> Interviews with Teachers – #: _____ <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input type="checkbox"/> Other: _____	<input type="checkbox"/> 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	<b>Statement of Practice 2.5:</b> 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).	
<input type="checkbox"/>	<b>Highly Effective</b>	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	<b>Effective</b>	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.
<input type="checkbox"/>	<b>Developing</b>	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.
<input type="checkbox"/>	<b>Ineffective</b>	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. <i>Check all that apply.</i>	X Classroom Observations – # Visited: <u>  22  </u> X Interviews with Students – #: <u>  39  </u> X Interviews with Support Staff – #: <u>  4  </u> X Interviews with Teachers – #: <u>  4  </u> X Interviews with Parents/Guardians – #: <u>  5  </u> <input type="checkbox"/> Other: _____	X Documents Reviewed: Instructional Support Team: Response to Intervention Model; Instructional Support Team agendas and minutes; Professional Development Plan; Standards-Based Report Cards; STAR student data;
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**If the SOP rating is Effective, Developing or Ineffective, please provide a response in the areas below.**

Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	Continued support of our Instructional Support Team as initial documented step in RTI process Skills Group/RTI Committee meet every 5 weeks to analyze student data to move students in/out of AIS services based on STAR Early Literacy, Reading and Math, along with NYS CC mid and end of unit module assessments Implementation of the Primary Project (nationally recognized evidence-based program) for students grade K-3 with social, emotional and school adjustment issues. Implementation of Family Navigator to assist with families of students with mental health issues. Standards-Based report cards grades K-5 new this school year (2014-15)
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Instructional Support Team meetings 2 days/week Family Navigator in district 20 hours/week Primary Project implanted November 2014
Describe the professional development activities planned to support the implementation of the actions in this area.	Faculty/Teacher workshop time: Inform staff about partnerships/programs- Family Navigator, Primary Project; information for standards-based report cards; Skills Groups/RTI Committee meets every 5 weeks to analyze student data and program effectiveness. Family Navigator surveys to school stakeholders for preliminary data

**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.

<b>Rating</b>	<b>Statement of Practice 3.2:</b> 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.			
<input type="checkbox"/>	<b>Highly Effective</b>	<p>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.</p> <p>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.</p> <p>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.</p>		
<input type="checkbox"/>	<b>Effective</b>	<p>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.</p> <p>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.</p> <p>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.</p>		
<input checked="" type="checkbox"/>	<b>Developing</b>	<p>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.</p> <p>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.</p> <p>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.</p>		
<input type="checkbox"/>	<b>Ineffective</b>	<p>a) The school leader has no written plan for CCLS and NYS curricula alignment across all areas of study and is not developing one.</p> <p>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.</p> <p>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.</p>		
Please indicate the evidence used to determine the rating. Check all that apply.		<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">                     X Classroom Observations – # Visited: <u>  22  </u>                      X Interviews with Students – #: <u>  39  </u>                      X Interviews with Support Staff – #: <u>  4  </u>                      X Interviews with Teachers – #: <u>  4  </u>                      X Interviews with Parents/Guardians – #: <u>  5  </u>  <input type="checkbox"/> Other: _____                 </td> <td style="width: 50%;"> <input type="checkbox"/> Documents Reviewed:                      NYS ELA and Math modules                      Standards-Based Report Cards                      District Mission Statement                      Professional Development Plan                 </td> </tr> </table>	X Classroom Observations – # Visited: <u>  22  </u> X Interviews with Students – #: <u>  39  </u> X Interviews with Support Staff – #: <u>  4  </u> X Interviews with Teachers – #: <u>  4  </u> X Interviews with Parents/Guardians – #: <u>  5  </u> <input type="checkbox"/> Other: _____	<input type="checkbox"/> Documents Reviewed: NYS ELA and Math modules Standards-Based Report Cards District Mission Statement Professional Development Plan
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If the SOP rating is <b>Effective</b> , <b>Developing</b> or <b>Ineffective</b> , please provide a response in the areas below.				
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	Began implementation of NYS CC ELA modules K-5 in 2013-14. Began implementation of NYS CC Math modules K-5 in 2014-15 Teachers provided with PD time over summer 2014 to unpack Math modules to “make their own” Grade level meetings to discuss adapting ELA and Math modules tailored to student needs. Vertical conversations to create alignment from grade level-grade level Teachers identified essential standards and developed standards-based report cards grades K-5 in 2014-15 Implementation of Skills Group daily grades K-5 for AIS/RTI services			
Describe the district resources to be	Faculty meeting time , Teacher workshops/Superintendent’s Day			



used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Skills Group/RTI Committee meet every 5 weeks to analyze student data Summer 2014 Professional Development opportunities for all elementary teachers BOCES PD opportunities Common planning time
Describe the professional development activities planned to support the implementation of the actions in this area.	Literacy and Math network teacher leaders to turnkey information BOCES specialists in building training sessions working with NYS CC ELA and Math modules Faculty meeting, common planning and teach workshop time for teachers to collaborate Skills Group- informational and work sessions during faculty meetings/teacher workshops

