

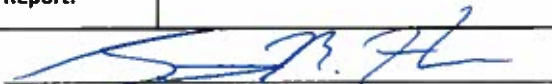
New York State Education Department

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



<b>Name of Principal:</b>	Scott Hale
<b>Name/Number of School:</b>	Johnstown High School
<b>School Address:</b>	1 Sir Bills Circle, Johnstown, NY 12095
<b>School Telephone Number:</b>	518-762-4661
<b>Principal's Direct Phone Number:</b>	518-762-4661
<b>Principal's E-Mail:</b>	shale@johnstownschoools.org
<b>District Telephone Number:</b>	518-762-4611
<b>Superintendent's Direct Phone Number:</b>	518-762-4611, ext. 104
<b>Superintendent's E-Mail:</b>	rdelilli@johnstownschoools.org
<b>Reason for LAP Designation:</b>	Performance of High School White Students on NYS Assessment in Math and Performance of Economically Disadvantaged Students on ELA and Math Combined PI
<b>Website Link for Published Report:</b>	

School Principal's Signature



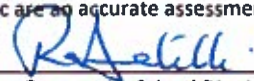
Date

12-4-15

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

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

Superintendent's Signature



Date

12/4/15

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

**A Message to School/District Leaders:**

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

## Guidance

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

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

## Completing This Form

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

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

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

Grade Configuration		9 - 12		Total Enrollment		583		Title 1 Population		School wide		Attendance Rate		92.0%									
Free Lunch		35.95%		Reduced Lunch		8.35 %		Student Sustainability		%		Limited English Proficient		less than 1%		Students with Disabilities		13%					
Types and Number of English Language Learner Classes																							
#Transitional Bilingual		0		#Dual Language		0		#Self-Contained English as a Second Language						0 students									
Types and Number of Special Education Classes																							
#Special Classes		3		#Consultant Teaching				#Integrated Collaborative Teaching															
# Resource Room																							
Types and Number Special Classes																							
#Visual Arts				#Music				#Drama				# Foreign Language				# Dance		CTE #					
Racial/Ethnic Origin																							
American Indian or Alaska Native		0%		Black or African American		2%		Hispanic or Latino		3%		Asian or Native Hawaiian/Other Pacific Islander		less than 1%		White		94%		Multi-racial		%	
Personnel																							
Years Principal Assigned to School		1		# of Assistant Principals		1		# of Deans		0		# of Counselors / Social Workers											
% of Teachers with No Valid Teaching Certificate		0		% Teaching Out of Certification		0		% Teaching with Fewer Than 3 Yrs. of Exp.				Average Teacher Absences											
Overall Accountability Status																							
ELA Performance at levels 3 & 4		55%		Mathematics Performance at levels 3 & 4		26%		Science Performance at levels 3 & 4		76%		4 Year Graduation Rate (HS Only)		80.23%									
Credit Accumulation (High School Only)																							
% of 1 <sup>st</sup> yr. students who earned 10+ credits				% of 2 <sup>nd</sup> yr. students who earned 10+ credits				% of 3 <sup>rd</sup> yr. students who earned 10+ credits				6 Year Graduation Rate		79%									
Reason for LAP (Indicate under the Category) Achievement Gap (AG), Cut Point (CP), and/or Did Not Meet Adequate Yearly Progress (AYP)																							

<i>ELA</i>	<i>Mathematics</i>	<i>Science</i>	<i>Graduation Rate</i>	<i>Subgroup</i>
				American Indian or Alaska Native
				Hispanic or Latino
	AYP			White
				Students with Disabilities
CP combined ELA and Math				Economically Disadvantaged
				Black or African American
				Asian or Native Hawaiian/Other Pacific Islander
				Multi-racial
				Limited English Proficient

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



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

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.						
Rating	Statement of Practice 2.2: The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).					
<input type="checkbox"/>	Highly Effective	a) The SMART goals/mission and long-term vision are created and supported by staff, families, and students and are uniformly seen, heard, and known across the entire school community and affiliated partnerships. b) The school leader champions the implementation of a data-driven mission for student achievement and well-being and holds the school community of stakeholders accountable for working to realize the long-term vision and the school priorities as outlined in the SCEP and other school improvement documents. c) The school leader and community stakeholders regularly monitor and evaluate progress toward attainment of SMART goals and priorities in the SCEP that are aligned to the long-term vision, making adjustments when goals are not achieved, improvements are needed, and priorities become misaligned.				
X	Effective	a) The SMART goals/mission and long-term vision are created and supported by a representative group of staff, families, and students and some affiliated partnerships. b) The school leader shares a data-driven mission for student achievement and well-being with the school community of stakeholders and has a plan for how to work together to realize this long-term vision and the school priorities as outlined in the SCEP and other school improvement documents. c) The school leader and community stakeholders monitor and evaluate progress once or twice a year toward SMART goals and priorities in the SCEP aligned to the long-term vision.				
<input type="checkbox"/>	Developing	a) The SMART goals/mission and long-term vision are created with limited input by stakeholders, and are in the process of being shared with staff, families, and students across the school community. b) The school leader has a data-driven mission for student achievement and well-being, outlined in the SCEP, and is in the process of developing how the school community will work to realize the long-term vision. c) The school leader is in the process of adapting SMART goals that better align to the long-term vision, or these SMART goals exist but are not monitored and evaluated.				
<input type="checkbox"/>	Ineffective	a) The SMART goals/mission and long-term vision are unknown, not commonly understood, and/or have not been shared with staff, families, and students across the school community. b) The school leader has not developed a data-driven mission that is connected to the long-term vision. c) The school leader has not developed SMART goals or the current goals are not aligned to the long-term vision.				
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>		x Classroom Observations – # Visited: <u>13</u> x Interviews with Students – #: <u>11</u> x Interviews with Support Staff – #: <u>2</u> x Interviews with Teachers – #: <u>13</u> x Interviews with Parents/Guardians – #: <u>12</u> <input type="checkbox"/> Other: _____				
		X Documents Reviewed: <table border="1"> <tr><td>JHS School Wide Building Plan</td></tr> <tr><td>2013-14 School Report Card</td></tr> <tr><td>2014-15 School Report Card</td></tr> <tr><td>Review of MPPR rubric for principal evaluation</td></tr> </table>	JHS School Wide Building Plan	2013-14 School Report Card	2014-15 School Report Card	Review of MPPR rubric for principal evaluation
JHS School Wide Building Plan						
2013-14 School Report Card						
2014-15 School Report Card						
Review of MPPR rubric for principal evaluation						
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.		<ul style="list-style-type: none"> <li>● Specific targets for economically disadvantaged students to be addressed in the school wide plan</li> <li>● Specific benchmarking or time lines in school wide plan</li> <li>● Specific resources designated in school wide plan</li> </ul>				

Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> <li>● Consultant B. McGuire to observe classrooms, interview teachers, address resources needed, provide professional development</li> </ul>
Describe the professional development activities planned to support the implementation of the actions in this area.	<ul style="list-style-type: none"> <li>● APPR process within the MPPR rubric reviewed</li> <li>● District Admin meetings with principal on school wide building plan document</li> <li>● Regular meetings between district and building admin to monitor progress of students in Math and ED in ELA/Math</li> <li>● Book study: Immunity to Change</li> <li>● Consultant: Elliot Merenbloom, maximizing instructional time and extending periods/scheduling</li> </ul>
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	<ul style="list-style-type: none"> <li>● School-wide planning review and implementation of goals: Fall 2015</li> <li>● School-wide planning component review meetings: November 2015, January, March, May 2015</li> <li>● Math &amp; ELA meetings w/District Admin: Quarterly (at each report card term ending)</li> <li>● E. Merenbloom: January &amp; April 2016</li> </ul>

