Approved by Board of Education
Date: 2-26-14

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

Name of Principal:	**Dr. Tracy Ford**
Name/Number of School:	**School 16**
School Address:	**40 Collins Avenue, Troy, NY 12180**
School Telephone Number:	**(518) 328-5161**
Principal's Direct Phone Number:	**(518) 328-5110**
Principal's E-Mail:	**fordt@troy.k12.ny.us**
District Telephone Number:	**(518) 328-5062**
Superintendent's Direct Phone Number:	**(518) 328-5085**
Superintendent's E-Mail:	**carmelloj@troy.k12.ny.us**
Reason for LAP Designation:	**Students with Disabilities**
Website Link for Published Report:	**www.troy.k12.ny.us**

School Principal's Signature _____ Date _1/15/14_

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 _1/15/14_
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.

<u>Guidance</u>

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

The Diagnostic Self-Review Document and Report Template must be approved by the district's Board of Education (for New York City (NYC) schools, it must be approved by the Chancellor) and posted to the district's website by Friday, November 22, 2013, as well as kept on file at both the school and the district offices.

<u>Completing This Form</u>

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

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

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

Grade Configuration	K-5	Total Enrollment		326	Title 1 Population		NA	Attendance Rate		95%

Free Lunch (156)	47.9%	Reduced Lunch (42)	12.9%	Student Sustainability	0%	Limited English Proficient	0%	Students with Disabilities (46)	14.1%

Types and Number of English Language Learner Classes

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

Types and Number of Special Education Classes

#Special Classes	1	#Consultant Teaching	4	#Integrated Collaborative Teaching	2
# Resource Room	4				

Types and Number Special Classes

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

Racial/Ethnic Origin

American Indian or Alaska Native	0%	Black or African American	20%	Hispanic or Latin	12%	Asian or Native Hawaiian/Other Pacific Islander	1%	White	63%	Multi-racial	4%

Personnel

Years Principal Assigned to School	3 Years	# of Assistant Principals	0	# of Deans	0	# 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 Experience (3)	14.2%	Average Teacher Absences	8.4 absences per year

Overall Accountability Status

ELA Performance at levels 3 & 4	33	Mathematics Performance at levels 3 & 4	44	Science Performance at levels 3 & 4	52	4 Year Graduation Rate (HS Only)	NA

Credit Accumulation (High School Only)

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

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

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

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

	Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.	
Rating	**Statement of Practice 2.2:** The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	
☐	**Highly Effective**	a) The SMART goals/mission and long-term vision are created and supported by staff, families, and students and are uniformly seen, heard, and known across the entire school community and affiliated partnerships. b) The school leader champions the implementation of a data-driven mission for student achievement and well-being and holds the school community of stakeholders accountable for working to realize the long-term vision and the school priorities as outlined in the SCEP and other school improvement documents. c) The school leader and community stakeholders regularly monitor and evaluate progress toward attainment of SMART goals and priorities in the SCEP that are aligned to the long-term vision, making adjustments when goals are not achieved, improvements are needed, and priorities become misaligned.
☐	**Effective**	a) The SMART goals/mission and long-term vision are created and supported by a representative group of staff, families, and students and some affiliated partnerships. b) The school leader shares a data-driven mission for student achievement and well-being with the school community of stakeholders and has a plan for how to work together to realize this long-term vision and the school priorities as outlined in the SCEP and other school improvement documents. c) The school leader and community stakeholders monitor and evaluate progress once or twice a year toward SMART goals and priorities in the SCEP aligned to the long-term vision.
☒	**Developing**	a) The SMART goals/mission and long-term vision are created with limited input by stakeholders, and are in the process of being shared with staff, families, and students across the school community. b) The school leader has a data-driven mission for student achievement and well-being, outlined in the SCEP, and is in the process of developing how the school community will work to realize the long-term vision. c) The school leader is in the process of adapting SMART goals that better align to the long-term vision, or these SMART goals exist but are not monitored and evaluated.
☐	**Ineffective**	a) The SMART goals/mission and long-term vision are unknown, not commonly understood, and/or have not been shared with staff, families, and students across the school community. b) The school leader has not developed a data-driven mission that is connected to the long-term vision. c) The school leader has not developed SMART goals or the current goals are not aligned to the long-term vision.
Please indicate the evidence used to determine the rating. *Check all that apply.*	☒ Classroom Observations – # Visited: _12____ ☒ Interviews with Students – #: __2___ ☒ Interviews with Support Staff – #: __1___ ☒ Interviews with Teachers – #: _2____ ☒ Interviews with Parents/Guardians – #: __1___ ☒ Other: ___Principal__# 3_____	☒ Documents Reviewed: Building Mission and Vision Statement COMPASS Team (building leadership team) minutes and action plan Building Goals for 2013-2014 Schedules for Special Education Teachers and Speech and Language Therapist

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.	To review and revise the building SMART goals to include a shared goal specific to the achievement of the subgroup "students with disabilities" To refine the school-wide system to include all stakeholders in the monitoring and evaluation of the extent to which the SMART goals are achieved
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	To utilize the building principal, Professional Development Planning Committee, Director of Pupil Personnel Services, the Response to Intervention Coordinator, the Assistant Superintendent for Curriculum and Instruction, the embedded staff developers available through the Race to the Top initiative, the Special Education School Improvement Specialist (SESIS), district-wide curriculum leaders, school-based field leaders and the school-based literacy coach.
Describe the professional development activities planned to support the implementation of the actions in this area.	To provide training on collaborative goal setting related to the sub-group students with disabilities To provide training on monitoring and evaluating the extent to which goals are achieved

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

Please indicate the evidence used to determine the rating. *Check all that apply.*	☒ Classroom Observations – # Visited: _12____ ☒ Interviews with Students – #: __2___ ☒ Interviews with Support Staff – #: __1___ ☒ Interviews with Teachers – #: _2____ ☒ Interviews with Parents/Guardians – #__1___ ☒ Other: ___Principal__# 3_____	☒ Documents Reviewed: Building Mission and Vision Statement COMPASS Team (building leadership team) minutes and action plan Building Goals for 2013-2014 Schedules for Special Education Teachers and Speech and Language Therapist

