Local Assistance Plan (LAP)
Diagnostic Self-Review Document and Report Template
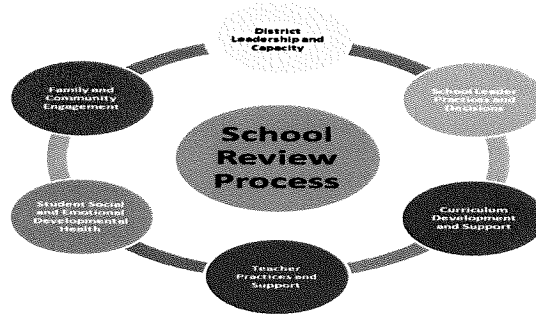
Name of Principal:	Jacqueline Liburd
Name/Number of School:	Hillcrest Elementary School - 661500010001
School Address:	4 Horton Drive, Peekskill, NY 10566
School Telephone Number:	(914) 739-2284
Principal's Direct Phone Number:	(914) 739- 2284
Principal's E-Mail:	jliburd@peekskillcsd.org
District Telephone Number:	(914) 737-3300
Superintendent's Direct Phone Number:	(914) 737-3300
Superintendent's E-Mail:	dfine@peekskillcsd.org
Reason for LAP Designation:	Failure to make AYP, CP
Website Link for Published Report:	http://peekskillcsd.org//Domain/4 http://peekskillcsd.org/Domain/10

School Principal's Signature _____   Date __10-16-15__

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 _____   Date __11/25/15__
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.

<u>Guidance</u>

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

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

<u>Completing This Form</u>

- ✓ Before completing this form, please examine the rubric, and discuss the tenets and the statements of practice with the district representative who will be assisting you in completing, reviewing and approving your LAP Self-Assessment. As the rubric used for the Diagnostic Self-Review is the same one as used for Diagnostic Review for School and District Effectiveness (DTSDE) conducted in Focus Districts, the DTSDE website (http://www.p12.nysed.gov/accountability/diagnostic-tool-institute/home.html) contains helpful information about the rubric.

- ✓ In collaboration with your school leadership team and your district representatives, complete the Self-Review by identifying the strategies and practices you either are planning to implement or have implemented that meet the needs of your school, as identified by the assessment.

    - o Pay particular attention to the performance of the subgroups that caused the school to be identified as requiring a Local Assistance Plan (LAP).

    - o Use evaluative language and connect how the strategies and practices have or will impact teaching and learning.
    - o Make sure the activities proposed reflect a new and robust direction or a continuation of practices that are showing evidence-based positive results in closing the achievement gap(s).
- ✓ Be concise and clear when describing the evidence that supports your ratings.
- ✓ Provide information in the plan that addresses the "who, what, when, and why" of the strategies chosen to meet the needs of the school.
- ✓ **Please Note:** The designation of a school as a LAP means that a school has areas that need improvement, particularly as they relate to the subgroup(s) of students who are failing to make academic gains. These areas should be reflected in the ratings, evidence and action plans outlined in this assessment.
- ✓ Before the completed Self-Review Document and Report Template are submitted to the Board of Education (for NYC, the Chancellor) for approval, the school superintendent must meet with the school leadership to discuss and revise the rubric ratings as appropriate.

A successfully completed Self-Review provides an accurate picture of your school and its needs and describes the actions you and the district will take to address these needs. The evidence and plans for improvement described in the document

will closely align to the expectations put forth in the rubric, therefore aligning the plan to the optimal conditions for school effectiveness.

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

School Information Sheet													
Grade Configuration		4th -5th	Total Enrollment 492			%	Title 1 Population		100.00 %	Attendance Rate			97.44%

Free Lunch	82.00 %	Reduced Lunch	7.00 %	Student Sustainability*		99 .0 0%	Limited English Proficient		24.19 %	Students with Disabilities			14.63%

Types and Number of English Language Learner Classes							
#Transitional Bilingual	0	#Dual Language		6	#Self-Contained English as a Second Language		0

Types and Number of Special Education Classes							
#Special Classes	2	#Consultant Teaching		1	#Integrated Collaborative Teaching		2
# Resource Room	1						

Types and Number Special Classes											
#Visual Arts	1	#Music	3	#Drama		9	# Foreign Language	0	# Dance	0	CTE	0

Racial/Ethnic Origin												
American Indian or Alaska Native	0.00%	Black or African American	21.00 %	Hispanic or Latino	67 .0 0%	Asian or Native Hawaiian/Other Pacific Islander	0.00 %	White	9.0 0%	Multi-racial	3.00%

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.	5	Average Teacher Absences	64.00%

Overall Accountability Status							
ELA Performance at levels 3 & 4	10.00 %	Mathematics Performance at levels 3 & 4	11.00%	Science Performance at levels 3 & 4	71.00%	4 Year Graduation Rate (HS Only)	N/A

Credit Accumulation (High School Only)							
% of 1st yr. students who earned 10+ credits	N/A	% of 2nd yr. students who earned 10+ credits	N/A	% of 3rd yr. students who earned 10+ credits	N/A	6 Year Graduation Rate	N/A

Reason for LAP (Indicate under the Category) Achievement Gap (AG), Cut Point (CP), and/or Did Not Meet Adequate Yearly Progress (AYP)				
ELA	Mathematics	Science	Graduation Rate	Subgroup
				American Indian or Alaska Native
AYP				Hispanic or Latino
				White
				Students with Disabilities
AYP,CP	AYP, CP			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).	
☐	**Highly Effective**	a) The SMART goals/mission and long-term vision are created and supported by staff, families, and students and are uniformly seen, heard, and known across the entire school community and affiliated partnerships. b) The school leader champions the implementation of a data-driven mission for student achievement and well-being and holds the school community of stakeholders accountable for working to realize the long-term vision and the school priorities as outlined in the SCEP and other school improvement documents. c) The school leader and community stakeholders regularly monitor and evaluate progress toward attainment of SMART goals and priorities in the SCEP that are aligned to the long-term vision, making adjustments when goals are not achieved, improvements are needed, and priorities become misaligned.
☐	**Effective**	a) The SMART goals/mission and long-term vision are created and supported by a representative group of staff, families, and students and some affiliated partnerships. b) The school leader shares a data-driven mission for student achievement and well-being with the school community of stakeholders and has a plan for how to work together to realize this long-term vision and the school priorities as outlined in the SCEP and other school improvement documents. c) The school leader and community stakeholders monitor and evaluate progress once or twice a year toward SMART goals and priorities in the SCEP aligned to the long-term vision.
☒	**Developing**	a) The SMART goals/mission and long-term vision are created with limited input by stakeholders, and are in the process of being shared with staff, families, and students across the school community. b) The school leader has a data-driven mission for student achievement and well-being, outlined in the SCEP, and is in the process of developing how the school community will work to realize the long-term vision. c) The school leader is in the process of adapting SMART goals that better align to the long-term vision, or these SMART goals exist but are not monitored and evaluated.
☐	**Ineffective**	a) The SMART goals/mission and long-term vision are unknown, not commonly understood, and/or have not been shared with staff, families, and students across the school community. b) The school leader has not developed a data-driven mission that is connected to the long-term vision. c) The school leader has not developed SMART goals or the current goals are not aligned to the long-term vision.