Rating	<b>Statement of Practice 3.3:</b> 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.			
<input type="checkbox"/>	<b>Highly Effective</b>	<p>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.</p> <p>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.</p> <p>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.</p>		
X	<b>Effective</b>	<p>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.</p> <p>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.</p> <p>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.</p>		
<input type="checkbox"/>	<b>Developing</b>	<p>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.</p> <p>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.</p> <p>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.</p>		
<input type="checkbox"/>	<b>Ineffective</b>	<p>a) Teachers do not use formal structures and data to work collaboratively to develop unit and lesson plans.</p> <p>b) Teachers use lesson plans that are not aligned to CCLS.</p> <p>c) Teachers do not monitor and adjust curricula, and there is no plan to begin to do so.</p>		
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>		<table border="1"> <tr> <td> X Classroom Observations – # Visited: <u>  22  </u>  X Interviews with Students – #: <u>  39  </u>  X Interviews with Support Staff – #: <u>  4  </u>  X Interviews with Teachers – #: <u>  4  </u>  X Interviews with Parents/Guardians – #: <u>  5  </u>  <input type="checkbox"/> Other: _____ </td> <td> X Documents Reviewed:  NYS ELA and Math modules  Standards-Based Report Cards  District Mission Statement  Professional Development Plan </td> </tr> </table>	X Classroom Observations – # Visited: <u>  22  </u> X Interviews with Students – #: <u>  39  </u> X Interviews with Support Staff – #: <u>  4  </u> X Interviews with Teachers – #: <u>  4  </u> X Interviews with Parents/Guardians – #: <u>  5  </u> <input type="checkbox"/> Other: _____	X Documents Reviewed: NYS ELA and Math modules Standards-Based Report Cards District Mission Statement Professional Development Plan
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<b>If the SOP rating is <u>Effective</u>, <u>Developing</u> or <u>Ineffective</u>, please provide a response in the areas below.</b>				
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	Began implementation of NYS CC ELA modules K-5 in 2013-14. Began implementation of NYS CC Math modules K-5 in 2014-15 Teachers provided with PD time over summer 2014 to unpack Math modules to “make their own” Grade level meetings to discuss adapting ELA and Math modules tailored to student needs.			
Describe the district resources to be	Faculty meeting time , Teacher workshops/Superintendent’s Day for teachers to collaborate			

used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Summer 2014 Professional Development opportunities for all elementary teachers BOCES PD opportunities Common planning time
Describe the professional development activities planned to support the implementation of the actions in this area.	Literacy and Math network teacher leaders to turnkey information BOCES specialists in building training sessions working with NYS CC ELA and Math modules Common planning time for teachers to collaborate

Rating	<b>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.</b>	
<input type="checkbox"/>	<b>Highly Effective</b>	<p>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.</p> <p>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.</p> <p>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.</p>
<input type="checkbox"/>	<b>Effective</b>	<p>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.</p> <p>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.</p> <p>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.</p>
X	<b>Developing</b>	<p>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.</p> <p>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.</p> <p>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.</p>
<input type="checkbox"/>	<b>Ineffective</b>	<p>a) The school leader and teachers do not have formal partnerships to address interdisciplinary curricula.</p> <p>b) Teachers do not collaborate and discuss ways to deliver interdisciplinary curricula within grades and subjects.</p> <p>c) Teachers have not developed interdisciplinary curricula, or there are no plans or processes for reflecting and revising current curricula.</p>
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>		<p>X Classroom Observations – # Visited: <u>  22  </u></p> <p>X Interviews with Students – #: <u>  39  </u></p> <p>X Interviews with Support Staff – #: <u>  4  </u></p> <p>X Interviews with Teachers – #: <u>  4  </u></p> <p>X Interviews with Parents/Guardians – #: <u>  5  </u></p> <p><input type="checkbox"/> Other: _____</p>
X Documents Reviewed: Professional Development Plan; District Mission Statement; School Board Goals		
<b>If the SOP rating is <u>Effective, Developing or Ineffective</u>, please provide a response in the areas below.</b>		
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	<p>1:1 tablet initiative began implementation in 2014-15 school year</p> <p>All teachers and some support staff provided by school with tablet device</p> <p>5<sup>th</sup> grade teachers are collaborating with special area teachers with shared student academic/behavioral programs on tablets</p> <p>Peer observations will begin in 2014-15 school year</p>	

	<p>Common planning time built into schedule for grade level teachers to collaborate</p> <p>Vertical conversations began in 2013-14 school year and will continue in 2014-15</p> <p>Special area teachers will observe classrooms in 2014-15</p> <p>After school enrichment program implemented October 2014 meets weekly in collaboration with Cornell Cooperative Extension</p> <p>Elementary Shared Decision Making Team monthly meetings to discuss enrichment opportunities</p>
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<p>Faculty meeting time , Teacher workshops/Superintendent's Day</p> <p>Common planning time built into master schedule</p> <p>Elementary Shared Decision Making Team</p> <p>Partnership with Cornell Cooperative Extension</p> <p>Personal tablets for teachers, select staff and 5<sup>th</sup> grade students</p>
Describe the professional development activities planned to support the implementation of the actions in this area.	<p>Training provided to 5<sup>th</sup> grade teachers, technology coordinator, reading teacher and school librarian on google device. These teachers are turn-keying information to staff throughout the school year.</p> <p>Technology PD provided by elementary technology coordinator</p> <p>Vertical conversations during faculty meeting time</p> <p>Grade level collaboration during common planning time</p>

Rating	<b>Statement of Practice 3.5:</b> 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.	
<input type="checkbox"/>	<b>Highly Effective</b>	<p>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.</p> <p>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.</p> <p>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.</p>
<input type="checkbox"/>	<b>Effective</b>	<p>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.</p> <p>b) Teachers use pre-, post-, formative and summative assessment data across all grades and subject areas, ensuring alignment between the curriculum and assessment tools.</p> <p>c) Teachers provide on-going feedback on data to students, supporting student ownership of learning.</p>
X	<b>Developing</b>	<p>a) Teachers are beginning to develop a system to analyze and use data to make curricular decisions.</p> <p>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.</p> <p>c) Teachers are learning to provide feedback based on data to students to address student ownership of learning.</p>
<input type="checkbox"/>	<b>Ineffective</b>	<p>a) Teachers discuss data, but these discussions do not inform curricular decisions.</p> <p>b) Teachers do not use a variety of assessments, or the assessments used are misaligned.</p> <p>c) Teachers do not provide feedback based on data.</p>

Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>	<p>X Classroom Observations – # Visited: <u>  22  </u></p> <p>X Interviews with Students – #: <u>  39  </u></p> <p>X Interviews with Support Staff – #: <u>  4  </u></p> <p>X Interviews with Teachers – #: <u>  4  </u></p> <p>X Interviews with Parents/Guardians – #: <u>  5  </u></p> <p><input type="checkbox"/> Other: _____</p>	<p>X Documents Reviewed:</p> <div style="border: 1px solid black; padding: 5px;"> <p>Instructional Support Team: Response to Intervention Model; NYS ELA and Math CC Modules; STAR Early Literacy, Reading, and Math reports; Standards-Based Report Cards</p> </div>
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<b>If the SOP rating is <u>Effective</u>, <u>Developing</u> or <u>Ineffective</u>, please provide a response in the areas below.</b>	
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	<p>Implementation of Skills Groups requires our teachers to use multiple forms of data for student and curricular decisions.</p> <p>Implementation of K-5 Standards-Based Report Card to align curriculum, instruction and assessment</p> <p>Common grade level assessments now in place for ELA and Math</p> <p>Grades 3-5 teachers beginning to analyze NYS ELA, Math and Science assessment data to align curriculum</p> <p>Using mid and end of unit assessments to design instruction based on individual student needs</p> <p>STAR data and module assessments used by Skills Groups/RTI Committee</p>

	Select teachers will serve on Teaching is the Core grant team to review and align building/district assessments moving forward
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Standards-Based Report Cards Skills Group/RTI Committee NYS ELA and Math CC modules STAR Early Literacy, Reading and Math Teaching is the Core team/BOCES services
Describe the professional development activities planned to support the implementation of the actions in this area.	Teaching is the Core team will meet continuously throughout the school year- the district will provide coverage when necessary. Skills Group- informational and work sessions during faculty meetings/teacher workshops Training has been provided in the past for STAR Early Literacy, Reading and Math Teachers participate in webinars related to STAR Common planning time built into master schedule for grade level teachers to collaborate

**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.	
<input type="checkbox"/>	<b>Highly Effective</b>	a) School and teacher leaders ensure that teachers use daily a transparent, targeted plan that is informed by data (summative, interim, attendance, IEPs, NYSESLAT, etc.) and grade-level and school-wide goals for all groups of students. b) Teacher leaders and coaches ensure that teachers use instructional practices and strategies that are adaptive and aligned to plans for groups of students with a variety of needs and learning styles (including students with disabilities, English language learners and other sub-groups) and provide timely and appropriate instructional interventions and extensions for all students. c) Teacher leaders and coaches ensure that teachers use data to establish short- and long-term goals with learning trajectories for groups of students based on identified and timely needs.
X	<b>Effective</b>	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.
<input type="checkbox"/>	<b>Developing</b>	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.
<input type="checkbox"/>	<b>Ineffective</b>	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. <i>Check all that apply.</i>	X Classroom Observations – # Visited: <u>  22  </u> X Interviews with Students – #: <u>  39  </u> X Interviews with Support Staff – #: <u>  4  </u> X Interviews with Teachers – #: <u>  4  </u> X Interviews with Parents/Guardians – #: <u>  5  </u> <input type="checkbox"/> Other: _____	X Documents Reviewed: NYS CC ELA and Math modules; Instructional Support Team: Response to Intervention Model; Professional Development Plan; District Mission Statement;
<b>If the SOP rating is <u>Effective</u>, <u>Developing</u> or <u>Ineffective</u>, please provide a response in the areas below.</b>		
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	Continued emphasis on our district mission statement that focuses on every student's needs. K-5 curriculum alignment with NYS CC ELA and Math modules Common planning time for grade level teachers Skills Groups- individual and small group plans/instruction during AIS reviewing STAR Early Literacy, Reading and Math data as well as mid and end of unit ELA and Math assessments Increase communication with parents beyond conference time	
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Faculty meeting time, teacher workshop/Superintendent's Days- curricular planning, grade level collaboration/alignment. Parent-teacher conferences NYS CC ELA and Math modules Skills Groups/RTI Committee STAR Early Literacy, Reading and Math data	
Describe the professional development activities planned to support the implementation of the	Grade level collaboration/alignment- summer PD opportunities, common planning time and faculty meetings/teacher workshops Teacher leaders turnkey information	