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.	To ensure that all systems and procedures are transparent to all stakeholders
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Building leader and Compass Team (building leadership team)
Describe the professional development activities planned to support the implementation of the actions in this area.	To monitor and evaluate the participation of students (by subgroup) participating in extended learning time programs

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

Please indicate the evidence used to determine the rating. *Check all that apply.*	☒ Classroom Observations – # Visited: _12____ ☒ Interviews with Students – #: __2___ ☒ Interviews with Support Staff – #: __1___ ☒ Interviews with Teachers – #: _2____ ☒ Interviews with Parents/Guardians – #__1___ ☒ Other: ___Principal__ # 3_____	☒ Documents Reviewed: Building Mission and Vision Statement COMPASS Team (building leadership team) minutes and action plan Building Goals for 2013-2014 Schedules for Special Education Teachers and Speech and Language Therapist

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.	To analyze all observation information for faculty and staff, and to target specific professional development to address noted trends (areas in need of improvement)
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	The building leader, the Assistant Superintendent for Curriculum and Instruction, the Response to Intervention Coordinator, Capital Area School Development Association (CASDA), Questar III BOCES, faculty and staff.
Describe the professional development activities planned to support the implementation of the actions in this area.	To provide one-on-one mentoring to the building leader regarding observation feedback, to move from an effective rating to highly effective. This would include training on the analysis of observation data to inform professional development opportunities for all.

Rating	Statement of Practice 2.5: Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	
☐	**Highly Effective**	a) The school leader models excellence for the staff in the creation and use of evidence-based systems that are dynamic, adaptive, and interconnected and address individual and school-wide practices. b) The school leader, in collaboration with the school community, monitors and revises evidence-based systems that address practices used by staff members connected to improvement areas in the SCEP.
☐	**Effective**	a) The school leader requires the staff to use evidence-based systems that are dynamic, adaptive, and interconnected and address individual and school-wide practices. b) The school leader monitors and revises evidence-based systems that address practices used by staff members connected to improvement areas in the SCEP.
☒	**Developing**	a) The school leader encourages the staff to use systems that are interconnected and/or systems are not modified based on analysis of school-wide practices. b) The school leader is working to develop an evidence-based system to monitor and revise practices used by staff members.
☐	**Ineffective**	a) The school leader does not encourage the staff to use systems, or systems do not exist to address school-wide practices. b) The school leader has not taken steps to develop an evidence-based system to monitor and revise practices used by the staff members.

Please indicate the evidence used to determine the rating. *Check all that apply.*	☒ Classroom Observations – # Visited: _12____ ☒ Interviews with Students – #: __2___ ☒ Interviews with Support Staff – #: __1___ ☒ Interviews with Teachers – #: _2____ ☒ Interviews with Parents/Guardians – # __1___ ☒ Other: ___Principal__# 3_____	☒ Documents Reviewed:
		Building Mission and Vision Statement
		COMPASS Team (building leadership team) minutes and action plan
		Building Goals for 2013-2014
		Schedules for Special Education Teachers and Speech and Language Therapist

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.	To conduct a needs assessment of the systems necessary to address the current individual and school-wide needs To create and/or refine systems to meet the demonstrated needs
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	The building leader, the Assistant Superintendent for Curriculum and Instruction, the Response to Intervention Coordinator, Capital Area School Development Association (CASDA), Questar III BOCES, faculty and staff.
Describe the professional development activities planned to support the implementation of the actions in this area.	Training will be provided on understanding "evidence-based systems" and how to conduct (and understand the purpose for) a needs assessment

		Tenet 3 - Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.
Rating	**Statement of Practice 3.2:** The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	
☐	**Highly Effective**	a) The school leader, using a distributive leadership model, ensures that a systematic plan (i.e., á plan that has targeted goals to address the needs of all students and subgroups, a schedule for professional development support, and vertical/horizontal collaborative meeting time) exists for the quality implementation of rigorous CCLS curricula. b) The school leader uses the systematic plan to provide teachers access to robust pedagogical support (i.e., inter-visitation, cross-grade conversations, exemplar curriculum models, access to expert CCLS curriculum writers, and CCLS conferences), materials, and training aligned to CCLS curricula and instructional shifts for individual and subgroups of students. c) The school leader ensures that a cohesive, comprehensive, and adaptive curricula, inclusive of clearly developed units aligned to CCLS and NYS standards, is used across all areas of study, including interventions, AIS/RTI, dual credit courses, and electives, by monitoring the implementation of the curricula and regularly examining formative and summative assessments and student work.
☐	**Effective**	a) The school leader ensures that a systematic plan (i.e., a plan that has targeted goals to address the needs of all students and subgroups, a schedule for professional development support, and vertical/horizontal collaborative meeting time) exists for the quality implementation of rigorous CCLS curricula. b) The school leader uses the systematic plan to provide teachers access to pedagogical support, materials, and training aligned to CCLS curricula and instructional shifts for individual and subgroups of students. c) The school leader ensures that staff use a comprehensive and adaptive curricula, inclusive of clearly developed units aligned to CCLS and NYS standards, across all areas of study, including interventions, AIS/RTI, dual credit courses, and electives, by monitoring the implementation of curricula.
☒	**Developing**	a) The school leader is in the process of developing a written plan that includes targeted goals to address the needs of students, schedule/calendar for professional development support, and vertical/horizontal collaborative meeting time for implementing CCLS curricula. b) The school leader is beginning to provide appropriate access to pedagogical support, materials, and training to teachers aligned to CCLS curricula and instructional shifts for individual and subgroups of students. c) The school leader encourages staff to use comprehensive curricula, inclusive of clearly developed units aligned to CCLS and NYS standards, across all areas of study, including interventions, AIS/RTI, dual credit courses, and electives.
☐	**Ineffective**	a) The school leader has no written plan for CCLS and NYS curricula alignment across all areas of study and is not developing one. b) The school leader does not provide access to pedagogical support, materials, and training to teachers aligned to CCLS curricula and instructional shifts for individual and subgroups of students. c) The school leader does not ensure and makes little effort to encourage teachers across all areas of study to use curricula aligned to CCLS and NYS standards.

