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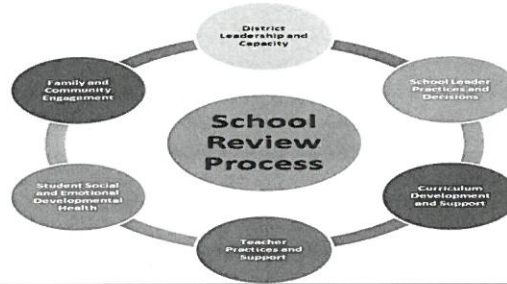
Name of Principal:	**Jacqueline Liburd**
Name/Number of School:	**Hillcrest Elementary School - 661500010001**
School Address:	**4 Horton Drive, Peekskill, NY 10566**
School Telephone Number:	**(914) 739-2284**
Principal's Direct Phone Number:	**(914) 739- 2284**
Principal's E-Mail:	**jliburd@peekskillcsd.org**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

School Principal's Signature _____   Date __October 16, 2015_____

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/NY START 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 __11/6/15_____
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 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 its current level of performance in regard to the school leadership, teacher practices and decisions, curriculum development and support, student social and emotional developmental health, and family and community engagement. Schools should use the self-review as an opportunity to identify actions to be taken to improve student academic results for the identified subgroup(s), describe the district resources to be used to implement the actions identified, and describe the professional development activities planned to support the implementation of the actions to improve student academic results.

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

<u>Completing This Form</u>

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

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

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

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

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

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

School Information Sheet

Grade Configuration	4th -5th	Total Enrollment 492		%	Title 1 Population		100%	Attendance Rate		97.44%
Free Lunch	82%	Reduced Lunch	7%	Student Sustainability		%	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	1	# Foreign Language	0	# Dance	0	CTE	#0

Racial/Ethnic Origin

American Indian or Alaska Native	0 %	Black or African American	21%	Hispanic or Latino	67%	Asian or Native Hawaiian/Other Pacific Islander	0%	White	9%	Multi-racial	3%

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%

Overall Accountability Status

ELA Performance at levels 3 & 4	10%	Mathematics Performance at levels 3 & 4	11%	Science Performance at levels 3 & 4	71%	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, AG				Economically Disadvantaged
				Black or African American
				Asian or Native Hawaiian/Other Pacific Islander
				Multi-racial
				Limited English Proficient

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

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.		
Rating	**Statement of Practice 2.2:** Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	
☐	**Highly Effective**	a) The school community shares and promotes a distinctive and robust vision for student achievement and well-being based on data and holds itself accountable for working as a community to realize this vision as outlined in its SCEP and other school improvement documents. b) The vision is created and enthusiastically supported by staff, families and students such that it is uniformly seen, heard and known across the community. c) The school community develops and works toward specific, measurable, ambitious, results oriented and timely goals that reflect urgent priorities and ensure the realization of the vision.
☐	**Effective**	a) The school community shares a vision concerning student achievement and well-being and for how they want to work as a community to realize this vision as outlined in the SCEP and other school improvement documents and data. b) The vision is created by a select group of staff and families and is supported by the school community such that it is uniformly seen, heard and known across the community. c) The school community develops and works toward specific, measurable, ambitious, results oriented and timely goals that reflect priorities that are aligned with the vision.
☒	**Developing**	a) The school community has a vision for student achievement and well-being and is in the process of developing shared ownership and ways to incorporate findings from the school's data. b) The vision created is gaining more support with the staff, families and students across the community. c) The school community is developing and working toward specific, measurable, ambitious, results oriented and timely goals; these goals are not priorities aligned to the vision.
☐	**Ineffective**	a) The school community has a vision, but it is misaligned to student achievement and well-being based on the school's data. b) The vision is unknown, not commonly understood and/or has not been shared with the staff, families and students across the community. c) The school community does not develop and work toward goals, or, if the community is working toward goals, they are not specific, measurable, ambitious, results oriented and timely.

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: 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	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

		of the actions in this area.	best practices.

Rating	Statement of Practice 2.3: Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.