<b>Rating</b> <b>Statement of Practice 2.3:</b> <b>Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.</b>				
<input type="checkbox"/>	<b>Highly Effective</b>	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.		
X	<b>Effective</b>	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.		
<input type="checkbox"/>	<b>Developing</b>	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.		
<input type="checkbox"/>	<b>Ineffective</b>	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.		<table border="1"> <tr> <td>           x Classroom Observations – # Visited: <u>13</u>            x Interviews with Students – #: <u>11</u>            x Interviews with Support Staff – #: <u>2</u>            x Interviews with Teachers – #: <u>13</u>            x Interviews with Parents/Guardians – #: <u>12</u>  <input type="checkbox"/> Other: _____         </td> <td>           x Documents Reviewed:            Faculty minutes            Department Minutes            PLC participation rates            PLC meeting minutes            Paid leave request forms re: mentor/coaching         </td> </tr> </table>	x Classroom Observations – # Visited: <u>13</u> x Interviews with Students – #: <u>11</u> x Interviews with Support Staff – #: <u>2</u> x Interviews with Teachers – #: <u>13</u> x Interviews with Parents/Guardians – #: <u>12</u> <input type="checkbox"/> Other: _____	x Documents Reviewed: Faculty minutes Department Minutes PLC participation rates PLC meeting minutes Paid leave request forms re: mentor/coaching
x Classroom Observations – # Visited: <u>13</u> x Interviews with Students – #: <u>11</u> x Interviews with Support Staff – #: <u>2</u> x Interviews with Teachers – #: <u>13</u> x Interviews with Parents/Guardians – #: <u>12</u> <input type="checkbox"/> Other: _____	x Documents Reviewed: Faculty minutes Department Minutes PLC participation rates PLC meeting minutes Paid leave request forms re: mentor/coaching			
<b>If the SOP rating is Effective, Developing or Ineffective, please provide a response in the areas below.</b>				
Actions in this area to be taken to improve the identified subgroup(s) student performance levels:		<ul style="list-style-type: none"> <li>● New Principal: first budgeting season with direct support of district office administration</li> <li>● Meetings with teacher and student groups to develop common outcome expectations for Freshman and for Seniors</li> <li>● Working with students to organize Freshman Experience programming for all Freshman</li> <li>● Regular attendance at Math &amp; ELA PLC's</li> <li>● Increased focus on Math and Literacy instruction in extended-time freshman academy, with the support of embedded coaching</li> <li>● Building wide literacy initiative continues to now include Close reading</li> <li>● Data tracked by 2015 and 2016 cohorts and implementation of Read 180/System 44 for identified students.</li> </ul>		



<p>Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.</p>	<ul style="list-style-type: none"> <li>● Consultant E. Merenbloom to work with JHS staff on scheduling to maximize instruction for student learning</li> <li>● Consultant B. McGuire: using meeting protocol to bring diverse opinions together in a meaningful way</li> <li>● Creation of embedded coaching structure to support Freshman Academy ELA/Math</li> <li>● Freshman Academy: Program for students identified as being at risk</li> <li>● Math &amp; ELA PLC's: teacher driven mechanisms to identify gaps in instruction</li> <li>● Literacy PLC: time and \$\$ used to support this PLC and literacy initiative</li> <li>● Chrome-books and Read 180/System 44 program</li> </ul>
<p>Describe the professional development activities planned to support the implementation of the actions in this area.</p>	<ul style="list-style-type: none"> <li>● Consultant services as mentioned above</li> <li>● PLC 20 hours of time in addition to embedded hours at every staff development day</li> <li>● PD on pathways and developing common expectations and outcomes for students</li> <li>● PD on read 180/system 44</li> <li>● PD on chrome-book use</li> <li>● Cognitive coaching and mentor training</li> </ul>
<p>Timeline for Implementation of Activities and Professional Development- Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.</p>	<ul style="list-style-type: none"> <li>● E. Merenbloom: January &amp; April 2016</li> <li>● B McGuire: Protocol PD September 2015</li> <li>● Embedded F Academy: .4 FTE Fall 2015-June 2016: District Admin meets with embedded coach monthly.</li> <li>● PD on Pathways: JHS and District Admin meet Nov 2015: BOCES regional planning for Pathways January 5, 2015: Academies of Nashville study visitation: March 7-9 2016</li> <li>● PD: Read 180/System 44: Summer 2015 followed by embedded support by Scholastic Fall, Winter and Spring 2016: Scheduled as determined by teacher and PD support specialist.</li> <li>● Chrome-book PD: 23 Things Virtual Course Participation logs reviewed by Library Media Specialist quarterly</li> <li>● Cognitive Coaching and mentoring: provided Fall 2015 w/additional spring dates by Cap. Region BOCES</li> <li>● Student Advisory Committee Meetings: Close of Fall and Spring Semesters</li> </ul>

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.	
<input type="checkbox"/>	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.	
X	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.	
<input type="checkbox"/>	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.	
<input type="checkbox"/>	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. <i>Check all that apply.</i>		x Classroom Observations – # Visited: <u>All JHS</u> x Interviews with Students – #: <u>11</u> x Interviews with Support Staff – #: <u>5</u> x Interviews with Teachers – #: <u>All JHS1</u> x Interviews with Parents/Guardians – #: <u>12</u> <input type="checkbox"/> Other: _____	x Documents Reviewed: <u>GJSD APPR process</u> <u>SLO submissions in regarding to target/data</u> <u>Danielson Rubric</u> <u>Other district APPR evaluations for consistency</u>
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.		<ul style="list-style-type: none"> <li>● Creation of a data profile of JHS performance to be shared among staff</li> <li>● Data profile should be updated regularly</li> <li>● Data profile should be addressed by teachers as part of reflection in Danielson rubric (APPR)</li> <li>● Principal to ask department chairs to provide quarterly summary data regarding progress on data identified in the data profile</li> <li>● You Be George protocol to be used to create a student self reflection and setting process for JHS students. Student reflection and goal setting reports should be addressed by teachers in ELA &amp; Math classrooms (STAR data). Such reflections should be summarized and addressed by individual teachers in terms of their planning, instruction and assessment (this would be reflected upon in Danielson).</li> </ul>	

	<ul style="list-style-type: none"> <li>District admin will create summary data for JHS admin regarding trends in evaluations in Danielson.</li> </ul>
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> <li>Purchase of formative assessment administration and analysis software</li> <li>Time to allow for creation of school data profiles</li> <li>Time for the creation of the student reflection/goal setting templates</li> <li>Monitoring of meeting minutes that reflect use of the above</li> <li>District Admin review of completed JHS teacher evaluations</li> <li>STAFFTRACK</li> </ul>
Describe the professional development activities planned to support the implementation of the actions in this area.	<ul style="list-style-type: none"> <li>Data and Assessment 101: Karen Bailey...using formative assessment and data collection procedure in the classroom and beyond</li> <li>You Be George protocol training</li> <li>Danielson rubric training and teacher mentoring</li> <li>STAR assessment and reports trainings as necessary</li> <li>STAFFTRACK report analysis training or admin.</li> </ul>
Timeline for implementation of Activities and Professional Development— Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	<ul style="list-style-type: none"> <li>Form Assess and Data Analysis Software: Linkit via Monroe BOCES August 2015</li> <li>Tech Director to review STAR 360 for purchase November 2015-January 2016.</li> <li>School Data profiles: Design Concept Meeting October 2015, Implementation Jan-Feb 2016.</li> <li>Danielson summary Data February 2016 w/additional review May 2016.</li> </ul>

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).					
<input type="checkbox"/>	<b>Highly Effective</b>	a) The school leader models excellence for the staff in the creation and use of evidence-based systems that are dynamic, adaptive, and interconnected and address individual and school-wide practices. b) The school leader, in collaboration with the school community, monitors and revises evidence-based systems that address practices used by staff members connected to improvement areas in the SCEP.			
<input checked="" type="checkbox"/>	<b>Effective</b>	a) The school leader requires the staff to use evidence-based systems that are dynamic, adaptive, and interconnected and address individual and school-wide practices. b) The school leader monitors and revises evidence-based systems that address practices used by staff members connected to improvement areas in the SCEP.			
<input type="checkbox"/>	<b>Developing</b>	a) The school leader encourages the staff to use systems that are interconnected and/or systems are not modified based on analysis of school-wide practices. b) The school leader is working to develop an evidence-based system to monitor and revise practices used by staff members.			
<input type="checkbox"/>	<b>Ineffective</b>	a) The school leader does not encourage the staff to use systems, or systems do not exist to address school-wide practices. b) The school leader has not taken steps to develop an evidence-based system to monitor and revise practices used by the staff members.			
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>	x Classroom Observations – # Visited: <u>  13  </u>				
	x Interviews with Students – #: <u>  11  </u>				
	x Interviews with Support Staff – #: <u>  2  </u>				
	x Interviews with Teachers – #: <u>  13  </u>				
	x Documents Reviewed: <table border="1" style="width: 100%;"> <tr> <td>STAR reports ELA &amp; Math</td> </tr> <tr> <td>DART assessment review and feedback</td> </tr> <tr> <td>SLO creation &amp; review process</td> </tr> </table>		STAR reports ELA & Math	DART assessment review and feedback	SLO creation & review process
STAR reports ELA & Math					
DART assessment review and feedback					
SLO creation & review process					