actions in this area.	Provide collaboration time between grade level teachers and RTI Committee BOCES network team provide on-site training
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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.			
<input type="checkbox"/>	<b>Highly Effective</b>	a) Teachers use instructional practices that are systematic and explicit, based on sequential lesson plans appropriately aligned to CCLS (or content based standards), and reflective of the CCLS SHIFTS to instruct all groups of students. b) Teachers stimulate deep levels of thinking and questioning in students through the use of adaptive CCLS (or content based standards) instructional materials that contain high levels of text and content complexity and multiple strategies to provide a wide variety of ways to engage in learning.		
X	<b>Effective</b>	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.		
<input type="checkbox"/>	<b>Developing</b>	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.		
<input type="checkbox"/>	<b>Ineffective</b>	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. <i>Check all that apply.</i>		<table border="1"> <tr> <td> X Classroom Observations – # Visited: <u>  22  </u>  X Interviews with Students – #: <u>  39  </u>  X Interviews with Support Staff – #: <u>  4  </u>  X Interviews with Teachers – #: <u>  4  </u>  X Interviews with Parents/Guardians – #: <u>  5  </u>  <input type="checkbox"/> Other: _____ </td> <td> X Documents Reviewed:  NYS CC ELA and Math modules; K-5 Standards-Based Report Cards Professional Development Plan; </td> </tr> </table>	X Classroom Observations – # Visited: <u>  22  </u> X Interviews with Students – #: <u>  39  </u> X Interviews with Support Staff – #: <u>  4  </u> X Interviews with Teachers – #: <u>  4  </u> X Interviews with Parents/Guardians – #: <u>  5  </u> <input type="checkbox"/> Other: _____	X Documents Reviewed: NYS CC ELA and Math modules; K-5 Standards-Based Report Cards Professional Development Plan;
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<b>If the SOP rating is <u>Effective, Developing or Ineffective</u>, please provide a response in the areas below.</b>				
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	Continue to work through and increase understanding of the NYS CC ELA and Math modules to be able to make their own, tailor to various student needs/differentiate instruction, and make each lesson meaningful and relevant to students Implement Standards-Based Report Cards grade K-5 in 2014-15 Principal promote/assist in instructional practices through pre/post observation conferences and informal dialogue with teachers.			
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Faculty meetings, teacher workshop/Superintendent days, and common planning time built into master schedule to allow for grade level collaboration and vertical alignment. BOCES network team specialists			
Describe the professional development activities planned to support the implementation of the actions in this area.	Teacher leaders attend Literacy and Math network workshops and turnkey information Provide on-site training by principal and BOCES network team specialists			

Rating	<b>Statement of Practice 4.4:</b> 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.	
<input type="checkbox"/>	<b>Highly Effective</b>	a) Teachers use a program/plan that contributes to positive reinforcements of behaviors by using behavioral expectations that are explicitly taught and promotes an environment in which students are citizens of their class, and there is a common understanding of how one is treated and treats others. b) Teachers work together with students across the school to acknowledge diversity, provide access to learning and social opportunities, and encourage students to have a voice in their educational experience. c) Teachers foster student buy-in and adapt to the changing needs of the student population and collaborate with other teachers to create thoughtful learning environments that incorporate student values and perspectives.
X	<b>Effective</b>	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.
<input type="checkbox"/>	<b>Developing</b>	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.
<input type="checkbox"/>	<b>Ineffective</b>	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. <i>Check all that apply.</i>	X Classroom Observations – # Visited: <u>  22  </u> X Interviews with Students – #: <u>  39  </u> X Interviews with Support Staff – #: <u>  4  </u> X Interviews with Teachers – #: <u>  4  </u> X Interviews with Parents/Guardians – #: <u>  5  </u> <input type="checkbox"/> Other: _____	X Documents Reviewed: NYS CC ELA and Math modules; Instructional Support Team: Response to Intervention Model; Professional Development Plan; District Mission Statement; Second Step Curriculum
<b>If the SOP rating is <u>Effective, Developing or Ineffective</u>, please provide a response in the areas below.</b>		
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	Continue with Second Step Character Education, Falcon Four (Kindness, Safety, Respect, Responsibility) principles. Continue with Student Leaders promoting positive behaviors: peer-mediation, safety patrol Skills time every day to provide individual/small group instruction for AIS services Falcon Four assemblies each marking period recognizing Principal Praise winners (academic/effort and Falcon Four)	
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Second Step Curriculum Falcon Four Stipend supervisor: peer mediation, safety patrol Faculty meeting and teacher workshops to provide training and/or allow time for teacher collaboration Skills Groups time built into master schedule every day	

Describe the professional development activities planned to support the implementation of the actions in this area.	DASA training on-site for staff Training in Second Step curriculum Continuous training/information from Skills Group to teachers/staff throughout school year
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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).	
<input type="checkbox"/>	<b>Highly Effective</b>	a) Teachers use a wide variety of relevant data to create adaptive lesson plans that account for student grouping and determine the appropriate intensity and duration of instruction. b) Teachers use summative and formative assessments, including screening, progress monitoring, interim measures and outcome assessments, to develop highly dynamic and responsive plans based on students' strengths and needs. c) Teachers provide frequent and relevant feedback to students based on the analysis of timely data, and students draw on the feedback so that they can reflect upon and assess their own progress.
X	<b>Effective</b>	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.
<input type="checkbox"/>	<b>Developing</b>	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.
<input type="checkbox"/>	<b>Ineffective</b>	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. <i>Check all that apply.</i>	X Classroom Observations – # Visited: <u>  22  </u> X Interviews with Students – #: <u>  39  </u> X Interviews with Support Staff – #: <u>  4  </u> X Interviews with Teachers – #: <u>  4  </u> X Interviews with Parents/Guardians – #: <u>  5  </u> <input type="checkbox"/> Other: _____	X Documents Reviewed: <div style="border: 1px solid black; padding: 5px; width: fit-content;">             Instructional Support Team: Response to Intervention Model; NYS ELA and Math CC Modules; STAR Early Literacy, Reading, and Math reports; Standards-Based Report Cards           </div>
If the SOP rating is <b>Effective, Developing or Ineffective</b> , please provide a response in the areas below.		
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	Implementation of Skills Groups occurring daily outside of ELA and Math blocks. Provide RTI/AIS services to individuals and small groups based on NYS assessments, STAR Early Literacy, Reading and Math; System 44, SRI testing and Orton-Gillingham programs, as well as NYS CC mid and end of unit assessments in ELA and Math. Skills Group Committee/RTI Committee meet every 5 weeks to analyze student data to determine individual instructional needs	
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	STAR, System 44, SRI and Orton-Gillingham programs and materials Coverage provided for Skills Group/RTI Committee to meet every 5 weeks NYS CC ELA and Math modules Faculty meeting/teacher workshop time	
Describe the professional development activities planned to support the implementation of the actions in this area.	Training provided to instructional support teachers to oversee student support programs Faculty meeting/common planning time and teacher workshop time to allow for teachers to analyze assessments/data and collaborate to determine student needs.	



