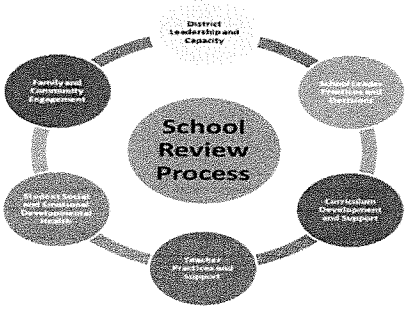
Local Assistance Plan (LAP)
Diagnostic Self-Review Document and Report Template



Name of Principal:	Sharlee Thomas
Name/Number of School:	St. Regis Mohawk School
School Address:	385 Church Street, Hogansburg NY 13655
School Telephone Number:	518-358-2763
Principal's Direct Phone Number:	518-358-2763
Principal's E-Mail:	sthomas@srk12.org
District Telephone Number:	518-358-6000
Superintendent's Direct Phone Number:	518-358-6601
Superintendent's E-Mail:	sharper@srk12.org
Reason for LAP Designation:	Category 1: ELA AYP (Native American; Economically Disadvantaged); Category 3: ELA/Math Cutpoint (Economically Disadvantaged)
Website Link for Published Report:	www.srk12.org

School Principal's Signature Sharlee Thomas Date 11/19/2015

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/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 Stan Harper Date 11/19/15

For New York City schools, the Community School District Superintendent must sign the self-assessment.

A Message to School/District Leaders:

The purpose of the New York State Education Department (NYSED) school review is to provide all New York State (NYS) stakeholders currently involved in school and/or district evaluation with cogent messages around school improvement and highly effective educational practices. Our thinking is that the more the NYS educational community engages in common practices and uses common language to evaluate and describe effective schools, the more readily we, as an educational community, will be able to provide high-quality seats to all students in our state.

Guidance

The Diagnostic Self-Review Document provides an opportunity for the school, with the assistance of the district, to assess 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.

Completing This Form

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

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

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

School Information Sheet												
Grade Configuration	PreK-5	Total Enrollment	359	Title 1 Population	90%	Attendance Rate	94%					
Free Lunch	76%	Reduced Lunch	10 %	Student Sustainability	%	Limited English Proficient	0%	Students with Disabilities	15%			
Types and Number of English Language Learner Classes												
#Transitional Bilingual	0	#Dual Language	0	#Self-Contained English as a Second Language	0							
Types and Number of Special Education Classes												
#Special Classes	5	#Consultant Teaching	0	#Integrated Collaborative Teaching	0							
# Resource Room	1											
Types and Number Special Classes												
#Visual Arts	1	#Music	1	#Drama	0	# Foreign Language	2	# Dance	0	CTE	0	
Racial/Ethnic Origin												
American Indian or Alaska Native	96%	Black or African American	0%	Hispanic or Latino	0%	Asian or Native Hawaiian/Other Pacific Islander	0%	White	3%	Multi-racial	1%	
Personnel												
Years Principal Assigned to School	8	# of Assistant Principals	0	# of Deans	0	# of Counselors / Social Workers	3					
% of Teachers with No Valid Teaching Certificate	7%	% Teaching Out of Certification	9%	% Teaching with Fewer Than 3 Yrs. of Exp.	9%	Average Teacher Absences						
Overall Accountability Status												
2014-15 ELA Performance at levels 3 & 4	15%	2014-15 Mathematics Performance at levels 3 & 4	25%	2013-14 Science Performance at levels 3 & 4	87%	4 Year Graduation Rate (HS Only)	NA					
Credit Accumulation (High School Only)												
% of 1st yr. students who earned 10+ credits	NA	% of 2nd yr. students who earned 10+ credits	NA	% of 3rd yr. students who earned 10+ credits	NA	6 Year Graduation Rate	NA					

Reason for LAP (Indicate under the Category)

Achievement Gap (AG), Cut Point (CP), and/or Did Not Meet Adequate Yearly Progress (AYP)

ELA	*Mathematics*	*Science*	*Graduation Rate*	*Subgroup*
AYP				American Indian or Alaska Native
				Hispanic or Latino
				White
				Students with Disabilities
AYP; CP	CP			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.

<table>
<tr><td colspan="4">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.</td></tr>
<tr><td>Rating</td><td colspan="3">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).

Guiding Question: Has the school leader worked with the school community to develop and promote goals/mission/vision that drive and bring about sustained school improvement?

Impact: The uniformly seen, heard, and known long-term vision is accomplished by the achievement of the school's SMART goals.</td></tr>
<tr><td>☐</td><td>Highly Effective</td><td colspan="2">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.</td></tr>
<tr><td>☐</td><td>Effective</td><td colspan="2">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.</td></tr>
<tr><td>☒</td><td>Developing</td><td colspan="2">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.</td></tr>
<tr><td>☐</td><td>Ineffective</td><td colspan="2">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.</td></tr>
<tr><td colspan="2">Please indicate the evidence used to determine the rating.
Check all that apply.</td><td>☒ Classroom Observations – # Visited: 5
☐ Interviews with Students – #: _____
☒ Interviews with Inst. Support Staff – #: 1
☒ Interviews with Teachers – #: 1
☐ Interviews with Parents/Guardians – #: _____
☒ Interviews with College Partnership Personnel: #: 2
☒ Interviews with School Leader - #: 1
☒ Interviews with Home-School Coord. - #: 1
☒ Interviews with Director of Inst. - #: 1
☒ Other: Staff create SMART goals based on baseline and STAR assessments</td><td>☒ Documents Reviewed:
School leader established priorities
September Orientation Meeting Agenda</td></tr>
<tr><td colspan="4">If the SOP rating is Effective, Developing or Ineffective, please provide a response in the areas below.</td></tr>
</table>

Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	By December, the school leader, in collaboration with the School Leadership Team, will create SMART goals based on established school priorities and measure progress toward achieving SMART goals on a quarterly basis so that student outcomes and effective teacher practices may be increased.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	School Leadership Team School Leader Meeting Time Data Management System
Describe the professional development activities planned to support the implementation of the actions in this area.	SMART Goal development PD for the Leadership Team (November)
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	• PD – SMART goal development (November) • School leader & School Leadership team create SMART goals (December) • School Leader shares SMART goals with school staff, superintendent, and community (December) • School leader and School Leadership Team collects data toward SMART goal achievement (weekly) • School leader and School Leadership Team analyze SMART goal progress data and provide summary to school staff, superintendent, and community (quarterly) • School leader adjusts school practices to ensure achievement of SMART goal by June, if applicable based on quarterly analysis of progress data (quarterly)

Rating	**Statement of Practice 2.3:** Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	
	Guiding Question: Has the school leader used resources strategically to bring about school improvement and increased opportunities for student success?	
	Impact: Available resources address the immediate needs of the school community.	
☐	**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: 5 ☐ Interviews with Students – #: _____ ☒ Interviews with Inst. Support Staff – #: 1 ☒ Interviews with Teachers – #: 1 ☐ Interviews with Parents/Guardians – #: _____ ☒ Interviews with College Partnership Personnel: #: 2 ☒ Interviews with School Leader - #: 1 ☒ Interviews with Home-School Coord. - #: 1 ☒ Interviews with Director of Inst. - #: 1 ☒ Other: Grade level collaboration practices; primary and intermediate cross-grade collaboration; Curriculum decisions made based on data; PD based on data analysis of student needs and teacher practices (e.g., phonics a student need so phonic materials were purchased); Collaboration with SUNY Potsdam to provide external support/PD; Mentoring program to sustain personnel	☐ 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.	The school leader will articulate the system for allocating resources in writing, including the process for evaluating whether decisions result in the intended impact, to ensure articulated priorities/goals have the resources needed to result in increased student achievement.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	School leader School leadership Team Instructional Support Grade level teams
Describe the professional development activities planned to support the implementation of the actions in this area.	Not applicable
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	• School leader commits system in writing (December) • School leader shares system with superintendent and school staff (December) • School leader evaluates priority resource allocation to determine impact on achieving school SMART goals (Quarterly)

Rating	**Statement of Practice 2.4:** The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.

	Guiding Question: Is the school leader providing frequent and targeted observations and reviewing observation and classroom data to provide targeted feedback and make strategic decisions (PD, placement, coaching etc.) to ensure continuous improvement in instructional practices? **Impact: Administrators and staff are held accountable for continuous improvement.**	
☐	**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: 5 ☐ Interviews with Students – #: _____ ☒ Interviews with Inst. Support Staff – #: 1 ☒ Interviews with Teachers – #: 1 ☐ Interviews with Parents/Guardians – #: _____ ☒ Interviews with College Partnership Personnel: #: 2 ☒ Interviews with School Leader - #: 1 ☒ Interviews with Home-School Coord. - #: 1 ☒ Interviews with Director of Inst. - #: 1 ☒ Other: Targeted PD based on outcomes from Data Driven Instruction; Teacher self-initiate adjusting CCLS modules based on school leader feedback	☐ 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.	The school leader will collect and analyze informal classroom visit data, provide actionable feedback to teachers, follow-up with teachers to ensure feedback is implemented, and use formal and informal classroom visit data to identify and arrange for additional teacher support to ensure continuous improvement in teacher practices.
Describe the district resources to be used to implement the actions in	School leader School Leadership Team

this area to improve the identified subgroup(s) student performance levels.	SUNY Potsdam Teacher Leader Quality Partnerships (TLQP) Personnel
Describe the professional development activities planned to support the implementation of the actions in this area.	Not applicable
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	• School leader conducts informal classroom visits in all classrooms on a bi-weekly basis and collects look-for data on priority instructional practices (November – June) • School leader provides classroom teachers with actionable feedback based on informal classroom visits (bi-weekly) • School leader and School Leadership Team analyze look-for data quarterly to identify trends and need for additional professional development, if applicable (quarterly, beginning in January) • School leader arranges for and provides PD/coaching to teachers identified as needing additional support (January – June)