	x Interviews with Parents/Guardians – #: <u>12</u> <input type="checkbox"/> Other: _____	Building wide literacy initiative data Chanes to Math, ELA/literacy aciton planning resulting from data	
<b>If the SOP rating is Effective, Developing or Ineffective, please provide a response in the areas below.</b>			
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> <li>● Teachers implement SLO baseline data and target setting in Math &amp; ELA</li> <li>● Teachers and administrators use student management system data and interconnecting it with NYSTP data, STAR data, student-work and intervention data (Read 180, for example) to gain greater insight into student learning, and programmatic needs.</li> <li>● Programmatic data established by building &amp; district administration &amp; PLCs</li> <li>● Student based data by teachers</li> <li>● Anecdotal data acquired by consultants, and administrators through classroom observation</li> <li>● Formative assessment data to be collected by teachers for instructional purposes</li> </ul>		
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> <li>● Embedded time for data collection: Example, literacy PLC data collection</li> <li>● School Tool data management system</li> <li>● STAR assessment data</li> <li>● Embedded time for assessment review and development</li> <li>● DART</li> <li>● Embedded time for target setting (SLO's) and baseline development</li> <li>● Consultant support for formative assessment in math</li> <li>● PD for implementing Read 180 &amp; system 44</li> <li>● Embedded time for PLC's ..best practices with data (for example gradecam, activegrade etc..)</li> <li>● Linkit</li> </ul>		
Describe the professional development activities planned to support the implementation of the actions in this area.	<ul style="list-style-type: none"> <li>● District wide literacy PD opening day: Close reading 7-12, Open response Prek-6</li> <li>● Read 180/System 44 training: District wide late August 2015 and throughout 2016</li> <li>● Embedded support of building and district literacy PLCs...data collection for protocols on all staff development days</li> <li>● Unpacking the Standards, understanding the DOK levels, skills and content aspects of the standards you teach....district wide...DOK levels addressed in pre/post assessments: October-June 2016</li> <li>● Consultant B. McGuire...using formative assessment in secondary math classroom: October-present</li> <li>● Math and ELA curriculum PLC's...embedded throughout district: September -June 2016</li> <li>● School Tool training as needed for new faculty</li> <li>● STAR reports training as needed provided by in house turnkey trainer</li> <li>● DART to support assessment development as needed</li> <li>● SLO PD provided October 2015</li> </ul>		
Timeline for Implementation of Activities and Professional Development--Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	<ul style="list-style-type: none"> <li>● District wide literacy PD opening day: Close reading 7-12, Open response Prek-6</li> <li>● Read 180/System 44 training: District wide late August 2015 and throughout 2016</li> <li>● Unpacking the Standards, understanding the DOK levels, skills and content aspects of the standards you teach....district wide...DOK levels addressed in pre/post assessments: October-June 2016</li> <li>● Literacy PLC data collection embedded into JHS daily schedule</li> <li>● Consultant B. McGuire...using formative assessment in secondary math classroom: October-present             <ul style="list-style-type: none"> <li>○ Monthly meetings October-May w/district administration</li> <li>○ Monthly written submissions</li> </ul> </li> </ul>		



- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>● Math Curriculum PLC: Monthly September-June: Attended by JHS administration<ul style="list-style-type: none"><li>○ Minutes submitted to District Admin</li></ul></li><li>● SLO baselines set October 2015, reviewed June 2016</li></ul> |
|--|---|

**Tenet 2 - 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.									
<input type="checkbox"/>	<b>Highly Effective</b>	<p>a) The school leader, using a distributive leadership model, ensures that a systematic plan (i.e., a plan that has targeted goals to address the needs of all students and subgroups, a schedule for professional development support, and vertical/horizontal collaborative meeting time) exists for the quality implementation of rigorous CCLS curricula.</p> <p>b) The school leader uses the systematic plan to provide teachers access to robust pedagogical support (i.e., inter-visitation, cross-grade conversations, exemplar curriculum models, access to expert CCLS curriculum writers, and CCLS conferences), materials, and training aligned to CCLS curricula and instructional shifts for individual and subgroups of students.</p> <p>c) The school leader ensures that a cohesive, comprehensive, and adaptive curricula, inclusive of clearly developed units aligned to CCLS and NYS standards, is used across all areas of study, including interventions, AIS/RTI, dual credit courses, and electives, by monitoring the implementation of the curricula and regularly examining formative and summative assessments and student work.</p>								
X	<b>Effective</b>	<p>a) The school leader ensures that a systematic plan (i.e., a plan that has targeted goals to address the needs of all students and subgroups, a schedule for professional development support, and vertical/horizontal collaborative meeting time) exists for the quality implementation of rigorous CCLS curricula.</p> <p>b) The school leader uses the systematic plan to provide teachers access to pedagogical support, materials, and training aligned to CCLS curricula and instructional shifts for individual and subgroups of students.</p> <p>c) The school leader ensures that staff use a comprehensive and adaptive curricula, inclusive of clearly developed units aligned to CCLS and NYS standards, across all areas of study, including interventions, AIS/RTI, dual credit courses, and electives, by monitoring the implementation of curricula.</p>								
<input type="checkbox"/>	<b>Developing</b>	<p>a) The school leader is in the process of developing a written plan that includes targeted goals to address the needs of students, schedule/calendar for professional development support, and vertical/horizontal collaborative meeting time for implementing CCLS curricula.</p> <p>b) The school leader is beginning to provide appropriate access to pedagogical support, materials, and training to teachers aligned to CCLS curricula and instructional shifts for individual and subgroups of students.</p> <p>c) The school leader encourages staff to use comprehensive curricula, inclusive of clearly developed units aligned to CCLS and NYS standards, across all areas of study, including interventions, AIS/RTI, dual credit courses, and electives.</p>								
<input type="checkbox"/>	<b>Ineffective</b>	<p>a) The school leader has no written plan for CCLS and NYS curricula alignment across all areas of study and is not developing one.</p> <p>b) The school leader does not provide access to pedagogical support, materials, and training to teachers aligned to CCLS curricula and instructional shifts for individual and subgroups of students.</p> <p>c) The school leader does not ensure and makes little effort to encourage teachers across all areas of study to use curricula aligned to CCLS and NYS standards.</p>								
<p>Please indicate the evidence used to determine the rating. Check all that apply.</p>		<p>x Classroom Observations – # Visited: <u>  All JHS  </u></p> <p>x Interviews with Students – #: <u>  11  </u></p> <p>x Interviews with Support Staff – #: <u>  2  </u></p> <p>x Interviews with Teachers – #: <u>  7  </u></p> <p>x Interviews with Parents/Guardians – #: <u>  12  </u></p> <p>x Other: <u>  Interviews with administrators  </u></p>								
		<p>x Documents Reviewed:</p> <table border="1"> <tr><td>Building plan</td></tr> <tr><td>Email</td></tr> <tr><td>Department and faculty minutes</td></tr> <tr><td>PLC minutes</td></tr> <tr><td>Curriculum &amp; assessment calendar</td></tr> <tr><td>Meeting agendas</td></tr> <tr><td>Staff Dev. day agendas</td></tr> <tr><td>Data documents</td></tr> </table>	Building plan	Email	Department and faculty minutes	PLC minutes	Curriculum & assessment calendar	Meeting agendas	Staff Dev. day agendas	Data documents
Building plan										
Email										
Department and faculty minutes										
PLC minutes										
Curriculum & assessment calendar										
Meeting agendas										
Staff Dev. day agendas										
Data documents										

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.	<ul style="list-style-type: none"> <li>● The building principal maintains a building plan that addresses Common Core Learning Standards (CCLS) curriculum goals and expectations for students.</li> <li>● The principal adheres to (and modifies when necessary) a district wide calendar regarding curriculum, assessment and instruction.</li> <li>● The building principal meets monthly with department chairs regarding curriculum and instruction.</li> <li>● The building principal calls for and reviews faculty lesson (block) plans.</li> <li>● The building principal provides embedded work time on staff development days for curriculum and assessment.</li> <li>● The building principal works with an interdisciplinary team of teachers on unpacking and aligning CCLS to curriculum.</li> <li>● The building principal conducts programmatic analysis of ELA and Math and shares data with department members.</li> <li>● The teachers implement DDI via interim assessments...data is reviewed and curriculum &amp; assessments are revised accordingly.</li> </ul>
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> <li>● District wide curriculum &amp; assessment calendar</li> <li>● Unpacking standards PD and resources</li> <li>● Embedded meeting times</li> <li>● Multiple data Sources: (including but not limited to) Lesson plans, student-work, observations, STAR, SchoolTool, Read 180, NYSTP among others</li> </ul>
Describe the professional development activities planned to support the implementation of the actions in this area.	<ul style="list-style-type: none"> <li>● Read 180/System 44 training: District wide late August 2015 and throughout 2016</li> <li>● Embedded support of building and district literacy PLCs...data collection for protocols on all staff development days</li> <li>● Unpacking the Standards, understanding the DOK levels, skills and content aspects of the standards you teach...district wide..DOK levels addressed in pre/post assessments: October-June 2016</li> <li>● Consultant B. McGuire...using formative assessment in secondary math classroom: October-present</li> <li>● Math and ELA curriculum PLC's...embedded throughout district: September - June 2016</li> <li>● School Tool training as needed for new faculty</li> <li>● STAR reports training as needed provided by in house turnkey trainer</li> <li>● DART to support assessment development as needed</li> <li>● SLO PD provided October 2015</li> </ul>
Timeline for implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	<ul style="list-style-type: none"> <li>● School-wide planning review and implementation of goals: Fall 2015</li> <li>● School-wide planning component review meetings: November 2015, January, March, May 2015</li> <li>● Math &amp; ELA meetings w/District Admin: Quarterly (at each report card term ending)</li> <li>● Read 180/System 44 training: District wide late August 2015 and throughout 2016</li> <li>● Unpacking the Standards, understanding the DOK levels, skills and content aspects of the standards you teach...district wide..DOK levels addressed in pre/post assessments: October-June 2016</li> <li>● Consultant B. McGuire...using formative assessment in secondary math classroom: October-present</li> <li>● Math and ELA curriculum PLC's...embedded throughout district: September - June 2016</li> <li>● SLO PD provided October 2015</li> </ul>