Please indicate the evidence used to determine the rating. *Check all that apply.*	☒ Classroom Observations – # Visited: _22___ ☐ Interviews with Students – #: _____ ☒ Interviews with Support Staff – #: __5__ ☒ Interviews with Teachers – #: _35___ ☒ Interviews with Parents/Guardians – #: __10__ ☒ Other: <u>School Learning Team,& LAP Team</u>	☐ Documents Reviewed: District Plan District Goals

If the SOP rating is **Effective, Developing** or **Ineffective**, please provide a response in the areas below.	
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	District vision articulated by the Superintendent of Schools and building principal will continue to be communicated to all stakeholders through: Weekly Staff Highlights Monthly Parent Letters District and School Homepage Establishment of a district wide ELL leaders Council Post Curriculum Overviews for parents on the school website. Offer opportunities for additional support beyond the school day with targeted ELA instruction for identified sub-groups.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Continue articulation at Superintendent's Conference Days Continue to work closely with the Director of Special Education (monthly meetings) as well as with the Assistant Superintendent for Curriculum and Instruction (Elementary) PD for ELL leader (Developing an Instructional ELL Lens to Bolster Academic Language through Content Learning) with follow-up turnkey training
Describe the professional development activities planned to support the implementation of the actions in this area.	District-wide Professional Learning Academies. Administrator will meet use faculty meetings to review progress in understanding the school's vision as it relates to student achievement and articulating it to parents and community members. Teachers in DL, Bilingual programs will visit other districts to observe best practices.
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	Weekly Staff Highlights – In Place and ongoing Monthly Parent Letters – In place – School Website, monthly calendar of activities sent hoome District and School Homepage Establishment of a district wide ELL leaders Council – In place Post Curriculum Overviews for parents on the school website. - In place and Ongoing Offer opportunities for additional support beyond the school day with targeted ELA instruction for

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

| Please indicate the evidence used to determine the rating.
Check all that apply. | ☒ Classroom Observations – # Visited: ___22___
☐ Interviews with Students – #: _____
☒ Interviews with Support Staff – #: __5___
☐ Interviews with Teachers – #: ___35__
☒ Interviews with Parents/Guardians – #: _10__ ☒ Other: School Learning Team & LAP Team | ☐ Documents Reviewed:
Inventory of School Book room – leveled libraries
Classroom libraries |

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

| Actions in this area to be taken to improve the identified subgroup(s) student performance levels. | Offer opportunities for additional support beyond the school day with targeted ELA instruction for identified sub-groups.
School Leadership Team part of interview process
All personnel candidates must complete demonstration lessons that are vetted by Asst. Supt. For curriculum & Instruction.
Works closely with Project Director of Community School Initiative 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. |
| Describe the district resources to be | Title Funding, general fund to support AIS as well as extended day Programs. |

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.	Continue to use Fountas & Pinnell, AIMSweb to drive instructional decision-making, by providing on-going training during PLA and grade-level meetings
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	Extended Day Program – December 2 – May 26 District's PLA calendar days for continued professional development

Rating	Statement of Practice 2.4: The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data.	
☐	**Highly Effective**	a) The school leader and other school administrators collaboratively developed a formal school-wide plan, known to all staff and aligned to the district's APPR plan, for frequently observing and providing actionable feedback throughout the school year on teaching practices based on student data. b) The school leader and other school administrators are implementing the school's observation plan and providing timely, on-going, evidence-based, actionable feedback to staff that is directly aligned to established criteria, including the teaching rubric and other agreed upon evaluation instruments, and which encourages and supports staff to take ownership for the next stage of their development. c) The school leader and other school administrators monitor the plan for observing teachers and use observation data and other measures of teacher effectiveness to assign/reassign, counsel, and provide on-going targeted professional development opportunities in multiple formats (e.g., coaching, mentoring, peer support) to staff.
☒	**Effective**	a) The school leader has developed a plan, aligned to the district's APPR plan, for frequently observing and providing actionable feedback on teaching practices throughout the school year based on student data. b) The school leader and other school administrators are implementing the school's observation plan and providing timely on-going, evidence-based, actionable feedback to staff that is directly aligned to established criteria, including the teaching rubric and other agreed upon evaluation instruments. c) The school leader and other school administrators monitor the plan for observing teachers and use observation data and other measures of teacher effectiveness to assign/reassign, counsel, and provide on-going professional development opportunities to staff.
☐	**Developing**	a) The school leader and other school administrators use an informal schedule for observing and providing feedback on teaching practices throughout the school year and/or are developing a formalized plan aligned to the district's APPR plan. b) The school leader and other school administrators are providing feedback to staff that is aligned to established criteria, including the teaching rubric and other agreed upon evaluation instruments. c) The school leader and other school administrators do not consistently use observation data to provide on-going professional development opportunities to staff.
☐	**Ineffective**	a) The school leader and other school administrators have no formal plan or schedule for frequently observing teaching practices and/or providing feedback. b) The school leader and other school administrators are not providing feedback to staff aligned to established criteria, including the teaching rubric and other agreed upon evaluation instruments. c) The school leader and other school administrators do not use observation data and other measures of teacher effectiveness to inform staffing and professional development decisions.
Please indicate the evidence used to determine the rating. *Check all that apply.*	☒ Classroom Observations – # Visited: _22____ ☐ Interviews with Students – #: _____ ☒ Interviews with Support Staff – #: __5___ ☒ Interviews with Teachers – #: _35____	☐ Documents Reviewed:

	☒ Interviews with Parents/Guardians – #: _10__ ☒ Other: <u>School Learning Team,& LAP Team</u>