Rating		**Statement of Practice 2.5:** Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health). **Guiding Question:** Have the school leaders established systems to track and monitor individual and school wide practices to know what is happening in the school, and does he/she use this insight to make informed decisions that will move the school forward?
	Impact: Measurable progress toward critical school-wide goals is achieved.	
☐	**Highly Effective**	a) The school leader models excellence for the staff in the creation and use of evidence-based systems that are dynamic, adaptive, and interconnected and address individual and school-wide practices. b) The school leader, in collaboration with the school community, monitors and revises evidence-based systems that address practices used by staff members connected to improvement areas in the SCEP.
☐	**Effective**	a) The school leader requires the staff to use evidence-based systems that are dynamic, adaptive, and interconnected and address individual and school-wide practices. b) The school leader monitors and revises evidence-based systems that address practices used by staff members connected to improvement areas in the SCEP.
☒	**Developing**	a) The school leader encourages the staff to use systems that are interconnected and/or systems are not modified based on analysis of school-wide practices. b) The school leader is working to develop an evidence-based system to monitor and revise practices used by staff members.
☐	**Ineffective**	a) The school leader does not encourage the staff to use systems, or systems do not exist to address school-wide practices. b) The school leader has not taken steps to develop an evidence-based system to monitor and revise practices used by the staff members.

Please indicate the evidence used to determine the rating. *Check all that apply.*		
	☒ Classroom Observations – # Visited: 5 ☐ Interviews with Students – #: _____ ☒ Interviews with Inst. Support Staff – #: 1 ☒ Interviews with Teachers – #: 1 ☐ Interviews with Parents/Guardians – #: _____ ☒ Interviews with College Partnership Personnel: #: 2 ☒ Interviews with School Leader - #: 1 ☒ Interviews with Home-School Coord. - #: 1 ☒ Interviews with Director of Inst. - #: 1 ☐ Other: _____	☒ Documents Reviewed: Interim Assessment/DDI data analysis reports & re-teaching plans

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.	The school leader, in collaboration with the School Leadership Team, will measure progress toward achieving the school's SMART goals on a quarterly basis and adjust school practices, as necessary, to ensure improved student outcomes and consistent implementation of effective teacher practices.

Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	School Leadership Team School Leader Meeting Time Data Management System
Describe the professional development activities planned to support the implementation of the actions in this area.	Not applicable
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	• School leader will collect data toward SMART goal achievement (weekly) • School leader and School Leadership Team analyze SMART goal progress data and provide summary to school staff, superintendent, and community (quarterly) • School leader adjusts school practices to ensure achievement of SMART goal by June, if applicable based on quarterly analysis of progress data

Tenet 3 - Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are ***appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.		
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. **Guiding Question:** Is the school leader ensuring that the CCLS are being implemented and that the school's curriculum takes into account student needs and contributes to college and career readiness? **Impact: Curricula used meet the needs of students, leading to college and career readiness.**	
☐	**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: 5 ☐ Interviews with Students – #: _____ ☒ Interviews with Inst. Support Staff – #: 1 ☒ Interviews with Teachers – #: 1 ☐ Interviews with Parents/Guardians – #: _____ ☒ Interviews with College Partnership Personnel: #: 2 ☒ Interviews with School Leader - #: 1 ☒ Interviews with Home-School Coord. - #: 1 ☒ Interviews with Director of Inst. - #: 1 ☒ Other: TLQP data analysis providing resources to support teaching; Consultant working with grade levels to adapt CCLS modules and differentiate instruction; Close Reading PD; PD on Phonemic Awareness	☒ Documents Reviewed: Grade level meetings – data analysis records Lesson Plans

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.	By December, the school leader will establish and implement a process for monitoring the embedding of curriculum priorities/goals by teachers into their lesson plans to ensure the curriculum contributes to college and career readiness and takes into account students' needs. The priorities include CCLS aligned curriculum, with particular focus on close reading and higher-order thinking, along with articulation of adaptations to meet students' instructional needs.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	School Leader School Leadership Team Grade Level Meetings
Describe the professional development activities planned to support the implementation of the actions in this area.	PD – Close reading (September)
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	• School leader rolling out curriculum priorities/goals to staff (December) • TLQP facilitated discussion of how to embed priorities/goals into curriculum at regular grade level meetings (weekly) • Teacher embedding priorities/goals into curriculum/lesson plans (December – June) • School leader review of curriculum adaptations as they are made by grade levels (December – June) • School leader examination of lesson plans (rotation through grade level teachers' plans monthly) • School leader provision of actionable feedback on curriculum and lesson planning to improve instructional planning to meet student needs and school priorities

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. **Guiding Question:** Do teachers plan and deliver effective lessons that include DDI, align to the CCLS and incorporate student needs, complex materials and higher-order questioning? **Impact: All students show growth in meeting the demands of CCLS across grade/subject areas, leading to improvements in achievement.**

☐	**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: 5 ☐ Interviews with Students – #: _____ ☒ Interviews with Inst. Support Staff – #: 1 ☒ Interviews with Teachers – #: 1 ☐ Interviews with Parents/Guardians – #: _____ ☒ Interviews with College Partnership Personnel: #: 2 ☒ Interviews with School Leader - #: 1 ☒ Interviews with Home-School Coord. - #: 1 ☒ Interviews with Director of Inst. - #: 1 ☐ Other: _____	☒ Documents Reviewed: DDI data analysis reports/lesson plans for reteaching

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.	Between November and June, classroom teachers will embed targeted instructional strategies to meet identified student needs and higher-order thinking into their lesson plans. Lesson plans will explicitly incorporate strategies for close reading and higher-order questioning, as well as adaptations to meet students' instructional needs, to ensure improved student performance on CCLS Module assessments and STAR assessment.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Leadership team & grade level teams– discussion that will lead to agreed-upon "required" elements School leader review of lesson plans Grade level meetings Faculty meetings

Describe the professional development activities planned to support the implementation of the actions in this area.	PD for expectations on lesson plan development/components
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	• School leadership team review of research evidence-based lesson plan formats and how to embed curricular priorities within the plans (November) • PD to teachers for expectations on lesson plan development/components (December) • Teachers address priorities within lesson plans (December – June) • School leader reviews lesson plans looking for inclusion of priorities (monthly) • School leader provision of actionable feedback to teachers to ensure continuous improvement in lesson planning (December – June) 1.