Please indicate the evidence used to determine the rating. *Check all that apply.*	☒ Classroom Observations – # Visited: _12____ ☒ Interviews with Students – #: __2___ ☒ Interviews with Support Staff – #: __1___ ☒ Interviews with Teachers – #: _2____ ☒ Interviews with Parents/Guardians – #__1___ ☒ Other: ___Principal__# 3_____	☒ Documents Reviewed:
		Building Mission and Vision Statement
		COMPASS Team (building leadership team) minutes and action plan
		Building Goals for 2013-2014
		Schedules for Special Education Teachers and Speech and Language Therapist

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.	School leader will continue to work with Curriculum Leaders, SESIS and professional consultants to assist teachers in implementation of aligned CCLS and the instructional shifts. School leader will closely monitor the implementation of Common Core curriculum and the use of all resources in an equitable manner.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	The building leader, the Assistant Superintendent for Curriculum and Instruction, the Response to Intervention Coordinator, Questar III BOCES, Director of Pupil Personnel Services and Special Education and faculty and staff.
Describe the professional development activities planned to support the implementation of the actions in this area.	Continued training in CCLS and the instructional shifts Embedded training on how to support all students

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

Please indicate the evidence used to determine the rating. *Check all that apply.*	☒ Classroom Observations – # Visited: _12____ ☒ Interviews with Students – #: __2___ ☒ Interviews with Support Staff – #: __1___ ☒ Interviews with Teachers – #: _2____ ☒ Interviews with Parents/Guardians – #__1___ ☒ Other: ___Principal__# 3_____	☒ Documents Reviewed: Building Mission and Vision Statement COMPASS Team (building leadership team) minutes and action plan Building Goals for 2013-2014 Schedules for Special Education Teachers and Speech and Language Therapist

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.	Create consistent opportunities for teachers to collaborate and develop plans aligned to the CCLS that are data-driven
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	The building leader, the Assistant Superintendent for Curriculum and Instruction, the Response to Intervention Coordinator, Questar III BOCES, Director of Pupil Personnel and Special Education, curriculum leaders, building field leaders and literacy coach
Describe the professional development activities planned to support the implementation of the actions in this area.	Training on curriculum mapping Work sessions on mapping the Troy CSD curriculum K-5, in all content areas Data-driven instruction meetings and trainings with Questar III BOCES Training from SESIS on explicit teaching strategies Continued training in the CCLS and instructional shifts

Rating	Statement of Practice 3.4: The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	
☐	**Highly Effective**	a) The school leader and teachers consistently use comprehensive and adaptive plans to form partnerships and create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities within and across all grade levels and subjects. b) Teachers consistently collaborate within and across grades and subjects to deliver interdisciplinary curricula that incorporate the arts, technology, and other enrichment opportunities, and there is evidence that teachers regularly develop innovative strategies for connecting these curricula with subject-specific curricula. c) Teachers consistently collaborate in grade/subject level teams to formally reflect on the impact of the interdisciplinary curricula, take immediate action to make revisions when needed, and ensure that there is a common understanding about what is taught and why it is taught.
☐	**Effective**	a) The school leader and teachers use plans to form partnerships and create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities within and across all grade levels and subjects. b) Teachers periodically collaborate within grades and subjects to deliver interdisciplinary curricula that incorporate the arts, technology, and other enrichment opportunities, and there is evidence that teachers regularly develop innovative strategies for connecting these curricula with subject-specific curricula. c) Teachers periodically collaborate in grade/subject level teams to formally reflect on the impact of the interdisciplinary curricula, take action according to a set schedule (e.g., beginning, middle, and end of the year), make revisions when needed, and ensure that there is a common understanding about what is taught and why it is taught.
☐	**Developing**	a) The school leader and teachers address interdisciplinary curricula and develop partnerships in the absence of a plan or are in the process of developing a plan to create interdisciplinary curricula and partnerships targeting the arts, technology, and other enrichment opportunities within and across all grade levels and core subjects. b) Teachers are beginning to collaborate and discuss ways to deliver interdisciplinary curricula that incorporate the arts, technology, and other enrichment opportunities, or limited numbers of teachers deliver interdisciplinary curricula within grades and subjects. c) Teachers individually reflect on the impact of interdisciplinary curricula, or the school leader and teachers are in the process of planning formal reflection time to discuss the impact of interdisciplinary curricula and make revisions.
☒	**Ineffective**	a) The school leader and teachers do not have formal partnerships to address interdisciplinary curricula. b) Teachers do not collaborate and discuss ways to deliver interdisciplinary curricula within grades and subjects. c) Teachers have not developed interdisciplinary curricula, or there are no plans or processes for reflecting and revising current curricula.

Please indicate the evidence used to determine the rating. *Check all that apply.*	☒ Classroom Observations – # Visited: _12____ ☒ Interviews with Students – #: __2___ ☒ Interviews with Support Staff – #: __1___ ☒ Interviews with Teachers – #: _2____ ☒ Interviews with Parents/Guardians – #__1___ ☒ Other: ___Principal__# 3_____	☒ Documents Reviewed: Building Mission and Vision Statement COMPASS Team (building leadership team) minutes and action plan Building Goals for 2013-2014 Schedules for Special Education Teachers and Speech and Language Therapist

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.	School leader will meet and strategize with district curriculum leaders across content areas Teachers will make interdisciplinary curriculum a part of their classroom instruction School leader and curriculum leader will make resources available to teachers
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	The building leader, the Assistant Superintendent for Curriculum and Instruction, Curriculum Leaders, building field leaders and literacy coach
Describe the professional development activities planned to support the implementation of the actions in this area.	Allow planning time for teachers to work and collaborate among grade levels as well as with the curriculum leaders Curriculum leaders attend and speak at monthly faculty meetings