☐	**Highly Effective**	a) The school leader models excellence in the creation and use of systems that are dynamic, adaptive and interconnected and lead to the collection and analysis of outcomes that will guide a cycle of continuous improvement and action. b) The school leader espouses and supports practices in all areas that impact a school and student progress and achievement that are self-generative, which include virtuous feedback loops and examples of best practices that lead to sustained high performance. c) The school leader creates—and, where appropriate, collaborates with staff and families to explicitly communicate—pertinent school goals that are timely, transparent and widely available to all stakeholders and used by them to improve the quality of student life.
☐	**Effective**	a) The school leader encourages the staff to use systems that are dynamic, adaptive, interconnected and lead to the collection and analysis of outcomes. b) The school leader espouses and supports practices in areas that impact a school and student progress and achievement, which include feedback loops and examples of best practices connected to student achievement. c) The school leader communicates pertinent school goals that are timely, transparent and widely available to all stakeholders.
☒	**Developing**	a) The school leader encourages the staff to use systems that lead to the collection and analysis of outcomes. b) The school leader expects staff to use best practices related to school and student progress and achievement. c) The school leader is working on developing school goals and putting steps into place to communicate them to all stakeholders.
☐	**Ineffective**	a) The school leader does not encourage the staff to use systems that lead to the collection and analysis of outcomes. b) The school leader expects the staff to use best practices, but has not clearly articulated what and how those practices are; nor has the leader provided space for the staff to identify the best practices. c) Creating school goals is not a priority, or the school leader has not communicated the goals to the stakeholders.

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 examine student data (AIMSweb and Fountas & Pinnell; IEP progress reports) with RTI Team and plan targeted instruction for at-risk students Curriculum & Teacher practices- lesson plan review; grade level meetings; Rubicon Atlas Curriculum Mapping Leadership Development;-School Learning Team, Content Grade Level Leaders and ESL Lead Teacher collaboration Community/Family engagement- PTO and development of Hillcrest Community School Initiative Student Social and Emotional Developmental Health- relationship with Hudson River Healthcare Center- Andrus and Family Ties, SW and psychologist
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	General operating budget Title 1 funds- parent involvement Hillcrest Community School Initiative funds a full-time Community School Project Director
Describe the professional development activities planned to	Classroom walkthroughs and immediate feedback loop - Framework Leader trained in the Charlotte Danielson Model

| | | support the implementation of the actions in this area. | Building level training using Fountas and Pinnell assessments
On-going training in Readers and Writers Workshop
Book Study - *Direct Explicit Instruction for English Language Learners* |

Rating		Statement of Practice 2.4: Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.
☐	**Highly Effective**	a) The school leader models excellence in the creation and use of systems that are dynamic, adaptive and interconnected and lead to the collection and analysis of outcomes that will guide a cycle of continuous improvement and action. b) The school leader espouses and supports practices in all areas that impact a school and student progress and achievement that are self-generative, which include virtuous feedback loops and examples of best practices that lead to sustained high performance. c) The school leader creates—and, where appropriate, collaborates with staff and families to explicitly communicate—pertinent school goals that are timely, transparent and widely available to all stakeholders and used by them to improve the quality of student life.
☐	**Effective**	a) The school leader encourages the staff to use systems that are dynamic, adaptive, interconnected and lead to the collection and analysis of outcomes. b) The school leader espouses and supports practices in areas that impact a school and student progress and achievement, which include feedback loops and examples of best practices connected to student achievement. c) The school leader communicates pertinent school goals that are timely, transparent and widely available to all stakeholders.
☒	**Developing**	a) The school leader encourages the staff to use systems that lead to the collection and analysis of outcomes. b) The school leader expects staff to use best practices related to school and student progress and achievement. c) The school leader is working on developing school goals and putting steps into place to communicate them to all stakeholders.
☐	**Ineffective**	a) The school leader does not encourage the staff to use systems that lead to the collection and analysis of outcomes. b) The school leader expects the staff to use best practices, but has not clearly articulated what and how those practices are; nor has the leader provided space for the staff to identify the best practices. c) Creating school goals is not a priority, or the school leader has not communicated the goals to the stakeholders.
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.	Work with Asst. Supt for Curriculum to ensure that PD requests are aligned to building needs Implement after school program using materials aligned to our students' needs especially in the identified subgroups. Monitor teacher use of progress monitoring to more effectively target student instructional needs Apply for $20,000 allocation as an LAP school to be used to enhance teacher pedagogy in area of ELA and math
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	General operating budget, technology program for screening, grant funding (Title I, LAP funding)
Describe the professional development activities planned to support the implementation of the actions in this area.	Building administration will work on providing continued development in the areas of: Guided Reading – Provided by School Leadership Team and reading teachers Teaching for Comprehending and Fluency ,Fountas and Pinnell (2006)Book Study facilitated by Principal, School Leadership Team and reading teachers Explicit Direct Instruction for English Learners ,Hollingsworth and Ybarra(2013) Book Study facilitated by ENL Teacher Leader