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. **Guiding Question:** Are teachers providing interdisciplinary curricula and working together to connect the curriculum across subjects in ways that increase students' engagement and promote better opportunities for student success? **Impact: Students have multiple opportunities to engage in thoughtful cross-curricula activities that increase their ability to be academically successful.**	
☐	**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: 5 ☐ Interviews with Students – #: _____ ☒ Interviews with Inst. Support Staff – #: 1 ☒ Interviews with Teachers – #: 1 ☐ Interviews with Parents/Guardians – #: _____ ☒ Interviews with College Partnership Personnel: #: 2 ☒ Interviews with School Leader - #: 1 ☒ Interviews with Home-School Coord. - #: 1 ☒ Interviews with Director of Inst. - #: 1 ☒ Other: Core curriculum shared with Special Area Teachers; Special Area teachers' integrated lesson plans	☒ Documents Reviewed: Staff meeting agendas about integration
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.	The school leader will schedule opportunities for teachers (core and special area) to intentionally collaborate to develop and implement a minimum of one integrated unit and related lesson plans this school year for the purpose of developing better student understanding that curriculum is not isolated and subject based.	
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Formalized Meeting time Substitutes	
Describe the professional development activities planned to support the implementation of the actions in this area.	Not applicable	
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	• Meeting time for core and special area teachers to create integrated unit/lesson plans (December – February) • Teacher implementation of integrated unit/lesson plans (March – June) • School leader review of integrated unit/lesson plans and provision of actionable feedback for improvement (February)	

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. **Guiding Question:** Are teachers using a range of assessments to guide and inform their curriculum planning, and are they giving students the feedback they need to ensure ownership of learning and improve achievement? **Impact: The alignment between the curriculum and the assessment leads to improved student achievement.**	
☐	**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: 5 ☐ Interviews with Students – #: _____ ☒ Interviews with Inst. Support Staff – #: 1 ☒ Interviews with Teachers – #: 1 ☐ Interviews with Parents/Guardians – #: _____ ☒ Interviews with College Partnership Personnel: #: 2 ☒ Interviews with School Leader - #: 1 ☒ Interviews with Home-School Coord. - #: 1 ☒ Interviews with Director of Inst. - #: 1 ☒ Other: Teachers share conversations about their students' self-reflection conferences during grade level meetings; Teachers conference with parents about growth and goals, some student led; Teachers analyze exit tickets based on standards in modules- trend summary	☒ Documents Reviewed: Student self-reflection – charting - goal sheets

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.	Between September and June, classroom teachers will continue to consistently use student self-reflection and exit ticket trend summaries (a minimum of weekly) to analyze student performance and to drive curricular and instructional adjustments to ensure students are grasping the concepts and skills that have been taught.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Common planning time for teachers to review exit ticket analysis Student reflection sheets Student self-review conferences
Describe the professional development activities planned to support the implementation of the actions in this area.	Teacher collaboration and discussion about student self-reflection conferences and curriculum/instruction adjustments
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	• Teacher self-reflection conferences with students (weekly) • Common Planning time meetings for teachers to review exit ticket analysis (weekly grade level meetings) • Teacher documentation of curricular/instruction adjustments (weekly) • Principal review of teacher plans for curricular/instruction adjustments (monthly)

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. **Guiding Question:** Do school and teacher leaders ensure that teachers' instructional plans and practices are adaptive and informed by data, reflective of students' needs and learning styles and lead to increased achievement and the meeting of student goals?

	Impact: The school's instructional practices promote high levels of student engagement and inquiry, leading to increased student achievement and the meeting of student goals.	
☐	**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: 5 ☐ Interviews with Students – #: _____ ☒ Interviews with Inst. Support Staff – #: 1 ☒ Interviews with Teachers – #: 1 ☐ Interviews with Parents/Guardians – #: _____ ☒ Interviews with College Partnership Personnel: #: 2 ☒ Interviews with School Leader - #: 1 ☒ Interviews with Home-School Coord. - #: 1 ☒ Interviews with Director of Inst. - #: 1 ☐ Other: _____	☒ Documents Reviewed: Data team review – DDI Data review during grade level meetings

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.	The Leadership Team/Data Team/School Leader will ensure that during monthly grade level meetings instructional staff will continue to use data to inform goal setting and selection of evidence-based practices to support close reading and higher-order thinking in order to promote increased student achievement.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	• Data team – review of data and best practices (monthly/grade level meetings) • District will use a coaching model with common time to reflect on teacher implementation of close reading and higher-order questioning and the facilitation of higher level thinking.
Describe the professional development activities planned to support the implementation of the actions in this area.	• PD for close reading and incorporating higher-order thinking with follow up as needed by TLQP. • Peer teacher coaching supported by TLQP

Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	• Administration an analysis of STAR Reading Assessment (September, November, January, April, June) • ELA Progress monitoring (a minimum of every 5 weeks) • Instructional staff review data and set goals-monthly grade level meetings • Instructional staff monitor student progress toward achieving goals and adjust instructional planning and implementation, if necessary, to ensure students achieve goal-monthly data collection • Instructional staff share progress data with school leader monthly

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. **Guiding Question:** Do teachers provide engaging, CCLS-aligned lessons that incorporate higher-order questions, text complexity and multiple opportunities to learn? **Impact: Instructional practices lead to high levels of student engagement and achievement.**
☐	**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: 5 ☐ Interviews with Students – #: _____ ☒ Interviews with Inst. Support Staff – #: 1 ☒ Interviews with Teachers – #: 1 ☐ Interviews with Parents/Guardians – #: _____ ☒ Interviews with College Partnership Personnel: #: 2 ☒ Interviews with School Leader - #: 1 ☒ Interviews with Home-School Coord. - #: 1 ☒ Interviews with Director of Inst. - #: 1 ☐ Other: _____	☒ Documents Reviewed: Grade level meeting minutes Lesson plans NYS exam analysis by grade level - DDI

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.	Classroom teachers will continue to review data (DDI Process/Protocol) to identify student needs and learning styles, work with professional development consultants and coaches to learn and reflect upon classroom modeling of close reading and higher-order thinking strategies, and implement lesson plans reflective of student needs and inclusive of close reading and higher order thinking strategies in order to promote increased student achievement and college and career readiness.
Describe the district resources to be used to implement the actions in this area to improve the identified	Common scheduling time Substitutes Peer and TLQP Personnel Modeling of close reading and higher-order thinking strategies

subgroup(s) student performance levels.	
Describe the professional development activities planned to support the implementation of the actions in this area.	TLQP provision of PD on close reading and higher-order thinking strategies (9/22; Summer 2015 PD with instructional support staff; follow-up support during weekly 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.	• Classroom teachers review data & identify student needs (September, November, January, April, June) • PD – close reading & Higher order thinking strategies (9/22; Summer 2015 PD with instructional support staff; follow-up support during weekly grade level meetings) • Teacher inclusion of higher-order thinking and close reading strategies during instruction (December – June) • School leader informal classroom visits focusing on close reading strategies and higher order thinking (weekly - December – June) • School leader provision of actionable feedback to teachers on close reading strategies and higher-order thinking to ensure continuous improvement (weekly)

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. **Guiding Question:** Are students actively engaged in an intellectually safe learning environment that meets the needs of every student? **Impact: The learning environment is intellectually and physically safe for all students.**
☐	**Highly Effective**	a) Teachers use a program/plan that contributes to positive reinforcements of behaviors by using behavioral expectations that are explicitly taught and promotes an environment in which students are citizens of their class, and there is a common understanding of how one is treated and treats others. b) Teachers work together with students across the school to acknowledge diversity, provide access to learning and social opportunities, and encourage students to have a voice in their educational experience. c) Teachers foster student buy-in and adapt to the changing needs of the student population and collaborate with other teachers to create thoughtful learning environments that incorporate student values and perspectives.
☒	**Effective**	a) Teachers use a program/plan that promotes a common understanding of the classroom environment envisioned by the school community and explicitly teaches students behavioral expectations and recognition of acceptable and safe behaviors. b) Teachers work together with students to use strategies that acknowledge diverse groups of students and their needs. c) Teachers foster student understanding and adapt to the changing needs of the student population and create thoughtful learning environments that incorporate student values and perspectives.
☐	**Developing**	a) Teachers have a program/plan for acceptable student expectations and are developing strategies for the program/plan to be consistently enforced or recognized by students, or teachers have a program/plan for acceptable student expectations, but do not enforce it. b) Some teachers use strategies that acknowledge diverse groups of students and their needs, or teachers are developing strategies that acknowledge diverse groups of students and their needs. c) Teachers are discussing strategies that address the changing needs of the student population and reflect student values and perspectives.
☐	**Ineffective**	a) Teachers do not have a program/plan that establishes acceptable classroom expectations for behavior. b) Teachers' strategies do not acknowledge diverse groups of students and their needs. c) Teachers do not use strategies that address the changing needs of the student population and reflect student values and perspectives.
Please indicate the evidence used to determine the rating. *Check all that apply.*		☒ Classroom Observations – # Visited: 5 ☐ Interviews with Students – #: _____ ☒ Interviews with Inst. Support Staff – #: 1 ☒ Interviews with Teachers – #: 1
		☒ Documents Reviewed: School motto, Classroom rules or beliefs created with students rituals and routines posted

	☐ Interviews with Parents/Guardians – #: _____ ☒ Interviews with College Partnership Personnel: #: 2 ☒ Interviews with School Leader - #: 1 ☒ Interviews with Home-School Coord. - #: 1 ☒ Interviews with Director of Inst. - #: 1 ☐ Other: _____	Walk through evals Olweus Bully Survey

