

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



Name of Principal:	Mr. Brian Crawford
Name/Number of School:	East View Elementary School
School Address:	690 East Spring Street, Olean NY 14760
School Telephone Number:	(716) 375-8920
Principal's Direct Phone Number:	(716) 375-8922
Principal's E-Mail:	<a href="mailto:bcrawford@olean.wnyric.org">bcrawford@olean.wnyric.org</a>
District Telephone Number:	(716) 375-8018
Superintendent's Direct Phone Number:	(716) 375-8055
Superintendent's E-Mail:	<a href="mailto:ctaggerty@olean.wnyric.org">ctaggerty@olean.wnyric.org</a>
Reason for LAP Designation:	Grade 3 ELA; Grade 3 Math - Did Not Meet AYP (White Subgroup)
Website Link for Published Report:	<a href="http://www.oleanschools.org/Page/3316">http://www.oleanschools.org/Page/3316</a>

School Principal's Signature Brian Crawford Date 11/18/15

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

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

Superintendent's Signature Deen Taggerty Date 11/18/15  
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 with cogent messages around school improvement and highly effective educational practices. Our thinking is that the more the NYS educational community engages in common practices and uses common language to evaluate and describe effective schools, the more readily we, as an educational community, will be able to provide high-quality seats to all students in our state.

## Guidance

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

The Diagnostic Self-Review Document and Report Template must be approved by the district's Board of Education (for New York City (NYC) schools, it must be approved by the Chancellor) and posted to the district's website by **Friday, November 20, 2015**, as well as kept on file at both the school and the district offices.

## Completing This Form

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

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

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

School Information Sheet											
Grade Configuration	P-3	Total Enrollment	412	Title 1 Population	24%	Attendance Rate	95%				
Free Lunch	59%	Reduced Lunch	3%	Student Sustainability*	86%	Limited English Proficient	1%	Students with Disabilities	12%		
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		0	#Integrated Collaborative Teaching				4		
# Resource Room	0										
Types and Number Special Classes											
#Visual Arts	1	#Music	1	#Drama	0	# Foreign Language	0	# Dance	0	#CTE	0
Racial/Ethnic Origin											
American Indian or Alaska Native	0%	Black or African American	3%	Hispanic or Latino	3%	Asian or Native Hawaiian/Other Pacific Islander	3%	White	79%	Multi-racial	11%
Personnel											
Years Principal Assigned to School	2	# 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 Exp.		15%	Average Teacher Absences		7.5		
Overall Accountability Status											
ELA Performance at levels 3 & 4	14%	Mathematics Performance at levels 3 & 4	33%	Science Performance at levels 3 & 4	NA	4 Year Graduation Rate (HS Only)					
Credit Accumulation (High School Only)											
% of 1 <sup>st</sup> yr. students who earned 10+ credits		% of 2 <sup>nd</sup> yr. students who earned 10+ credits		% of 3 <sup>rd</sup> yr. students who earned 10+ credits		6 Year Graduation Rate					
Reason for LAP (Indicate under the Category)											
Achievement Gap (AG), Cut Point (CP), and/or Did Not Meet Adequate Yearly Progress (AYP)											
ELA	Mathematics	Science	Graduation Rate	Subgroup							
				American Indian or Alaska Native							
				Hispanic or Latino							
AYP	AYP			White							
				Students with Disabilities							
				Economically Disadvantaged							
				Black or African American							
				Asian or Native Hawaiian/Other Pacific Islander							
				Multi-racial							
				Limited English Proficient							

\*Student Sustainability or Student Stability is the percentage of students in the highest grade in a school who were also enrolled in that school at any time during the previous school year. For example, if School A, which serves Grades 6–8, has 100 students enrolled in Grade 8 this year, and 92 of those 100 students were also enrolled in School A last year, the stability rate for the school is 92 percent.

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

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.						
Rating	Statement of Practice 2.2: The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).					
<input type="checkbox"/>	<b>Highly Effective</b>	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.				
<input type="checkbox"/>	<b>Effective</b>	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.				
<input checked="" type="checkbox"/>	<b>Developing</b>	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.				
<input type="checkbox"/>	<b>Ineffective</b>	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.		<div> <input checked="" type="checkbox"/> Classroom Observations – # Visited: <u>20</u> </div> <div> <input type="checkbox"/> Interviews with Students – #: _____           </div> <div> <input checked="" type="checkbox"/> Interviews with Support Staff – #: <u>30</u> </div> <div> <input checked="" type="checkbox"/> Interviews with Teachers – #: <u>24</u> </div> <div> <input checked="" type="checkbox"/> Interviews with Parents/Guardians – #: <u>12</u> </div> <div> <input checked="" type="checkbox"/> Other: <u>Building Level Team</u> </div> <div> <input checked="" type="checkbox"/> Documents Reviewed:           <table border="1" style="width: 100%;"> <tr> <td>NYS ELA &amp; Math Assessment Data</td> </tr> <tr> <td>Data Analysis Reports/Meeting Notes</td> </tr> <tr> <td>Faculty/Grade Level Meeting Notes</td> </tr> <tr> <td> </td> </tr> </table> </div>	NYS ELA & Math Assessment Data	Data Analysis Reports/Meeting Notes	Faculty/Grade Level Meeting Notes	
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If the SOP rating is <b>Effective, Developing</b> or <b>Ineffective</b> , please provide a response in the areas below.						
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	<ol style="list-style-type: none"> <li>1. Begin each faculty and Building Level Team meeting with a focus on CDEP goals, aligning building activities with district mission/vision.</li> <li>2. Build staff capacity in development of SMART goals through individual goal setting.</li> </ol>					
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> <li>• Comprehensive District Education (CDEP) and Shared Decision Making Committee/Plan</li> <li>• District Mission/Vision and Guiding Principles</li> <li>• District APPR Plan/Rubric</li> </ul>					
Describe the professional development activities planned to support the implementation of the						

actions in this area.	
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	<p>Activities</p> <ul style="list-style-type: none"> <li>CDEP Alignment – Monthly agenda for faculty and BLT meetings; Building progress shared at district CDEP meetings (September, November, January, March).</li> <li>Goal Setting – Activity planning in faculty meeting; conduct 1:1 meetings between school leader and teachers (September, October). Meet to check on progress (October – February). Meet to review results (May – June).</li> </ul>

Rating	Statement of Practice 2.3: Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.					
<input type="checkbox"/>	<b>Highly Effective</b>	<p>a) The school leader collaborates with staff to create and use transparent systems and protocols that afford students and teachers the ability to fully benefit from a flexible and thoughtful program, which includes a creative expanded learning time program, that are aligned to student achievement.</p> <p>b) The school leader strategically recruits, hires, and sustains personnel. The leader uses a variety of partner organizations to create a pool of internal and external human capital that enables the school to creatively, equitably, and adequately meet the academic and social needs of all students. Where the district makes the hiring decisions, the school leader articulates successfully the need for appropriate staff.</p> <p>c) The school leader analyzes and identifies fiscal capital available to the school community throughout the school year, making on-going strategic and sustainable decisions to fund targeted efforts aligned to school-wide goals, considering the needs of all students and staff members. Where the district makes the fiscal decisions, the school leader articulates successfully the need for appropriate funding.</p>				
<input checked="" type="checkbox"/>	<b>Effective</b>	<p>a) The school leader collaborates with staff to create and use systems and protocols for programming for students and teachers, which incorporates an expanded learning time program, that are aligned to student achievement.</p> <p>b) The school leader uses some partnerships to recruit, hire, and sustain personnel that enable the school to meet the academic and social needs of the students. Where the district makes the hiring decisions, the school leader articulates the need for appropriate staff.</p> <p>c) The school leader analyzes and identifies fiscal capital available to the school community throughout the school year, making interim strategic decisions to fund targeted efforts aligned to school-wide goals, considering the needs of all students and staff members. Where the district makes the fiscal decisions, the school leader articulates the need for appropriate funding.</p>				
<input type="checkbox"/>	<b>Developing</b>	<p>a) The school leader uses systems, including an expanded learning time program, for programming for students and teachers that are aligned to student achievement for some groups of students.</p> <p>b) The school leader has taken some steps to secure personnel who will enable the school to meet the academic and social needs of the students. Where the district makes the hiring decisions, the school leader has not clearly articulated the school's needs.</p> <p>c) The school leader makes decisions sporadically on the use of available fiscal capital to fund efforts aligned to school-wide goals. Where the district makes the fiscal decisions, the school leader has not clearly articulated the school's funding need.</p>				
<input type="checkbox"/>	<b>Ineffective</b>	<p>a) The school leader does not have systems for programming for students and teachers or the systems, including an expanded learning time program, are not aligned to student achievement, or an expanded learning time program does not exist and there are no plans to create one.</p> <p>b) The school leader is not addressing the need to hire personnel to meet the academic and social needs of the students. Where the district makes the hiring decisions, the school leader has not made an effort to communicate with the district about hiring needs.</p> <p>c) The school leader does not connect the use of fiscal capital to school goals. Where the district makes the fiscal decisions, the school leader has not made an effort to communicate with the district about funding needs.</p>				
Please indicate the evidence used to determine the rating. Check all that apply.		<div> <input checked="" type="checkbox"/> Classroom Observations – # Visited: <u>20</u> </div> <div> <input type="checkbox"/> Interviews with Students – #: _____         </div> <div> <input checked="" type="checkbox"/> Interviews with Support Staff – #: <u>30</u> </div> <div> <input checked="" type="checkbox"/> Interviews with Teachers – #: <u>24</u> </div> <div> <input checked="" type="checkbox"/> Interviews with Parents/Guardians – #: <u>12</u> </div> <div> <input checked="" type="checkbox"/> Other: <u>Building Level Team</u> </div> <div> <input checked="" type="checkbox"/> Documents Reviewed:           <table border="1"> <tr> <td>NYS ELA &amp; Math Assessment Data</td> </tr> <tr> <td>Data Analysis Reports/Meeting Notes</td> </tr> <tr> <td>Faculty/Grade Level Meeting Notes</td> </tr> <tr> <td> </td> </tr> </table> </div>	NYS ELA & Math Assessment Data	Data Analysis Reports/Meeting Notes	Faculty/Grade Level Meeting Notes	
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Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	<ol style="list-style-type: none"> <li>Design and implement a Reading Catch-Up system for providing strategies, time, and support to assist students who are falling behind in reading participation and/or performance targets.</li> <li>Maximize resources by reallocating human resources to address targeted efforts aligned to school-wide reading goals, including volunteers, foster grandparents, student interns, aides, and</li> </ol>					