**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.	
<input type="checkbox"/>	<b>Highly Effective</b>	<p>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.</p> <p>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.</p> <p>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.</p>
X	<b>Effective</b>	<p>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.</p> <p>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.</p> <p>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.</p>
<input type="checkbox"/>	<b>Developing</b>	<p>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.</p> <p>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.</p> <p>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.</p>
<input type="checkbox"/>	<b>Ineffective</b>	<p>a) The school leader has not prioritized the development of an effective system that will allow each student to be known by an adult.</p> <p>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.</p> <p>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.</p>
<p>Please indicate the evidence used to determine the rating. <i>Check all that apply.</i></p>		<p>X Classroom Observations – # Visited: <u>  22  </u></p> <p>X Interviews with Students – #: <u>  39  </u></p> <p>X Interviews with Support Staff – #: <u>  4  </u></p> <p>X Interviews with Teachers – #: <u>  4  </u></p> <p>X Interviews with Parents/Guardians – #: <u>  5  </u></p> <p><input type="checkbox"/> Other: _____</p> <p>X Documents Reviewed:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>Instructional Support Team: Response To Intervention Model; IST and COST meeting minutes; Primary Project training materials</p> </div>
<b>If the SOP rating is <u>Effective</u>, <u>Developing</u> or <u>Ineffective</u>, please provide a response in the areas below.</b>		
<p>Actions in this area to be taken to improve the identified subgroup(s) student performance levels.</p>	<p>Continue with weekly COST meetings for students with social, emotional, concerns (Coordination of Services Team): principal, guidance counselor, school psychologist, nurse, dean of students, SPOA coordinator, Seneca County mental health counselor</p>	

	<p>Continue with Instructional Support Team meetings 2x/week for students with academic and/or behavioral concerns: guidance counselor, school psychologist, classroom teacher(s), instructional support teacher(s), support staff</p> <p>Implement "Family Navigator" position to school to work with families of children with mental health issues</p> <p>Implement Primary Project for students grades K-3 for students with social, emotional, and/or school adjustment issues</p>
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<p>IST meetings/Team</p> <p>COST meetings/Team</p> <p>Family Navigator</p> <p>Primary Project Team and playroom</p>
Describe the professional development activities planned to support the implementation of the actions in this area.	<p>Introduce, explain the role and promote the new Family Navigator to all staff, parents and stakeholders through faculty meeting time, open house, parent-teacher conferences.</p> <p>Primary Project Team (principal, psychologist, administrative intern, child associate) receive training from Primary Project and turnkey information to K-3 teachers.</p>

Rating	<b>Statement of Practice 5.3:</b> 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.	
<input type="checkbox"/>	<b>Highly Effective</b>	<p>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.</p> <p>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.</p> <p>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.</p>
X	<b>Effective</b>	<p>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.</p> <p>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.</p> <p>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.</p>
<input type="checkbox"/>	<b>Developing</b>	<p>a) The school is developing a curriculum or program to support and promote the teaching of student social and emotional developmental health.</p> <p>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.</p> <p>c) The school is beginning to monitor the professional development plan to build adult capacity to support student social and emotional developmental health.</p>
<input type="checkbox"/>	<b>Ineffective</b>	<p>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.</p> <p>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.</p> <p>c) The school does not provide professional development to build adult capacity to support student social and emotional developmental health.</p>
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>		<p>X Classroom Observations – # Visited: <u>  22  </u></p> <p>X Interviews with Students – #: <u>  39  </u></p> <p>X Interviews with Support Staff – #: <u>  4  </u></p> <p><input type="checkbox"/> Documents Reviewed:</p> <p>Instructional Support Team: Response To Intervention Model; IST and COST meeting</p>

	X Interviews with Teachers – #: __4_ X Interviews with Parents/Guardians – #: __5_ <input type="checkbox"/> Other: _____	minutes; Primary Project training materials; Second Step curriculum, Board Goals, Professional Development Plan, District Mission Statement
<b>If the SOP rating is <u>Effective</u>, <u>Developing</u> or <u>Ineffective</u>, please provide a response in the areas below.</b>		
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	Continue with weekly COST meetings for students with social, emotional, concerns (Coordination of Services Team): principal, guidance counselor, school psychologist, nurse, dean of students, SPOA coordinator, Seneca County mental health counselor  Continue with Second Step Character Education, Falcon Four (Kindness, Safety, Respect, Responsibility) principles. Continue with Student Leaders promoting positive behaviors: peer-mediation, safety patrol Falcon Four assemblies each marking period recognizing Principal Praise winners (academic/effort and Falcon Four) Implement “Family Navigator” position to school to work with families of children with mental health issues Implement Primary Project for students grades K-3 for students with social, emotional, and/or school adjustment issues	
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	COST meetings/Team Family Navigator Primary Project Team and playroom Second Step curriculum Falcon Four principles	
Describe the professional development activities planned to support the implementation of the actions in this area.	Introduce, explain the role and promote the new Family Navigator to all staff, parents and stakeholders through faculty meeting time, open house, parent-teacher conferences. Primary Project Team (principal, psychologist, administrative intern, child associate) receive training from Primary Project and turnkey information to K-3 teachers. DASA training on-site for staff Training in Second Step curriculum	