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.	Instructional staff will continue to implement the school's core belief motto and related practices and protocols which maintains an environment that is intellectually and physically safe for all students.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Instructional Staff School Motto Olweus curriculum School Counselor
Describe the professional development activities planned to support the implementation of the actions in this area.	Not applicable
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	• Teachers review school motto/core beliefs and collaboratively with the classroom community create classroom guidelines (1st day of school) • Classroom teachers teach and reinforce learning and social routines that are reflective of the Motto (September – November) • Classroom teachers and students implement and reinforce learning and social routines that are reflective of the Motto (December - June)

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). **Guiding Question:** Do teachers use data and assessments to inform and adjust their instructional strategies and groupings while engaging students in self-evaluation through feedback and other approaches?	
	Impact: Data-based instruction is timely and purposeful and leads to high levels of student achievement.	
☐	**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: 5 ☐ Interviews with Students – #: _____ ☒ Interviews with Inst. Support Staff – #: 1 ☒ Interviews with Teachers – #: 1 ☐ Interviews with Parents/Guardians – #: _____ ☒ Interviews with College Partnership Personnel: #: 2 ☒ Interviews with School Leader - #: 1 ☒ Interviews with Home-School Coord. - #: 1 ☒ Interviews with Director of Inst. - #: 1 ☒ Other: Meetings-Adjustment of curriculum to fill learning gaps based on student needs	☒ Documents Reviewed: DDI meeting minutes/re-teaching plans Student self-reflection charts Meetings-Adjustment of curriculum to fill learning gaps based on student needs exit ticket analysis

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.	Teachers will continue to group students according to formative and benchmark assessment data, deliberately matching delivery of instruction to identified instructional needs and differentiating learning during whole group instruction to ensure high levels of student achievement.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Benchmark Assessment administration and analysis Grade Level Meetings Instructional Support Staff
Describe the professional development activities planned to support the implementation of the actions in this area.	Not applicable
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	• Benchmark assessments are administered (September, November, January, April, June) • Benchmark assessment results are analyzed and instructional needs and differentiation planned for (September, November, January, April, June) • Teacher implementation of instruction that matches identified instructional needs (September – June) • Teacher implementation of differentiated whole group instruction (September – June)

Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.		
Rating	**Statement of Practice 5.2:** The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success. **Guiding Question:** Has the school leader established systems that identify the social/emotional developmental health (SEDH) needs to ensure that appropriate SEDH supports are provided to students? **Impact: The implemented systems effectively address barriers to 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: 5 ☐ Interviews with Students – #: _____ ☒ Interviews with Inst. Support Staff – #: 1 ☒ Interviews with Teachers – #: 1 ☐ Interviews with Parents/Guardians – #: _____ ☒ Interviews with College Partnership Personnel: #: 2 ☒ Interviews with School Leader - #: 1 ☒ Interviews with Home-School Coord. - #: 1 ☒ Interviews with Director of Inst. - #: 1 ☐ Other: _____	☒ Documents Reviewed: Counseling referral form Student self-reflection log "My Goals for this Year" Teacher's anecdotal notes on students Counseling notes School motto to guide/reinforce behavior Anti-bullying curriculum Character ed. system Olweus Annual Survey Building Team Referral

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.	Upon students exhibiting social-emotional concerns, core classroom teachers will continue to submit a counseling referral to the principal, the principal will forward the referral to the school counselor, and the counselor will create, implement, and monitor a support plan so that students can receive the social-emotional interventions and supports necessary to promote student success.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Classroom teachers Home School Coordinator (HSC) Principal School Counselors Building Team St. Regis Mohawk Tribal Mental Health Services
Describe the professional development activities planned to support the implementation of the actions in this area.	• Faculty meeting facilitated by principal, school counselor, and home school coordinator to review the referral process for students in need of social/emotional support. • School Counselor attends Young Mental Health First Aid Program training (October 23, 2015) • School counselor will provide staff with PD regarding symptoms of social/emotional distress in children (November 2)
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	• School Counselor attends Young Mental Health First Aid Program training (October 23, 2015) • November 2, 2015 - faculty meeting to review the referral process • Regularly scheduled building team meetings throughout the school year to address referrals and monitor student progress (Monthly-2nd Monday of the Month) • Implementation of student social-emotional support plan (immediately after referral and plan creation – throughout the school year) • Monitoring of student progress toward achieving support plan goals (weekly)

	• Counselor reporting of student progress to school leader and referring teacher (monthly)

Rating		
	Statement of Practice 5.3: The school that provides learning experiences and a safe and healthy school environment for families, teachers, and students. **Guiding Question:** Is the school effectively using curricula/programs/materials to address SEDH to students, and is the school providing the professional development needed to develop adult capacity of SEDH? **Impact: Students learn in a safe and healthy school community.**	
☐	**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: 5 ☐ Interviews with Students – #: _____ ☒ Interviews with Inst. Support Staff – #: 1 ☒ Interviews with Teachers – #: 1 ☐ Interviews with Parents/Guardians – #: _____ ☒ Interviews with College Partnership Personnel: #: 2 ☒ Interviews with School Leader - #: 1 ☒ Interviews with Home-School Coord. - #: 1 ☒ Interviews with Director of Inst. - #: 1 ☐ Other: _____	☒ Documents Reviewed: Olweus Curriculum/lesson plans "Too Good for Drugs" curriculum Faculty meeting agendas District Harassment/Bullying Complaint Form