Rating	Statement of Practice 3.5: Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	
☐	**Highly Effective**	a) Teachers have and use strategic comprehensive assessment system for using multiple measures of data: structure and protocols for analysis, plan to track progress over time on explicitly identified targets, creation of pre- and post-unit assessments and have a process for adapting curriculum that demonstrates improving individual and subgroup achievement. b) Teachers create and use a variety of appropriate, common assessments data (including pre-, post-, formative and summative) across all grades and subject areas ensuring alignment between the curriculum and assessment tools. c) Teachers have a system for providing regular and explicit feedback to students that is based on data and facilitates student ownership of learning. This system includes student use of rubrics to complete assignments, student self-assessment, student tracking of individual progress, and student reflection upon and adjustment of individual learning strategies to address explicit teacher feedback.
☐	**Effective**	a) Teachers have and use a comprehensive system for using data: identified targets, pre-and post-unit assessments and have a process for adapting curriculum that demonstrates improving individual and subgroup achievement. b) Teachers use pre-, post-, formative and summative assessment data across all grades and subject areas, ensuring alignment between the curriculum and assessment tools. c) Teachers provide on-going feedback on data to students, supporting student ownership of learning.
☒	**Developing**	a) Teachers are beginning to develop a system to analyze and use data to make curricular decisions. b) Teachers are in the process of developing multiples types of assessments to ensure alignment between curriculum and assessment, or the use of the variety of assessments is inconsistent throughout the school. c) Teachers are learning to provide feedback based on data to students to address student ownership of learning.
☐	**Ineffective**	a) Teachers discuss data, but these discussions do not inform curricular decisions. b) Teachers do not use a variety of assessments, or the assessments used are misaligned. c) Teachers do not provide feedback based on data.

Please indicate the evidence used to determine the rating. *Check all that apply.*	☒ Classroom Observations – # Visited: _12____ ☒ Interviews with Students – #: __2___ ☒ Interviews with Support Staff – #: __1___ ☒ Interviews with Teachers – #: _2____ ☒ Interviews with Parents/Guardians – #__1___ ☒ Other: ___Principal__# 3_____	☒ Documents Reviewed:
		Building Mission and Vision Statement
		COMPASS Team (building leadership team) minutes and action plan
		Building Goals for 2013-2014
		Schedules for Special Education Teachers and Speech and Language Therapist

If the SOP rating is **Effective**, **Developing** or **Ineffective**, please provide a response in the areas below.	
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	Develop a more comprehensive system of using data to drive instruction Teachers will work with the literacy coach and field leaders to provide explicit but developmentally appropriate feedback to students based on data
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	The building leader, the Assistant Superintendent for Curriculum and Instruction, Questar III BOCES, the Response to Intervention Coordinator, curriculum leaders, field leaders and the literacy coach
Describe the professional development activities planned to support the implementation of the actions in this area.	Questar III BOCES DDI project Training around the 6 tenets and what effective and highly effective schools look like

		Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking and achievement.
Rating		**Statement of Practice 4.2:** School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.
☐	**Highly Effective**	a) School and teacher leaders ensure that teachers use daily a transparent, targeted plan that is informed by data (summative, interim, attendance, IEPs, NYSESLAT, etc.) and grade-level and school-wide goals for all groups of students. b) Teacher leaders and coaches ensure that teachers use instructional practices and strategies that are adaptive and aligned to plans for groups of students with a variety of needs and learning styles (including students with disabilities, English language learners and other sub-groups) and provide timely and appropriate instructional interventions and extensions for all students. c) Teacher leaders and coaches ensure that teachers use data to establish short- and long-term goals with learning trajectories for groups of students based on identified and timely needs.
☐	**Effective**	a) School and teacher leaders ensure that teachers use a plan that is informed by data (summative, interim, attendance, IEPs, NYSESLAT, etc.) and grade-level goals for all groups of students. b) Teacher leaders and coaches ensure that teachers use instructional practices and strategies that are adaptive and aligned to plans for groups of students with a variety of needs and learning styles (including students with disabilities, English language learners and other sub-groups) and provide instructional interventions to students. c) Teacher leaders and coaches ensure that teachers establish short- and long-term goals for groups of students based on grade-level benchmarks.
☒	**Developing**	a) School and teacher leaders are beginning to engage teachers in a conversation about aligning plans to data. b) Teacher leaders and coaches support teachers' use of instructional practices and strategies that are aligned to plans to provide instructional interventions to students, or teacher leaders and coaches are beginning to support the alignment of teachers' instruction to newly developed plans. c) Teacher leaders and coaches are beginning to work with teachers to establish short or long-term goals for groups of students.
☐	**Ineffective**	a) School and teacher leaders do not support or engage teachers in a conversation about aligning plans to data. b) Teacher leaders and coaches do not support teachers in the use of instructional practices and strategies aligned to plans, or teachers are not providing instructional interventions to students. c) Teachers have not created goals for groups of students, and there is no plan for teacher leaders and coaches to support this effort.

Please indicate the evidence used to determine the rating. *Check all that apply.*	☒ Classroom Observations – # Visited: _12____ ☒ Interviews with Students – #: __2___ ☒ Interviews with Support Staff – #: __1___ ☒ Interviews with Teachers – #: _2____ ☒ Interviews with Parents/Guardians – #__1___ ☒ Other: ___Principal__# 3_____	☒ Documents Reviewed:
		Building Mission and Vision Statement
		COMPASS Team (building leadership team) minutes and action plan
		Building Goals for 2013-2014
		Schedules for Special Education Teachers and Speech and Language Therapist

If the SOP rating **is Effective, Developing** or **Ineffective**, please provide a response in the areas below.	
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	Develop a more comprehensive system of using data to drive instruction to support all learners Teachers will establish goals (short and long term) for students based on data
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	The building leader, Questar III BOCES, the Assistant Superintendent for Curriculum and Instruction, the Response to Intervention Coordinator, curriculum leaders, field leaders and the literacy coach
Describe the professional development activities planned to support the implementation of the actions in this area.	Questar III BOCES DDI project Training around the 6 tenets and what effective and highly effective schools look like Core Instruction data meetings Training in explicit teaching strategies and the components of effective lesson plans

Rating	Statement of Practice 4.3: Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	
☐	**Highly Effective**	a) Teachers use instructional practices that are systematic and explicit, based on sequential lesson plans appropriately aligned to CCLS (or content based standards), and reflective of the CCLS SHIFTS to instruct all groups of students. b) Teachers stimulate deep levels of thinking and questioning in students through the use of adaptive CCLS (or content based standards) instructional materials that contain high levels of text and content complexity and multiple strategies to provide a wide variety of ways to engage in learning.
☐	**Effective**	a) Teachers use instructional practices appropriately aligned to CCLS (or content based standards) lesson plans are reflective of the CCLS SHIFTS to instruct all groups of students. b) Teachers stimulate student thinking by asking questions through the use of adaptive CCLS (or content-based standards) instructional materials that contain high levels of text and content complexity.
☒	**Developing**	a) Teachers are beginning to develop lesson plans that are appropriately aligned to CCLS (or content based standards) and reflective of the CCLS SHIFTS to inform their instructional practices, or some teachers use instructional practices aligned to CCLS lesson plans and reflective of the CCLS SHIFTS in specific content areas. b) Teachers across the school do not consistently ask higher-order thinking questions, or the instructional materials do not contain high levels of text and content complexity.
☐	**Ineffective**	a) Teacher instruction is not aligned to CCLS or content-based standards and not based on lesson plans. b) Teachers use strategies and ask questions that require only basic knowledge of the subject and limit ways in which students are able to acquire learning by providing a single point of access for all students.