Rating	Statement of Practice 2.5: The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	
☐	**Highly Effective**	a) The school leader and other school administrators have developed and implemented an explicit and widely communicated system for frequently observing targeted teacher practices throughout the school year that result in relevant feedback and individualized teacher improvement plans. b) The school leader and other school administrators strategically use student data over time, feedback from formal and informal observations, and professional development opportunities connected to improvement plans and conversations to assess and adjust supports provided to teachers and other staff members. c) The school leader conducts periodic check-ins of other school administrators (especially administrators supervising subgroups of students who are experiencing achievement and developmental lags, i.e., special education and English language learner supervisors) and staff members that lead to a clear understanding of the next steps, aligned to their improvement plan, that are necessary to be able to yield a positive year-end evaluation rating.
☒	**Effective**	a) The school leader and other school administrators have developed and implemented a system for frequently observing targeted teacher practices throughout the school year that result in relevant feedback and teacher improvement plans. b) The school leader and other school administrators use student data, feedback from formal and informal observations, and professional development opportunities connected to improvement plans and conversations to provide supports to teachers and other staff members. c) The school leader conducts periodic check-ins of other school administrators (especially administrators supervising subgroups of students who are experiencing achievement and developmental lags, i.e., special education and English language learner supervisors) and staff members that lead to an understanding of the next steps that are necessary to be able to yield a positive year-end evaluation rating.
☐	**Developing**	a) The school leader and other school administrators are planning to develop a system for frequently observing teachers that will result in relevant feedback and teacher improvement plans. b) The school leader and other school administrators use feedback from formal and informal observations to provide supports to teachers and other staff members. c) The school leader conducts check-ins of specific staff members, but does not align the findings of the check-ins to improvement steps necessary to yield a positive year-end evaluation rating.
☐	**Ineffective**	a) The school leader and other school administrators have no formal plans for frequently observing teachers, do not have teacher improvement plans or conversations about teacher improvement plans are not prioritized. b) The school leader and other school administrators do not connect information about student data or former feedback to the development of supports provided to teachers and other staff members. c) The school leader does not conduct periodic check-ins of staff and administrators, and the steps necessary for positive year-end evaluation ratings are not known or communicated.

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.	Continued dedication to effective observation practices including feedback from walkthroughs, post-observation conferences, and collaboration with the director of special education, Asst. Supt. For Curriculum & Instruction as well as Director of Literacy. Weekly review of lesson plans; review of IEP progress reports; and quarterly report cards Meet with teachers on an individual basis to review and monitor student progress
Describe the district resources to be used to implement the actions in this area to improve the identified	Assistant Superintendent for C&I, Director of Special Education will observe educators at Hillcrest School for the announced observations and the building principal will observe for unannounced observations and frequent walkthroughs. Evaluations will be collaborative.

subgroup(s) student performance levels.	UCLA Walkthrough's will be implemented for peer-peer collaboration and feedback regarding effective instruction Create After School Program to more effectively target student needs especially in the subgroups.	
Describe the professional development activities planned to support the implementation of the actions in this area.	Professional Development for APPR requirements will include faculty conferences focused on proficient (effective) practice and distinguished (highly effective) practice as defined using the Charlotte Danielson model.	

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 and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	
☐	**Highly Effective**	a) The school leader and staff provide consistent, systematic, and timely individualized and group professional development support to all teachers across grades and subjects to ensure that pertinent decisions are made about the delivery of the curricula. b) The school leader fosters a culture where teachers ensure that the implemented CCLS curricula are dynamic and address what students need to know in order for the school-wide goals to be achieved. c) The school uses cohesive and comprehensive curricula that include clear, descriptive units of studies appropriately aligned to the CCLS and consider what students need to know across all grades to become college and career ready.
☐	**Effective**	a) The school leader and staff provide consistent and systematic support to all teachers across grades and subjects appropriately aligned to rigorous and coherent CCLS curricula. b) The school leader and teachers work to ensure that the implemented curricula are appropriately aligned to the CCLS. c) The school uses cohesive and comprehensive curricula that include clear, descriptive units of studies appropriately aligned to standards and consider what students need to know across all grades.
☒	**Developing**	a) The school leader and staff provide curriculum support that does not target the expectations set forth in the CCLS. b) The school leader and staff use of curricula focuses on standards that are not CCLS-appropriately aligned. c) The school uses curricula that consider standards and what students need to know.
☐	**Ineffective**	a) The school leader and staff do not provide curriculum support to teachers. b) The school leader and staff use of curricula are static and are not appropriately aligned to standards. c) The school has plans for teaching students that are not aligned to any 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
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	Tier 2 interventions under RTI - Principal and Reading Teachers using materials from FCRR http://www.fcrr.org/

support the implementation of the actions in this area.	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	