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.	Classroom teachers will increase their knowledge of symptoms of social and emotional distress so that referrals to the building team or principal/school counselor/psychologist may be made as soon as onset

	is noted resulting in prompt delivery of supports to enable students to focus more effectively on academic and social success.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	School counselor Home School Coordinator (HSC) LAP grant funds/district funds Faculty meeting
Describe the professional development activities planned to support the implementation of the actions in this area.	School counselor /HSC to participate in Attachment Theory training webinar (December) School counselors/HSC provide PD on symptoms of social emotional distress to all school staff (November 2)
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	• School counselors/HSC provide PD on symptoms of social emotional distress to all school staff (November 2) • Pre/Post survey of staff knowledge of social emotional distress to all school staff (November 2) • School counselor /HSC to participate in Attachment Theory training webinar (December) • Staff identify and submit referral of students in social-emotional distress (September – June) • School counselor/psychologist create and implement student support plan within the same week student referral is received (September – June) • School counselor/psychologist collect weekly progress data and adjust student support plan, as necessary, to foster student success

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. **Guiding Question:** Has the school strategically organized their work with school stakeholders to ensure that students' SEDH needs are consistently met in a healthy learning environment? **Impact: All school constituents are able to articulate how the school community is a safe learning environment that meets student social and emotional developmental health needs.**	
☒	**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: 5 ☐ Interviews with Students – #: _____ ☒ Interviews with Inst. Support Staff – #: 1 ☒ Interviews with Teachers – #: 1 ☐ Interviews with Parents/Guardians – #: _____ ☒ Interviews with College Partnership Personnel: #: 2 ☒ Interviews with School Leader - #: 1 ☒ Interviews with Home-School Coord. - #: 1 ☒ Interviews with Director of Inst. - #: 1 ☐ Other: _____	☒ Documents Reviewed: District Code of Conduct with parent signature page DASA Coordinator identified on district website Student of the Month programs, invitation records—focus on school motto, "Sken:nen Ratiha:wi" School calendar Student Council meeting agendas and minutes Building Team meeting minutes
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.	Not applicable due to "highly effective" rating	
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.		
Describe the professional development activities planned to support the implementation of the actions in this area.		
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.		

Rating		
	Statement of Practice 5.5: 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. **Guiding Question:** Has the school developed and implemented a strategic plan to collect, analyze and utilize data to identify and meet the SEDH needs of all students? **Impact: Students have increased opportunities to become academically and socially successful.**	
☒	**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: 5 ☐ Interviews with Students – #: _____ ☒ Interviews with Inst. Support Staff – #: 1	☒ Documents Reviewed: Teacher's anecdotal notes Counselor's notes

	☒ Interviews with Teachers – #: 1 ☐ Interviews with Parents/Guardians – #: _____ ☒ Interviews with College Partnership Personnel: #: 2 ☒ Interviews with School Leader - #: 1 ☒ Interviews with Home-School Coord. - #: 1 ☒ Interviews with Director of Inst. - #: 1 ☐ Other: _____	Building Team Referral Form Building Team Meeting Minutes with action plan & progress monitoring data Olweus Student Survey results/analysis

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.	Not applicable due to "highly effective" rating
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	
Describe the professional development activities planned to support the implementation of the actions in this area.	
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	

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. **Guiding Question:** Do the school leader's communications and relationships ensure that students and families are aware of high expectations for student success and are equipped to help students reach those expectations? **Impact: The relationship between families and the school contributes to student needs being met and students achieving the academic success required to become college and career ready.**	
☐	**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: 5 ☐ Interviews with Students – #: _____ ☒ Interviews with Inst. Support Staff – #: 1 ☒ Interviews with Teachers – #: 1 ☐ Interviews with Parents/Guardians – #: _____ ☒ Interviews with College Partnership Personnel: #: 2 ☒ Interviews with School Leader - #: 1 ☒ Interviews with Home-School Coord. - #: 1 ☒ Interviews with Director of Inst. - #: 1 ☒ Other: National Elementary Honor Society; Parent invitation and attendance at Building Team meetings	☒ Documents Reviewed: District and school website Student of the Month programs/records Open House Flyers Academic Carnival flyers

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.	Throughout the school year, school faculty will continue implementing the Student of the Month assemblies, Academic Carnival, College of the Month, Open House, National Elementary Honor Society, and Parent-Teacher conferences, as well as provide parents with website links to helpful information and initiate formal assessment of parental engagement programs, to ensure that parents are equipped with the knowledge to support their child's academic success.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Parent Teacher Organization Home School Coordinator Faculty Principal Survey to parents included as part of each event (what you learned today and what else would you like to know more about)
Describe the professional development activities planned to support the implementation of the actions in this area.	Not applicable
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	• Academic Carnival (quarterly) • College of the Month (monthly) • Open House (September 10) • National Elementary Honor Society (monthly) • Parent-Teacher conferences (November 19, February 5, April 22) • Survey to parents included as part of each event (what you learned today, how will you use this information, and what else would you like to know more about)