Statement of Practice 3.3: Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.				
<input type="checkbox"/>	<b>Highly Effective</b>	<p>a) Teachers use targeted agendas based on student and school data to develop collaboratively unit and lesson plans to meet the demands of CCLS and grade level DDI protocols (e.g., documentation of ongoing analysis of formative and summative assessments, student work, use of rubrics) in all grades and subject areas.</p> <p>b) Teachers use a full complement of curricula tools, such as pacing calendars, curriculum maps, unit and lesson plans, across all grades, content areas, and classes that incorporate a progression of sequenced and scaffolded skills for all groups of students (including special education and English language learners) and use a variety of complex materials appropriately aligned to the CCLS.</p> <p>c) Teachers consistently monitor and adjust curricula to support the CCLS instructional shifts and NYS content standards and ensure higher-order thinking skills are consistently present by providing necessary supports and extensions for all groups of students across all content areas and grades.</p>		
<input type="checkbox"/>	<b>Effective</b>	<p>a) Teachers develop collaboratively unit and lesson plans that meet the demands of CCLS and grade-level DDI protocols (e.g., documentation of ongoing analysis of formative and summative assessments, student work, use of rubrics) and address student achievement needs in all grades and subject areas.</p> <p>b) Teachers use unit and lesson plans across all grades, content areas, and classes that incorporate a progression of sequenced and scaffolded skills for all groups of students (including special education and English language learners) and use a variety of complex materials appropriately aligned to the CCLS.</p> <p>c) Teachers monitor and adjust curricula to support the CCLS instructional shifts and NYS content standards and ensure higher-order thinking skills are consistently present by providing necessary supports and extensions for all groups of students across core content areas and grades.</p>		
X	<b>Developing</b>	<p>a) Teachers individually or inconsistently collaborate to develop unit and lesson plans based on student data to meet the demands of CCLS and grade level DDI protocols (e.g., documentation of ongoing analysis of formative and summative assessments, student work, use of rubrics) in all grades and subject areas.</p> <p>b) Teachers use lesson plans that are either inconsistently aligned to CCLS or are aligned to the CCLS but do not use a variety of complex materials that incorporate a progression of sequenced and scaffolded skills.</p> <p>c) Teachers either are in the process of developing protocols to monitor and adjust curricula to support the CCLS instructional shifts and NYS content standards, or teachers inconsistently monitor and adjust curricula across the school, or teachers monitor and adjust no more than twice a year for all groups of students across content areas and grades.</p>		
<input type="checkbox"/>	<b>Ineffective</b>	<p>a) Teachers do not use formal structures and data to work collaboratively to develop unit and lesson plans.</p> <p>b) Teachers use lesson plans that are not aligned to CCLS.</p> <p>c) Teachers do not monitor and adjust curricula, and there is no plan to begin to do so.</p>		
Please indicate the evidence used to determine the rating. Check all that apply.		<table border="1"> <tr> <td>           x Classroom Observations – # Visited: <u>  All JHS  </u>            x Interviews with Students – #: <u>  11  </u>            x Interviews with Support Staff – #: <u>  2  </u>            x Interviews with Teachers – #: <u>  All JHS  </u>            x Interviews with Parents/Guardians – #: <u>  12  </u>  <input type="checkbox"/> Other: _____         </td> <td>           x Documents Reviewed:            Lesson Plans            Interim Assessments            Assessment analysis      </td> </tr> </table>	x Classroom Observations – # Visited: <u>  All JHS  </u> x Interviews with Students – #: <u>  11  </u> x Interviews with Support Staff – #: <u>  2  </u> x Interviews with Teachers – #: <u>  All JHS  </u> x Interviews with Parents/Guardians – #: <u>  12  </u> <input type="checkbox"/> Other: _____	x Documents Reviewed: Lesson Plans Interim Assessments Assessment analysis   
x Classroom Observations – # Visited: <u>  All JHS  </u> x Interviews with Students – #: <u>  11  </u> x Interviews with Support Staff – #: <u>  2  </u> x Interviews with Teachers – #: <u>  All JHS  </u> x Interviews with Parents/Guardians – #: <u>  12  </u> <input type="checkbox"/> Other: _____	x Documents Reviewed: Lesson Plans Interim Assessments Assessment analysis   			
If the SOP rating is <b>Effective</b> , <b>Developing</b> or <b>Ineffective</b> , please provide a response in the areas below.				
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> <li>● Math PLC embedded time for Curriculum development and shared best practices</li> <li>● Unpacking the Standards embedded time for deeper curriculum alignment to CCLS and better data analysis for DDI purposes</li> <li>● DART support as needed for assessment development assistance</li> <li>● Consultant services for:             <ul style="list-style-type: none"> <li>○ Common lesson planning using Lesson study and stations approaches</li> <li>○ Creating and evaluating formative assessment in class for instructional purposes (DDI)</li> <li>○ Technology to support assessment evaluation and formative assessment data</li> </ul> </li> </ul>			
Describe the district resources to be used to implement the actions in	<ul style="list-style-type: none"> <li>● Embedded time for PLCs</li> <li>● Embedded time for standards unpacking</li> </ul>			



this area to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> <li>● Time and money for DART support as needed</li> <li>● Consultant services attained</li> </ul>
Describe the professional development activities planned to support the implementation of the actions in this area.	<ul style="list-style-type: none"> <li>● Consultant PD in Common Lesson Study</li> <li>● How to DOK standards</li> <li>● Unpacking standards for content &amp; skills</li> <li>● Using data for target and goal setting</li> <li>● Using formative assessment for instructional grouping</li> <li>● Technology for formative assessment data (DDI)</li> </ul>
Timeline for implementation of Activities and Professional Development—Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	<ul style="list-style-type: none"> <li>● Math Curriculum PLC: Monthly September-June: Attended by JHS administration <ul style="list-style-type: none"> <li>○ Minutes submitted to District Admin</li> </ul> </li> <li>● Unpacking the Standards, understanding the DOK levels, skills and content aspects of the standards you teach... district wide.. DOK levels addressed in pre/post assessments: October-June 2016</li> <li>● Consultant B. McGuire...: October-present <ul style="list-style-type: none"> <li>○ Monthly meetings October-May w/district administration</li> <li>○ Monthly written submissions</li> </ul> </li> </ul>