	<p>substitutes.</p> <p>3. Expand partnership with St. Bonaventure University's field block program to align professional development opportunities for teachers to support school-wide goals.</p>
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> <li>Leveled classroom libraries and resources for Independent Reading Level Assessment (IRLA), including SchoolPace/eIRLA, an online performance management system</li> </ul>
Describe the professional development activities planned to support the implementation of the actions in this area.	
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	<p>Activities</p> <ul style="list-style-type: none"> <li>Planning and review of activities occurs through monthly meetings with elementary principals, district administrators, and TOSA/Staff Specialist as well as through monthly Building Level Team and faculty meetings.</li> <li>Reading Catch-Up Plan – Design and introduce plan (October). Begin to implement plan across the building (November). Review monthly with grade level teams and through Building Level Team meetings.</li> <li>Human Resource Allocation - Design and introduce plan (October). Begin to implement plan across the building (November). Review monthly with grade level teams and through Building Level Team meetings.</li> <li>Professional Development Partnerships – School leader to meet and plan with St. Bonaventure University Field Block professors (December). Review ongoing activities with teachers and through BLT meetings (February – May).</li> </ul>

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

	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. <i>Check all that apply.</i>	<input checked="" type="checkbox"/> Classroom Observations – # Visited: <u>20</u> <input type="checkbox"/> Interviews with Students – #: _____ <input checked="" type="checkbox"/> Interviews with Support Staff – #: <u>30</u> <input checked="" type="checkbox"/> Interviews with Teachers – #: <u>24</u> <input checked="" type="checkbox"/> Interviews with Parents/Guardians – #: <u>12</u> <input checked="" type="checkbox"/> Other: <u>Building Level Team</u>				
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If the SOP rating is <b>Effective</b> , <b>Developing</b> or <b>Ineffective</b> , please provide a response in the areas below.					
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	1. Provide training for all teaching staff in APPR (3012-d) requirements.				
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> <li>District APPR Plan/Rubric</li> <li>Lead Evaluators (District Administrators)</li> <li>CA-BOCES Staff Specialists provide curriculum support (2 days/week) and professional development on CCLS and instructional shifts through grade level meetings and staff development sessions.</li> </ul>				
Describe the professional development activities planned to support the implementation of the actions in this area.	APPR 3012-d Training <ul style="list-style-type: none"> <li>Develop training in collaboration with district administrators and CA-BOCES Staff Specialists (January).</li> <li>Provide training for teachers during faculty meetings in February and March.</li> <li>Review teacher feedback with district administrators (April).</li> </ul>				
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	Professional Development <ul style="list-style-type: none"> <li>Please note dates for implementation as listed in the section above.</li> </ul>				

<b>Rating</b>	<b>Statement of Practice 2.5:</b> Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).					
<input type="checkbox"/>	<b>Highly Effective</b>	a) The school leader models excellence for the staff in the creation and use of evidence-based systems that are dynamic, adaptive, and interconnected and address individual and school-wide practices. b) The school leader, in collaboration with the school community, monitors and revises evidence-based systems that address practices used by staff members connected to improvement areas in the SCEP.				
<input checked="" type="checkbox"/>	<b>Effective</b>	a) The school leader requires the staff to use evidence-based systems that are dynamic, adaptive, and interconnected and address individual and school-wide practices. b) The school leader monitors and revises evidence-based systems that address practices used by staff members connected to improvement areas in the SCEP.				
<input type="checkbox"/>	<b>Developing</b>	a) The school leader encourages the staff to use systems that are interconnected and/or systems are not modified based on analysis of school-wide practices. b) The school leader is working to develop an evidence-based system to monitor and revise practices used by staff members.				
<input type="checkbox"/>	<b>Ineffective</b>	a) The school leader does not encourage the staff to use systems, or systems do not exist to address school-wide practices. b) The school leader has not taken steps to develop an evidence-based system to monitor and revise practices used by the staff members.				
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Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	1. Build staff capacity for using evidence-based systems through American Reading Company's Leadership Learning Institute.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> <li>The Data Triangle from PLC Associates, Inc. – School Performance Scan (Teacher/Staff) and Family Engagement (Parent) Surveys from PLC Associates, Inc.</li> </ul>
Describe the professional development activities planned to support the implementation of the actions in this area.	<p>Leadership Learning Institute</p> <ul style="list-style-type: none"> <li>School leader and district coordinator of curriculum and instruction will meet with the executive coach from American Reading Company to review current progress and design components of a summer Leadership Learning Institute (February).</li> <li>Teachers will be invited to participate in a Leadership Learning Institute during summer (July/August).</li> <li>The school leader, literacy coach, and district coordinator of curriculum and instruction will meet with participants to review their experience and plan follow-up activities (August).</li> </ul>
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	<p>Professional Development</p> <ul style="list-style-type: none"> <li>Planning and review of professional development occurs through monthly meetings with elementary principals, district administrators, and TOSA/Staff Specialist as well as through monthly Building Level Team and faculty meetings.</li> <li>Please note dates for implementation as listed in the section above.</li> </ul>

<b>Tenet 3 - Curriculum Development and Support:</b> 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	<b>Statement of Practice 3.2:</b> The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	
<input type="checkbox"/>	<b>Highly Effective</b>	<p>a) The school leader, using a distributive leadership model, ensures that a systematic plan (i.e., a plan that has targeted goals to address the needs of all students and subgroups, a schedule for professional development support, and vertical/horizontal collaborative meeting time) exists for the quality implementation of rigorous CCLS curricula.</p> <p>b) The school leader uses the systematic plan to provide teachers access to robust pedagogical support (i.e., inter-visitation, cross-grade conversations, exemplar curriculum models, access to expert CCLS curriculum writers, and CCLS conferences), materials, and training aligned to CCLS curricula and instructional shifts for individual and subgroups of students.</p> <p>c) The school leader ensures that a cohesive, comprehensive, and adaptive curricula, inclusive of clearly developed units aligned to CCLS and NYS standards, is used across all areas of study, including interventions, AIS/RTI, dual credit courses, and electives, by monitoring the implementation of the curricula and regularly examining formative and summative assessments and student work.</p>
<input checked="" type="checkbox"/>	<b>Effective</b>	<p>a) The school leader ensures that a systematic plan (i.e., a plan that has targeted goals to address the needs of all students and subgroups, a schedule for professional development support, and vertical/horizontal collaborative meeting time) exists for the quality implementation of rigorous CCLS curricula.</p> <p>b) The school leader uses the systematic plan to provide teachers access to pedagogical support, materials, and training aligned to CCLS curricula and instructional shifts for individual and subgroups of students.</p> <p>c) The school leader ensures that staff use a comprehensive and adaptive curricula, inclusive of clearly developed units aligned to CCLS and NYS standards, across all areas of study, including interventions, AIS/RTI, dual credit courses, and electives, by monitoring the implementation of curricula.</p>
<input type="checkbox"/>	<b>Developing</b>	<p>a) The school leader is in the process of developing a written plan that includes targeted goals to address the needs of students, schedule/calendar for professional development support, and vertical/horizontal collaborative meeting time for implementing CCLS curricula.</p> <p>b) The school leader is beginning to provide appropriate access to pedagogical support, materials, and training to teachers aligned to CCLS curricula and instructional shifts for individual and subgroups of students.</p>



		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.		
<input type="checkbox"/>	<b>Ineffective</b>	<p>a) The school leader has no written plan for CCLS and NYS curricula alignment across all areas of study and is not developing one.</p> <p>b) The school leader does not provide access to pedagogical support, materials, and training to teachers aligned to CCLS curricula and instructional shifts for individual and subgroups of students.</p> <p>c) The school leader does not ensure and makes little effort to encourage teachers across all areas of study to use curricula aligned to CCLS and NYS standards.</p>		
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<b>If the SOP rating is <u>Effective</u>, <u>Developing</u> or <u>Ineffective</u>, please provide a response in the areas below.</b>				
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	<ol style="list-style-type: none"> <li>Continue to implement professional development series (ACTION 100) through job-embedded, school wide professional learning for school leader, teachers, and parents to strengthen literacy achievement through CCLS curricula and student-centered learning.</li> <li>Continue to implement Grade 3 ELA Module and Grades P-3 Math Module curriculum plans through collaborative vertical/horizontal planning sessions, professional development with CA-BOCES staff specialists, and curricular materials aligned to CCLS curricula and instructional shifts for individual and subgroups of students.</li> <li>Continue to participate in district ELA Committee to engage in the development of district P-2 English Language Arts balanced literacy curriculum and district Math Committee to continue implementation of P-3 Common Core Math Modules.</li> <li>Increase supplemental resources for accountable independent reading and AIS/RTI through additional trade books and intervention materials to support needs of all students and subgroups.</li> </ol>			
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> <li>Professional development funds (Title IIA) used to support executive coaching from American Reading Company for implementation of ACTION 100 – Comprehensive Operating System for School Transformation.</li> <li>CA-BOCES Staff Specialists provide curriculum support (2 days/week) and professional development on CCLS and instructional shifts through grade level meetings and staff development sessions.</li> <li>NYLearns – online curriculum management and standards-based system</li> <li>P-12 ELA and Math Committees</li> <li>P-12 Curriculum Instruction Assessment Council (CIAC)</li> <li>ELA and Math Module resources</li> <li>Leveled classroom libraries and resources for Independent Reading Level Assessment (IRLA), including SchoolPace/eIRLA, an online performance management system</li> </ul>			
Describe the professional development activities planned to support the implementation of the actions in this area.	<p>Action 100 – CCLS Instruction, Formative Assessment, Differentiated Strategies</p> <ul style="list-style-type: none"> <li>Leaders in Action: ACTION 100 Leadership Framework – professional learning for school leader and literacy coach (August 2015)</li> <li>ACTION 100 and IRLA Workshop – full day professional learning for all teachers (August 2015)</li> <li>ACTION 100 Staff Development – 15 days of professional learning through grade groups, fishbowl, one-on-one, status checks, and leadership sessions (September 2015 – June 2016)</li> <li>Each day with American Reading Company includes leadership session between executive coach, the school leader, and school literacy coach to reflect on professional learning, make any adjustments to plan using gradual release of responsibility model, and set targets for next visit.</li> <li>Professional learning session for interventionists (Title I reading specialists, special educators, speech/language teachers, AIS/RTI providers) on new intervention materials and protocols (January 2016)</li> </ul> <p>Grade 3 ELA and Grades P-3 Math Modules – CCLS Instruction, Interim Assessments, Data Analysis</p> <ul style="list-style-type: none"> <li>Summer Grade Level Math Module Training – CA-BOCES (July/August 2015)</li> <li>Ongoing professional development and coaching through common planning time and classroom-based support by literacy coach, curriculum coordinators, and CA-BOCES Staff Specialists, including classroom modeling of module lessons (September-June)</li> <li>Grade Level sessions – curriculum review and planning, data analysis following common End of Module Assessments with CA-BOCES Staff Specialists and/or District Coordinator of Curriculum and Instruction to address CCLS alignment and instructional shifts in ELA and math (varies by grade level)</li> </ul>			