Rating	Statement of Practice 3.3: Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	
☐	**Highly Effective**	a) Teachers are supported so that their instructional expertise is developed and nurtured during regularly scheduled grade-level meetings, which are guided by targeted agendas based on student and school data to ensure that all unit plans across their grade/subject are appropriately aligned to the CCLS coherent curriculum and meet students' needs. b) Teachers use pacing calendars and unit plans across all grades, content areas and classes that expose students to a progression of sequenced and scaffolded complex materials appropriately aligned to the CCLS that meet the learning needs of pertinent groups of students (i.e., special education and English language learners) so that they are able to achieve at high consistent rates. c) Teachers use CCLS appropriately aligned lesson plans that promote higher-order thinking skills in all groups of students and develop analytical, evaluative and reflective skills across content areas by providing supports and extensions necessary for student achievement.
☐	**Effective**	a) Teachers formally participate in grade-level or other meetings to collaboratively create and examine coherent CCLS-appropriately aligned curriculum unit plans across their grade/subject. b) Teachers use appropriately aligned CCLS pacing calendars and unit plans across all grades, content areas and classes that expose students to a progression of sequenced complex materials. c) Teachers use CCLS-appropriately aligned lesson plans that promote higher-order thinking skills and help students analyze information.
☒	**Developing**	a) Teachers formally participate in grade-level or other meeting opportunities to discuss unit plans across their grade/subject areas. b) Teachers use unit plans in classes that expose students to materials aligned to their grade. c) Teachers use lesson plans that are aligned to standards and appropriate for the grade and subject.
☐	**Ineffective**	a) Teachers meet informally and/or have no systems or protocols for working on unit plans. b) Teachers use grade/subject materials that are not aligned to unit plans or pacing calendars. c) Teachers do not consistently use lesson plans to instruct students that are aligned to the standards or appropriately addresses the grade and subject.
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. On-line plan book platform is available to all staff members and can be shared amongst collaborating teachers Conduct weekly plan book review Ensure that lesson plans are appropriately aligned CCLS pacing calendars and unit plans across all grades, content areas and classes that expose students to a progression of sequenced complex materials.
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 purchasing supplemental module resources · Needs assessment will be completed to identify and close gaps in appropriate fiction materials · Technology (Rubicon Atlas)

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 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

Rating	Statement of Practice 3.4:	
	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	
☐	Highly Effective	a) The school has a culture where all teachers work in partnerships within and across grades and subjects vertically and horizontally on a regular basis targeting student development, what is taught and why it is taught. b) The school leader and teachers ensure that students are exposed to a rich CCLS-appropriately aligned academic curriculum that enables them to develop and demonstrate high cognitive abilities/competency in discovering, creating and communicating information using the arts, technology and other enrichment areas.
☐	Effective	a) The school leader and staff create opportunities for all teachers to work in partnerships within and across grades and subjects vertically and horizontally on a regular basis targeting what is taught and why it is taught. b) The school leader and teachers ensure that 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.
☒	Developing	a) The school leader creates opportunities for specific teams of teachers to work horizontally across grades or subjects on a regular basis. b) The school leader has not ensured that students' exposure to the arts and technology is aligned to the implemented academic curriculum, which limits how students fully benefit from using the arts, technology and other enrichment areas.
☐	Ineffective	a) Formal opportunities for teachers to meet across grades or subjects to plan and discuss strategies do not exist. b) The school leader has not taken measures to ensure that students are exposed to the arts, technology and other enrichment areas.

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.	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

Rating		**Statement of Practice 3.5:** The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.
☐	**Highly Effective**	a) The school leader cultivates exemplary practices and models the collection and use of timely data (formative and summative assessments including screening, interim measures and progress monitoring) to assess school-wide effectiveness, identify student needs, and promote high levels of student learning and success. b) The school leader and teachers actively develop multiple points of assessments for students that immerse school teams in an in-depth analysis of assessment results and lead to the adaptation of instruction that is empirically/evidence based. c) The school leader and teachers collaboratively analyze collected data, leading to the development of comprehensive instructional plans for groups of students that capture current levels of student achievement, map out a clear and timely path for progress and growth, and engage students as active participants in their own learning.
☐	**Effective**	a) The school leader collects timely data (formative and summative assessments including screening, interim measures and progress monitoring) and shares it with teachers and instructional staff so they can assess school effectiveness, identify student needs, and promote high levels of student learning and success. b) The school leader and teachers use assessment tools to identify patterns of student learning that lead to the adaptation of instruction. c) The school leader and teachers analyze collected data, leading to the development of instructional plans for groups of students that capture current levels of student achievement and map out a clear and timely path for progress and growth.
☒	**Developing**	a) The school leader reviews limited data and informs teachers and instructional staff of student achievement levels. b) The school leader and teachers use summative assessments to identify patterns of student learning and inform instruction. c) The school leader and teachers' analysis of data leads to an adaptation of instructional plans based on the performance of specific students, which causes a misalignment of instruction for other students.
☐	**Ineffective**	a) The school leader does not use data as a mechanism to assess student achievement levels. b) The school leader and teachers do not utilize assessment tools as a vehicle to identify patterns of student learning. c) The school leader and teachers struggle with the use of data, which impedes their ability to inform the development of instructional plans for 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.	Develop school wide RTI Plan and implementation Data is collected, disseminated and reviewed. Improvement in analyzing the data for the purpose of tailored instruction by grade level and then by individual student is an area of improvement for 2015-2016 Work with teachers to collaboratively analyze collected data from common assessments, leading to the development of comprehensive instructional plans for groups of students that capture current levels of student achievement. Map out a clear and timely path for progress and growth (expected instructional levels for F&P), and engage students as active participants in their own learning (learning objectives, student friendly rubrics).	

Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Aimsweb – ELA Progress Monitoring Data from Aimsweb Building RTI/Data Team Fountas & Pinnell Benchmarking Data NYS State Assessments Common formative/summative assessments to evaluate teaching and learning	
Describe the professional development activities planned to support the implementation of the actions in this area.	Classroom walkthroughs and immediate feedback loop Teachers will participate in data conversations guided by RTI Data Team - understand how to use common formative assessments to analyze student data and to plan for instruction. Additionally, these meeting times will be used to analyze data from the common assessments and to inform instruction.	

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: Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.
☐	Highly Effective	a) Teachers have a transparent, targeted plan that is informed by data (summative, interim, attendance, IEPs, NYSESLAT, etc.), grade-level and school-wide goals for all groups of students. b) Teachers use instructional practices and strategies that are aligned to plans and include accommodations for groups of students with disabilities and linguistic needs of English language learners/limited English proficient students to provide timely and appropriate instructional interventions and extensions for all students. c) Teachers create short- and long-term goals based on data with learning trajectories for groups of students based on identified and timely needs that lead to student involvement in their own learning.
☐	Effective	a) Teachers have a plan that is informed by data (summative, interim, attendance, IEPs, NYSESLAT, etc.) and grade-level goals for all groups of students. b) Teachers use instructional practices and strategies that are aligned to plans and include accommodations for groups of students with disabilities and linguistic needs of English language learners/limited English proficient students and provide instructional interventions to students that lead to inquiry and engagement. c) Teachers create short- and long-term goals for groups of students based on grade-level benchmarks and leads to student involvement in their own learning.
☒	Developing	a) Teachers have a plan and are learning how to align it to class data. b) Teachers use instructional practices and strategies that are aligned to plans and provide instructional interventions to students. c) Teachers' established goals for groups of students are static and do not consider students' short- or long-term progress.
☐	Ineffective	a) Teachers do not have plans that are based on data. b) Teachers use instructional practices and strategies that are neither aligned to a plan nor provide instructional interventions to students. c) Teachers have not established short or long-term goals for groups of 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.	Continue implementing RTI plan and analyze its effectiveness Post daily ELA and Math objectives in all classrooms Review data monthly at grade level team meetings and RtI/Data Team meeting Teachers will increase use of progress monitoring for intensive and strategic students using AIMSWeb Encourage instructional practices and strategies that are aligned to plans and include accommodations for groups of students with disabilities and linguistic needs of English language learners/limited English proficient students and provide instructional interventions to students that lead to inquiry and engagement. Teachers planning will be informed by data (summative, interim, attendance, IEPs, NYSESLAT, etc.) and grade-level goals for all groups of students.
Describe the district resources to be	Special Education Dept

used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Reading Teachers School Psychologist Aimsweb – ELA Progress Monitoring Data from Aimsweb Building RTI/Data Team Fountas & Pinnell Benchmarking Data	
Describe the professional development activities planned to support the implementation of the actions in this area.	Special education consultants to assist in building co-teaching teams with a focus in the areas of instructional presentation, and planning Literacy Leaders, ENL teachers will focus on developing student engagement through use of appropriately leveled materials ENL Teacher will maintain resources or provide lists of possible resources for identified subgroup - English language learners/limited English proficient students	

Rating	Statement of Practice 4.3: Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	
☐	**Highly Effective**	a) Teachers use instructional practices that are systematic and explicit, based on sequential lesson plans appropriately aligned to CCLS curriculum maps to instruct students, leading to high levels of achievement. b) Teachers use data and multiple strategies to provide students with a wide variety of ways to engage in learning so that the students can achieve their targeted goals.
☐	**Effective**	a) Teachers use instructional practices appropriately aligned to CCLS curriculum maps to instruct students, leading to student achievement. b) Teachers provide students with a wide variety of ways to engage in learning that enable students to achieve their targeted goals.
☒	**Developing**	a) Teachers use instructional practices that are aligned to standards but do not lead to increased student achievement. b) Teachers provide generic instruction to students that limit the ways in which students are able to access learning and achieve goals.
☐	**Ineffective**	a) Teacher instruction is incoherent and not based on any lesson plans. b) Teachers' instruction is not purposeful or adaptive.