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.		
Rating		
<input type="checkbox"/>	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.
<input type="checkbox"/>	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.
X	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.					
<input type="checkbox"/>	<b>ineffective</b>	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.		x Classroom Observations – # Visited: <u>7</u> x Interviews with Students – #: <u>11</u> x Interviews with Support Staff – #: <u>2</u> x Interviews with Teachers – #: <u>13</u> x Interviews with Parents/Guardians – #: <u>12</u> <input type="checkbox"/> Other: _____	x Documents Reviewed: <table border="1"> <tr><td>Block plans</td></tr> <tr><td>ATLAS curriculum</td></tr> <tr><td>PLC minutes</td></tr> <tr><td>Faculty/department minutes</td></tr> </table>	Block plans	ATLAS curriculum	PLC minutes	Faculty/department minutes
Block plans							
ATLAS curriculum							
PLC minutes							
Faculty/department 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.		<ul style="list-style-type: none"> <li>● School community work-groups to facilitate and develop pathway structures and programming across JHS 2015-2019</li> <li>● Visitation opportunities for JHS staff to see integrated curriculum via pathways in other districts</li> <li>● Continued work with E. Merenbloom (consultant) along with visitations to develop a master schedule that supports interdisciplinary curriculum &amp; instruction</li> <li>● Continued support of teacher led PLCs that relate to interdisciplinary curriculum, for example business/tech PLC, and flipped classroom PLCs among others</li> <li>● Continued curriculum and coaching support of integrated programs, like Freshman Academy</li> <li>● JHS teacher visitation and potential residencies at JHS The Learning Project, and HFM P-tech programs which are fully integrated interdisciplinary models.</li> </ul>					
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.		<ul style="list-style-type: none"> <li>● Embedded, sustained coaching and consulting services for faculty</li> <li>● Funds and release time set aside for visitations</li> <li>● Regular meetings with JHS &amp; district admin/teacher group(s) to plan pathways</li> <li>● Support of HFM regional pathways grant</li> <li>● Embedded, sustained time and money for teacher led PLC's</li> </ul>					
Describe the professional development activities planned to support the implementation of the actions in this area.		<ul style="list-style-type: none"> <li>● PBL residency opportunities at both JHS Learning Project &amp; HFM P tech</li> <li>● PBL workshops offered to JHS and HFM regional teachers summer 2015 and summer 2016</li> <li>● PLC's that address specific interdisciplinary connections or supports (such as flipped classrooms)</li> <li>● Embedded consultant and coaching supports specifically tailored to Math/ELA teachers as identified</li> <li>● Scheduled visitations</li> </ul>					
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.		<ul style="list-style-type: none"> <li>● E. Merenbloom: January &amp; April 2016</li> <li>● PD on Pathways: JHS and District Admin meet Nov 2015: BOCES regional planning for Pathways January 5, 2015: Academies of Nashville study visitation: March 7-9 2016</li> <li>● PLC subcommittee alternate monthly September, Nov, Jan, March, May: PLC implementation oversight, training, and data management.</li> <li>● Embedded F Academy: .4 FTE Fall 2015-June 2016: District Admin meets with embedded coach monthly.</li> </ul>					



Rating		Statement of Practice 3.5: Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	
<input type="checkbox"/>	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.	
<input type="checkbox"/>	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.	
X	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.	
<input type="checkbox"/>	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. <i>Check all that apply.</i>		<input checked="" type="checkbox"/> Classroom Observations – # Visited: <u>  All JHS  </u> <input checked="" type="checkbox"/> Interviews with Students – #: <u>  11  </u> <input checked="" type="checkbox"/> Interviews with Support Staff – #: <u>  2  </u> <input checked="" type="checkbox"/> Interviews with Teachers – #: <u>  13  </u> <input checked="" type="checkbox"/> Interviews with Parents/Guardians – #: <u>  12  </u> <input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> Documents Reviewed: <div style="border: 1px solid black; padding: 2px;">           District wide assessment calendar            Inventory of Assessments            Interim Assessments            Data Analysis docs         </div>
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.		<ul style="list-style-type: none"> <li>● Implementation of Read 180 and System 44</li> <li>● Creation of unified data analysis (common rubrics, tools etc) for interim assessment</li> <li>● Use of pre-assessment for units of study in math, with analysis and instructional grouping</li> <li>● Identification of DOK levels for CCLS standards</li> <li>● Unpacking CCLS standards for content &amp; skills</li> </ul>	
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.		<ul style="list-style-type: none"> <li>● Embedded PD time</li> <li>● Data Analysis software/programs</li> <li>● Embedded work time</li> <li>● Read 180, System 44, STAR, teacher created and NYS assessments</li> </ul>	
Describe the professional development activities planned to		<ul style="list-style-type: none"> <li>● Unpacking standards PD</li> <li>● DOK standards PD</li> <li>● Data analysis PD</li> </ul>	

support the implementation of the actions in this area.	<ul style="list-style-type: none"> <li>● Technology for data analysis PD</li> <li>● Read 180/System 44 PD</li> <li>● STAR PD (as needed)</li> <li>● Consultant services: formative assessment for instructional planning</li> </ul>
Timeline for Implementation of Activities and Professional Development—Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	<ul style="list-style-type: none"> <li>● Consultant B. McGuire...using formative assessment in secondary math classroom: October-present <ul style="list-style-type: none"> <li>○ Monthly meetings October-May w/district administration</li> <li>○ Monthly written submissions</li> </ul> </li> <li>● Read 180/System 44 training: District wide late August 2015 and throughout 2016</li> <li>● Unpacking the Standards, understanding the DOK levels, skills and content aspects of the standards you teach....district wide...DOK levels addressed in pre/post assessments: October-June 2016</li> </ul>



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

Rating	Statement of Practice 4.2: School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.			
<input type="checkbox"/>	<b>Highly Effective</b>	<p>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.</p> <p>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.</p> <p>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.</p>		
<input type="checkbox"/>	<b>Effective</b>	<p>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.</p> <p>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.</p> <p>c) Teacher leaders and coaches ensure that teachers establish short- and long-term goals for groups of students based on grade-level benchmarks.</p>		
x	<b>Developing</b>	<p>a) School and teacher leaders are beginning to engage teachers in a conversation about aligning plans to data.</p> <p>b) Teacher leaders and coaches support teachers' use of instructional practices and strategies that are aligned to plans to provide instructional interventions to students, or teacher leaders and coaches are beginning to support the alignment of teachers' instruction to newly developed plans.</p> <p>c) Teacher leaders and coaches are beginning to work with teachers to establish short or long-term goals for groups of students.</p>		
<input type="checkbox"/>	<b>Ineffective</b>	<p>a) School and teacher leaders do not support or engage teachers in a conversation about aligning plans to data.</p> <p>b) Teacher leaders and coaches do not support teachers in the use of instructional practices and strategies aligned to plans, or teachers are not providing instructional interventions to students.</p> <p>c) Teachers have not created goals for groups of students, and there is no plan for teacher leaders and coaches to support this effort.</p>		
<p>Please indicate the evidence used to determine the rating. Check all that apply.</p>		<table border="1"> <tr> <td> <p>x Classroom Observations – # Visited: <u>13</u></p> <p>x Interviews with Students – #: <u>11</u></p> <p>x Interviews with Support Staff – #: <u>2</u></p> <p>x Interviews with Teachers – #: <u>13</u></p> <p>x Interviews with Parents/Guardians – #: <u>12</u></p> <p><input type="checkbox"/> Other: _____</p> </td> <td> <p>x Documents Reviewed:</p> <p>SLO's, teacher created assessments, DART review documents, faculty, department and PLC minutes</p> <p>_____</p> <p>_____</p> <p>_____</p> </td> </tr> </table>	<p>x Classroom Observations – # Visited: <u>13</u></p> <p>x Interviews with Students – #: <u>11</u></p> <p>x Interviews with Support Staff – #: <u>2</u></p> <p>x Interviews with Teachers – #: <u>13</u></p> <p>x Interviews with Parents/Guardians – #: <u>12</u></p> <p><input type="checkbox"/> Other: _____</p>	<p>x Documents Reviewed:</p> <p>SLO's, teacher created assessments, DART review documents, faculty, department and PLC minutes</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>x Classroom Observations – # Visited: <u>13</u></p> <p>x Interviews with Students – #: <u>11</u></p> <p>x Interviews with Support Staff – #: <u>2</u></p> <p>x Interviews with Teachers – #: <u>13</u></p> <p>x Interviews with Parents/Guardians – #: <u>12</u></p> <p><input type="checkbox"/> Other: _____</p>	<p>x Documents Reviewed:</p> <p>SLO's, teacher created assessments, DART review documents, faculty, department and PLC minutes</p> <p>_____</p> <p>_____</p> <p>_____</p>			
<p>If the SOP rating is <b>Effective, Developing, or Ineffective</b>, please provide a response in the areas below.</p>				
<p>Actions in this area to be taken to improve the identified subgroup(s) student performance levels:</p>		<ul style="list-style-type: none"> <li>● Continued use of multiple data points to inform instruction including but not limited to STAR, NYSTP/regents, interim assessments, student-work, intervention PM data</li> <li>● Teacher leaders trained in Unpacking Standards and assigning DOK's to standards for greater understanding, assessment, transparency and progress monitoring for programs, students, subgroups and individuals</li> <li>● DART assessment review and development assistance for individual teachers as needed</li> <li>● Continue to embed time for faculty to work with teacher leaders on unpacking standards/DOK</li> <li>● Continue to support teacher-led PLCs to study and to share best instructional practices</li> <li>● Continue support of B. McGuire, consultant, using formative assessments in math</li> </ul>		
<p>Describe the district resources to be used to implement the actions in:</p>		<ul style="list-style-type: none"> <li>● Embedded time for unpacking standards, PLCs</li> <li>● Funds for DART as needed</li> </ul>		

this area to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> <li>● Funds for unpacking standards as needed</li> <li>● Assessment and progress monitoring systems and related software</li> <li>● Consultant services as described above</li> </ul>
Describe the professional development activities planned to support the implementation of the actions in this area.	<ul style="list-style-type: none"> <li>● Unpacking standards, DOK standards via Karen Bailey, HFM BOCES</li> <li>● Teacher led turnkey trainings of DOK &amp; unpacking standards. DART turnkeys as needed.</li> <li>● PLCs as a PD structure and Consultant Services (B. McGuire).</li> </ul>
Timeline for Implementation of Activities and Professional Development— Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	<ul style="list-style-type: none"> <li>● Consultant B. McGuire...October-May <ul style="list-style-type: none"> <li>○ Monthly meetings October-May w/district administration</li> <li>○ Monthly written submissions</li> </ul> </li> <li>● Unpacking the Standards, understanding the DOK levels, skills and content aspects of the standards you teach....district wide...DOK levels addressed in pre/post assessments: October-June 2016</li> <li>● Unpacking Turnkey: Monthly for 1 hour. Minutes provided to Asst. Superintendent, followed by four quarterly meetings with turnkey trainers.</li> </ul>