<table>
<tr><td colspan="2">If the SOP rating <u>is</u> Effective, Developing or Ineffective, please provide a response in the areas below.</td></tr>
<tr>
<td>Actions in this area to be taken to improve the identified subgroup(s) student performance levels.</td>
<td>Continue to review school's LAP designation and use individual data meetings with teachers to continue communication re students progress.
Communicate to all staff our students progress on assessment and screening tools (AIMSwebm Fountas & Pinnell)
Continue training teachers on Teachscape software and provide actionable feed back during post observation conferences as well as after informal walk throughs</td>
</tr>
<tr>
<td>Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.</td>
<td>District-wide adoption of Danielson Framework for teacher observation and evaluation</td>
</tr>
<tr>
<td>Describe the professional development activities planned to support the implementation of the actions in this area.</td>
<td>Training for all nontenured staff during monthly Residency meetings on Danielson Framework by building Principal and Framework coach
Conferences with all teachers regarding observation and evaluation feedback
Monthly training for all administrators on rubrics and scoring</td>
</tr>
<tr>
<td>Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.</td>
<td>All evaluations were scheduled at beginning of year
Classroom walk-throughs are continuous throughout the year.
Post observation conferences for announced and unannounced observations will occur following specified timelines per APPR agreement
All evaluations should be complete and submitted with conferences will occur following specified timelines per APPR agreement</td>
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<tr>
<td>Rating</td>
<td colspan="2">Statement of Practice 2.5: Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).</td>
</tr>
<tr>
<td>☐</td>
<td>Highly Effective</td>
<td>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.</td>
</tr>
<tr>
<td>☐</td>
<td>Effective</td>
<td>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.</td>
</tr>
<tr>
<td>☒</td>
<td>Developing</td>
<td>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.</td>
</tr>
<tr>
<td>☐</td>
<td>Ineffective</td>
<td>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.</td>
</tr>
<tr>
<td colspan="2">Please indicate the evidence used to determine the rating.
Check all that apply.</td>
<td>☒ Classroom Observations – # Visited: _22____
☐ Interviews with Students – #: _____
☒ Interviews with Support Staff – #: __5___
☒ Interviews with Teachers – #: _35____
☒ Interviews with Parents/Guardians – #:__10__
☒ Other: <u>School Learning Team,& LAP Team</u></td>
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☐ Documents Reviewed:

<table>
<tr><td colspan="3">If the SOP rating <u>is</u> Effective, Developing or Ineffective, please provide a response in the areas below.</td></tr>
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Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	Continue to implement Readers and Writers workshop model for instruction in all classrooms Continue to use Fountas and Pinnell benchmark to assesss and document student reading growth in all classrooms Continue to use AIMSweb as aprogress monitororing tool in all classrooms Continue to use Framework Coach to facilitate peer intervisitations to improve instructional focus Continue to work with district's mathematics council to develop math curriculum Integrated Co-teaching work sessions throughout the year; sharing best practices during team meetings
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Literacy coaches, Framework coach , Asst. Supt. For Curriculum and Instruction, and Director of Literacy work collaboratively to build teacher capacity around best instructional practices Dr. Kerri Brown will work with admisistrator to develop a co-teaching action plan
Describe the professional development activities planned to support the implementation of the actions in this area.	Literacy coaches, Framework coach and Director of Literacy work collaboratively to build teacher capacity around best instructional practices by using information derived from teacher surveys and exit tickets at end of each professional development session to further customize the uture trainings. On-going co-teaching training session for all ICT teams
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	Monthly/weekly teacher/grade level meetings to continuallyreview activities/programs Monthly leadership meetings at district level to develop cohesive district-wode strategies around literacy Monthly training sessions on co-teaching - develop livebinders with materials for ELA and Math,

		Tenet 3 - Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are ***appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.
Rating	**Statement of Practice 3.2:** The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	
☐	**Highly Effective**	a) The school leader, using a distributive leadership model, ensures that a systematic plan (i.e., a plan that has targeted goals to address the needs of all students and subgroups, a schedule for professional development support, and vertical/horizontal collaborative meeting time) exists for the quality implementation of rigorous CCLS curricula. b) The school leader uses the systematic plan to provide teachers access to robust pedagogical support (i.e., inter-visitation, cross-grade conversations, exemplar curriculum models, access to expert CCLS curriculum writers, and CCLS conferences), materials, and training aligned to CCLS curricula and instructional shifts for individual and subgroups of students. c) The school leader ensures that a cohesive, comprehensive, and adaptive curricula, inclusive of clearly developed units aligned to CCLS and NYS standards, is used across all areas of study, including interventions, AIS/RTI, dual credit courses, and electives, by monitoring the implementation of the curricula and regularly examining formative and summative assessments and student work.
☐	**Effective**	a) The school leader ensures that a systematic plan (i.e., a plan that has targeted goals to address the needs of all students and subgroups, a schedule for professional development support, and vertical/horizontal collaborative meeting time) exists for the quality implementation of rigorous CCLS curricula. b) The school leader uses the systematic plan to provide teachers access to pedagogical support, materials, and training aligned to CCLS curricula and instructional shifts for individual and subgroups of students. c) The school leader ensures that staff use a comprehensive and adaptive curricula, inclusive of clearly developed units aligned to CCLS and NYS standards, across all areas of study, including interventions, AIS/RTI, dual credit courses, and electives, by monitoring the implementation of curricula.
☒	**Developing**	a) The school leader is in the process of developing a written plan that includes targeted goals to address the needs of students, schedule/calendar for professional development support, and vertical/horizontal collaborative meeting time for implementing CCLS curricula. b) The school leader is beginning to provide appropriate access to pedagogical support, materials, and training to teachers aligned to CCLS curricula and instructional shifts for individual and subgroups of students. c) The school leader encourages staff to use comprehensive curricula, inclusive of clearly developed units aligned to CCLS and NYS standards, across all areas of study, including interventions, AIS/RTI, dual credit courses, and electives.
☐	**Ineffective**	a) The school leader has no written plan for CCLS and NYS curricula alignment across all areas of study and is not developing one. b) The school leader does not provide access to pedagogical support, materials, and training to teachers aligned to CCLS curricula and instructional shifts for individual and subgroups of students. c) The school leader does not ensure and makes little effort to encourage teachers across all areas of study to use curricula aligned to CCLS and NYS standards.
Please indicate the evidence used to determine the rating. *Check all that apply.*	☒ Classroom Observations – # Visited: _22____ ☐ Interviews with Students – #: _____ ☒ Interviews with Support Staff – #: __5___ ☒ Interviews with Teachers – #: _35____ ☒ Interviews with Parents/Guardians – #:__10__ ☒ Other: School Learning Team,& LAP Team	☐ Documents Reviewed: _____ _____ _____ _____
If the SOP rating is Effective, Developing or Ineffective, please provide a response in the areas below.		
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	Time is scheduled (Weekly) to meet as grade levels to share and review ELA modules, prepare for implementation with students, provide adaptations as necessary, procure alternate materials to meet needs of students. Leveled books in Spanish for guided reading for Newcomers and ENL students in our Bilingual and Dual Language programs Select Engage NY demonstration videos, Teacher Channel videos and schedule for sharing at faculty	

	meetings. Post ELA and Math objectives in all classrooms Tier 2 Interventions in Classrooms in small groups Peer inter-visitations
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Module resources – ELA & Math · Reallocating textbook funds for supplementing module resources · Needs assessment will be completed to identify and close gaps in appropriate fiction materials: · Math grade level leadership team reviews Math modules weekly , revisions are ongoing
Describe the professional development activities planned to support the implementation of the actions in this area.	Tier 2 interventions under RTI - Principal and Reading Teachers using materials from FCRR http://www.fcrr.org/ Fountas & Pinnell Benchmark Assessment training Analyzing Running Records training Provide training on how to implement our adapted curriculum with aligned Common Core Learning Standards ELA and math modules Dissemination of materials from Engage NY with our adaptations housed in the districts' curriculum mapping Rubicon Atlas. Bilingual Progressions and Bilingual resources on engage ny shared with all staff Professional readings offered to staff on a consistent basis as it pertains to identified sub-groups
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	Schedules for inter-visitations are done on a rotating basis for teachers twice weekly, as school personnel is available, and as schedule permits. Monthly/weekly teacher/grade level meetings to continuallyreview activities/programs Monthly leadership meetings at district level to develop cohesive district-wode strategies around literacy

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

		students across content areas and grades.
☐	**Ineffective**	a) Teachers do not use formal structures and data to work collaboratively to develop unit and lesson plans. b) Teachers use lesson plans that are not aligned to CCLS. c) Teachers do not monitor and adjust curricula, and there is no plan to begin to do so.