Please indicate the evidence used to determine the rating. *Check all that apply.*	☒ Classroom Observations – # Visited: _12____ ☒ Interviews with Students – #: __2___ ☒ Interviews with Support Staff – #: __1___ ☒ Interviews with Teachers – #: _2____ ☒ Interviews with Parents/Guardians – #__1___ ☒ Other: ___Principal__# 3_____	☒ Documents Reviewed: Building Mission and Vision Statement COMPASS Team (building leadership team) minutes and action plan Building Goals for 2013-2014 Schedules for Special Education Teachers and Speech and Language Therapist

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.	Create plans that are aligned to the Common Core and reflective of the shifts and are responsive to the needs and strengths of all student groups Create opportunities that elicit higher-order thinking questions and provide resources that contain high levels of text and content complexity
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	The building leader, Questar III BOCES, the Assistant Superintendent for Curriculum and Instruction, the Response to Intervention Coordinator, curriculum leaders, field leaders and the literacy coach
Describe the professional development activities planned to support the implementation of the actions in this area.	Continued CCLS training Professional development on Common Core question stems Bloom's Taxonomy

Rating		Statement of Practice 4.4: Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.
☐	**Highly Effective**	a) Teachers use a program/plan that contributes to positive reinforcements of behaviors by using behavioral expectations that are explicitly taught and promotes an environment in which students are citizens of their class, and there is a common understanding of how one is treated and treats others. b) Teachers work together with students across the school to acknowledge diversity, provide access to learning and social opportunities, and encourage students to have a voice in their educational experience. c) Teachers foster student buy-in and adapt to the changing needs of the student population and collaborate with other teachers to create thoughtful learning environments that incorporate student values and perspectives.
☐	**Effective**	a) Teachers use a program/plan that promotes a common understanding of the classroom environment envisioned by the school community and explicitly teaches students behavioral expectations and recognition of acceptable and safe behaviors. b) Teachers work together with students to use strategies that acknowledge diverse groups of students and their needs. c) Teachers foster student understanding and adapt to the changing needs of the student population and create thoughtful learning environments that incorporate student values and perspectives.
☒	**Developing**	a) Teachers have a program/plan for acceptable student expectations and are developing strategies for the program/plan to be consistently enforced or recognized by students, or teachers have a program/plan for acceptable student expectations, but do not enforce it. b) Some teachers use strategies that acknowledge diverse groups of students and their needs, or teachers are developing strategies that acknowledge diverse groups of students and their needs. c) Teachers are discussing strategies that address the changing needs of the student population and reflect student values and perspectives.
☐	**Ineffective**	a) Teachers do not have a program/plan that establishes acceptable classroom expectations for behavior. b) Teachers' strategies do not acknowledge diverse groups of students and their needs. c) Teachers do not use strategies that address the changing needs of the student population and reflect student values and perspectives.

Please indicate the evidence used to determine the rating. *Check all that apply.*	☒ Classroom Observations – # Visited: _12____ ☒ Interviews with Students – #: __2___ ☒ Interviews with Support Staff – #: __1___ ☒ Interviews with Teachers – #: _2____ ☒ Interviews with Parents/Guardians – # __1___ ☒ Other: ___Principal__# 3_____	☒ Documents Reviewed:
		Building Mission and Vision Statement
		COMPASS Team (building leadership team) minutes and action plan
		Building Goals for 2013-2014
		Schedules for Special Education Teachers and Speech and Language Therapist

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.	Implementation of RtI practices at the classroom level Engage students in a meaningful manner by incorporating student values and interests
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	The building leader, the Assistant Superintendent for Curriculum and Instruction, the Response to Intervention Coordinator, curriculum leaders, field leaders, the literacy coach and Dr. Tiffany Powell
Describe the professional development activities planned to support the implementation of the actions in this area.	Culturally responsive practices Training will be provided to teacher and school leader in TAC-D Continued support in RtI

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

Please indicate the evidence used to determine the rating. *Check all that apply.*	☒ Classroom Observations – # Visited: _12____ ☒ Interviews with Students – #: __2___ ☒ Interviews with Support Staff – #: __1___ ☒ Interviews with Teachers – #: _2____ ☒ Interviews with Parents/Guardians – # __1____ ☒ Other: ___Principal__# 3_____	☒ Documents Reviewed: Building Mission and Vision Statement COMPASS Team (building leadership team) minutes and action plan Building Goals for 2013-2014 Schedules for Special Education Teachers and Speech and Language Therapist

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.	Create lesson plans that are adaptive and reflective of student groupings and provide a clear framework for instruction Use reflective plans to provide specific feedback to improve student achievement
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	The building leader, Questar III BOCES, the Assistant Superintendent for Curriculum and Instruction, the Response to Intervention Coordinator, curriculum leaders, Director of Pupil Personnel, field leaders and the literacy coach
Describe the professional development activities planned to support the implementation of the actions in this area.	Professional development in creating adaptive lesson plans Training on how to provide feedback to students that leads to progress

Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.