Rating	Statement of Practice 4.3: Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	
<input type="checkbox"/>	<b>Highly Effective</b>	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.
X	<b>Effective</b>	a) Teachers use instructional practices appropriately aligned to CCLS (or content based standards) and 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.
<input type="checkbox"/>	<b>Developing</b>	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.
<input type="checkbox"/>	<b>Ineffective</b>	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.		<div> <input checked="" type="checkbox"/> Classroom Observations – # Visited: <u>All JHS</u> </div> <div> <input checked="" type="checkbox"/> Interviews with Students – #: <u>11</u> </div> <div> <input checked="" type="checkbox"/> Interviews with Support Staff – #: <u>2</u> </div> <div> <input type="checkbox"/> Documents Reviewed: <div> <div>Teachers' lesson/block plans</div> <div>PLC curriculum minutes</div> </div> </div>



	x Interviews with Teachers – #: <u>  13  </u> x Interviews with Parents/Guardians – #: <u>  12  </u> <input type="checkbox"/> Other: _____	Department Chair Minutes Karen Bailey DoK Docs DART assessment review DoCS
<b>If the SOP rating is Effective, Developing or Ineffective, please provide a response in the areas below.</b>		
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> <li>● Unpacking the standards for content, skills and DOK levels to ensure the ability to differentiate each standard and align with student learning objectives</li> <li>● Continue to provide resources to faculty to incorporate greater complexity of text and materials</li> <li>● Provide mini workshops on questioning techniques in Danielson APPR rubric.</li> </ul>	
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> <li>● Embedded time for unpacking standards, PLCs</li> <li>● Funds for unpacking standards as needed</li> <li>● Purchase of necessary resources (texts, materials, software, technology etc.)</li> </ul>	
Describe the professional development activities planned to support the implementation of the actions in this area.	<ul style="list-style-type: none"> <li>● Unpacking the standards for content, skills and DOK levels to ensure the ability to differentiate each standard and align with student learning objectives</li> <li>● Provide mini workshops on questioning techniques in Danielson APPR rubric.</li> </ul>	
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	<ul style="list-style-type: none"> <li>● Unpacking the Standards, understanding the DOK levels, skills and content aspects of the standards you teach....district wide...DOK levels addressed in pre/post assessments: October-June 2016</li> <li>● Unpacking Turnkey: Monthly for 1 hour. Minutes provided to Asst. Superintendent, followed by four quarterly meetings with turnkey trainers.</li> <li>● Primary resources purchased Summer 2015</li> <li>● November-Department and admin meetings for identifying and purchasing additional resources</li> </ul>	

Rating	Statement of Practice 4.4: Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.	
<input type="checkbox"/>	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.

<input checked="" type="checkbox"/>	<b>Effective</b>	<p>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.</p> <p>b) Teachers work together with students to use strategies that acknowledge diverse groups of students and their needs.</p> <p>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.</p>					
<input type="checkbox"/>	<b>Developing</b>	<p>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.</p> <p>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.</p> <p>c) Teachers are discussing strategies that address the changing needs of the student population and reflect student values and perspectives.</p>					
<input type="checkbox"/>	<b>Ineffective</b>	<p>a) Teachers do not have a program/plan that establishes acceptable classroom expectations for behavior.</p> <p>b) Teachers' strategies do not acknowledge diverse groups of students and their needs.</p> <p>c) Teachers do not use strategies that address the changing needs of the student population and reflect student values and perspectives.</p>					
Please indicate the evidence used to determine the rating. Check all that apply.		x Classroom Observations – # Visited: <u>13</u> x Interviews with Students – #: <u>11</u> x Interviews with Support Staff – #: <u>2</u> x Interviews with Teachers – #: <u>5</u> x Interviews with Parents/Guardians – #: <u>12</u> <input type="checkbox"/> Other: _____	x Documents Reviewed: <table border="1"> <tr><td>Student Advisory committee meetings</td></tr> <tr><td>Report of the student engagement PLC</td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table>	Student Advisory committee meetings	Report of the student engagement PLC		
Student Advisory committee meetings							
Report of the student engagement PLC							
<b>If the SOP rating is Effective, Developing or Ineffective, please provide a response in the areas below.</b>							
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> <li>● Explicit posting and instruction in student and classroom expectations are needed throughout</li> <li>● Incentive programs, school wide with greater fidelity and frequency needed</li> <li>● Student development and maintenance of PBIS programming</li> <li>● Student advisory committee to continue</li> <li>● Tiered study halls provided to support students who are not proficient in multiple classes</li> <li>● School wide common enrichment period to utilize that time for needed support for students</li> </ul>						
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> <li>● SBIT</li> <li>● Student Advisory Committee</li> <li>● Embedded PLC time</li> <li>● Climate Committee</li> </ul>						
Describe the professional development activities planned to support the implementation of the actions in this area.	<ul style="list-style-type: none"> <li>● Discussions with Superintendent to bring in a positive behavioral intervention and support consultant</li> <li>● Teacher Coach attending WSWHE BOCES for WIN WIN Classrooms and Academic Interventions That Work seminars. This information will be provided to all JHS faculty.</li> </ul>						
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	<ul style="list-style-type: none"> <li>● November 2015: Plan dissemination</li> <li>● December-February expectations &amp; incentive implementation</li> <li>● March: District and building admin review/revise goals</li> <li>● April-June implement revisions (if any)</li> </ul>						



Rating	Statement of Practice 4.5: Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).							
<input type="checkbox"/>	<b>Highly Effective</b>	a) Teachers use a wide variety of relevant data to create adaptive lesson plans that account for student grouping and determine the appropriate intensity and duration of instruction. b) Teachers use summative and formative assessments, including screening, progress monitoring, interim measures and outcome assessments, to develop highly dynamic and responsive plans based on students' strengths and needs. c) Teachers provide frequent and relevant feedback to students based on the analysis of timely data, and students draw on the feedback so that they can reflect upon and assess their own progress.						
<input type="checkbox"/>	<b>Effective</b>	a) Teachers use data to create targeted plans and adjust student groupings and instructional strategies for most students. b) Teachers use summative and formative assessment data to inform instructional decision making, including student grouping and instructional strategies. c) Teachers provide frequent feedback to students based on the analysis of timely data and provide students with next steps for students to take to progress.						
X	<b>Developing</b>	a) Teachers are beginning to use plans for adjusting student groupings and instructional strategies. b) Teachers are in the process of using summative and formative assessments that inform instructional decision making, or the practice of using data sources and analyzing the information to inform instructional decision making is inconsistent. c) Teachers provide limited data-based feedback to students.						
<input type="checkbox"/>	<b>Ineffective</b>	a) Teachers do not have or use plans for grouping students and adjusting their instruction. b) Teachers do not use summative and formative assessments to inform instructional decision making. c) Teachers provide feedback that is not purposeful or based on data.						
Please indicate the evidence used to determine the rating. Check all that apply.		<table border="1"> <tr> <td> <input checked="" type="checkbox"/> Classroom Observations – # Visited: <u>All JHS</u>  <input checked="" type="checkbox"/> Interviews with Students – #: <u>11</u>  <input checked="" type="checkbox"/> Interviews with Support Staff – #: <u>2</u>  <input checked="" type="checkbox"/> Interviews with Teachers – #: <u>6</u>  <input type="checkbox"/> Interviews with Parents/Guardians – #: _____  <input type="checkbox"/> Other: _____               </td> <td> <input type="checkbox"/> Documents Reviewed:  <table border="1"> <tr><td>STAR assessment reports</td></tr> <tr><td>DART Summative assessment Reports</td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table> </td> </tr> </table>	<input checked="" type="checkbox"/> Classroom Observations – # Visited: <u>All JHS</u> <input checked="" type="checkbox"/> Interviews with Students – #: <u>11</u> <input checked="" type="checkbox"/> Interviews with Support Staff – #: <u>2</u> <input checked="" type="checkbox"/> Interviews with Teachers – #: <u>6</u> <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input type="checkbox"/> Other: _____	<input type="checkbox"/> Documents Reviewed: <table border="1"> <tr><td>STAR assessment reports</td></tr> <tr><td>DART Summative assessment Reports</td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table>	STAR assessment reports	DART Summative assessment Reports		
<input checked="" type="checkbox"/> Classroom Observations – # Visited: <u>All JHS</u> <input checked="" type="checkbox"/> Interviews with Students – #: <u>11</u> <input checked="" type="checkbox"/> Interviews with Support Staff – #: <u>2</u> <input checked="" type="checkbox"/> Interviews with Teachers – #: <u>6</u> <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input type="checkbox"/> Other: _____	<input type="checkbox"/> Documents Reviewed: <table border="1"> <tr><td>STAR assessment reports</td></tr> <tr><td>DART Summative assessment Reports</td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table>	STAR assessment reports	DART Summative assessment Reports					
STAR assessment reports								
DART Summative assessment Reports								
<b>If the SOP rating is Effective, Developing or Ineffective, please provide a response in the areas below.</b>								
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> <li>● Continuance of consultant support in common lesson study, formative assessments, flexible grouping and stations in the classroom</li> <li>● Continuance of DOK and unpacking standards for better understanding of depth of standard and ability to create formative assessments that quickly target proficiency within each standard</li> </ul>							
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> <li>● Embedded time and funding for DOK and unpacking standards</li> <li>● Consultant services</li> <li>● Acquisition of required materials, such as formative assessment software for example</li> </ul>							
Describe the professional development activities planned to support the implementation of the actions in this area.	<ul style="list-style-type: none"> <li>● Unpacking and DOK the standards</li> <li>● Consultant support on common lesson study, formative assessment, flexible grouping and stations</li> <li>● Sharing best practices in formative assessment and related software</li> </ul>							
Timelife for Implementation of Activities and Professional Development – Please provide	<ul style="list-style-type: none"> <li>● Consultant B. McGuire...October-May               <ul style="list-style-type: none"> <li>○ Monthly meetings October-May w/district administration</li> <li>○ Monthly written submissions</li> </ul> </li> </ul>							