Please indicate the evidence used to determine the rating. *Check all that apply.*	☒ Classroom Observations – # Visited: _22____ ☐ Interviews with Students – #: _____ ☒ Interviews with Support Staff – #: __5___ ☒ Interviews with Teachers – #: _35____ ☒ Interviews with Parents/Guardians – #:__10__ ☒ Other: School Learning Team,& LAP Team	☐ Documents Reviewed:

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

Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	Common planning time for grades Use of multiple data sources (AIMSweb, teacher anecdotals, running records, F&P) for progress monitoring for all students. Common assessments will be administered and reviewed by all stakeholders, and appropriate instructional activities implemented or revised based on findings Alignment and implementation of Common Core Curriculum for ELA and Math with fidelity Continue attention to teaching to NYS standards as opposed to content. Develop and require use of DDI protocols throughout instruction(e.g., documentation of ongoing analysis of formative and summative assessments, student work, use of rubrics)
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Director of Literacy, Assistant Supt. For Curriculum and Instruction as well as buildings ELL leader, Literacy leaders, and Framework Coach Integrated Co-Teaching Team members will receive support and coaching from Dr. Kerri Brown, special education consultant, as well as from the Director of Special Education .
Describe the professional development activities planned to support the implementation of the actions in this area.	Literacy Leaders, ELL Leader, Director of Literacy and Framework Coach will support teachers. Guidance Counselor and School Social worker will traing teachers and students in Second Step Anti Bullying curriculum
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	Schedules for inter-visitations are done on a rotating basis for teachers twice weekly, as school personnel is available, and as schedule permits. Monthly/weekly teacher/grade level meetings to continuallyreview activities/programs Monthly leadership meetings at district level to develop cohesive district-wode strategies around literacy

Rating	**Statement of Practice 3.4:** The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.
☐ **Highly Effective**	a) The school leader and teachers consistently use comprehensive and adaptive plans to form partnerships and create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities within and across all grade levels and subjects. b) Teachers consistently collaborate within and across grades and subjects to deliver interdisciplinary curricula that incorporate the arts, technology, and other enrichment opportunities, and there is evidence that teachers regularly develop innovative strategies for connecting these curricula with subject-specific curricula. c) Teachers consistently collaborate in grade/subject level teams to formally reflect on the impact of the interdisciplinary curricula, take immediate action to make revisions when needed, and ensure that there is a common understanding about what is taught and why it is taught.
☐ **Effective**	a) The school leader and teachers use plans to form partnerships and create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities within and across all grade levels and subjects. b) Teachers periodically collaborate within grades and subjects to deliver interdisciplinary curricula that incorporate the arts, technology, and other enrichment opportunities, and there is evidence that teachers regularly develop innovative strategies for connecting these curricula with subject-specific

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

Please indicate the evidence used to determine the rating. *Check all that apply.*	☒ Classroom Observations – # Visited: _22____ ☐ Interviews with Students – #: _____ ☒ Interviews with Support Staff – #: __5___ ☒ Interviews with Teachers – #: _35____ ☒ Interviews with Parents/Guardians – #: _10__ ☒ Other: <u>School Learning Team,& LAP Team</u>	☐ Documents Reviewed: _____ _____ _____ _____

If the SOP rating is Effective, Developing or Ineffective, please provide a response in the areas below.	
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	Special area teachers will attend all grade –level and Professional Learning Committee meetings in order to facilitate and improve cross-curricular alignment. Students are exposed to a standards-based aligned curriculum that enables students to discover, create and communicate information using the arts, technology and other enrichment areas.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Music and art teachers Staffed computer lab Eno Boards in all classrooms and will be used to enhance interactive learning experiences for all students Document cameras provided in all classrooms
Describe the professional development activities planned to support the implementation of the actions in this area.	District offered PD for Art, Music and PE teachers
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 3.5: Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.
☐	Highly Effective	a) Teachers have and use strategic comprehensive assessment system for using multiple measures of data: structure and protocols for analysis, plan to track progress over time on explicitly identified targets, creation of pre- and post-unit assessments and have a process for adapting curriculum that demonstrates improving individual and subgroup achievement. b) Teachers create and use a variety of appropriate, common assessments data (including pre-, post-, formative and summative) across all grades and subject areas ensuring alignment between the curriculum and assessment tools. c) Teachers have a system for providing regular and explicit feedback to students that is based on data and facilitates student ownership of learning. This system includes student use of rubrics to complete assignments, student self-assessment, student tracking of individual progress, and student reflection upon and adjustment of individual learning strategies to address explicit teacher feedback.
☐	Effective	a) Teachers have and use a comprehensive system for using data: identified targets, pre-and post-unit assessments and have a process for adapting curriculum that demonstrates improving individual and subgroup achievement. b) Teachers use pre-, post-, formative and summative assessment data across all grades and subject areas, ensuring alignment between the curriculum and assessment tools. c) Teachers provide on-going feedback on data to students, supporting student ownership of learning.
☒	Developing	a) Teachers are beginning to develop a system to analyze and use data to make curricular decisions. b) Teachers are in the process of developing multiples types of assessments to ensure alignment between curriculum and assessment, or the use of the variety of assessments is inconsistent throughout the school. c) Teachers are learning to provide feedback based on data to students to address student ownership of learning.
☐	Ineffective	a) Teachers discuss data, but these discussions do not inform curricular decisions. b) Teachers do not use a variety of assessments, or the assessments used are misaligned. c) Teachers do not provide feedback based on data.