	<p>with three half-day sessions per grade level)</p> <ul style="list-style-type: none"> <li>Inter-visitations within school, district, and region to observe best practices in implementation of rigorous CCLS instruction and instructional shifts utilizing modules (varies by grade level and content area; to be scheduled between December and February with debriefing/planning session during subsequent common planning time)</li> </ul>
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	<p>Activities</p> <ul style="list-style-type: none"> <li>Planning and review of activities occurs through monthly meetings with elementary principals, district administrators, and TOSA/Staff Specialist as well as through monthly Building Level Team and faculty meetings.</li> <li>District ELA Committee – December, January, February, March, May meetings; additional school visitations based on committee decisions; District Math Committee – monthly meetings.</li> <li>Supplemental resources – data-based decision making/materials selection and purchase in December 2015.</li> </ul> <p>Professional Development</p> <ul style="list-style-type: none"> <li>Planning and review of professional development occurs through monthly meetings with elementary principals, district administrators, and TOSA/Staff Specialist as well as through monthly Building Level Team and faculty meetings.</li> <li>Please note dates for implementation as listed in the section above.</li> </ul>

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.							
<input type="checkbox"/>	<b>Highly Effective</b>	<p>a) Teachers use targeted agendas based on student and school data to develop collaboratively unit and lesson plans to meet the demands of CCLS and grade level DDI protocols (e.g., documentation of ongoing analysis of formative and summative assessments, student work, use of rubrics) in all grades and subject areas.</p> <p>b) Teachers use a full complement of curricula tools, such as pacing calendars, curriculum maps, unit and lesson plans, across all grades, content areas, and classes that incorporate a progression of sequenced and scaffolded skills for all groups of students (including special education and English language learners) and use a variety of complex materials appropriately aligned to the CCLS.</p> <p>c) Teachers consistently monitor and adjust curricula to support the CCLS instructional shifts and NYS content standards and ensure higher-order thinking skills are consistently present by providing necessary supports and extensions for all groups of students across all content areas and grades.</p>						
<input type="checkbox"/>	<b>Effective</b>	<p>a) Teachers develop collaboratively unit and lesson plans that meet the demands of CCLS and grade-level DDI protocols (e.g., documentation of ongoing analysis of formative and summative assessments, student work, use of rubrics) and address student achievement needs in all grades and subject areas.</p> <p>b) Teachers use unit and lesson plans across all grades, content areas, and classes that incorporate a progression of sequenced and scaffolded skills for all groups of students (including special education and English language learners) and use a variety of complex materials appropriately aligned to the CCLS.</p> <p>c) Teachers monitor and adjust curricula to support the CCLS instructional shifts and NYS content standards and ensure higher-order thinking skills are consistently present by providing necessary supports and extensions for all groups of students across core content areas and grades.</p>						
<input checked="" type="checkbox"/>	<b>Developing</b>	<p>a) Teachers individually or inconsistently collaborate to develop unit and lesson plans based on student data to meet the demands of CCLS and grade level DDI protocols (e.g., documentation of ongoing analysis of formative and summative assessments, student work, use of rubrics) in all grades and subject areas.</p> <p>b) Teachers use lesson plans that are either inconsistently aligned to CCLS or are aligned to the CCLS but do not use a variety of complex materials that incorporate a progression of sequenced and scaffolded skills.</p> <p>c) Teachers either are in the process of developing protocols to monitor and adjust curricula to support the CCLS instructional shifts and NYS content standards, or teachers inconsistently monitor and adjust curricula across the school, or teachers monitor and adjust no more than twice a year for all groups of students across content areas and grades.</p>						
<input type="checkbox"/>	<b>Ineffective</b>	<p>a) Teachers do not use formal structures and data to work collaboratively to develop unit and lesson plans.</p> <p>b) Teachers use lesson plans that are not aligned to CCLS.</p> <p>c) Teachers do not monitor and adjust curricula, and there is no plan to begin to do so.</p>						
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Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	<ol style="list-style-type: none"> <li>1. Use grade level meetings and common planning time to document an ongoing analysis of students' math achievement as assessed through student work, formative assessments, end of module assessments, STAR Math results, and the Grade 3 NYS math assessments, using these DDI protocols to work collaboratively to develop unit and lesson plans that address all students' needs.</li> <li>2. Utilize NYLearns to assemble curricula tools, such as curriculum maps, pacing calendars, and scaffolding guides, creating shared digital resources that can be used collaboratively to guide unit and lesson planning.</li> <li>3. Provide differentiated professional development to enhance lesson plan design and review plans to ensure that they effectively incorporate a progression of sequenced and scaffolded skills and provide a variety of complex materials appropriately CCLS aligned.</li> </ol>			
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> <li>• Professional development funds (Title IIA) used to support executive coaching from American Reading Company for implementation of ACTION 100 – Comprehensive Operating System for School Transformation.</li> <li>• CA-BOCES Staff Specialists provide curriculum support (2 days/week) and professional development on CCLS and instructional shifts through grade level meetings and staff development sessions.</li> <li>• NYLearns – online curriculum management and standards-based system with ePlanner feature</li> <li>• PlanBook.com subscriptions</li> <li>• P-12 ELA and Math Committees</li> <li>• P-12 Curriculum Instruction Assessment Council (CIAC)</li> <li>• ELA and Math Module resources</li> <li>• SchoolPace/eIRLA, an online performance management system</li> </ul>			
Describe the professional development activities planned to support the implementation of the actions in this area.	<p>Data Driven Instruction Protocols</p> <ul style="list-style-type: none"> <li>• The district coordinator of curriculum and instruction will introduce specific protocols for use in data analysis in district grade level meetings (varies by grade level with three half-day sessions per grade level throughout the year).</li> <li>• Teachers and school leaders will utilize protocols in common planning time to review student work and performance on formative assessments (January-June).</li> <li>• Review of the professional development will take place through school leader observations and teacher feedback during grade level team meetings (March-June).</li> </ul> <p>Lesson Plan Design</p> <ul style="list-style-type: none"> <li>• School leader will present strategies for designing lesson plans that incorporate a progression of sequenced and scaffolded skills and a variety of complex materials appropriately CCLS aligned during faculty and grade level team meetings (December-February).</li> <li>• School leader will review weekly lesson plans and meet with individuals and small groups of teachers to provide coaching and feedback on their design (February-May).</li> <li>• School leader will lead a reflection on the progression of lesson plan design with teachers through faculty meetings (June).</li> </ul>			
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	<p>Activities</p> <ul style="list-style-type: none"> <li>• Planning and review of activities occurs through monthly meetings with elementary principals, district administrators, and TOSA/Staff Specialist as well as through monthly Building Level Team and faculty meetings.</li> <li>• Grade Level sessions – Curriculum review and planning, data analysis following common End of Module Assessments with CA-BOCES Staff Specialists and/or District Coordinator of Curriculum and Instruction to address CCLS alignment and instructional shifts in ELA and math (varies by grade level with three half-day sessions per grade level throughout the year)</li> <li>• NYLearns – Curriculum document planning with CIAC (October/November); curriculum document uploads (December/January); provide overview at grade level sessions and utilize during weekly common planning time.</li> </ul> <p>Professional Development</p> <ul style="list-style-type: none"> <li>• Planning and review of professional development occurs through monthly meetings with elementary principals, district administrators, and TOSA/Staff Specialist as well as through monthly Building Level Team and faculty meetings.</li> <li>• Please note dates for implementation as listed in the section above.</li> </ul>			

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.					
<input type="checkbox"/>	<b>Highly Effective</b>	<p>a) The school leader and teachers consistently use comprehensive and adaptive plans to form partnerships and create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities within and across all grade levels and subjects.</p> <p>b) Teachers consistently collaborate within and across grades and subjects to deliver interdisciplinary curricula that incorporate the arts, technology, and other enrichment opportunities, and there is evidence that teachers regularly develop innovative strategies for connecting these curricula with subject-specific curricula.</p> <p>c) Teachers consistently collaborate in grade/subject level teams to formally reflect on the impact of the interdisciplinary curricula, take immediate action to make revisions when needed, and ensure that there is a common understanding about what is taught and why it is taught.</p>				
<input type="checkbox"/>	<b>Effective</b>	<p>a) The school leader and teachers use plans to form partnerships and create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities within and across all grade levels and subjects.</p> <p>b) Teachers periodically collaborate within grades and subjects to deliver interdisciplinary curricula that incorporate the arts, technology, and other enrichment opportunities, and there is evidence that teachers regularly develop innovative strategies for connecting these curricula with subject-specific curricula.</p> <p>c) Teachers periodically collaborate in grade/subject level teams to formally reflect on the impact of the interdisciplinary curricula, take action according to a set schedule (e.g., beginning, middle, and end of the year), make revisions when needed, and ensure that there is a common understanding about what is taught and why it is taught.</p>				
<input checked="" type="checkbox"/>	<b>Developing</b>	<p>a) The school leader and teachers address interdisciplinary curricula and develop partnerships in the absence of a plan or are in the process of developing a plan to create interdisciplinary curricula and partnerships targeting the arts, technology, and other enrichment opportunities within and across all grade levels and core subjects.</p> <p>b) Teachers are beginning to collaborate and discuss ways to deliver interdisciplinary curricula that incorporate the arts, technology, and other enrichment opportunities, or limited numbers of teachers deliver interdisciplinary curricula within grades and subjects.</p> <p>c) Teachers individually reflect on the impact of interdisciplinary curricula, or the school leader and teachers are in the process of planning formal reflection time to discuss the impact of interdisciplinary curricula and make revisions.</p>				
<input type="checkbox"/>	<b>Ineffective</b>	<p>a) The school leader and teachers do not have formal partnerships to address interdisciplinary curricula.</p> <p>b) Teachers do not collaborate and discuss ways to deliver interdisciplinary curricula within grades and subjects.</p> <p>c) Teachers have not developed interdisciplinary curricula, or there are no plans or processes for reflecting and revising current curricula.</p>				
Please indicate the evidence used to determine the rating. Check all that apply.		<div> <input checked="" type="checkbox"/> Classroom Observations – # Visited: <u>20</u> </div> <div> <input type="checkbox"/> Interviews with Students – #: _____         </div> <div> <input type="checkbox"/> Interviews with Support Staff – #: _____         </div> <div> <input checked="" type="checkbox"/> Interviews with Teachers – #: <u>24</u> </div> <div> <input type="checkbox"/> Interviews with Parents/Guardians – #: _____         </div> <div> <input checked="" type="checkbox"/> Other: <u>Building Level Team Meetings</u> </div> <div> <input checked="" type="checkbox"/> Documents Reviewed:           <table border="1" style="width: 100%;"> <tr> <td>Curriculum Documents and Lesson Plans</td> </tr> <tr> <td>Faculty/Grade Level Meeting Notes</td> </tr> <tr> <td> </td> </tr> <tr> <td> </td> </tr> </table> </div>	Curriculum Documents and Lesson Plans	Faculty/Grade Level Meeting Notes		
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<b>If the SOP rating is <u>Effective</u>, <u>Developing</u> or <u>Ineffective</u>, please provide a response in the areas below.</b>						
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	<ol style="list-style-type: none"> <li>1. Conduct professional development in changes in social studies and science standards that will assist teachers in designing interdisciplinary curricula.</li> <li>2. Provide common planning time amongst classroom, art, and music teachers to expand existing partnerships, including theater, STEAM resources, and distance learning opportunities, to promote interdisciplinary curricula.</li> <li>3. Assist each classroom teacher in participating in a virtual field trip as a strategy to enact interdisciplinary curricula and collaborating during common planning time to formally reflect on its impact.</li> </ol>					
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> <li>• CA-BOCES Staff Specialists provide curriculum support (2 days/week) and professional development on CCLS and instructional shifts through grade level meetings and staff development sessions.</li> <li>• P-12 ELA and Math Committees</li> <li>• P-12 Curriculum Instruction Assessment Council (CIAC)</li> <li>• BOCES COSER Participation in Enrichment, Arts, Distance Learning, Science Kits, Media Resources</li> <li>• District Technology Resources – 1:1 Device Initiative (phasing in)</li> </ul>					