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. Tier 2 Interventions in Classrooms in small groups Teachers begin to provide instruction with a wide variety of ways to engage students in learning that will improve achievement.
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 · Continue expanding leveled book room with books aligned to themes of the adapted modules · Professional development
Describe the professional development activities planned to support the implementation of the actions in this area.	Continued training on Reader's and Writer's Workshop 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.

Rating		Statement of Practice 4.4: Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.
☐	**Highly Effective**	a) Teachers and students create environments by which students are citizens of their class and there is a common understanding of how one is treated, treats others and contributes to positive reinforcements of behaviors by using behavioral expectations that are explicitly taught. b) Teachers across the school use strategies that acknowledge diverse groups of students, provide access to learning and social opportunities, and encourage students to have a voice in their educational experience. c) Teachers and students stimulate deep levels of thinking and questioning through the use of instructional materials that contain high levels of text and content complexity.
☐	**Effective**	a) Teachers create environments by which there is a common understanding and recognition of acceptable and safe behaviors by using behavioral expectations that are explicitly taught. b) Teachers use strategies that are sensitive to diverse groups of students and their needs, which provide access to learning and social opportunities. c) Teachers stimulate student thinking by asking questions that relate to instructional materials that contain high levels of text and content complexity.
☒	**Developing**	a) Teachers put forth a plan for acceptable student behaviors that is inconsistently recognized by students. b) Some teachers provide opportunities to acknowledge diverse groups of students. c) Teachers ask questions that relate to generic instructional materials and foster a compliant classroom environment.
☐	**Ineffective**	a) Teachers do not have an established set of expectations for student behavior. b) Teachers' strategies are not sensitive to students' needs and limit learning and social opportunities. c) Teachers ask lower-order thinking questions that do not garner student engagement.

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 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

Rating	**Statement of Practice 4.5:** Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	
☐	**Highly Effective**	a) 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. b) Teachers use a wide variety of relevant data sources to create robust lesson plans that account for student grouping and to determine the appropriate intensity and duration of instruction. 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, adjust and assess their own progress.
☐	**Effective**	a) Teachers utilize data sources and analyze the information provided from such sources to inform instructional decision-making, including student grouping and instructional strategies. b) Teachers use targeted plans to adjust student grouping and instructional strategies based on data for most students. c) Teachers provide frequent feedback to students based on the analysis of timely data and provide students with their next steps.
☒	**Developing**	a) Teachers utilize data sources to inform instructional decision-making. b) Teachers have action plans for adjusting student groupings, but the plans lack specificity and do not provide targeted intervention for students requiring additional support. c) Teachers provide data-based feedback to students.
☐	**Ineffective**	a) Teachers do not use assessments to inform instructional decision-making. b) Teachers do not use their action plans for grouping and adjusting their instruction, or they do not have action plans. c) Teachers do not use data to provide feedback to students, which makes the feedback inadequate.

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 & 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	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

actions in this area.	development on differentiated instruction, small group instruction, flexible grouping and progress monitoring.

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

Rating	Statement of Practice 5.2: The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	
☐	**Highly Effective**	a) A deliberate system has been established that allows each child to be well known by a designated adult who coordinates social and emotional developmental health needs in a system that positively reinforces academic success for all students. b) There is a strategic and comprehensive system for referral and support for all students that effectively addresses barriers to social and emotional developmental health and academic success. c) The school strategically uses data to identify areas of need and leverages internal or external resources and cultivates partnerships that strongly impact the social and emotional developmental health of students.
☐	**Effective**	a) A system has been established that allows each child to be known by a designated adult who coordinates social and emotional developmental health needs. b) There is a system for referral and support for all students that addresses barriers to social and emotional developmental health and academic needs. c) The school uses data to identify areas of need and cultivates partnerships that impact student social and emotional developmental health.
☒	**Developing**	a) The school is developing a system to address the social and emotional developmental health needs of students. b) The school is developing a system of referral and support that addresses the social and emotional developmental health and academic success of students. c) The school use of data identifies surface areas of need connected to the social and emotional developmental health of students.
☐	**Ineffective**	a) The school does not have a system to coordinate the social and emotional developmental health needs of students. b) The school does not have a system of referral and support, or the system in place is ineffective. c) The school does not use data to identify 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: 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 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
Describe the district resources to be	Grant funded Sanctuary consultant

used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	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