Please indicate the evidence used to determine the rating. *Check all that apply.*	☒ Classroom Observations – # Visited: _22____ ☐ Interviews with Students – #: _____ ☒ Interviews with Support Staff – #: __5___ ☒ Interviews with Teachers – #: _35____ ☒ Interviews with Parents/Guardians – #: _10__ ☒ Other: School Learning Team,& LAP Team	☐ Documents Reviewed:

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

Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	Common planning time for grades Use of multiple data sources (AIMSweb, teacher anecdotals, running records, F&P) for progress monitoring for all students. Common assessments will be administered and reviewed by all stakeholders, and appropriate instructional activities implemented or revised based on findings Disaggregate data from common grade-level assessmentsto monitor progress of subgroups to make instructional adjustments, when necessary. Alignment and implementation of Common Core Curriculum for ELA and Math with fidelity Continue attention to teaching to NYS standards as opposed to content. Develop and require use of DDI protocols throughout instruction(e.g., documentation of ongoing analysis of formative and summative assessments, student work, use of rubrics)
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Director of Literacy, Assistant Supt. For Curriculum and Instruction as well as buildings ELL leader, Literacy leaders, and Framework Coach Integrated Co-Teaching Team members will receive support and coaching from Dr. Kerri Brown, special education consultant, as well as from the Director of Special Education .
Describe the professional development activities planned to support the implementation of the actions in this area.	Literacy Leaders, ELL Leader, Director of Literacy and Framework Coach will support teachers. Guidance Counselor and School Social worker will traing teachers and students in Second Step Anti Bullying curriculum
Timeline for Implementation of	Schedules for inter-visitations are done on a rotating basis for teachers twice weekly, as school

Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	personnel is available, and as schedule permits. Monthly/weekly teacher/grade level meetings to continuallyreview activities/programs Monthly leadership meetings at district level to develop cohesive district-wode strategies around literacy

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

Please indicate the evidence used to determine the rating. *Check all that apply.*	☒ Classroom Observations – # Visited: _22____ ☐ Interviews with Students – #: _____ ☒ Interviews with Support Staff – #: __5___ ☒ Interviews with Teachers – #: _35____ ☒ Interviews with Parents/Guardians – #:__10__ ☒ Other: School Learning Team,& LAP Team	☐ Documents Reviewed: _____ _____ _____ _____

If the SOP rating is **Effective, Developing** or **Ineffective**, please provide a response in the areas below.		
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	Time is scheduled (Weekly) to meet as grade levels to share and review ELA modules, prepare for implementation with students, provide adaptations as necessary, procure alternate materials to meet needs of students. Leveled books in Spanish for guided reading for Newcomers and ENL students in our Bilingual and Dual Language programs Select Engage NY demonstration videos, Teacher Channel videos and schedule for sharing at faculty meetings. Post ELA and Math objectives in all classrooms Tier 2 Interventions in Classrooms in small groups Peer inter-visitations		
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance	Module resources – ELA & Math · Reallocating textbook funds for supplementing module resources · Needs assessment will be completed to identify and close gaps in appropriate fiction materials: · Math grade level leadership team reviews Math modules weekly , revisions are ongoing		

levels.	
Describe the professional development activities planned to support the implementation of the actions in this area.	Tier 2 interventions under RTI - Principal and Reading Teachers using materials from FCRR http://www.fcrr.org/ Fountas & Pinnell Benchmark Assessment training Analyzing Running Records training Provide training on how to implement our adapted curriculum with aligned Common Core Learning Standards ELA and math modules Dissemination of materials from Engage NY with our adaptations housed in the districts' curriculum mapping Rubicon Atlas. Bilingual Progressions and Bilingual resources on engage ny shared with all staff Professional readings offered to staff on a consistent basis as it pertains to identified sub-groups
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	Schedules for inter-visitations are done on a rotating basis for teachers twice weekly, as school personnel is available, and as schedule permits. Monthly/weekly teacher/grade level meetings to continuallyreview activities/programs Monthly leadership meetings at district level to develop cohesive district-wode strategies around literacy

Rating		Statement of Practice 4.3: Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.
☐	Highly Effective	a) Teachers use instructional practices that are systematic and explicit, based on sequential lesson plans appropriately aligned to CCLS (or content based standards), and reflective of the CCLS SHIFTS to instruct all groups of students. b) Teachers stimulate deep levels of thinking and questioning in students through the use of adaptive CCLS (or content based standards) instructional materials that contain high levels of text and content complexity and multiple strategies to provide a wide variety of ways to engage in learning.
☐	Effective	a) Teachers use instructional practices appropriately aligned to CCLS (or content based standards) lesson plans are reflective of the CCLS SHIFTS to instruct all groups of students. b) Teachers stimulate student thinking by asking questions through the use of adaptive CCLS (or content-based standards) instructional materials that contain high levels of text and content complexity.
☒	Developing	a) Teachers are beginning to develop lesson plans that are appropriately aligned to CCLS (or content based standards) and reflective of the CCLS SHIFTS to inform their instructional practices, or some teachers use instructional practices aligned to CCLS lesson plans and reflective of the CCLS SHIFTS in specific content areas. b) Teachers across the school do not consistently ask higher-order thinking questions, or the instructional materials do not contain high levels of text and content complexity.
☐	Ineffective	a) Teacher instruction is not aligned to CCLS or content-based standards and not based on lesson plans. b) Teachers use strategies and ask questions that require only basic knowledge of the subject and limit ways in which students are able to acquire learning by providing a single point of access for all students.
Please indicate the evidence used to determine the rating. *Check all that apply.*	☒ Classroom Observations – # Visited: _22____ ☐ Interviews with Students – #: _____ ☒ Interviews with Support Staff – #: __5___ ☒ Interviews with Teachers – #: _35____ ☒ Interviews with Parents/Guardians – #: _10__ ☒ Other: School Learning Team,& LAP Team	☐ Documents Reviewed:

If the SOP rating is **Effective, Developing** or **Ineffective**, please provide a response in the areas below.	
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	Time is scheduled (Weekly) to meet as grade levels to share and review ELA modules, prepare for implementation with students, provide adaptations as necessary, procure alternate materials to meet needs of students. Leveled books in Spanish for guided reading for Newcomers and ENL students in our Bilingual and Dual Language programs Select Engage NY demonstration videos, Teacher Channel videos and schedule for sharing at faculty meetings.