milestone dates for the planning, implementation, and review of activities implemented in this area.

- Unpacking the Standards, understanding the DOK levels, skills and content aspects of the standards you teach....district wide...DOK levels addressed in pre/post assessments: October-June 2016
- Unpacking Turnkey: Monthly for 1 hour. Minutes provided to Asst. Superintendent, followed by four quarterly meetings with turnkey trainers.

<b>Tenets 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.</b>						
Rating	<b>Statement of Practice 5.2:</b> The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.					
<input type="checkbox"/>	<b>Highly Effective</b>	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.				
X	<b>Effective</b>	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.				
<input type="checkbox"/>	<b>Developing</b>	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.				
<input type="checkbox"/>	<b>Ineffective</b>	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.		<div> <input checked="" type="checkbox"/> Classroom Observations – # Visited: <u>13</u> </div> <div> <input checked="" type="checkbox"/> Interviews with Students – #: <u>11</u> </div> <div> <input checked="" type="checkbox"/> Interviews with Support Staff – #: <u>4</u> </div> <div> <input checked="" type="checkbox"/> Interviews with Teachers – #: <u>13</u> </div> <div> <input type="checkbox"/> Interviews with Parents/Guardians – #: _____           </div> <div> <input type="checkbox"/> Other: _____         </div> <div> <input type="checkbox"/> Documents Reviewed:           <table border="1" style="margin-left: 20px;"> <tr> <td>Student advisory committee meetings</td> </tr> <tr> <td>We Survey data</td> </tr> <tr> <td>Student council meetings min</td> </tr> <tr> <td> </td> </tr> </table> </div>	Student advisory committee meetings	We Survey data	Student council meetings min	
Student advisory committee meetings						
We Survey data						
Student council meetings min						
<b>If the SOP rating is Effective, Developing or Ineffective, please provide a response in the areas below.</b>						
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.		<ul style="list-style-type: none"> <li>● School leaders frequently meeting with student advisory committee, which is a sub committee of student council. Through this committee the students, along with staff and administration develop ideas to promote individual and academic success. Academic success is recognized monthly and quarterly. Examples include Students of Month, Honors Enrichment, Academic Recognition rewards.</li> <li>● The School Based Intervention Team uses research based programs to create interventions, to support the need for social and emotional development to create a healthy and engaging environment that leads to academic success. All staff are aware of the SBIT process and the steps are posted on the school website.</li> <li>● The staff is assessing student literacy and math scores by creating student driven goals by through STAR. The staff is also using interim assessments track progress in areas of weakness.</li> <li>● A building level PLC was created to use data based on poverty level, attendance, and relationships in relation to grades.</li> </ul>				



Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> <li>● ELA STAR</li> <li>● Math STAR</li> <li>● AIS Progress Monitoring</li> <li>● SBIT Data</li> <li>● Build in support through Family Counseling Center</li> </ul>
Describe the professional development activities planned to support the implementation of the actions in this area.	<ul style="list-style-type: none"> <li>● Built in PLC time during Conference Days.</li> <li>● Time in faculty meetings to support strategies for engaging students.</li> <li>● Continued professional development opportunities through BOCES for support staff (Guidance Counselors, School Psychologist, Student Support Counselors, and Nurse)</li> </ul>
Timeline for Implementation of Activities and Professional Development-- Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	<ul style="list-style-type: none"> <li>● Embedded PLC structure on 7 staff development and Superintendent's conference days (Sept 2015-June 2016)</li> <li>● Faculty meetings: Monthly January-June</li> <li>● BOCES PD for Support Staff 1/29</li> </ul>

Rating	Statement of Practice 5.3: The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	
<input type="checkbox"/>	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.
x	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.
<input type="checkbox"/>	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.

<input type="checkbox"/>	<b>Ineffective</b>	<p>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.</p> <p>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.</p> <p>c) The school does not provide professional development to build adult capacity to support student social and emotional developmental health.</p>					
<p>Please indicate the evidence used to determine the rating. Check all that apply.</p>		<p>x Classroom Observations – # Visited: <u>13</u></p> <p>x Interviews with Students – #: <u>11</u></p> <p>x Interviews with Support Staff – #: <u>2</u></p> <p>x Interviews with Teachers – #: <u>13</u></p> <p>x Interviews with Parents/Guardians – #: <u>12</u></p> <p><input type="checkbox"/> Other: _____</p>	<p><input type="checkbox"/> Documents Reviewed:</p> <table border="1"> <tr><td>SBIT procedures &amp; Minutes</td></tr> <tr><td>Elements of Excellence Docs</td></tr> <tr><td>We Survey Data</td></tr> <tr><td> </td></tr> </table>	SBIT procedures & Minutes	Elements of Excellence Docs	We Survey Data	
SBIT procedures & Minutes							
Elements of Excellence Docs							
We Survey Data							
<p><b>If the SOP rating is Effective, Developing or Ineffective, please provide a response in the areas below.</b></p>							
<p>Actions in this area to be taken to improve the identified subgroup(s) student performance levels.</p>		<ul style="list-style-type: none"> <li>● Continuous support of the SBIT process.</li> <li>● Continuous use of the Family Counseling Center to provide support for social and emotional development. All Freshmen were provided "Freshmen Experience" to ensure social and emotional transition into JHS.</li> </ul>					
<p>Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.</p>		<ul style="list-style-type: none"> <li>● SBIT</li> <li>● Freshmen Experience</li> <li>● Family Counseling services</li> </ul>					
<p>Describe the professional development activities planned to support the implementation of the actions in this area.</p>		<ul style="list-style-type: none"> <li>● Professional development is needed for the JHS faculty in regards to social and emotional health for high school students, as well as Positive Behavioral Intervention Support program</li> </ul>					
<p>Timeline for implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.</p>		<ul style="list-style-type: none"> <li>● Freshman Experience Planning: Summer 2014</li> <li>● Freshman Experience Implementation September-October 2015</li> <li>● Freshman Experience review November 2015-January 2016</li> <li>● SBIT: Meets weekly. Minutes provided to building administration. Oversight by A.P.</li> <li>● Family Counseling: Position review and budgeting December 2015-February 2016</li> </ul>					

<b>Rating</b>	<p><b>Statement of Practice 5.4:</b> 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.</p>	
<input type="checkbox"/>	<b>Highly Effective</b>	<p>a) The school community collaborated to develop and uses a plan that incorporates protocols and processes to communicate the important roles and contributions of all stakeholders in ensuring appropriate supports are provided to all students.</p>