Rating		**Statement of Practice 5.2:** The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.
☐	**Highly Effective**	a) The school leader, using a distributive leadership model, establishes a deliberate system, understood and followed by all staff members, that allows each student to be well known by a designated adult and positively reinforces academic success for all students. b) The school leader ensures that all staff members know and use a strategic and comprehensive system for referral and support for all students that includes researched-based programs and practices intended to promote academic success, family engagement, and student emotional health and wellness. c) The school leader ensures that all stakeholders strategically use data to identify areas of need, cultivates purposeful partnerships to promote student social and emotional health and academic achievement, and leverages internal or external resources to support and sustain the system.
☐	**Effective**	a) The school leader, together with staff, establishes a system that allows each student to be known by a designated adult and positively reinforces academic success for all students. b) The school leader ensures that all staff knows and uses research-based programs and practices for referral and support for all students that address social and emotional developmental health and academic success. c) The school leader ensures that all staff members use data to identify areas of need and leverages internal resources to promote student social and emotional developmental health.
☒	**Developing**	a) The school leader is working with staff to develop a system that will allow each student to be known well by an adult, or the system that exists is inconsistently practiced by staff members. b) The school leader is developing a system of referral and support that addresses the social and emotional developmental health and academic success of students, or the system that exists is not consistently used across the school. c) The school leader is developing or improving the mechanism for staff members to use data to identify areas of need connected to student social and emotional developmental health, or data is used by some staff members to promote student social and emotional developmental health.
☐	**Ineffective**	a) The school leader has not prioritized the development of an effective system that will allow each student to be known by an adult. b) The school leader has not developed a system of referral and support, or the system in place does not address the needs of the students. c) The school leader has not made the use of data a priority in identifying student areas of need connected to social and emotional developmental health.

Please indicate the evidence used to determine the rating. *Check all that apply.*	☒ Classroom Observations – # Visited: _12____ ☒ Interviews with Students – #: __2___ ☒ Interviews with Support Staff – #: __1___ ☒ Interviews with Teachers – #: _2____ ☒ Interviews with Parents/Guardians – #__1___ ☒ Other: ___Principal__# 3_____	☒ Documents Reviewed: Building Mission and Vision Statement COMPASS Team (building leadership team) minutes and action plan Building Goals for 2013-2014 Schedules for Special Education Teachers and Speech and Language Therapist

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.	Fully implement student to adult mentor plan Create school wide social and emotional plan
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Building principal, school psychologist, school counselor, teachers, support staff, PST chair, Director of Pupil Personnel Services
Describe the professional development activities planned to support the implementation of the actions in this area.	Training on social and emotional development Review social and emotional plans Training on developmentally appropriate practice

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

Please indicate the evidence used to determine the rating. *Check all that apply.*	☒ Classroom Observations – # Visited: _12____ ☒ Interviews with Students – #: __2___ ☒ Interviews with Support Staff – #: __1___ ☒ Interviews with Teachers – #: _2____ ☒ Interviews with Parents/Guardians – #__1___ ☒ Other: ___Principal__# 3_____	☒ Documents Reviewed:
		Building Mission and Vision Statement
		COMPASS Team (building leadership team) minutes and action plan
		Building Goals for 2013-2014
		Schedules for Special Education Teachers and Speech and Language Therapist

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.	Incorporate a social and emotional curriculum into daily instruction Provide professional development around social and emotional development and its impact on student achievement
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Building leader, school psychologist, school counselor, Director of Pupil Personnel Services
Describe the professional development activities planned to support the implementation of the actions in this area.	Training on social and emotional development Review social and emotional plans Training on developmentally appropriate practice

Rating	**Statement of Practice 5.4:** All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.	
☐	**Highly Effective**	a) The school community collaborated to develop and uses a plan that incorporates protocols and processes to communicate the important roles and contributions of all stakeholders in ensuring appropriate supports are provided to all students. b) Across the school community, students, teachers and parents have a voice in the decision-making process for developing their school culture and work together and have active roles in ensuring the school's vision pertaining to social emotional developmental health is achieved. c) The school community has implemented a system for monitoring and responding to student social and emotional developmental health needs, which ensures that adaptive measures are implemented specific to individual student needs when growth is not actualized.
☐	**Effective**	a) The school community has and uses a plan that incorporates protocols and processes to address stakeholders' roles in contributing to how student supports are provided to all groups of students. b) Across the school community, students, teachers and parents work together and have an active role in ensuring the school's vision pertaining to student social and emotional developmental health is achieved. c) The school community has implemented a system for monitoring and responding to student social and developmental health needs, which is used to support teachers as they address student needs.
☒	**Developing**	a) The school community is developing protocols and processes for stakeholders to discuss their role in providing appropriate student supports for all groups of students. b) Across the school community students, teachers and parents inconsistently contribute towards ensuring the school's vision pertaining to student social and emotional developmental health is achieved. c) The school community is developing a system for monitoring and responding to student social and emotional developmental health needs.
☐	**Ineffective**	a) The school community has no protocols and processes in place to identify stakeholders' roles, or the protocols and processes that exist are not aligned to student supports. b) Across the school community, students, teachers and parents do not understand or act on their role in ensuring the school's vision pertaining to student social and emotional developmental health is achieved. c) The school community has not prioritized the development of a system to monitor and respond to student social and emotional developmental health needs.

Please indicate the evidence used to determine the rating. *Check all that apply.*	☒ Classroom Observations – # Visited: _12____ ☒ Interviews with Students – #: __2___ ☒ Interviews with Support Staff – #: __1___ ☒ Interviews with Teachers – #: _2____ ☒ Interviews with Parents/Guardians – #__1___ ☒ Other: ___Principal__# 3_____	☒ Documents Reviewed: Building Mission and Vision Statement COMPASS Team (building leadership team) minutes and action plan Building Goals for 2013-2014 Schedules for Special Education Teachers and Speech and Language Therapist

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.	Establish appropriate procedures to support all groups of students Create a vision or include within current vision student social and emotional developmental health Create a building wide referral system to allow for monitoring and responding to students' social and emotional needs.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Building principal, school psychologist, school counselor, teachers, support staff, PST chair, Director of Pupil Personnel
Describe the professional development activities planned to support the implementation of the actions in this area.	Training on social and emotional development Training on mental health Meeting time to create, share and operationalize the vision

Rating		Statement of Practice 5.5: The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.
☐	**Highly Effective**	a) The school leader, in collaboration with stakeholders, has a plan with systems and structures (time, space and resources) for how to collect, analyze, and use a wide variety of data to address student social and emotional developmental health needs. b) The school community uses a strategic plan based on data to deliver and monitor timely services and supports to students.
☐	**Effective**	a) The school leader, in collaboration with student support staff, has a plan with structures (time, space and resources) to use data to address student academic and social emotional developmental health needs. b) The school community uses a plan based on data to deliver services and supports to students.
☒	**Developing**	a) The school leader and the support staff are developing a plan for teachers to begin to understand how to use data to address student social and emotional developmental health needs. b) The school community collects data and is developing a plan to address ways to use the data to support students.
☐	**Ineffective**	a) The school has no specific plan for how to use data to address student social emotional developmental health needs. b) The school community has not prioritized the need for using data to support students.