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.			
<input type="checkbox"/>	<b>Highly Effective</b>	<p>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.</p> <p>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.</p> <p>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.</p>		
X	<b>Effective</b>	<p>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.</p> <p>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.</p> <p>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.</p>		
<input type="checkbox"/>	<b>Developing</b>	<p>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.</p> <p>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.</p> <p>c) The school community is developing a system for monitoring and responding to student social and emotional developmental health needs.</p>		
<input type="checkbox"/>	<b>Ineffective</b>	<p>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.</p> <p>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.</p> <p>c) The school community has not prioritized the development of a system to monitor and respond to student social and emotional developmental health needs.</p>		
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>		<table border="0"> <tr> <td data-bbox="479 1041 998 1218">           X Classroom Observations – # Visited: <u>  22  </u>            X Interviews with Students – #: <u>  39  </u>            X Interviews with Support Staff – #: <u>  4  </u>            X Interviews with Teachers – #: <u>  4  </u>            X Interviews with Parents/Guardians – #: <u>  5  </u>  <input type="checkbox"/> Other: _____         </td> <td data-bbox="998 1041 1528 1218">           X Documents Reviewed:  <div style="border: 1px solid black; padding: 2px;">             Shared Decision Making Regulations and meeting minutes; School Board Goals,           </div> </td> </tr> </table>	X Classroom Observations – # Visited: <u>  22  </u> X Interviews with Students – #: <u>  39  </u> X Interviews with Support Staff – #: <u>  4  </u> X Interviews with Teachers – #: <u>  4  </u> X Interviews with Parents/Guardians – #: <u>  5  </u> <input type="checkbox"/> Other: _____	X Documents Reviewed: <div style="border: 1px solid black; padding: 2px;">             Shared Decision Making Regulations and meeting minutes; School Board Goals,           </div>
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<b>If the SOP rating is <u>Effective</u>, <u>Developing</u> or <u>Ineffective</u>, please provide a response in the areas below.</b>				
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	<p>Elementary Shared Decision Making Team consisting of principal, teachers, parents, community members – monthly meetings to discuss improving and establishing academic programs within school</p> <p>Formation of PTCO (Parent Teacher Community Organization) in 2013-14- all stakeholders collaborate towards improving academic and social needs of the school and students.</p> <p>Information shared by principal to parents, students, teachers and community members at Open House and curriculum nights.</p> <p>4<sup>th</sup> and 5<sup>th</sup> grade student council meet monthly and suggest ideas to improve various aspects of their educational experience</p> <p>Title I teachers hold family nights in spring and fall</p>			
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Shared Decision Making Team PTCO Student Council Open House/curriculum nights Title I family nights			
Describe the professional development activities planned to support the implementation of the actions in this area.	Turn-key information from principal and/or staff regarding ideas from SDMT or PTCO Parents/Community members present information at faculty meetings, teacher workshops and/or school board meetings. Student presentations to staff and/or school board			

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.			
<input type="checkbox"/>	<b>Highly Effective</b>	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.		
<input type="checkbox"/>	<b>Effective</b>	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.		
X	<b>Developing</b>	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.		
<input type="checkbox"/>	<b>Ineffective</b>	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. <i>Check all that apply.</i>		<table border="0"> <tr> <td data-bbox="479 930 998 1108">           X Classroom Observations – # Visited: <u>  22  </u>            X Interviews with Students – #: <u>  39  </u>            X Interviews with Support Staff – #: <u>  4  </u>            X Interviews with Teachers – #: <u>  4  </u>            X Interviews with Parents/Guardians – #: <u>  5  </u>  <input type="checkbox"/> Other: _____         </td> <td data-bbox="998 930 1528 1108">           X Documents Reviewed:            Primary Project training materials, COST meetings and minutes, Board Goals, Professional Development Plan, District Mission Statement         </td> </tr> </table>	X Classroom Observations – # Visited: <u>  22  </u> X Interviews with Students – #: <u>  39  </u> X Interviews with Support Staff – #: <u>  4  </u> X Interviews with Teachers – #: <u>  4  </u> X Interviews with Parents/Guardians – #: <u>  5  </u> <input type="checkbox"/> Other: _____	X Documents Reviewed: Primary Project training materials, COST meetings and minutes, Board Goals, Professional Development Plan, District Mission Statement
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<b>If the SOP rating is <u>Effective</u>, <u>Developing</u> or <u>Ineffective</u>, please provide a response in the areas below.</b>				
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	Implementation of the Primary Project in grades K-3 for students with social, emotional and/or school adjustment issues. Will use COMET diagnostic screening system, observation forms throughout.  Implement “Family Navigator” position to school to work with families of children with mental health issue  Continue with weekly COST meetings for students with social, emotional, concerns (Coordination of Services Team): principal, guidance counselor, school psychologist, nurse, dean of students, SPOA coordinator, Seneca County mental health counselor			
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Primary Project Team (principal, psychologist, administrative intern, child associate) and playroom. Family Navigator COST weekly meetings and minutes			
Describe the professional development activities planned to support the implementation of the actions in this area.	Introduce, explain the role and promote the new Family Navigator to teachers through faculty meeting/teacher workshop.  Primary Project Team (principal, psychologist, administrative intern, child associate) receive training from Primary Project and turnkey information to K-3 teachers.			