Describe the professional development activities planned to support the implementation of the actions in this area.	<p>Social Studies and Science Standards</p> <ul style="list-style-type: none"> <li>District coordinator of curriculum and instruction and school leader will meet with CA-BOCES Staff Specialists to review professional development needs and possible formats (December).</li> <li>A schedule for workshops and coaching/modeling sessions will be developed based on specific needs with input from grade level teams (January-July).</li> <li>Ongoing review of professional development experiences and classroom applications will take place in grade level teams (February-August).</li> </ul>
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	<p>Activities</p> <ul style="list-style-type: none"> <li>Planning and review of activities occurs through monthly meetings with elementary principals, district administrators, and TOSA/Staff Specialist as well as through monthly Building Level Team and faculty meetings.</li> <li>Collaborative Interdisciplinary Planning – January Staff Development Day; weekly common planning time</li> <li>Virtual Field Trips – unit instruction, which includes virtual field trip, will be conducted between February and June based on grade level plans, followed by common planning time to formally reflect on the impact of interdisciplinary curricula and make revisions.</li> </ul> <p>Professional Development</p> <ul style="list-style-type: none"> <li>Planning and review of professional development occurs through monthly meetings with elementary principals, district administrators, and TOSA/Staff Specialist as well as through monthly Building Level Team and faculty meetings.</li> <li>Please note dates for implementation as listed in the section above.</li> </ul>

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.	
<input type="checkbox"/>	<b>Highly Effective</b>	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.
<input type="checkbox"/>	<b>Effective</b>	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.
<input checked="" type="checkbox"/>	<b>Developing</b>	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.
<input type="checkbox"/>	<b>Ineffective</b>	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. <i>Check all that apply.</i>		<input checked="" type="checkbox"/> Classroom Observations – # Visited: <u>20</u> <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input checked="" type="checkbox"/> Interviews with Teachers – #: <u>24</u> <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input checked="" type="checkbox"/> Other: <u>Building Level Team</u>
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If the SOP rating is <u>Effective</u> , <u>Developing</u> or <u>Ineffective</u> , please provide a response in the areas below.		



Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	<ol style="list-style-type: none"> <li>1. Provide building wide professional development on formative assessment strategies to align curriculum and assessment tools. Implement formative assessment strategies across the curricula and meet during common planning time to reflect on impact in order to ensure alignment between curriculum and assessment tools.</li> <li>2. Select and purchase formative assessment guides for teachers to provide strategies and examples of how to analyze data to inform instruction.</li> <li>3. Continue to implement professional development series (ACTION 100) which includes strategies on student conferencing to provide differentiated support for individual students and ongoing feedback on students' progress toward specific and short-term individual literacy goals.</li> </ol>
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> <li>• Professional development funds (Title IIA) used to support executive coaching from American Reading Company for implementation of ACTION 100 – Comprehensive Operating System for School Transformation.</li> <li>• CA-BOCES Staff Specialists provide curriculum support (2 days/week) and professional development on CCLS and instructional shifts through grade level meetings and staff development sessions.</li> <li>• P-12 ELA and Math Committees</li> <li>• P-12 Curriculum Instruction Assessment Council (CIAC)</li> <li>• SchoolPace/eIRLA, an online performance management system</li> </ul>
Describe the professional development activities planned to support the implementation of the actions in this area.	<p>Formative Assessment Strategies</p> <ul style="list-style-type: none"> <li>• School leader will facilitate professional learning series during faculty meetings to develop understanding and use of formative assessment strategies at each monthly meeting between January and March. Teachers will select at least one strategy to implement each week and reflect on its use in weekly common planning times and subsequent faculty meetings (January to June). Common formative assessment strategies will be included in curriculum documents in NYLearns.</li> </ul> <p>Student Conferencing – Differentiated Supports, Ongoing Feedback, Goal Setting</p> <ul style="list-style-type: none"> <li>• ACTION 100 Staff Development – 7 days of professional learning through grade groups, fishbowl, one-on-one, status checks, and leadership sessions (October - March) are scheduled that include RTI strategies and conferencing; based on progress in the building, this will be expanded if additional training and coaching support is needed.</li> </ul>
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	<p>Activities</p> <ul style="list-style-type: none"> <li>• Planning and review of activities occurs through monthly meetings with elementary principals, district administrators, and TOSA/Staff Specialist as well as through monthly Building Level Team and faculty meetings.</li> <li>• Formative assessment guides – select and purchase in December 2015.</li> </ul> <p>Professional Development</p> <ul style="list-style-type: none"> <li>• Planning and review of professional development occurs through monthly meetings with elementary principals, district administrators, and TOSA/Staff Specialist as well as through monthly Building Level Team and faculty meetings.</li> <li>• Please note dates for implementation as listed in the section above.</li> </ul>

**Tenet 4 - Teacher Practices and Decisions:** Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking and achievement.

Rating	Statement of Practice 4.2: School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	
<input type="checkbox"/>	<b>Highly Effective</b>	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ol>
<input type="checkbox"/>	<b>Effective</b>	<ol style="list-style-type: none"> <li>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.</li> <li>b) Teacher leaders and coaches ensure that teachers use instructional practices and strategies that are</li> </ol>

		<p>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.</p> <p>c) Teacher leaders and coaches ensure that teachers establish short- and long-term goals for groups of students based on grade-level benchmarks.</p>						
<input checked="" type="checkbox"/>	<b>Developing</b>	<p>a) School and teacher leaders are beginning to engage teachers in a conversation about aligning plans to data.</p> <p>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.</p> <p>c) Teacher leaders and coaches are beginning to work with teachers to establish short or long-term goals for groups of students.</p>						
<input type="checkbox"/>	<b>Ineffective</b>	<p>a) School and teacher leaders do not support or engage teachers in a conversation about aligning plans to data.</p> <p>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.</p> <p>c) Teachers have not created goals for groups of students, and there is no plan for teacher leaders and coaches to support this effort.</p>						
<p>Please indicate the evidence used to determine the rating. Check all that apply.</p>		<table border="1"> <tr> <td> <input checked="" type="checkbox"/> Classroom Observations – # Visited: <u>20</u>  <input type="checkbox"/> Interviews with Students – #: _____  <input type="checkbox"/> Interviews with Support Staff – #: _____  <input checked="" type="checkbox"/> Interviews with Teachers – #: <u>24</u>  <input type="checkbox"/> Interviews with Parents/Guardians – #: _____  <input type="checkbox"/> Other: _____ </td> <td> <input checked="" type="checkbox"/> Documents Reviewed:  <table border="1"> <tr><td>Curriculum Documents and Lesson Plans</td></tr> <tr><td>ARC Staff Development Reports</td></tr> <tr><td>Data Analysis Reports/Meeting Notes</td></tr> <tr><td> </td></tr> </table> </td> </tr> </table>	<input checked="" type="checkbox"/> Classroom Observations – # Visited: <u>20</u> <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input checked="" type="checkbox"/> Interviews with Teachers – #: <u>24</u> <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> Documents Reviewed: <table border="1"> <tr><td>Curriculum Documents and Lesson Plans</td></tr> <tr><td>ARC Staff Development Reports</td></tr> <tr><td>Data Analysis Reports/Meeting Notes</td></tr> <tr><td> </td></tr> </table>	Curriculum Documents and Lesson Plans	ARC Staff Development Reports	Data Analysis Reports/Meeting Notes	
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<p><b>If the SOP rating is <u>Effective</u>, <u>Developing</u> or <u>Ineffective</u>, please provide a response in the areas below.</b></p>								
<p>Actions in this area to be taken to improve the identified subgroup(s) student performance levels.</p>	<ol style="list-style-type: none"> <li>1. Meet with grade level teams to develop short and long term goals for groups of students based on grade-level benchmarks utilizing IRLA, writing rubrics, and math formative assessments (ex. exit tickets, sprints) and math rubrics.</li> <li>2. Provide professional development in adaptive instructional practices and strategies to support various needs and learning styles and provide coaching with individual and grade level meetings.</li> </ol>							
<p>Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.</p>	<ul style="list-style-type: none"> <li>• Professional development funds (Title IIA) used to support executive coaching from American Reading Company for implementation of ACTION 100 – Comprehensive Operating System for School Transformation.</li> <li>• CA-BOCES Staff Specialists provide curriculum support (2 days/week) and professional development on CCLS and instructional shifts through grade level meetings and staff development sessions.</li> <li>• P-12 ELA and Math Committees</li> </ul>							
<p>Describe the professional development activities planned to support the implementation of the actions in this area.</p>	<p><b>Goal Setting</b></p> <ul style="list-style-type: none"> <li>• Math Rubric Training – CA BOCES Staff Specialists will provide training with grade level teams during common planning time; student results to be discussed during district grade level meetings (November-December)</li> <li>• ACTION 100 Staff Development – 4 days of professional learning through grade groups, fishbowl, one-on-one, status checks, and leadership sessions (January - March) are scheduled that include goal setting; based on progress in the building, this will be expanded if additional training and coaching support is needed.</li> </ul> <p><b>Adaptive Instructional Practices</b></p> <ul style="list-style-type: none"> <li>• Explicit Direct Instruction – Professional Development based on Anita Archer's work provided by curriculum coordinator and TOSA on developing learning targets, higher order thinking skills, checking for understanding, learning objectives, guided practice, and scaffolding instruction during grade level meetings (varies by grade level with three half-day sessions per grade level).</li> <li>• ELA Tier 3 Instruction - Professional Development with CA-BOCES staff specialist – adaptive instructional practices with scaffolding models for teachers who support students performing below grade level. (December, February, May)</li> </ul>							
<p>Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of</p>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Goal Setting - School leader, coach, and curriculum coordinator will meet with grade level teams through common planning time meetings following goal setting professional development to monitor and support implementation (February).</li> <li>• Adaptive Instructional Practices – School leader, coach, and curriculum coordinator will meet with</li> </ul>							