Please indicate the evidence used to determine the rating. *Check all that apply.*	☒ Classroom Observations – # Visited: _12____ ☒ Interviews with Students – #: __2___ ☒ Interviews with Support Staff – #: __1___ ☒ Interviews with Teachers – #: _2____ ☒ Interviews with Parents/Guardians – #__1___ ☒ Other: ___Principal__# 3_____	☒ Documents Reviewed: Building Mission and Vision Statement COMPASS Team (building leadership team) minutes and action plan Building Goals for 2013-2014 Schedules for Special Education Teachers and Speech and Language Therapist

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.	Use academic, behavioral, attendance etc. data to inform decisions based on social and emotional development health
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Building principal, school psychologist, school counselor, teachers, support staff, PST chair, Director of Pupil Personnel
Describe the professional development activities planned to support the implementation of the actions in this area.	Professional development of social and emotional health Training on using data to inform decisions Assistance on how to create a social and emotional plan

		Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.
Rating	**Statement of Practice 6.2:**	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.
☐	**Highly Effective**	a) The school leader, in collaboration with the staff, ensures that staff members are knowledgeable about the school's priority and plan for students to graduate from high school and complete postsecondary education (college, CTE) with advanced competence, and school staff regularly communicate this priority to students, parents, and community leaders in ways that are appropriate for the grade level of the students. b) The school community implements proactively the plan to create diverse and meaningful opportunities for engaging students, families, and community stakeholders in the conversation regarding high expectations for student academic achievement and uses multiple points of entry to provide tips and tools focused on student learning and development. c) The school leader and community review and assess routinely how parents respond to the efforts to build family-school partnerships to foster high expectations for student academic achievement and make timely adjustments if strategies are not working.
☐	**Effective**	a) The school leader makes it a school-wide priority for all students and their families to be aware of the school-wide expectations and plan pertaining to graduating from the school and provides age appropriate information about college and postsecondary CTE programs to students and their families. b) The school community implements the plan to foster conversations with students and families regarding high expectations for student academic achievement and provides tips and tools focused on student learning and development. c) The school staff reviews and assesses how parents respond to the efforts to build family-school relationships and makes periodic adjustments to those efforts if strategies are not working.
☒	**Developing**	a) Most of the school staff members are knowledgeable about the expectations for student academic achievement, or the school leader is developing a plan to communicate the expectations to students and families. b) The school community is beginning to use a plan to encourage students and families to learn about the expectations for student academic achievement, or a limited number of staff members are having these conversations with students and families. c) The school staff is working to adjust their efforts to build family-school relationships, or only some staff regularly review and adjust their efforts to building relationships to foster high expectations for student academic achievement.
☐	**Ineffective**	a) The school leader has not prioritized communicating high expectations for student academic achievement, and there is little or no evidence that staff communicates these expectations to students and families. b) The school community does not promote or engage students and families in conversations regarding student academic expectations. c) The school staff is neither examining nor adjusting the school's efforts to build relationships with students and families to foster high expectations for student academic achievement.

Please indicate the evidence used to determine the rating. *Check all that apply.*	☒ Classroom Observations – # Visited: _12____ ☒ Interviews with Students – #: _2___ ☒ Interviews with Support Staff – #: __1___ ☒ Interviews with Teachers – #: _2____ ☒ Interviews with Parents/Guardians – #__1___ ☒ Other: ___Principal__# 3_____	☒ Documents Reviewed: Building Mission and Vision Statement COMPASS Team (building leadership team) minutes and action plan Building Goals for 2013-2014 Schedules for Special Education Teachers and Speech and Language Therapist

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.	Create a family engagement/involvement plan Provide families with school wide expectations to prepare students to be college and career ready Build relationships among ALL families Reflect, evaluate and modify parent engagement opportunities as needed
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Building principal, school psychologist, school counselor, teachers, support staff, PTA, COMPASS team, and Assistant Superintendent for C& I
Describe the professional development activities planned to support the implementation of the actions in this area.	Provide training for teachers on how to effectively engage and partner with parents and families Training/Workshop on how to create a parent engagement plan Provide training to parents and staff for what it means to be college and career ready

Rating		Statement of Practice 6.3: The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.
☐	**Highly Effective**	a) The school has a comprehensive plan to use multiple, interactive communication tools to provide families regular opportunities for purposeful, strategic, and authentic dialogue about school and student issues and concerns. b) The school staff has a shared commitment to use consistently the plan for communicating with parents and stakeholders (i.e., translating all documents in multiple languages and communicating in variety of ways) to ensure that they clearly understand the school's priorities concerning student progress, achievement, and needs. c) The school staff regularly monitors the effectiveness of their communication to and solicitations of family feedback in all languages concerning student achievement, needs, issues, and concerns using multiple interactive communication tools and makes revisions to the plan when necessary.
☐	**Effective**	a) The school staff has a plan to use multiple tools to communicate with families about school and student issues and concerns. b) The school staff uses a plan to communicate with parents (i.e., translating all documents in multiple languages and communicating in a variety of ways) concerning student progress, achievement, and needs. c) The school staff monitors the effectiveness of its communication in all languages and responds to family feedback concerning issues and concerns.
☐	**Developing**	a) The school is creating a plan for communicating with families about school and student issues and concerns in pertinent languages, or the school communicates with families about school and student issues and concerns using the most prevalent languages. b) The school staff is developing a mechanism for sending documents to families in their native languages, or the school staff translates select documents into languages they identify as prevalent. c) The school is beginning to have conversations about the effectiveness of its strategies for communicating with parents.
☒	**Ineffective**	a) The school communicates with families about school and student issues and concerns without considering translation needs. b) The school staff does not send translations of documents to families. c) The school does not reflect on its strategies for communicating with parents.