**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.			
<input type="checkbox"/>	<b>Highly Effective</b>	<p>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.</p> <p>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.</p> <p>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.</p>		
X	<b>Effective</b>	<p>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.</p> <p>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.</p> <p>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.</p>		
<input type="checkbox"/>	<b>Developing</b>	<p>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.</p> <p>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.</p> <p>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.</p>		
<input type="checkbox"/>	<b>Ineffective</b>	<p>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.</p> <p>b) The school community does not promote or engage students and families in conversations regarding student academic expectations.</p> <p>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.</p>		
<p>Please indicate the evidence used to determine the rating. <i>Check all that apply.</i></p>		<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>X Classroom Observations – # Visited: <u>  22  </u></p> <p>X Interviews with Students – #: <u>  39  </u></p> <p>X Interviews with Support Staff – #: <u>  4  </u></p> <p>X Interviews with Teachers – #: <u>  4  </u></p> <p>X Interviews with Parents/Guardians – #: <u>  5  </u></p> <p><input type="checkbox"/> Other: _____</p> </td> <td style="width: 50%; vertical-align: top;"> <p>X Documents Reviewed:</p> <div style="border: 1px solid black; padding: 5px;"> <p>Board Goals, District Mission Statement, Professional Development Plan, District/School website, standards-based report cards</p> </div> </td> </tr> </table>	<p>X Classroom Observations – # Visited: <u>  22  </u></p> <p>X Interviews with Students – #: <u>  39  </u></p> <p>X Interviews with Support Staff – #: <u>  4  </u></p> <p>X Interviews with Teachers – #: <u>  4  </u></p> <p>X Interviews with Parents/Guardians – #: <u>  5  </u></p> <p><input type="checkbox"/> Other: _____</p>	<p>X Documents Reviewed:</p> <div style="border: 1px solid black; padding: 5px;"> <p>Board Goals, District Mission Statement, Professional Development Plan, District/School website, standards-based report cards</p> </div>
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<p><b>If the SOP rating is <u>Effective</u>, <u>Developing</u> or <u>Ineffective</u>, please provide a response in the areas below.</b></p>				
<p>Actions in this area to be taken to improve the identified subgroup(s) student performance levels.</p>	<p>Improve upon ways to communicate through technology – building of classroom websites, district facebook page, twitter, email</p> <p>Standards-Based Report Cards implemented in 2014-15: curriculum nights and open house nights to explain to parents/families. Principal also to make a presentation to school board.</p> <p>Parents sign up to class dojo to learn about child's weekly behaviors/effort/work completed</p> <p>Promote and encourage parents/family participation at school/classroom events, parent-teacher</p>			

	conferences, open house events, title I family nights, concerts, other family events throughout year Encourage two-way constant communication with parents in ways that parents/families prefer Continue with weekly menu sent home every Friday from school; Friday folders from teachers
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Elementary menu, Friday folders District/elementary website District facebook page District twitter account 1:1 tablets K-5 Standards-Based Report Cards District email Parent-teacher conferences scheduled throughout the year
Describe the professional development activities planned to support the implementation of the actions in this area.	Faculty meetings/Teacher workshops: Technology training including website training, 1:1 tablet training, class dojo training. Build in conference time with parents throughout the school year. Provide time to develop classroom website during faculty meeting time/teacher workshops

Rating	<b>Statement of Practice 6.3:</b> 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.			
<input type="checkbox"/>	<b>Highly Effective</b>	<p>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.</p> <p>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.</p> <p>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.</p>		
X	<b>Effective</b>	<p>a) The school staff has a plan to use multiple tools to communicate with families about school and student issues and concerns.</p> <p>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.</p> <p>c) The school staff monitors the effectiveness of its communication in all languages and responds to family feedback concerning issues and concerns.</p>		
<input type="checkbox"/>	<b>Developing</b>	<p>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.</p> <p>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.</p> <p>c) The school is beginning to have conversations about the effectiveness of its strategies for communicating with parents.</p>		
<input type="checkbox"/>	<b>Ineffective</b>	<p>a) The school communicates with families about school and student issues and concerns without considering translation needs.</p> <p>b) The school staff does not send translations of documents to families.</p> <p>c) The school does not reflect on its strategies for communicating with parents.</p>		
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>		<table border="1"> <tr> <td> X Classroom Observations – # Visited: <u>  22  </u>  X Interviews with Students – #: <u>  39  </u>  X Interviews with Support Staff – #: <u>  4  </u>  X Interviews with Teachers – #: <u>  4  </u>  X Interviews with Parents/Guardians – #: <u>  5  </u>  <input type="checkbox"/> Other: _____ </td> <td> X Documents Reviewed:  Board Goals, District Mission Statement,  Professional Development Plan, District/School  website, standards-based report cards </td> </tr> </table>	X Classroom Observations – # Visited: <u>  22  </u> X Interviews with Students – #: <u>  39  </u> X Interviews with Support Staff – #: <u>  4  </u> X Interviews with Teachers – #: <u>  4  </u> X Interviews with Parents/Guardians – #: <u>  5  </u> <input type="checkbox"/> Other: _____	X Documents Reviewed: Board Goals, District Mission Statement, Professional Development Plan, District/School website, standards-based report cards
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<b>If the SOP rating is <u>Effective</u>, <u>Developing</u> or <u>Ineffective</u>, please provide a response in the areas below.</b>				
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.		Teachers send home weekly information to parents. Teachers developing classroom websites to share information Parents sign up to class dojo to learn about child’s weekly behaviors/effort/work completed Family Navigator position implemented to reach out to parents Principal share new standards-based report card with parents, community Teachers encouraged to find out parents preference for communication: meeting, phone, email, text. etc.		

Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Weekly elementary menu, Friday folders Classroom websites 1:1 tablets Family Navigator K-5 Standards-Based Report Cards District email Classrooms
Describe the professional development activities planned to support the implementation of the actions in this area.	Faculty meetings/Teacher workshops: Technology training including website training, 1:1 tablet training, class dojo training. Build in conference time with parents throughout the school year. Provide time to develop classroom website during faculty meeting time/teacher workshops

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.	
<input type="checkbox"/>	<b>Highly Effective</b>	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.
<input type="checkbox"/>	<b>Effective</b>	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	<b>Developing</b>	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.
<input type="checkbox"/>	<b>Ineffective</b>	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. <i>Check all that apply.</i>		<input checked="" type="checkbox"/> Classroom Observations – # Visited: <u>  22  </u> <input checked="" type="checkbox"/> Interviews with Students – #: <u>  39  </u> <input checked="" type="checkbox"/> Interviews with Support Staff – #: <u>  4  </u> <input checked="" type="checkbox"/> Interviews with Teachers – #: <u>  4  </u> <input checked="" type="checkbox"/> Interviews with Parents/Guardians – #: <u>  5  </u> <input type="checkbox"/> Other: _____
X Documents Reviewed: Board Goals, District Mission Statement, Professional Development Plan, District/School website, standards-based report cards, NYS ELA and Math modules,		
<b>If the SOP rating is <u>Effective</u>, <u>Developing</u> or <u>Ineffective</u>, please provide a response in the areas below.</b>		
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	Parent curriculum nights/Open- inform parents of common core expectations, standards-based grading, skills groups  Spring curriculum nights- parents meet with following year's grade level teachers to learn how to prepare over summer and next year's expectations  Continue with Title I family nights where families and teachers can share learning experiences  Partner with Cornell Cooperative Extension to provide student enrichment services	



	Seek out and develop relationships with community agencies to benefit our students
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Title I Family Night Standards-Based Report Cards Curriculum Nights Open House After school enrichment program
Describe the professional development activities planned to support the implementation of the actions in this area.	Community agencies provide information to staff during faculty meetings/teacher workshops, COST meetings  Math and ELA Common Core training provided so that teachers can turn-key information to families  Provide technological training to teachers on various ways to communicate to parents/update classroom websites

<b>Rating</b>	<b>Statement of Practice 6.5:</b> 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.	
<input type="checkbox"/>	<b>Highly Effective</b>	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.
<input type="checkbox"/>	<b>Effective</b>	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	<b>Developing</b>	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.
<input type="checkbox"/>	<b>Ineffective</b>	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. <i>Check all that apply.</i>	X Classroom Observations – # Visited: <u>  22  </u> X Interviews with Students – #: <u>  39  </u> X Interviews with Support Staff – #: <u>  4  </u> X Interviews with Teachers – #: <u>  4  </u> X Interviews with Parents/Guardians – #: <u>  5  </u> <input type="checkbox"/> Other: _____	X Documents Reviewed: Board Goals, District Mission Statement, Professional Development Plan, District/School website, standards-based report cards, NYS ELA and Math modules, Shared Decision Making Team regulations
<b>If the SOP rating is <u>Effective</u>, <u>Developing</u> or <u>Ineffective</u>, please provide a response in the areas below.</b>		
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	Identify ways to increase sharing data in an understandable manner.  Present information related to newly implemented standards-based report card K-5 to parents at Open	

	<p>House, curriculum nights and Shared Decision Making Team and to community members through school board meetings.</p> <p>Mental health screening and analysis to all incoming students with a plan for all students K-5</p> <p>Implement guidance direct</p>
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<p>Faculty meetings teacher workshops/Superintendent's Day</p> <p>Open House</p> <p>Curriculum Nights</p> <p>Shared Decision Making Team</p> <p>Standards-Based Report Cards</p>
Describe the professional development activities planned to support the implementation of the actions in this area.	<p>Train staff on standards-based report cards and allow time to collaborate among grade levels and vertical grade level teachers.</p> <p>Provide training for counselors and teachers to learn, explore and understand Guidance Direct system</p>

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

Building principal and Superintendent met to review and plan for completing the Local Assistance Plan.

Building principal shared with school staff the Local Assistance Plan designation to all staff at Superintendent's Conference Day, the day before the school year began.

Building principal shared with teachers, parents and community members the Local Assistance Plan designation during the first Elementary Shared Decision Making Team meeting of the 2014-15 school year.

Building principal shared a blank copy of the Local Assistance Plan with all elementary staff members and asked for any and all input regarding completing the form.

Building principal created an online survey with the Local Assistance Plan questions for three separate groups: teachers/staff; parents/community members; and students. The teachers/staff and parents/community members surveys were posted to the district website. 5<sup>th</sup> grade students were surveyed during Skills Group time by a 5<sup>th</sup> grade teachers using their 1:1 tablets.

Building principal analyzed responses and continued informal discussions with all stakeholders before completing the Local Assistance Plan.

Local Assistance Plan completed by building principal and sent to Superintendent prior to School Board approval in November 2014.

School Board approval set for November 12, 2014 and posted immediately following to the district website.

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

As a school community, we realized we had needs to address prior to the Local Assistance Plan designation.

We had a transition in building principals in February 2014.

At this time, weekly conversations occurred throughout the spring to address our school needs moving forward. These conversations were with all stakeholders within the building: teachers, support staff, custodians/maintenance, clerical, special education, RTI, parents, and community members

As a result we planned for changes to be implemented in the start of the 2014-15 school year including:

- Grades 3-5 departmentalization
- K-5 consistent curriculum all following NYS ELA and Math modules
- Skills Groups outside of the ELA and Math blocks to provide AIS/RTI services
- Implementation of the Primary Project grades K-1
- Creation of the Family Navigator position.
- Free breakfast for all students every morning