	Post ELA and Math objectives in all classrooms Tier 2 Interventions in Classrooms in small groups Peer inter-visitations
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Module resources – ELA & Math • Reallocating textbook funds for supplementing module resources • Needs assessment will be completed to identify and close gaps in appropriate fiction materials: • Math grade level leadership team reviews Math modules weekly , revisions are ongoing
Describe the professional development activities planned to support the implementation of the actions in this area.	Tier 2 interventions under RTI - Principal and Reading Teachers using materials from FCRR http://www.fcrr.org/ Fountas & Pinnell Benchmark Assessment training Analyzing Running Records training Provide training on how to implement our adapted curriculum with aligned Common Core Learning Standards ELA and math modules Dissemination of materials from Engage NY with our adaptations housed in the districts' curriculum mapping Rubicon Atlas. Bilingual Progressions and Bilingual resources on engage ny shared with all staff Professional readings offered to staff on a consistent basis as it pertains to identified sub-groups
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	Schedules for inter-visitations are done on a rotating basis for teachers twice weekly, as school personnel is available, and as schedule permits. Monthly/weekly teacher/grade level meetings to continuallyreview activities/programs Monthly leadership meetings at district level to develop cohesive district-wode strategies around literacy

Rating	Statement of Practice 4.4: Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.	
☐	Highly Effective	a) Teachers use a program/plan that contributes to positive reinforcements of behaviors by using behavioral expectations that are explicitly taught and promotes an environment in which students are citizens of their class, and there is a common understanding of how one is treated and treats others. b) Teachers work together with students across the school to acknowledge diversity, provide access to learning and social opportunities, and encourage students to have a voice in their educational experience. c) Teachers foster student buy-in and adapt to the changing needs of the student population and collaborate with other teachers to create thoughtful learning environments that incorporate student values and perspectives.
☒	Effective	a) Teachers use a program/plan that promotes a common understanding of the classroom environment envisioned by the school community and explicitly teaches students behavioral expectations and recognition of acceptable and safe behaviors. b) Teachers work together with students to use strategies that acknowledge diverse groups of students and their needs. c) Teachers foster student understanding and adapt to the changing needs of the student population and create thoughtful learning environments that incorporate student values and perspectives.
☐	Developing	a) Teachers have a program/plan for acceptable student expectations and are developing strategies for the program/plan to be consistently enforced or recognized by students, or teachers have a program/plan for acceptable student expectations, but do not enforce it. b) Some teachers use strategies that acknowledge diverse groups of students and their needs, or teachers are developing strategies that acknowledge diverse groups of students and their needs. c) Teachers are discussing strategies that address the changing needs of the student population and reflect student values and perspectives.
☐	Ineffective	a) Teachers do not have a program/plan that establishes acceptable classroom expectations for behavior. b) Teachers' strategies do not acknowledge diverse groups of students and their needs. c) Teachers do not use strategies that address the changing needs of the student population and reflect student values and perspectives.
Please indicate the evidence used to determine the rating.	☒ Classroom Observations – # Visited: _22____ ☐ Interviews with Students – #: _____	☐ Documents Reviewed:

Check all that apply.	☒ Interviews with Support Staff – #: __5___	
	☒ Interviews with Teachers – #: _35____	
	☒ Interviews with Parents/Guardians – #: _10__	
	☒ Other: <u>School Learning Team,& LAP Team</u>	

If the SOP rating <u>is</u> **Effective, Developing** or **Ineffective**, please provide a response in the areas below.	
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	Continue to support safe and orderly school environment with clear expectations and high instructional expectations. Clear, consistent behavioral expectations through shared understanding of Code of Conduct and using the PBIS behavioral matrix
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	District supports safe schools by having building work alongside Director of Safety. Hillcrest School has a school security officer daily. Emergency procedures and protocols are up to date. Monthly district health/safety meetings. Monthly building health/safety meetings.
Describe the professional development activities planned to support the implementation of the actions in this area.	Second Step Anti Bullying Curriculum – all classrooms
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	Ongoing

Rating	Statement of Practice 4.5: Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	
☐	**Highly Effective**	a) Teachers use a wide variety of relevant data to create adaptive lesson plans that account for student grouping and determine the appropriate intensity and duration of instruction. b) Teachers use summative and formative assessments, including screening, progress monitoring, interim measures and outcome assessments, to develop highly dynamic and responsive plans based on students' strengths and needs. c) Teachers provide frequent and relevant feedback to students based on the analysis of timely data, and students draw on the feedback so that they can reflect upon and assess their own progress.
☐	**Effective**	a) Teachers use data to create targeted plans and adjust student groupings and instructional strategies for most students. b) Teachers use summative and formative assessment data to inform instructional decision making, including student grouping and instructional strategies. c) Teachers provide frequent feedback to students based on the analysis of timely data and provide students with next steps for students to take to progress.
☐	**Developing**	a) Teachers are beginning to use plans for adjusting student groupings and instructional strategies. b) Teachers are in the process of using summative and formative assessments that inform instructional decision making, or the practice of using data sources and analyzing the information to inform instructional decision making is inconsistent. c) Teachers provide limited data-based feedback to students.
☐	**Ineffective**	a) Teachers do not have or use plans for grouping students and adjusting their instruction. b) Teachers do not use summative and formative assessments to inform instructional decision making. c) Teachers provide feedback that is not purposeful or based on data.
Please indicate the evidence used to determine the rating. *Check all that apply.*	☒ Classroom Observations – # Visited: _22____ ☐ Interviews with Students – #: _____ ☒ Interviews with Support Staff – #: __5___ ☒ Interviews with Teachers – #: _35____	☐ Documents Reviewed:

	☒ Interviews with Parents/Guardians – #: _10__ ☒ Other: School Learning Team,& LAP Team	

If the SOP rating is **Effective, Developing** or **Ineffective**, please provide a response in the areas below.	
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	Time is scheduled (Weekly) to meet as grade levels to share and review ELA & Math modules, prepare for implementation with students, provide adaptations as necessary, procure alternate materials to meet needs of students. Teachers use data sources to analyze student needs and plan instruction accordingly. Teachers begin to provide instruction with a wide variety of ways to engage students in learning that will improve achievement and include accommodations for ELL's and students with disabilities
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	NYS Tests I-Ready data for students with IEP's F&P Benchmark assessments
Describe the professional development activities planned to support the implementation of the actions in this area.	Professional development to enhance conferencing during Reader's and Writer's Workshop in order to provide specific feedback in order for them to take ownership of their learning. Professional learning communities and faculty meeting times will be used to focus professional development on differentiated instruction, small group instruction, flexible grouping and progress monitoring.
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	Time is scheduled (Weekly) to meet as grade levels to share and review ELA & Math modules, prepare for implementation with students, provide adaptations as necessary, procure alternate materials to meet needs of students. Teachers use data sources to analyze student needs and plan instruction accordingly. Teachers begin to provide instruction with a wide variety of ways to engage students in learning that will improve achievement and include accommodations for ELL's and students with disabilities