Please indicate the evidence used to determine the rating. *Check all that apply.*	☒ Classroom Observations – # Visited: _12____ ☒ Interviews with Students – #: __2___ ☒ Interviews with Support Staff – #: __1___ ☒ Interviews with Teachers – #: _2____ ☒ Interviews with Parents/Guardians – #__1___ ☒ Other: ___Principal__# 3_____	☒ Documents Reviewed: Building Mission and Vision Statement COMPASS Team (building leadership team) minutes and action plan Building Goals for 2013-2014 Schedules for Special Education Teachers and Speech and Language Therapist

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.	Provide information to parents in languages that are reflective of the student population Communicate with parents and families in a variety of ways Reflect on, evaluate and modify parent communication
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Building principal, school psychologist, school counselor, teachers and support staff, district translator
Describe the professional development activities planned to support the implementation of the actions in this area.	Provide training for teachers on how to effectively engage, partner and communicate with parents and families

Rating	Statement of Practice 6.4: The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	
☐	**Highly Effective**	a) The school leader, in collaboration with pertinent school staff and community agency partners, has developed a plan to ensure that all staff members understand how to create and sustain high levels of family engagement by teaching all parents ways to support student learning and growth. b) After consulting teachers, student support professionals, and representative parents, the school leader provides professional development to all school staff on how to actively seek and sustain partnerships with families and community organizations that are linked to the school's plan for engaging parents to support student success.
☐	**Effective**	a) The school leader, in collaboration with pertinent school staff and community agency partners, has developed a plan to ensure that classroom teachers and guidance staff understand how to create and sustain family engagement by teaching a group of parents, representative of student demographics, ways to support student learning and growth. b) The school provides professional development to school staff on how to actively seek and sustain partnerships with families and community organizations that are linked to the school's plan for engaging parents to support student success.
☐	**Developing**	a) The school leader is in the process of developing a plan to teach parents ways to support student learning and growth. b) The school is in the process of implementing a plan to provide professional development to school staff on how to develop partnerships with families and/or the community, or the staff is not fully implementing the strategies in the school's plan.
☒	**Ineffective**	a) The school leader is not working on a plan to teach parents ways to support student learning and growth. b) The school does not provide professional development for staff concerning developing partnerships with families and/or the community.

Please indicate the evidence used to determine the rating. *Check all that apply.*	☒ Classroom Observations – # Visited: _12____ ☒ Interviews with Students – #: __2___ ☒ Interviews with Support Staff – #: __1___ ☒ Interviews with Teachers – #: _2____ ☒ Interviews with Parents/Guardians – #__1___ ☒ Other: ___Principal_# 3_____	☒ Documents Reviewed: Building Mission and Vision Statement COMPASS Team (building leadership team) minutes and action plan Building Goals for 2013-2014 Schedules for Special Education Teachers and Speech and Language Therapist

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.	Create family engagement/involvement plan Form partnerships with ALL families
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Building principal, school psychologist, school counselor, teachers and support staff
Describe the professional development activities planned to support the implementation of the actions in this area.	Training/Workshop on how to create a family engagement plan Workshop for parents on how to be involved with the school and how to understand the school expectations and initiatives Training for staff on how to partner and engage with families and the community

Rating	Statement of Practice 6.5: The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.
☐	**Highly Effective** — a) School leaders, data specialists, student support professionals, program coordinators, and community agencies share data and integrate data systems in order to identify family needs and target appropriate support strategies. b) The entire school community ensures that student data is shared in a way that families can understand a child's learning needs and successes, proactively advocate for their children, and partner with the school to provide appropriate student support.
☐	**Effective** — a) School leaders, data specialists, student support professionals, and program coordinators use data to identify family needs and target strategies to address them. b) The school community ensures that student data is shared in a way in which families can understand student learning needs and successes and are encouraged to advocate for student support.
☒	**Developing** — a) The school staff recognizes that there is a need to share and integrate data systems to identify family needs, and a plan is being developed to do so, or the school staff uses data but is not working with the school's partnerships to share and respond to data pertaining to family needs. b) The school community inconsistently shares data regarding student learning needs and success that families can access and understand.
☐	**Ineffective** — a) There is no evidence that school leaders, data specialists, student support professionals, and program coordinators have prioritized or recognized the need to share and integrate data systems. b) The school community does not share data with parents in ways they can understand.

Please indicate the evidence used to determine the rating. *Check all that apply.*	☒ Classroom Observations – # Visited: _12____ ☒ Interviews with Students – #: __2___ ☒ Interviews with Support Staff – #: __1___ ☒ Interviews with Teachers – #: _2____ ☒ Interviews with Parents/Guardians – #__1___ ☒ Other: ___Principal__ # 3_____	☒ Documents Reviewed: Building Mission and Vision Statement COMPASS Team (building leadership team) minutes and action plan Building Goals for 2013-2014 Schedules for Special Education Teachers and Speech and Language Therapist

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.	Create a tool to communicate data with families in a language that is understandable to ALL families Integrate data systems in order to respond to family needs and/or target interventions
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Building principal, school psychologist, school counselor, teachers and support staff, district translator
Describe the professional development activities planned to support the implementation of the actions in this area.	Professional development on using data to inform decisions Training on ways to create student profiles with regards to academic, behavior, social and emotional development etc.

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

The district review team which consists of the Assistant Superintendent for Curriculum and Instruction, Response to Intervention Coordinator, and the Coordinator of Grants completed a school review following the Diagnostic Toll for School and District Effectiveness (DTSDE). The review took place over two full school days. It consisted of interviews and meetings with teachers, staff, parents and students as well as the principal. The review team also participated in multiple classroom visits in order to gain as much evidence as possible. The SESIS representative from Questar III BOCES also completed a day of reviewing the school with a focus on special education classes and students. A report was provided to the team upon completion of her review.

Following the review, the team worked collaboratively to rate the school under the six tenets of the DTSDE. Based on the ratings and evidence collected as well as conversations and collaboration with the building leader the Local Assistance Plan (LAP) was completed. The LAP is shared with all building teachers and staff and will be used as a guide to provide instruction aligned to the Common Core Learning Standards, improve leadership and improve the overall culture and climate of the building. The goal is to be highly effective in all areas to ensure an increase in student achievement for special education students as well as all subgroups.

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