Rating	Statement of Practice 5.3: The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	
☐	Highly Effective	a) All school constituents can articulate a shared understanding of skills and behaviors that demonstrate social and emotional developmental health and how those behaviors are linked and lead to academic success. b) There is a rigorous and coherent curriculum/program in place that teaches supports and measures social and emotional developmental health for students that results in all students demonstrating these skills and articulating a sense of belonging and ownership in the school community. c) There is a deliberate professional development plan that builds adult capacity to facilitate learning experiences and to support social and emotional developmental health for all students, resulting in a safe and healthy environment that is conducive to learning across the school community and impacts student academic success.
☐	Effective	a) All school constituents can articulate the skills and behaviors that demonstrate social and emotional developmental health and lead to academic success. b) There is a curriculum/program in place that teaches supports and measures social and emotional developmental health for students that results in a significant number of students demonstrating these skills. c) There is professional development in place that builds adult capacity in supporting students' social and emotional developmental health that result in a safe, respectful learning community.
☒	Developing	a) The school is developing an understanding of the skills and behaviors connected to social and emotional developmental health and how those behaviors are linked to academic success. b) The school is developing a curriculum/program to teach, support, and measure social and emotional developmental health for students, or there is a curriculum in place that is not clearly aligned to defined outcomes. c) The school is developing supports to build adult capacity in terms of supporting students' social and emotional developmental health.
☐	Ineffective	a) The school has not identified skills and behaviors connected to social and emotional developmental health. b) The school does not have a curriculum or program in place to support social and emotional developmental health. c) The school does not provide professional development to support staff and faculty in supporting the social and emotional developmental health of 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)	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

	student performance levels.	
	Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	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
	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

Rating	Statement of Practice 5.4: All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	
☐	Highly Effective	a) Across the school community, students are able to express that they feel safe, supported in their social and emotional developmental health growth, and have a voice in decisions that impact their lives as students (as developmentally appropriate). b) Across the school community, teachers articulate their investment in the school vision and how they have a voice in decisions that impact the school environment and student learning. c) Across the school community, parents are able to express how their children have demonstrated growth as a result of the school's social and emotional developmental health support and how this support is tied to the school's vision and students' needs.
☒	Effective	a) Across the school community, students express that they feel safe and supported in their social and emotional developmental health growth. b) Across the school community, teachers 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. c) Across the school community, parents 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.
☐	Developing	a) Students express that the school supports their social and emotional developmental health, but they do not consistently feel safe—or students express that they feel safe but are unaware of where to turn for social and emotional supports. b) Among teachers, there is uncertainty regarding their role in supporting students' social and emotional developmental health, and how it ties into the school vision or the limited awareness of the vision hinders teachers from making meaningful connections to student support. c) Parents are able to express how the school provides levels of social and emotional developmental health supports to students, but there isn't a clear understanding of how the support connects to the school's vision.
☐	Ineffective	a) Students express that they do not feel safe and supported in their school community. b) Teachers are unable to articulate the school's vision connected to social and emotional developmental health and/or do not express their role in supporting students. c) Parents are unable to express the school vision connected to social and emotional developmental health and/or express that they do not feel their children are supported.
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)	• 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 performance levels.	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

Rating	Statement of Practice 5.5: The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.	
☐	**Highly Effective**	a) The school leader and student support staff work collaboratively to develop a strategic plan to incentivize teachers' use of a wide variety of data to address students' social and emotional developmental health needs that align to academic and social success. b) The school leader provides time and space for teachers to work with other staff members so that a comprehensive action plan is developed and implemented, so students can become academically and socially successful.
☐	**Effective**	a) The school leader and student support staff work with teachers to develop an understanding of how to use data to address students' social and emotional developmental health needs that align to academic and social success. b) The school leader and student support staff expect staff members to use data to effectively address student needs.
☒	**Developing**	a) The school leader encourages specific teachers to use data to address students' social and emotional developmental health needs. b) The school leader is developing support systems to address the staff's ability to meet student needs.
☐	**Ineffective**	a) The school leader has not prioritized the need for systems that address how teachers and other staff use data to address students' social and emotional developmental health needs. b) The school has no specific plan to support staff efforts to address student 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:

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

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 atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	
☐	**Highly Effective**	a) The school is a welcoming space and is responsive to families and community members and collaboratively designs an open-door policy to ensure appropriate access to school leaders and staff. b) The school community proactively cultivates trusting and respectful relationships with diverse families and community stakeholders. c) The school provides support to families by creating diverse and meaningful opportunities for volunteering and engaging with the school using multiple points of entry focused on student learning and development.
☒	**Effective**	a) The school is a welcoming space and is responsive to families and community members and designs an open-door policy to ensure appropriate access to school leaders and staff. b) The school community espouses a trusting and respectful relationship with diverse families and community stakeholders. c) The school offers families opportunities for volunteering and engaging with the school focused on student learning and development.
☐	**Developing**	a) The school welcomes families and provides opportunities to engage with staff during select times throughout the year. b) The school community encourages relationships with families and community stakeholders who are consistently visible/vocal at the school or whose children are in immediate need. c) The school delegates promoting volunteer opportunities to the parent association or other involved families at the school.
☐	**Ineffective**	a) The school is welcoming to parents who can access English and parents who initiate the relationship. b) The school community does not prioritize relationships with families or the community. c) There are no efforts made to promote volunteers opportunities.
Please indicate the evidence used to determine the rating. *Check all that apply.*	☐ Classroom Observations – # Visited: _____ ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ ☒ Interviews with Teachers – #: __35___ ☒ Interviews with Parents/Guardians – #: <u>20</u> ☐ Other: _____	☐ Documents Reviewed:

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

Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	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	District/ building includes all students in all activities – no event is exclusive

used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	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	

Rating	Statement of Practice 6.3: The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.	
☐	Highly Effective	a) The school staff respects, acknowledges, and validates the diversity of the existing knowledge and culture held by families and community members and provides a space to celebrate the diversity. b) The school staff provides opportunities for purposeful, strategic and authentic dialogue about school achievement, development and improvement in all pertinent languages so that all parents can participate in the dialogue. c) The school staff regularly communicates and solicits family feedback concerning student achievement, needs, issues and concerns using multiple, interactive communication paths in all pertinent languages so that student achievement is increased.
☒	Effective	a) The school staff respects and acknowledges the diversity of the existing knowledge and culture held by families and community members. b) The school staff communicates about school issues and concerns in all languages so that all parents are aware of the communication. c) The school staff regularly communicates with families concerning student achievement information using multiple tools in all pertinent languages so that student achievement is increased.
☐	Developing	a) The school staff is aware of the diverse culture and is developing a plan to cultivate an understanding of the diversity and needs of the community. b) The school staff sends communications out to families and provides translations upon request. c) The school disseminates information to families about students during scheduled parent-teacher conferences and provides translations upon request.
☐	Ineffective	a) The school staff has not made efforts toward recognizing all cultural groups that make up their community. b) The school staff communicates with families without considering translation needs. c) The school sends summative student information to families at the end of the year and does not consider translation needs.
Please indicate the evidence used to determine the rating. *Check all that apply.*	☐ Classroom Observations – # Visited: _____ ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ ☒ Interviews with Teachers – #: __35___ ☒ Interviews with Parents/Guardians – #: 20 ☐ Other:	☐ Documents Reviewed: _____ _____ _____ _____

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)	Continue to provide translation where necessary for parents and families Encourage participation in district wide PTO initiative

student performance levels.	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.

Rating	Statement of Practice 6.4: The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	
☐	**Highly Effective**	a) The school builds partnerships and creates opportunities that link and engage all families with the community to support student learning and growth. b) The school provides professional development for all school staff on how to actively seek and sustain healthy partnerships with families and community organizations that is linked to student needs.
☐	**Effective**	a) The school makes connections between families and the community to support student learning and growth. b) The school provides professional development for targeted school staff on how to actively seek and sustain healthy partnerships with families and community organizations that is linked to student needs.
☒	**Developing**	a) The school shares information with families regarding community resources. b) The professional development for targeted school staff is inclusive of information on how staff can seek partnerships with families.
☐	**Ineffective**	a) The school does not have partnerships that link families with the community and does not share community resources to support student learning. 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: _____ ☐ Interviews with Students – #: _____ ☒ Interviews with Support Staff – #: _5_ ☒ Interviews with Teachers – #: 35 ☒ Interviews with Parents/Guardians – #: _20_ ☐ Other: _____	☐ Documents Reviewed:

If the SOP rating is **Effective, Developing** or **Ineffective**, please provide a response in the areas below.	
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	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	Family University parent Coordinator Hillcrest Community School Initiative Project Director

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.	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.

Rating	Statement of Practice 6.5: The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students, and school constituents centered on student learning and success.	
☐	Highly Effective	a) The school community provides a wide range of learning opportunities for families and community members to elevate their understanding of student and school data. b) The entire school community shares data in a way in which families can understand student learning needs and successes so that they can proactively advocate and partner with the school around student support and sustainability.
☐	Effective	a) The school community provides a wide range of learning opportunities for families to elevate their understanding of student data. b) The school community shares data in a way in which families can understand student learning needs and successes and are encouraged to advocate around student support and sustainability.
☒	Developing	a) The school community provides learning opportunities for families who actively seek to understand their student data. b) The school community shares data and families can access it to understand student learning needs and successes.
☐	Ineffective	a) The school community does not provide learning opportunities for families to understand student data. b) The school community shares data in a way that limits the way in which families understand student learning and needs.
Please indicate the evidence used to determine the rating. *Check all that apply.*	☐ Classroom Observations – # Visited: _____ ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ ☒ Interviews with Teachers – #: __35__ ☒ Interviews with Parents/Guardians – #: 20 ☐ Other: _____	☐ Documents Reviewed:

If the SOP rating is **Effective, Developing** or **Ineffective**, please provide a response in the areas below.	
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	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

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

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 an 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.

activities
and
strategies
that
CLV
is
currently
using
to
improve
student
achievement
within
the
six
tenets.

and/or SOPs.