activities implemented in this area.	<p>individuals and grade level teams following adaptive planning professional development to monitor and support implementation (May).</p> <p>Professional Development</p> <ul style="list-style-type: none"> <li>Planning and review of professional development occurs through monthly meetings with elementary principals, district administrators, and TOSA/Staff Specialist as well as through monthly Building Level Team and faculty meetings.</li> <li>Please note dates for implementation as listed in the section above.</li> </ul>
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Rating	Statement of Practice 4.3: Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.					
<input type="checkbox"/>	<b>Highly Effective</b>	<p>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.</p> <p>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.</p>				
<input type="checkbox"/>	<b>Effective</b>	<p>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.</p> <p>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.</p>				
<input checked="" type="checkbox"/>	<b>Developing</b>	<p>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.</p> <p>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.</p>				
<input type="checkbox"/>	<b>Ineffective</b>	<p>a) Teacher instruction is not aligned to CCLS or content-based standards and not based on lesson plans.</p> <p>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.</p>				
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>		<div> <input checked="" type="checkbox"/> Classroom Observations – # Visited: <u>20</u>  <input type="checkbox"/> Interviews with Students – #: _____  <input type="checkbox"/> Interviews with Support Staff – #: _____  <input checked="" type="checkbox"/> Interviews with Teachers – #: <u>24</u>  <input type="checkbox"/> Interviews with Parents/Guardians – #: _____  <input type="checkbox"/> Other: _____         </div> <div> <input checked="" type="checkbox"/> Documents Reviewed:           <table border="1"> <tr><td>NYS ELA &amp; Math Assessment Data</td></tr> <tr><td>Curriculum Documents and Lesson Plans</td></tr> <tr><td>Data Analysis Reports/Meeting Notes</td></tr> <tr><td> </td></tr> </table> </div>	NYS ELA & Math Assessment Data	Curriculum Documents and Lesson Plans	Data Analysis Reports/Meeting Notes	
NYS ELA & Math Assessment Data						
Curriculum Documents and Lesson Plans						
Data Analysis Reports/Meeting Notes						
If the SOP rating is <b>Effective</b> , <b>Developing</b> or <b>Ineffective</b> , please provide a response in the areas below.						
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> <li>Provide two full day sessions for each grade level team to debrief from the first full year of math module implementation. These curriculum development sessions will include data analysis based on end of module assessments and NYS Grade 3 Math assessment. The teams will identify gaps and weaknesses in the curriculum and develop modifications and/or adaptive strategies to improve instruction.</li> <li>Increase student materials for Tier 2 and Tier 3 math instruction/intervention.</li> </ul>					
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> <li>CA-BOCES Staff Specialists provide curriculum support (2 days/week) on CCLS and instructional shifts through grade level meetings and staff development sessions.</li> <li>P-12 Math Committee</li> <li>District Coordinator of Curriculum and Instruction – provide support for generating and interpreting Data Warehouse and State curriculum and assessment resources/reports, including annotated guides for state assessments</li> </ul>					
Describe the professional development activities planned to support the implementation of the actions in this area.						
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning,	Activities <ul style="list-style-type: none"> <li>Math Module Curriculum Development – this activity will be planned with CA-BOCES Staff Specialists, school leader, and teachers based on needs highlighted throughout the year. A representative group will meet in May to develop the summer sessions. Each grade level team will</li> </ul>					

implementation, and review of activities implemented in this area.	<p>meet for two days between July and August. The sessions will be reviewed by the same team as well as through meetings with elementary principals, district administrators, and TOSA/Staff Specialist in August.</p> <ul style="list-style-type: none"> <li>Math Committee and grade level teams will research and recommend student materials for Tier 2 and Tier 3 math instruction/intervention (November – January); select and purchase materials in January. School leader will work with grade level teams to plan implementation in January with review of the materials occurring during common planning time in March, May, and June.</li> </ul>
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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.					
<input type="checkbox"/>	<b>Highly Effective</b>	a) Teachers use a program/plan that contributes to positive reinforcements of behaviors by using behavioral expectations that are explicitly taught and promotes an environment in which students are citizens of their class, and there is a common understanding of how one is treated and treats others. b) Teachers work together with students across the school to acknowledge diversity, provide access to learning and social opportunities, and encourage students to have a voice in their educational experience. c) Teachers foster student buy-in and adapt to the changing needs of the student population and collaborate with other teachers to create thoughtful learning environments that incorporate student values and perspectives.				
<input checked="" type="checkbox"/>	<b>Effective</b>	a) Teachers use a program/plan that promotes a common understanding of the classroom environment envisioned by the school community and explicitly teaches students behavioral expectations and recognition of acceptable and safe behaviors. b) Teachers work together with students to use strategies that acknowledge diverse groups of students and their needs. c) Teachers foster student understanding and adapt to the changing needs of the student population and create thoughtful learning environments that incorporate student values and perspectives.				
<input type="checkbox"/>	<b>Developing</b>	a) Teachers have a program/plan for acceptable student expectations and are developing strategies for the program/plan to be consistently enforced or recognized by students, or teachers have a program/plan for acceptable student expectations, but do not enforce it. b) Some teachers use strategies that acknowledge diverse groups of students and their needs, or teachers are developing strategies that acknowledge diverse groups of students and their needs. c) Teachers are discussing strategies that address the changing needs of the student population and reflect student values and perspectives.				
<input type="checkbox"/>	<b>Ineffective</b>	a) Teachers do not have a program/plan that establishes acceptable classroom expectations for behavior. b) Teachers' strategies do not acknowledge diverse groups of students and their needs. c) Teachers do not use strategies that address the changing needs of the student population and reflect student values and perspectives.				
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>		<div> <input checked="" type="checkbox"/> Classroom Observations – # Visited: <u>20</u> </div> <div> <input checked="" type="checkbox"/> Interviews with Students – #: <u>1</u> </div> <div> <input type="checkbox"/> Interviews with Support Staff – #: _____           </div> <div> <input checked="" type="checkbox"/> Interviews with Teachers – #: <u>24</u> </div> <div> <input type="checkbox"/> Interviews with Parents/Guardians – #: _____           </div> <div> <input checked="" type="checkbox"/> Other: <u>Building Level Team Meetings</u> </div> <div> <input checked="" type="checkbox"/> Documents Reviewed:           <table border="1" style="width: 100%;"> <tr> <td>AIS/"WIN" (What I Need) Time Schedule &amp; Plan</td></tr> <tr> <td>Character Education Plans</td></tr> <tr> <td>Training Materials: Poverty/Mindset</td></tr> <tr> <td> </td></tr> </table> </div>	AIS/"WIN" (What I Need) Time Schedule & Plan	Character Education Plans	Training Materials: Poverty/Mindset	
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<b>If the SOP rating is <u>Effective</u>, <u>Developing</u> or <u>Ineffective</u>, please provide a response in the areas below.</b>						
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	<ol style="list-style-type: none"> <li>Continue to apply and reflect upon strategies acquired through poverty and mindset training held during 2014-15 and the summer of 2015.</li> <li>Create opportunities to promote student voice in designing thoughtful learning environments that incorporate student values and perspectives (ex. reading participation celebrations, recycling program).</li> </ol>					
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> <li>CA-BOCES Staff Specialists provide curriculum support (2 days/week) and professional development on CCLS and instructional shifts through grade level meetings and staff development sessions.</li> <li>District Coordinator of Curriculum and Instruction – provide support for accessing training materials and resources relating to recent professional development on Eric Jensen's Teaching with Poverty in Mind and Carol Dweck's Mindset.</li> </ul>					
Describe the professional						

development activities planned to support the implementation of the actions in this area.	
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	<p>Activities</p> <ul style="list-style-type: none"> <li>Poverty and Mindset Strategies – School leader and district coordinator of curriculum and instruction will co-facilitate faculty meeting reflections on poverty and mindset training and share additional resources during the February faculty meeting.</li> <li>Student Voice – School leader and teachers will develop and review plans through monthly grade level team and faculty meetings (December-June). Activities will occur as scheduled for various groups (January-June).</li> </ul>