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. **Guiding Questions:** Is the school providing multiple and equitable opportunities for reciprocal communication to increase staff and families' understanding about student needs and further support student achievement? **Impact: Families can support their child's academic achievement and social emotional growth.**	
☐	**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: 5 ☐ Interviews with Students – #: _____ ☒ Interviews with Inst. Support Staff – #: 1 ☒ Interviews with Teachers – #: 1 ☐ Interviews with Parents/Guardians – #: _____ ☒ Interviews with College Partnership Personnel: #: 2 ☒ Interviews with School Leader - #: 1 ☒ Interviews with Home-School Coord. - #: 1 ☒ Interviews with Director of Inst. - #: 1 ☒ Other: _____	☒ Documents Reviewed: Home-School Journals Classroom teacher phone log Home-school Visits by HSC Minutes from Parent meeting Parent conference schedule & attendance Parent Event attendance Web link to set up parent/school conference Building Team Meeting/Parent Participation CSE Process/Parent Participation SchoolTool Parent Portal

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.	By January, the school leader, in collaboration with the School Leadership Team, will document the protocol (culture and expectations) regarding reciprocal home-school communication practices so that school personnel have a clear understanding of their roles and responsibilities as well as strategies to engage families in communicating with the school in ways that support their child's academic achievement and social-emotional growth. The protocol will include a school-wide system for documenting communication from the school to families and from families to the school.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Home-School Coordinator School Leader School Leadership Team Faculty Meeting

Describe the professional development activities planned to support the implementation of the actions in this area.	Share protocol to school staff as well as strategies for effective 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.	• Documentation of reciprocal home-school communication practices (December) • Roll out of protocol and reciprocal communication strategies to school staff (January) • School staff implementation of protocol (January – June) • Documentation of communication by school staff (January – June) • Analysis of reciprocal communication practice implementation and identification of practice modifications, if warranted (March; June)

	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.	
Rating	**Guiding Questions:** Is the school providing training to parents and to staff on creating and sustaining home-school partnerships so that both parties are able to work together to support student achievement? **Impact: All students benefit from a robust and focused home-school connection.**	
☐	**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: 5 ☐ Interviews with Students – #: _____ ☒ Interviews with Inst. Support Staff – #: 1 ☒ Interviews with Teachers – #: 1 ☐ Interviews with Parents/Guardians – #: _____ ☒ Interviews with College Partnership Personnel: #: 2 ☒ Interviews with School Leader - #: 1 ☒ Interviews with Home-School Coord. - #: 1 ☒ Interviews with Director of Inst. - #: 1 ☒ Other: Parent Teacher Organization; Family Fun Night (focus on literacy); school motto shared with students, families, and community; Academic Carnival; Grade Level Academic Nights/Events; Student Leaders on radio & submitting articles on school; Akwesasne TV	☐ Documents Reviewed: School Motto

	commercials created by students about school and ways parents can help their child be successful at school	

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.	A committee comprised of the school leader and school staff will identify an academic focus/goal for each quarterly family information night and implement these nights in a way that provides families with strategies to support their child's academic success that are aligned with school priorities.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	School Instructional Staff School curriculum Building use Staff meetings
Describe the professional development activities planned to support the implementation of the actions in this area.	
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	• Meeting to identify academic focus/goal for Family Information Nights (November) • Quarterly Family Information Nights • Survey to parents included as part of each event (what you learned today, how will you use this information, and what else would you like to know more about) • Quarterly staff meetings to monitor and sustain a plan using the National Parent Teacher Organization's standards for parental involvement

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. **Guiding Question:** Is data shared in a way that allows stakeholders to understand both student and family needs and advocate for services that address those needs? **Impact: The school community empowers families to take action to support student learning, leading to higher student achievement.**
☐	**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: 5 ☐ Interviews with Students – #: _____ ☒ Interviews with Inst. Support Staff – #: 1 ☒ Interviews with Teachers – #: 1	☒ Documents Reviewed: Student data logs CSE Process/IEP progress reports Student progress reports

	☐ Interviews with Parents/Guardians – #: _____ ☒ Interviews with College Partnership Personnel: #: 2 ☒ Interviews with School Leader - #: 1 ☒ Interviews with Home-School Coord. - #: 1 ☒ Interviews with Director of Inst. - #: 1 ☐ Other: _____	RTI progress reports

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.	The school leader will provide parents with a document written in a parent-friendly manner that provides assessment information and their child's results a minimum of three times a year. In addition, Instructional staff will provide parents with instruction during parent-teacher conferences on how to understand/interpret their child's goal log so that parents may be empowered to take action to support their child's academic success.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Parent-teacher conferences – meeting time Student goal logs
Describe the professional development activities planned to support the implementation of the actions in this area.	Not applicable
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	• Assessment information and results provided to parents (a minimum of three times a year) • Parent-Teacher conferences (November 19, February 5, April 22)

Describe the process used to develop this plan pursuant to Commissioner's Regulations 100.11.
The St. Regis Mohawk School Local Assistance Plan (LAP) was developed using the school's shared decision-making process which included representatives from the following stakeholder groups: teachers, instructional support staff, community supports, district level staff, and school leader. The team's vision for the development of the LAP was focused on the improvement of the educational performance of all students in the school, with particular focus on the Native American and economically disadvantaged subgroups.

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