Rating		Statement of Practice 5.2: The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.
☐	Highly Effective	a) The school leader, using a distributive leadership model, establishes a deliberate system, understood and followed by all staff members, that allows each student to be well known by a designated adult and positively reinforces academic success for all students. b) The school leader ensures that all staff members know and use a strategic and comprehensive system for referral and support for all students that includes researched-based programs and practices intended to promote academic success, family engagement, and student emotional health and wellness. c) The school leader ensures that all stakeholders strategically use data to identify areas of need, cultivates purposeful partnerships to promote student social and emotional health and academic achievement, and leverages internal or external resources to support and sustain the system.
☐	Effective	a) The school leader, together with staff, establishes a system that allows each student to be known by a designated adult and positively reinforces academic success for all students. b) The school leader ensures that all staff knows and uses research-based programs and practices for referral and support for all students that address social and emotional developmental health and academic success. c) The school leader ensures that all staff members use data to identify areas of need and leverages internal resources to promote student social and emotional developmental health.
☒	Developing	a) The school leader is working with staff to develop a system that will allow each student to be known well by an adult, or the system that exists is inconsistently practiced by staff members. b) The school leader is developing a system of referral and support that addresses the social and emotional developmental health and academic success of students, or the system that exists is not consistently used across the school. c) The school leader is developing or improving the mechanism for staff members to use data to identify areas of need connected to student social and emotional developmental health, or data is used by some staff members to promote student social and emotional developmental health.
☐	Ineffective	a) The school leader has not prioritized the development of an effective system that will allow each student to be known by an adult. b) The school leader has not developed a system of referral and support, or the system in place does not address the needs of the students. c) The school leader has not made the use of data a priority in identifying student areas of need connected to social and emotional developmental health.
Please indicate the evidence used to determine the rating. *Check all that apply.*	☒ Classroom Observations – # Visited: _22___ ☐ Interviews with Students – #: _____ ☒ Interviews with Support Staff – #: __5___ ☒ Interviews with Teachers – #: _35___ ☒ Interviews with Parents/Guardians – #: _10__ ☒ Other: <u>School Learning Team,& LAP Team</u>	☐ Documents Reviewed:

If the SOP rating is **Effective, Developing** or **Ineffective**, please provide a response in the areas below.	
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	Continue referral process to IST and to WJCS (Westchester Jewish Community Services), Andrus and Family Ties Continue Check and Connect (student to staff for daily check-in) Continue work with Sanctuary consultant Implement Second Step Anti-Bullying and Zones of Regulation curriculum
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Grant funded Sanctuary consultant Grant funded Community School Project Director Grant funded School Guidance counselor Collaboration with Peekskill Police (bully prevention training, DARE Program)
Describe the professional development activities planned to support the implementation of the actions in this area.	Sanctuary Training for core team and staff and students Undoing Racism Training

Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	IST referrals as needed and occur countnuously throughout th eyear and scheduled as needed Undoing Racism Training – February 2016 Sanctuary Training – September 2015, January 2016, June 2016 DARE Classes – Weekly throughout year, DARE Graduation – June 2nd Step – Weekly in classrooms	

Rating	Statement of Practice 5.3: The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	
☐	Highly Effective	a) There is a comprehensive and coherent curriculum or program that incorporates research-based practices aligned to the school vision that enables students to articulate a sense of belonging and ownership in their school community and facilitates the teaching of student social and emotional developmental health. b) All stakeholders receive professional development support to consistently act upon a shared understanding of skills and behaviors that address the social and emotional developmental health needs of students linked to academic success and promote the school community's vision of a safe and healthy environment. c) There is a comprehensive plan to monitor and revise the professional development provided stakeholders to build adult capacity to facilitate learning experiences to support student social and emotional developmental health within a safe and healthy environment.
☐	Effective	a) There is a curriculum or program that incorporates research-based practices aligned to the school vision that facilitates the teaching of student social and emotional developmental health. b) The school staff receives professional development support to use skills and behaviors that address the social and emotional developmental health needs of students and promote the school community's vision of a safe and healthy environment. c) There is a plan to monitor and revise the professional development provided staff that builds adult capacity to support student social and emotional developmental health within a safe and healthy environment.
☒	Developing	a) The school is developing a curriculum or program to support and promote the teaching of student social and emotional developmental health. b) The school is developing ways to support the stakeholders' understanding of the skills and behaviors that address the social and emotional developmental health of students, or some staff members use skills and behaviors that address social and emotional developmental health needs of students. c) The school is beginning to monitor the professional development plan to build adult capacity to support student social and emotional developmental health.
☐	Ineffective	a) The school does not have a curriculum or a program in place to support the teaching of student social and emotional developmental health, or the program in place does not meet student needs. b) The school has not identified skills and behaviors that address the social and emotional developmental health of students, and there are no plans to provide support aligned to this work. c) The school does not provide professional development to build adult capacity to support student social and emotional developmental health.
Please indicate the evidence used to determine the rating. *Check all that apply.*	☒ Classroom Observations – # Visited: _22____ ☐ Interviews with Students – #: _____ ☒ Interviews with Support Staff – #: __5___ ☒ Interviews with Teachers – #: _35____ ☒ Interviews with Parents/Guardians – #: _10__ ☒ Other: School Learning Team,& LAP Team	☐ Documents Reviewed:
If the SOP rating is Effective, Developing or Ineffective, please provide a response in the areas below.		
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	Our school is using the Second Step Anti Bullying Curriculum in all classrooms to teach, support, and measure social and emotional developmental health for students	
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance	District support to align a curriculum from pre-k-grade 5 (elementary schools) for social and emotional developmental health. Additional school guidance counselor to assist in building	

levels.	
Describe the professional development activities planned to support the implementation of the actions in this area.	Staff and students to be trained using Second Step Anti Bullying Curriculum as well as implement community meetings using Sanctuarymodel for student social and emotional developmental health
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	Sanctuary Training – September 2015, January 2016, June 2016 2nd Step – Weekly in classrooms

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

Please indicate the evidence used to determine the rating. *Check all that apply.*	☒ Classroom Observations – # Visited: _22____ ☐ Interviews with Students – #: _____ ☒ Interviews with Support Staff – #: __5___ ☒ Interviews with Teachers – #: _35____ ☒ Interviews with Parents/Guardians – #: _10__ ☒ Other: <u>School Learning Team,& LAP Team</u>	☐ Documents Reviewed: _____ _____ _____ _____

If the SOP rating is **Effective**, **Developing** or **Ineffective**, please provide a response in the areas below.	
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	Continue to foster a climate and culture of safety and security for staff and students. Work with teachers so that they are able to articulate the school vision and how it is connected to student social and emotional developmental health and the role teachers play in achieving that vision. Support parents so that they are able to express the work the school does that is linked to the social and emotional developmental health of their children and how this support is tied to the school's vision. PBIS initiatives are thriving and students are acknowledged for following the 3 "Bees"- Be safe, Be respectful, Be responsible
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	PBIS resources to help fund reward system Technology support for PBIS referral data Support for continuation of full time school social worker and psychologist
Describe the professional development activities planned to support the implementation of the actions in this area.	PD for new staff regarding PBIS system Updates to staff handbook regarding PBIS Sanctuary Training
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 5.5: The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.
☐	**Highly Effective**	a) The school leader, in collaboration with stakeholders, has a plan with systems and structures (time, space and resources) for how to collect, analyze, and use a wide variety of data to address student social and emotional developmental health needs. b) The school community uses a strategic plan based on data to deliver and monitor timely services and supports to students.
☐	**Effective**	a) The school leader, in collaboration with student support staff, has a plan with structures (time, space and resources) to use data to address student academic and social emotional developmental health needs. b) The school community uses a plan based on data to deliver services and supports to students.
☒	**Developing**	a) The school leader and the support staff are developing a plan for teachers to begin to understand how to use data to address student social and emotional developmental health needs. b) The school community collects data and is developing a plan to address ways to use the data to support students.
☐	**Ineffective**	a) The school has no specific plan for how to use data to address student social emotional developmental health needs. b) The school community has not prioritized the need for using data to support students.