Rating	Statement of Practice 4.5: Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).					
<input type="checkbox"/>	<b>Highly Effective</b>	a) Teachers use a wide variety of relevant data to create adaptive lesson plans that account for student grouping and determine the appropriate intensity and duration of instruction. b) Teachers use summative and formative assessments, including screening, progress monitoring, interim measures and outcome assessments, to develop highly dynamic and responsive plans based on students' strengths and needs. c) Teachers provide frequent and relevant feedback to students based on the analysis of timely data, and students draw on the feedback so that they can reflect upon and assess their own progress.				
<input checked="" type="checkbox"/>	<b>Effective</b>	a) Teachers use data to create targeted plans and adjust student groupings and instructional strategies for most students. b) Teachers use summative and formative assessment data to inform instructional decision making, including student grouping and instructional strategies. c) Teachers provide frequent feedback to students based on the analysis of timely data and provide students with next steps for students to take to progress.				
<input type="checkbox"/>	<b>Developing</b>	a) Teachers are beginning to use plans for adjusting student groupings and instructional strategies. b) Teachers are in the process of using summative and formative assessments that inform instructional decision making, or the practice of using data sources and analyzing the information to inform instructional decision making is inconsistent. c) Teachers provide limited data-based feedback to students.				
<input type="checkbox"/>	<b>Ineffective</b>	a) Teachers do not have or use plans for grouping students and adjusting their instruction. b) Teachers do not use summative and formative assessments to inform instructional decision making. c) Teachers provide feedback that is not purposeful or based on data.				
Please indicate the evidence used to determine the rating. Check all that apply.		<div> <input checked="" type="checkbox"/> Classroom Observations – # Visited: <u>20</u> </div> <div> <input type="checkbox"/> Interviews with Students – #: _____           </div> <div> <input type="checkbox"/> Interviews with Support Staff – #: _____           </div> <div> <input checked="" type="checkbox"/> Interviews with Teachers – #: <u>24</u> </div> <div> <input type="checkbox"/> Interviews with Parents/Guardians – #: _____           </div> <div> <input type="checkbox"/> Other: _____           </div> <div> <input checked="" type="checkbox"/> Documents Reviewed:           <table border="1" style="margin-top: 5px;"> <tr> <td>AIS/"WIN" (What I Need) Time Schedule &amp; Plan</td> </tr> <tr> <td>ARC Staff Development Report</td> </tr> <tr> <td>Data Analysis Reports/Meeting Notes</td> </tr> <tr> <td> </td> </tr> </table> </div>	AIS/"WIN" (What I Need) Time Schedule & Plan	ARC Staff Development Report	Data Analysis Reports/Meeting Notes	
AIS/"WIN" (What I Need) Time Schedule & Plan						
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Data Analysis Reports/Meeting Notes						
<b>If the SOP rating is <u>Effective</u>, <u>Developing</u> or <u>Ineffective</u>, please provide a response in the areas below.</b>						
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	<ol style="list-style-type: none"> <li>Share best practices for tracking student progress (e.g. formative assessment data, IRLA Power Goals) to support student grouping and instructional planning practices.</li> <li>Grade level representatives will work with district committee for student report card modifications.</li> </ol>					
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> <li>CA-BOCES Staff Specialists provide curriculum support (2 days/week) and professional development on CCLS and instructional shifts through grade level meetings and staff development sessions.</li> <li>P-12 ELA and Math Committees</li> <li>P-12 Curriculum Instruction Assessment Council (CIAC)</li> <li>NYLearns – online curriculum management and standards-based system</li> </ul>					
Describe the professional development activities planned to support the implementation of the actions in this area.						
Timeline for Implementation of Activities and Professional	<p>Activities</p> <ul style="list-style-type: none"> <li>Best Practices - School leader and grade level representatives will participate in CIAC sharing session</li> </ul>					



Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	<p>(January). They will then facilitate best practices discussion during building faculty meeting (February). Resources shared will be posted to NYLearns to be accessible by all teachers (February).</p> <ul style="list-style-type: none"> <li>Report Card Modifications – the school leader and grade level representatives will meet for committee meetings as scheduled; this work will be reviewed through monthly faculty meetings.</li> </ul>
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**Tenet 5 - Student Social and Emotional Developmental Health:** The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.

Rating	Statement of Practice 5.2: The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.							
<input checked="" type="checkbox"/>	<b>Highly Effective</b>	<p>a) The school leader, using a distributive leadership model, establishes a deliberate system, understood and followed by all staff members, that allows each student to be well known by a designated adult and positively reinforces academic success for all students.</p> <p>b) The school leader ensures that all staff members know and use a strategic and comprehensive system for referral and support for all students that includes researched-based programs and practices intended to promote academic success, family engagement, and student emotional health and wellness.</p> <p>c) The school leader ensures that all stakeholders strategically use data to identify areas of need, cultivates purposeful partnerships to promote student social and emotional health and academic achievement, and leverages internal or external resources to support and sustain the system.</p>						
<input type="checkbox"/>	<b>Effective</b>	<p>a) The school leader, together with staff, establishes a system that allows each student to be known by a designated adult and positively reinforces academic success for all students.</p> <p>b) The school leader ensures that all staff knows and uses research-based programs and practices for referral and support for all students that address social and emotional developmental health and academic success.</p> <p>c) The school leader ensures that all staff members use data to identify areas of need and leverages internal resources to promote student social and emotional developmental health.</p>						
<input type="checkbox"/>	<b>Developing</b>	<p>a) The school leader is working with staff to develop a system that will allow each student to be known well by an adult, or the system that exists is inconsistently practiced by staff members.</p> <p>b) The school leader is developing a system of referral and support that addresses the social and emotional developmental health and academic success of students, or the system that exists is not consistently used across the school.</p> <p>c) The school leader is developing or improving the mechanism for staff members to use data to identify areas of need connected to student social and emotional developmental health, or data is used by some staff members to promote student social and emotional developmental health.</p>						
<input type="checkbox"/>	<b>Ineffective</b>	<p>a) The school leader has not prioritized the development of an effective system that will allow each student to be known by an adult.</p> <p>b) The school leader has not developed a system of referral and support, or the system in place does not address the needs of the students.</p> <p>c) The school leader has not made the use of data a priority in identifying student areas of need connected to social and emotional developmental health.</p>						
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>		<table border="1"> <tr> <td> <input checked="" type="checkbox"/> Classroom Observations – # Visited: <u>20</u>  <input type="checkbox"/> Interviews with Students – #: _____  <input checked="" type="checkbox"/> Interviews with Support Staff – #: <u>30</u>  <input checked="" type="checkbox"/> Interviews with Teachers – #: <u>24</u>  <input checked="" type="checkbox"/> Interviews with Parents/Guardians – #: <u>12</u>  <input checked="" type="checkbox"/> Other: <u>Building Level Team</u> </td><td> <input checked="" type="checkbox"/> Documents Reviewed:  <table border="1"> <tr><td>Faculty/Grade Level Meeting Notes</td></tr> <tr><td>Character Education Plans</td></tr> <tr><td>Support Meeting Notes</td></tr> <tr><td>RTI Plans</td></tr> </table> </td></tr> </table>	<input checked="" type="checkbox"/> Classroom Observations – # Visited: <u>20</u> <input type="checkbox"/> Interviews with Students – #: _____ <input checked="" type="checkbox"/> Interviews with Support Staff – #: <u>30</u> <input checked="" type="checkbox"/> Interviews with Teachers – #: <u>24</u> <input checked="" type="checkbox"/> Interviews with Parents/Guardians – #: <u>12</u> <input checked="" type="checkbox"/> Other: <u>Building Level Team</u>	<input checked="" type="checkbox"/> Documents Reviewed: <table border="1"> <tr><td>Faculty/Grade Level Meeting Notes</td></tr> <tr><td>Character Education Plans</td></tr> <tr><td>Support Meeting Notes</td></tr> <tr><td>RTI Plans</td></tr> </table>	Faculty/Grade Level Meeting Notes	Character Education Plans	Support Meeting Notes	RTI Plans
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Actions in this area to be taken to improve the identified subgroup(s) student performance levels.								
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.								
Describe the professional development activities planned to								

support the implementation of the actions in this area.	
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	

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.					
<input type="checkbox"/>	<b>Highly Effective</b>	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.				
<input type="checkbox"/>	<b>Effective</b>	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.				
<input checked="" type="checkbox"/>	<b>Developing</b>	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.				
<input type="checkbox"/>	<b>Ineffective</b>	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.		<div> <input checked="" type="checkbox"/> Classroom Observations – # Visited: <u>20</u> </div> <div> <input type="checkbox"/> Interviews with Students – #: _____           </div> <div> <input checked="" type="checkbox"/> Interviews with Support Staff – #: <u>30</u> </div> <div> <input checked="" type="checkbox"/> Interviews with Teachers – #: <u>24</u> </div> <div> <input checked="" type="checkbox"/> Interviews with Parents/Guardians – #: <u>12</u> </div> <div> <input checked="" type="checkbox"/> Other: <u>Building Level Team</u> </div> <div> <input checked="" type="checkbox"/> Documents Reviewed:           <table border="1" style="width: 100%;"> <tr> <td>Faculty/Grade Level Meeting Notes</td> </tr> <tr> <td>Character Education Plans</td> </tr> <tr> <td> </td> </tr> <tr> <td> </td> </tr> </table> </div>	Faculty/Grade Level Meeting Notes	Character Education Plans		
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Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	1. Participate in district school health and wellness committee to develop curriculum/program and resources that promote the teaching of student social and emotional developmental health. Building representatives will participate in the committee activities as well as communicate progress through faculty and Building Level Team meetings.					
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance	<ul style="list-style-type: none"> <li>District School Health and Wellness Committee</li> </ul>					

levels.	
Describe the professional development activities planned to support the implementation of the actions in this area.	
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	<p>Activities</p> <ul style="list-style-type: none"> <li>Curriculum/Program Development - District School Health and Wellness Committee, faculty, and Building Level Team meetings are held monthly</li> </ul>

Rating	Statement of Practice 5.4: All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.							
<input type="checkbox"/>	<b>Highly Effective</b>	<p>a) The school community collaborated to develop and uses a plan that incorporates protocols and processes to communicate the important roles and contributions of all stakeholders in ensuring appropriate supports are provided to all students.</p> <p>b) Across the school community, students, teachers and parents have a voice in the decision-making process for developing their school culture and work together and have active roles in ensuring the school's vision pertaining to social emotional developmental health is achieved.</p> <p>c) The school community has implemented a system for monitoring and responding to student social and emotional developmental health needs, which ensures that adaptive measures are implemented specific to individual student needs when growth is not actualized.</p>						
<input checked="" type="checkbox"/>	<b>Effective</b>	<p>a) The school community has and uses a plan that incorporates protocols and processes to address stakeholders' roles in contributing to how student supports are provided to all groups of students.</p> <p>b) Across the school community, students, teachers and parents work together and have an active role in ensuring the school's vision pertaining to student social and emotional developmental health is achieved.</p> <p>c) The school community has implemented a system for monitoring and responding to student social and developmental health needs, which is used to support teachers as they address student needs.</p>						
<input type="checkbox"/>	<b>Developing</b>	<p>a) The school community is developing protocols and processes for stakeholders to discuss their role in providing appropriate student supports for all groups of students.</p> <p>b) Across the school community students, teachers and parents inconsistently contribute towards ensuring the school's vision pertaining to student social and emotional developmental health is achieved.</p> <p>c) The school community is developing a system for monitoring and responding to student social and emotional developmental health needs.</p>						
<input type="checkbox"/>	<b>Ineffective</b>	<p>a) The school community has no protocols and processes in place to identify stakeholders' roles, or the protocols and processes that exist are not aligned to student supports.</p> <p>b) Across the school community, students, teachers and parents do not understand or act on their role in ensuring the school's vision pertaining to student social and emotional developmental health is achieved.</p> <p>c) The school community has not prioritized the development of a system to monitor and respond to student social and emotional developmental health needs.</p>						
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Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	<ol style="list-style-type: none"> <li>Expand opportunities for parents to have an active role in ensuring the school's vision pertaining to social and emotional developmental health is achieved through increased parent/community programming within in the school (ex. guest speakers, special assemblies).</li> <li>Expand opportunities for parents to have an active role in ensuring the school's vision pertaining to social and emotional developmental health is achieved through a parent survey.</li> </ol>							
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> <li>District School Health and Wellness Committee</li> <li>Family Engagement Survey (PLC Associates, Inc.)</li> </ul>							