Please indicate the evidence used to determine the rating. *Check all that apply.*	☒ Classroom Observations – # Visited: _22____ ☐ Interviews with Students – #: _____ ☒ Interviews with Support Staff – #: __5___ ☒ Interviews with Teachers – #: _35____ ☒ Interviews with Parents/Guardians – #: _10__ ☒ Other: School Learning Team,& LAP Team	☐ Documents Reviewed:

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

Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	Support staff will conduct IST meetings as well as clinical meetings to address students social and emotional development Data accumulated from PBIS Referrals will be used to target areas to be addressed in order to better promote student social-emotional well-being Institute Yellow Zone – students use "Zones of Regulation" as the instructional self-management plan
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	School psychologist, social worker and guidance counselor SWIS data system
Describe the professional development activities planned to support the implementation of the actions in this area.	Review data during building leadership meetings
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	Monthly review during clinical meetings

		Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.

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

Please indicate the evidence used to determine the rating. *Check all that apply.*	☒ Classroom Observations – # Visited: _22____ ☐ Interviews with Students – #: _____ ☒ Interviews with Support Staff – #: __5___ ☒ Interviews with Teachers – #: _35____ ☒ Interviews with Parents/Guardians – #: _10__ ☒ Other: School Learning Team,& LAP Team	☐ Documents Reviewed: _____ _____ _____ _____

If the SOP rating is **Effective, Developing** or **Ineffective**, please provide a response in the areas below.	
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	Continue to welcome parents and family members to school on a daily and monthly basis with special invites; open- access to the principal to address concerns; opportunities to see teachers for conferences or to see student work and performances (school and classroom level)
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	District/ building includes all students in all activities – no event is exclusive Grant funded Community School Project Director

Describe the professional development activities planned to support the implementation of the actions in this area.	Staff works at faculty conferences and PTO and SEPTO meetings to support this goal. Professional articles and journals for use during faculty meetings and professional learning communities that address the creating and sustaining a culture of belonging and trust. Undoing racism training
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	Ongoing

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

Please indicate the evidence used to determine the rating. *Check all that apply.*	☒ Classroom Observations – # Visited: _22____ ☐ Interviews with Students – #: _____ ☒ Interviews with Support Staff – #: __5___ ☒ Interviews with Teachers – #: _35____ ☒ Interviews with Parents/Guardians – #: _10__ ☒ Other: School Learning Team,& LAP Team	☐ Documents Reviewed:

If the SOP rating is **Effective, Developing** or **Ineffective**, please provide a response in the areas below.	
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	Continue to provide translation where necessary for parents and families Encourage participation in district wide PTO initiative Encourage school staff to regularly communicate with and solicit family feedback concerning student achievement, needs, issues and concerns using multiple, interactive communication paths in all pertinent languages so that student achievement is increased.

Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Bilingual staff gives of their time and expertise to engage our non-English speaking community. Continue to hire bilingual staff whenever possible. Technology; email, phones, etc.
Describe the professional development activities planned to support the implementation of the actions in this area.	All parents are invited and encouraged to join committees and attend school functions. Translation is available. During faculty meetings, reinforce with staff create positive contacts with parents, guardians and community members; on-going administrative professional development related to reciprocal communication; professional articles and journals for use during faculty meetings and professional learning communities related to effective planning and reciprocal communication.
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	Ongoing

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

Please indicate the evidence used to determine the rating. *Check all that apply.*	☒ Classroom Observations – # Visited: _22____ ☐ Interviews with Students – #: _____ ☒ Interviews with Support Staff – #: __5___ ☒ Interviews with Teachers – #: _35____ ☒ Interviews with Parents/Guardians – #:__10__ ☒ Other: School Learning Team,& LAP Team	☐ Documents Reviewed: _____ _____ _____ _____

If the SOP rating is **Effective, Developing** or **Ineffective**, please provide a response in the areas below.	
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	Continue to partner with Westchester Department of Social Services, Hudson River Health Center, Family Services of Westchester and Andrus Children's Services to provide wrap-around services for

	students outside of school Continue to and increase the use of Public Information Officer to disseminate information to parents. Continue to grow the Hillcrest Community School Initiative
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Family University parent Coordinator Hillcrest Community School Initiative Project Director
Describe the professional development activities planned to support the implementation of the actions in this area.	On-going administrative professional development across all areas to support students' success; professional articles and journals for use during faculty meetings and professional learning communities across all areas to support student success.
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	Ongoing

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

Please indicate the evidence used to determine the rating. *Check all that apply.*	☒ Classroom Observations – # Visited: _22____ ☐ Interviews with Students – #: _____ ☒ Interviews with Support Staff – #: __5___ ☒ Interviews with Teachers – #: _35____ ☒ Interviews with Parents/Guardians – #:__10__ ☒ Other: School Learning Team,& LAP Team	☐ Documents Reviewed: _____ _____ _____ _____

If the SOP rating is **Effective, Developing** or **Ineffective**, please provide a response in the areas below.	
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	Parent teacher conferences PTO Meetings Family Literacy and Math Nights Parent University Training sessions

	Continued uses of Student-interest surveys include strengths (my child is good at...) and weakness to be filled out by parents, "other learning concerns" categories. Provide learning opportunities for families and community members through parent coffee hours (Second Cup of Coffee), Promotores (Spanish speaking outreach), parenting workshops
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Social Worker, Teachers, Principal to offer workshops on CCLS Outreach by Hillcrest Community School project director and staff
Describe the professional development activities planned to support the implementation of the actions in this area.	Social worker provide training on how to engage parents and how to partner with parents
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	Ongoing

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

The principal, School Leadership Team, special education staff reviewed the meaning of the designation and analyzed the data that caused Hillcrest Elementary to remain a Local Assistance Plan school.

Next, during our first faculty meeting in September, the information about the LAP designation and the review process was shared with the faculty. Teachers engaged in a brainstorming activity in which they began to construct lists of currently used strategies and some that could be used to improve student achievement within the six tenets.

The principal and LAP committee also reviewed meeting and workshop agendas, plan books, the building and the district's strategic plans, the district website, behavioral referrals, the Code of Conduct, NYS Test results data, teacher observations and evaluations, curriculum maps to further develop oportunities to improve teaching and dlearning for our students. This core committee reviewed the draft document and provided additional feedback regarding its content. The draft was then sent to the Assistant Supertindent for Curriculum and Instruction (Elementary) for her review and feedback. Feedback was incorporated into the final LAP document. The document was then submitted to the district superintendent and to the Peekskill Board of Education for review, approval and for posting to the district website.

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