Describe the professional development activities planned to support the implementation of the actions in this area.	
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	<p>Activities</p> <ul style="list-style-type: none"> <li>Parent/Community Programming – this activity will be planned and reviewed by the Building Level Team which meets monthly. The group will review current programming and make recommendations on where opportunities can be increased (January). Subsequent BLT meetings will include a review of parent/community involvement to guide future plans.</li> <li>Parent Survey – The Family Engagement Survey, a tool developed by PLC Associates, Inc. and approved by NYSED, will be given in March, in conjunction with spring parent-teacher conferences. The results will be reviewed through faculty and BLT meetings in May and used to inform plans that foster a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.</li> </ul>

Rating	Statement of Practice 5.5: The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.							
<input type="checkbox"/>	<b>Highly Effective</b>	<p>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.</p> <p>b) The school community uses a strategic plan based on data to deliver and monitor timely services and supports to students.</p>						
<input type="checkbox"/>	<b>Effective</b>	<p>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.</p> <p>b) The school community uses a plan based on data to deliver services and supports to students.</p>						
<input checked="" type="checkbox"/>	<b>Developing</b>	<p>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.</p> <p>b) The school community collects data and is developing a plan to address ways to use the data to support students.</p>						
<input type="checkbox"/>	<b>Ineffective</b>	<p>a) The school has no specific plan for how to use data to address student social emotional developmental health needs.</p> <p>b) The school community has not prioritized the need for using data to support students.</p>						
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Actions in this area to be taken to improve the identified subgroup(s) student performance levels.		<ol style="list-style-type: none"> <li>Collect and analyze data that can be used to address student social and emotional developmental health needs, including attendance and discipline records, RTI plans and progress monitoring, student data from UPK classroom teachers (Teaching Strategies GOLD Social-Emotional Development component), UPK and Kindergarten Screening (Ages &amp; Stages Questionnaire completed by parents), and parent survey results.</li> <li>Increase use of eSchool and RTIm Direct for collecting data for use in addressing student social and emotional developmental health needs.</li> <li>Use data analysis to guide professional development for teachers and support staff in delivering services and supports to students.</li> </ol>						
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.		<ul style="list-style-type: none"> <li>Teaching Strategies GOLD Early Childhood Assessment</li> <li>Partnership with Cattaraugus County Department of Community Services (Ages &amp; Stages Questionnaire)</li> <li>Family Engagement Survey (PLC Associates, Inc.)</li> <li>eSchoolData, student management system</li> <li>RTIm Direct, RTI management system</li> <li>District RTI Design Team – Participants in NYS Response to Intervention Personnel Development Project</li> </ul>						
Describe the professional development activities planned to		<p>RTIm Direct</p> <ul style="list-style-type: none"> <li>District RTI Design Team – Professional development on use of RTIm Direct; establish school data</li> </ul>						

support the implementation of the actions in this area.	<p>structures, importing student and assessment data, designing templates (August, October, December)</p> <ul style="list-style-type: none"> <li>Building level RTI team – professional development to support use of RTIm Direct in entering interventions and progress monitoring data, running reports, and utilizing meeting functions (January)</li> </ul> <p>Teacher and Support Staff PD</p> <ul style="list-style-type: none"> <li>Analysis of student social emotional developmental health data will be used to inform professional development plans for teachers and support staff. Differentiated sessions will be held during grade/team meetings and on staff development days in order to strengthen the ability of staff to deliver services and supports to students. (January-June)</li> </ul>
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	<p>Activities</p> <ul style="list-style-type: none"> <li>Collect and analyze data – Attendance/discipline data and RTI plans/progress monitoring are reviewed monthly by the school leader and in grade level team/faculty meetings. Additionally, UPK/K data will be reviewed in December in order to develop a structure for review at school entry. Parent survey data will be reviewed in May. Results of this analysis will be reviewed in Building Level Team meetings in January, March, and May.</li> </ul> <p>Professional Development</p> <ul style="list-style-type: none"> <li>Planning and review of professional development occurs through monthly meetings with elementary principals, district administrators, and TOSA/Staff Specialist as well as through monthly Building Level Team and faculty meetings.</li> <li>Please note dates for implementation as listed in the section above.</li> </ul>

<b>Tenet 6 - Family and Community Engagement:</b> 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	<b>Statement of Practice 6.2:</b> The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	
<input type="checkbox"/>	<b>Highly Effective</b>	<p>a) The school leader, in collaboration with the staff, ensures that staff members are knowledgeable about the school's priority and plan for students to graduate from high school and complete postsecondary education (college, CTE) with advanced competence, and school staff regularly communicate this priority to students, parents, and community leaders in ways that are appropriate for the grade level of the students.</p> <p>b) The school community implements proactively the plan to create diverse and meaningful opportunities for engaging students, families, and community stakeholders in the conversation regarding high expectations for student academic achievement and uses multiple points of entry to provide tips and tools focused on student learning and development.</p> <p>c) The school leader and community review and assess routinely how parents respond to the efforts to build family-school partnerships to foster high expectations for student academic achievement and make timely adjustments if strategies are not working.</p>
<input checked="" type="checkbox"/>	<b>Effective</b>	<p>a) The school leader makes it a school-wide priority for all students and their families to be aware of the school-wide expectations and plan pertaining to graduating from the school and provides age appropriate information about college and postsecondary CTE programs to students and their families.</p> <p>b) The school community implements the plan to foster conversations with students and families regarding high expectations for student academic achievement and provides tips and tools focused on student learning and development.</p> <p>c) The school staff reviews and assesses how parents respond to the efforts to build family-school relationships and makes periodic adjustments to those efforts if strategies are not working.</p>
<input type="checkbox"/>	<b>Developing</b>	<p>a) Most of the school staff members are knowledgeable about the expectations for student academic achievement, or the school leader is developing a plan to communicate the expectations to students and families.</p> <p>b) The school community is beginning to use a plan to encourage students and families to learn about the expectations for student academic achievement, or a limited number of staff members are having these conversations with students and families.</p> <p>c) The school staff is working to adjust their efforts to build family-school relationships, or only some staff regularly review and adjust their efforts to building relationships to foster high expectations for student academic achievement.</p>
<input type="checkbox"/>	<b>Ineffective</b>	<p>a) The school leader has not prioritized communicating high expectations for student academic achievement, and there is little or no evidence that staff communicates these expectations to students</p>



		<p>and families.</p> <p>b) The school community does not promote or engage students and families in conversations regarding student academic expectations.</p> <p>c) The school staff is neither examining nor adjusting the school's efforts to build relationships with students and families to foster high expectations for student academic achievement.</p>			
<p>Please indicate the evidence used to determine the rating. Check all that apply.</p>	<input checked="" type="checkbox"/> Classroom Observations – # Visited: <u>20</u> <input type="checkbox"/> Interviews with Students – #: _____ <input checked="" type="checkbox"/> Interviews with Support Staff – #: <u>30</u> <input checked="" type="checkbox"/> Interviews with Teachers – #: <u>24</u> <input checked="" type="checkbox"/> Interviews with Parents/Guardians – #: <u>12</u> <input checked="" type="checkbox"/> Other: <u>Building Level Team</u>	<input checked="" type="checkbox"/> Documents Reviewed: <table border="1"> <tr> <td>East View Experience – Family Handbook</td> </tr> <tr> <td>Parent IRLA Report</td> </tr> <tr> <td>School Messenger Data</td> </tr> </table>	East View Experience – Family Handbook	Parent IRLA Report	School Messenger Data
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<p>Actions in this area to be taken to improve the identified subgroup(s) student performance levels.</p>	<ol style="list-style-type: none"> <li>Design Meet the Teacher/Curriculum Nights to be held in the summer with a focus on grade level expectations in reading.</li> <li>Make modifications to the East View Experience, a family handbook, to expand the document and assist families in understanding school-wide expectations.</li> <li>Provide resources and parent outreach to support family-school relationships that focus on high achievement for student academic success through IRLA eLibraries - digital books online in any web browser, or offline using native mobile apps.</li> </ol>				
<p>Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.</p>	<ul style="list-style-type: none"> <li>CA-BOCES Staff Specialists provide curriculum support (2 days/week) and professional development on CCLS and instructional shifts through grade level meetings and staff development sessions.</li> </ul>				
<p>Describe the professional development activities planned to support the implementation of the actions in this area.</p>					
<p>Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.</p>	<p>Activities</p> <ul style="list-style-type: none"> <li>Meet the Teacher/Curriculum Nights – Develop concept in grade level team and faculty meetings (December-February). Grade level representatives will meet with school leader to design program and begin planning (February-June). Meet the Teacher/Curriculum Nights will be held for each grade level in August. Program will be reviewed by grade level teams and in BLT meetings to reflect on impact and make recommendations for future events.</li> <li>East View Experience – School leader, teachers, support staff, and parents will review the guide in BLT meetings and make recommendations for improvements (December-February). School leader and teacher volunteers will prepare revisions and additional content (March-June) with updates at BLT meetings for their review (April and June). School leader will oversee preparation of the document for distribution in August.</li> <li>IRLA eLibraries and Parent Outreach – Purchase subscriptions to eLibraries with 50 books per reading level (January). Prepare introduction and support for parents in conjunction with Parent Workshop (see SOP 6.4) and spring parent-teacher conferences (February – March).</li> </ul>				

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.	
<input type="checkbox"/>	Highly Effective	<p>a) The school has a comprehensive plan to use multiple, interactive communication tools to provide families regular opportunities for purposeful, strategic, and authentic dialogue about school and student issues and concerns.</p> <p>b) The school staff has a shared commitment to use consistently the plan for communicating with parents and stakeholders (i.e., translating all documents in multiple languages and communicating in variety of ways) to ensure that they clearly understand the school's priorities concerning student progress, achievement, and needs.</p> <p>c) The school staff regularly monitors the effectiveness of their communication to and solicitations of family feedback in all languages concerning student achievement, needs, issues, and concerns using multiple interactive communication tools and makes revisions to the plan when necessary.</p>
<input type="checkbox"/>	Effective	<p>a) The school staff has a plan to use multiple tools to communicate with families about school and student issues and concerns.</p> <p>b) The school staff uses a plan to communicate with parents (i.e., translating all documents in multiple languages and communicating in a variety of ways) concerning student progress, achievement, and</p>

		needs. c) The school staff monitors the effectiveness of its communication in all languages and responds to family feedback concerning issues and concerns.				
<input checked="" type="checkbox"/>	<b>Developing</b>	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.				
<input type="checkbox"/>	<b>Ineffective</b>	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. <i>Check all that apply.</i>		<input checked="" type="checkbox"/> Classroom Observations – # Visited: <u>20</u> <input type="checkbox"/> Interviews with Students – #: _____ <input checked="" type="checkbox"/> Interviews with Support Staff – #: <u>30</u> <input checked="" type="checkbox"/> Interviews with Teachers – #: <u>24</u> <input checked="" type="checkbox"/> Interviews with Parents/Guardians – #: <u>12</u> <input checked="" type="checkbox"/> Other: <u>Building Level Team</u>				
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<b>If the SOP rating is Effective, Developing or Ineffective, please provide a response in the areas below.</b>						
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	<ol style="list-style-type: none"> <li>Expand and improve school communication strategies through increased use of School Messenger text feature and by developing consistent language/look to school communications.</li> <li>Establish a plan to consistently translate documents for families in their native languages.</li> </ol>					
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> <li>School Messenger – school notification system</li> <li>District Coordinator of State and Federal Aid Programs – translation services</li> </ul>					
Describe the professional development activities planned to support the implementation of the actions in this area.						
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	<b>Activities</b> <ul style="list-style-type: none"> <li>Communication Strategies – Review current School Messenger and paper communication for types and frequency of messages, language, and appearance through BLT meetings. Brainstorm possible ways to expand use of School Messenger and to streamline paper communications. BLT will make recommendations for strategies to improve these communications (February). The school leader and staff will include recommendations in ongoing communications (February-June) and review progress with BLT periodically (April, June).</li> <li>Translation Plan – School leader and district coordinator of state and federal aid programs will develop a plan for translating documents and seek feedback from teachers and families of ELL students (December-January). Translation of standard building documents will be prepared and reviewed (February-March). The plan for ongoing translation needs will be implemented and reviewed through grade level team and parent meetings (April-June).</li> </ul>					

Rating	Statement of Practice 6.4: The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	
<input type="checkbox"/>	<b>Highly Effective</b>	a) The school leader, in collaboration with pertinent school staff and community agency partners, has developed a plan to ensure that all staff members understand how to create and sustain high levels of family engagement by teaching all parents ways to support student learning and growth. b) After consulting teachers, student support professionals, and representative parents, the school leader provides professional development to all school staff on how to actively seek and sustain partnerships with families and community organizations that are linked to the school's plan for engaging parents to support student success.
<input type="checkbox"/>	<b>Effective</b>	a) The school leader, in collaboration with pertinent school staff and community agency partners, has

		developed a plan to ensure that classroom teachers and guidance staff understand how to create and sustain family engagement by teaching a group of parents, representative of student demographics, ways to support student learning and growth. b) The school provides professional development to school staff on how to actively seek and sustain partnerships with families and community organizations that are linked to the school's plan for engaging parents to support student success.					
<input checked="" type="checkbox"/>	<b>Developing</b>	a) The school leader is in the process of developing a plan to teach parents ways to support student learning and growth. b) The school is in the process of implementing a plan to provide professional development to school staff on how to develop partnerships with families and/or the community, or the staff is not fully implementing the strategies in the school's plan.					
<input type="checkbox"/>	<b>Ineffective</b>	a) The school leader is not working on a plan to teach parents ways to support student learning and growth. b) The school does not provide professional development for staff concerning developing partnerships with families and/or the community.					
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>		<input checked="" type="checkbox"/> Classroom Observations – # Visited: <u>20</u> <input type="checkbox"/> Interviews with Students – #: _____ <input checked="" type="checkbox"/> Interviews with Support Staff – #: <u>30</u> <input checked="" type="checkbox"/> Interviews with Teachers – #: <u>24</u> <input checked="" type="checkbox"/> Interviews with Parents/Guardians – #: <u>12</u> <input checked="" type="checkbox"/> Other: <u>Building Level Team</u>	<input checked="" type="checkbox"/> Documents Reviewed: <table border="1"> <tr><td>East View Experience – Family Handbook</td></tr> <tr><td>Parent IRLA Report</td></tr> <tr><td>School Messenger Data</td></tr> <tr><td> </td></tr> </table>	East View Experience – Family Handbook	Parent IRLA Report	School Messenger Data	
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<b>If the SOP rating is <u>Effective</u>, <u>Developing</u> or <u>Ineffective</u>, please provide a response in the areas below.</b>							
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.		<ol style="list-style-type: none"> <li>1. Provide a parent workshop on accountable independent reading and the formative reading assessment process.</li> <li>2. Train YMCA staff from the after school program and Cutco (school partnership) tutors on IRLA, including catch up strategies for students who are struggling with reading participation targets.</li> <li>3. Provide poverty training (working with students and families from poverty) for new teachers and support staff who were not trained last year.</li> </ol>					
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.		<ul style="list-style-type: none"> <li>• Turnkey trainers for Teaching with Poverty in Mind training sessions</li> <li>• CA-BOCES Staff Specialists provide curriculum support (2 days/week) and professional development on CCLS and instructional shifts through grade level meetings and staff development sessions.</li> </ul>					
Describe the professional development activities planned to support the implementation of the actions in this area.		Parent Workshop <ul style="list-style-type: none"> <li>• School leader will survey parents and teachers to identify top priorities in educating parents about school expectations for reading achievement (December-January)</li> <li>• School leader, literacy coach, and district coordinator of curriculum and instruction will meet with the executive coach from American Reading Company to review current family-school partnerships and design a parent workshop (February).</li> <li>• American Reading Company will provide parent workshop. Families will be surveyed to review the activity and feedback will be used to guide follow-up activities in conjunction with parent-teacher conferences (March).</li> </ul> Volunteers/Partnership Training <ul style="list-style-type: none"> <li>• School leader, literacy coach, and district coordinator of curriculum and instruction will meet with the executive coach from American Reading Company to review current progress and design components of an IRLA workshop (December).</li> <li>• District coordinator of curriculum and instruction and literacy coach will provide workshop to school volunteers and tutors (January).</li> <li>• Volunteer and tutor activities will be observed by school leader and literacy coach and reviewed in grade level meetings to plan additional supports that may be needed (February, April, June).</li> </ul> Poverty Training <ul style="list-style-type: none"> <li>• District coordinator of curriculum and instruction will set up professional development for those who have not yet participated (January). Teachers and support staff will participate in training and review the activity with the school leader (February).</li> </ul>					
Timeline for Implementation of Activities and Professional		Professional Development <ul style="list-style-type: none"> <li>• Planning and review of professional development occurs through monthly meetings with</li> </ul>					

Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	<p>elementary principals, district administrators, and TOSA/Staff Specialist as well as through monthly Building Level Team and faculty meetings.</p> <ul style="list-style-type: none"> <li>Please note dates for implementation as listed in the section above.</li> </ul>
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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.							
<input type="checkbox"/>	<b>Highly Effective</b>	<p>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.</p> <p>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.</p>						
<input checked="" type="checkbox"/>	<b>Effective</b>	<p>a) School leaders, data specialists, student support professionals, and program coordinators use data to identify family needs and target strategies to address them.</p> <p>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.</p>						
<input type="checkbox"/>	<b>Developing</b>	<p>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.</p> <p>b) The school community inconsistently shares data regarding student learning needs and success that families can access and understand.</p>						
<input type="checkbox"/>	<b>Ineffective</b>	<p>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.</p> <p>b) The school community does not share data with parents in ways they can understand.</p>						
Please indicate the evidence used to determine the rating. Check all that apply.		<table border="1"> <tr> <td> <input checked="" type="checkbox"/> Classroom Observations – # Visited: <u>20</u>  <input type="checkbox"/> Interviews with Students – #: _____  <input checked="" type="checkbox"/> Interviews with Support Staff – #: <u>30</u>  <input checked="" type="checkbox"/> Interviews with Teachers – #: <u>24</u>  <input checked="" type="checkbox"/> Interviews with Parents/Guardians – #: <u>12</u>  <input checked="" type="checkbox"/> Other: <u>Building Level Team</u> </td><td> <input checked="" type="checkbox"/> Documents Reviewed:  <table border="1"> <tr><td>East View Experience – Family Handbook</td></tr> <tr><td>Parent IRLA Report</td></tr> <tr><td>School Messenger Data</td></tr> <tr><td> </td></tr> </table> </td></tr> </table>	<input checked="" type="checkbox"/> Classroom Observations – # Visited: <u>20</u> <input type="checkbox"/> Interviews with Students – #: _____ <input checked="" type="checkbox"/> Interviews with Support Staff – #: <u>30</u> <input checked="" type="checkbox"/> Interviews with Teachers – #: <u>24</u> <input checked="" type="checkbox"/> Interviews with Parents/Guardians – #: <u>12</u> <input checked="" type="checkbox"/> Other: <u>Building Level Team</u>	<input checked="" type="checkbox"/> Documents Reviewed: <table border="1"> <tr><td>East View Experience – Family Handbook</td></tr> <tr><td>Parent IRLA Report</td></tr> <tr><td>School Messenger Data</td></tr> <tr><td> </td></tr> </table>	East View Experience – Family Handbook	Parent IRLA Report	School Messenger Data	
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If the SOP rating is <b>Effective</b> , <b>Developing</b> or <b>Ineffective</b> , please provide a response in the areas below.								
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	<ol style="list-style-type: none"> <li>Design a family-friendly and informational progress report on students' reading achievement and participation based on IRLA to be included with report cards following each marking period.</li> <li>Share additional data with parents through signage in the school lobby.</li> </ol>							
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.								
Describe the professional development activities planned to support the implementation of the actions in this area.								
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	<b>Activities</b> <ul style="list-style-type: none"> <li>IRLA Progress Report – School leader and grade level teams will design a family-friendly and information progress report that includes a description of reading levels, student participation and performance, and targets (October). This report will be distributed to parents with progress reports, and teachers will review them with families during parent-teacher conferences (November, March). Parent feedback on the reports will be reviewed during faculty and BLT meetings (December, April).</li> <li>Data Displays – Teachers and school leader will identify school data that would be helpful to share with parents through monthly grade level and faculty meetings. The school leader will update data displays throughout the year (January-June) and seek feedback and recommendations through BLT meetings (March, June).</li> </ul>							

**Describe the process used to develop this plan pursuant to Commissioner's Regulations 100.11.**

This plan was developed for East View Elementary by analyzing various evidence outlined within each Statement of Practice. School data, efforts, and progress were reviewed by the Building Level Team, comprised of the school leader, teachers, support staff, and parents, and through faculty meetings. The plan was written by the LAP committee, including the principal, literacy coach, a teacher, and the district coordinator of state and federal aid programs. Ongoing review of the plan will continue through Building Level Team meetings and a summary of building progress will be shared at district CDEP committee meetings.



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