		<p>b) Across the school community, students, teachers and parents have a voice in the decision-making process for developing their school culture and work together and have active roles in ensuring the school's vision pertaining to social emotional developmental health is achieved.</p> <p>c) The school community has implemented a system for monitoring and responding to student social and emotional developmental health needs, which ensures that adaptive measures are implemented <u>specific</u> to individual student needs when growth is not actualized.</p>		
X	<b>Effective</b>	<p>a) The school community has and uses a plan that incorporates protocols and processes to address stakeholders' roles in contributing to how student supports are provided to all groups of students.</p> <p>b) Across the school community, students, teachers and parents work together and have an active role in ensuring the school's vision pertaining to student social and emotional developmental health is achieved.</p> <p>c) The school community has implemented a system for monitoring and responding to student social and developmental health needs, which is used to support teachers as they address student needs.</p>		
<input type="checkbox"/>	<b>Developing</b>	<p>a) The school community is developing protocols and processes for stakeholders to discuss their role in providing appropriate student supports for all groups of students.</p> <p>b) Across the school community students, teachers and parents inconsistently contribute towards ensuring the school's vision pertaining to student social and emotional developmental health is achieved.</p> <p>c) The school community is developing a system for monitoring and responding to student social and emotional developmental health needs.</p>		
<input type="checkbox"/>	<b>Ineffective</b>	<p>a) The school community has no protocols and processes in place to identify stakeholders' roles, or the protocols and processes that exist are not aligned to student supports.</p> <p>b) Across the school community, students, teachers and parents do not understand or act on their role in ensuring the school's vision pertaining to student social and emotional developmental health is achieved.</p> <p>c) The school community has not prioritized the development of a system to monitor and respond to student social and emotional developmental health needs.</p>		
<p>Please indicate the evidence used to determine the rating. Check all that apply.</p>		<table border="1"> <tr> <td> <p>x Classroom Observations – # Visited: <u>13</u></p> <p>x Interviews with Students – #: <u>11</u></p> <p>x Interviews with Support Staff – #: <u>2</u></p> <p>x Interviews with Teachers – #: <u>13</u></p> <p>x Interviews with Parents/Guardians – #: <u>12</u></p> <p><input type="checkbox"/> Other: _____</p> </td> <td> <p><input type="checkbox"/> Documents Reviewed:</p> <p>We Survey data</p> <p>Student Advisory Committee Feedback</p> <p>SBIT minutes</p> </td> </tr> </table>	<p>x Classroom Observations – # Visited: <u>13</u></p> <p>x Interviews with Students – #: <u>11</u></p> <p>x Interviews with Support Staff – #: <u>2</u></p> <p>x Interviews with Teachers – #: <u>13</u></p> <p>x Interviews with Parents/Guardians – #: <u>12</u></p> <p><input type="checkbox"/> Other: _____</p>	<p><input type="checkbox"/> Documents Reviewed:</p> <p>We Survey data</p> <p>Student Advisory Committee Feedback</p> <p>SBIT minutes</p>
<p>x Classroom Observations – # Visited: <u>13</u></p> <p>x Interviews with Students – #: <u>11</u></p> <p>x Interviews with Support Staff – #: <u>2</u></p> <p>x Interviews with Teachers – #: <u>13</u></p> <p>x Interviews with Parents/Guardians – #: <u>12</u></p> <p><input type="checkbox"/> Other: _____</p>	<p><input type="checkbox"/> Documents Reviewed:</p> <p>We Survey data</p> <p>Student Advisory Committee Feedback</p> <p>SBIT minutes</p>			
<p><b>If the SOP rating is Effective, Developing or Ineffective, please provide a response in the areas below.</b></p>				
<p>Actions in this area to be taken to improve the identified subgroup(s) student performance levels.</p>	<ul style="list-style-type: none"> <li>● Professional development for the JHS faculty regarding the importance of students' social and emotional health</li> <li>● Continuance of the SBIT process</li> <li>● Continuance of the additional support personnel positions</li> </ul>			
<p>Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.</p>	<ul style="list-style-type: none"> <li>● Funding and time for professional development</li> <li>● Continued funding of the additional positions</li> </ul>			
<p>Describe the professional development activities planned to support the implementation of the actions in this area.</p>	<ul style="list-style-type: none"> <li>● Professional development for the JHS faculty regarding the importance of students' social and emotional health</li> </ul>			
<p>Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning.</p>	<ul style="list-style-type: none"> <li>● Support staff to attend PD session via BOCES on 1/29/15</li> <li>● Turnkey in faculty meetings January-June 2016</li> </ul>			



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.	
<input type="checkbox"/>	<b>Highly Effective</b>	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.
x	<b>Effective</b>	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.
<input type="checkbox"/>	<b>Developing</b>	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.
<input type="checkbox"/>	<b>Ineffective</b>	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.		<div> <div> <input checked="" type="checkbox"/> Classroom Observations – # Visited: <u>13</u>  <input checked="" type="checkbox"/> Interviews with Students – #: <u>11</u>  <input checked="" type="checkbox"/> Interviews with Support Staff – #: <u>2</u>  <input checked="" type="checkbox"/> Interviews with Teachers – #: <u>13</u>  <input checked="" type="checkbox"/> Interviews with Parents/Guardians – #: <u>12</u>  <input type="checkbox"/> Other: _____             </div> <div> <input type="checkbox"/> Documents Reviewed:  <div>SBIT processes and minutes</div> <div>School Tool and Disp. data/forms</div> <div>We Survey data</div> </div> </div>
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.		<ul style="list-style-type: none"> <li>● School wide data tracking regarding student academic, social and emotional needs will be tracked. Specific data to evaluate will be determined, compiled, analyzed and disseminated to staff for their use in school wide planning.</li> </ul>
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.		<ul style="list-style-type: none"> <li>● Student management and other data resources such as but not limited to STAR and NYSTP/Regents data among others.</li> <li>● Time for data and indicators to be developed</li> </ul>

Describe the professional development activities planned to support the implementation of the actions in this area.	<ul style="list-style-type: none"> <li>● Training on how to implement the school wide data</li> </ul>
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	<ul style="list-style-type: none"> <li>● Survey tools and other data to be determined for purchase November-December 2015</li> <li>● Data trainings provided January &amp; March Superintendent's conference days</li> <li>● STAR school-wide data benchmarking Fall, Winter and Spring 2015-2016</li> <li>● January 2016: District and building admin to conduct data review dissemination for JHS faculty use.</li> </ul>

<b>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.</b>		
Rating	<b>Statement of Practice 6.2:</b> <b>The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.</b>	
<input type="checkbox"/>	<b>Highly Effective</b>	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 post secondary 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.
X	<b>Effective</b>	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.
<input type="checkbox"/>	<b>Developing</b>	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.
<input type="checkbox"/>	<b>Ineffective</b>	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.		x Classroom Observations – # Visited: <u>13</u> x Interviews with Students – #: <u>11</u> <input type="checkbox"/> Documents Reviewed: _____ <input type="checkbox"/> We Survey data _____



Check all that apply,	x Interviews with Support Staff – #: <u>2</u>	Student handbook, COC, extracurric etc
	x Interviews with Teachers – #: <u>13</u>	Guidance program docs
	x Interviews with Parents/Guardians – #: <u>12</u>	
<input type="checkbox"/> Other: _____		
<b>If the SOP rating is Effective, Developing or Ineffective, please provide a response in the areas below.</b>		
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> <li>● Though family and school relationships exist, data of the impact of such are not widely collected or used.</li> <li>● Surveys for students and families as well as a data coordination system and procedure should be established to enable the school staff to review and assess how parents respond to the efforts to build family-school relationships.</li> </ul>	
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> <li>● Data collection software</li> <li>● Data analysis software</li> <li>● Time and funding available for the creation of such</li> <li>● Manpower will need to be assigned</li> <li>● Full time technology professional developer (already employed)</li> </ul>	
Describe the professional development activities planned to support the implementation of the actions in this area.	<ul style="list-style-type: none"> <li>● PD as needed for technology support via our full time tech professional developer</li> </ul>	
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	<ul style="list-style-type: none"> <li>● November 2015-January 2016: Data tools analysis for purchase</li> <li>● Survey implementation Spring/Fall 2016</li> <li>● Embedded PD provided as needed by FTE tech trainer on staff.</li> </ul>	

Rating	Statement of Practice 6.3: The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	
<input type="checkbox"/>	Highly Effective	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.
X	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.



<input type="checkbox"/>	<b>Developing</b>	a) The school is creating a plan for communicating with families about school and student issues and concerns in pertinent languages, or the school communicates with families about school and student issues and concerns using the most prevalent languages. b) The school staff is developing a mechanism for sending documents to families in their native languages, or the school staff translates select documents into languages they identify as prevalent. c) The school is beginning to have conversations about the effectiveness of its strategies for communicating with parents.	
<input type="checkbox"/>	<b>Ineffective</b>	a) The school communicates with families about school and student issues and concerns without considering translation needs. b) The school staff does not send translations of documents to families. c) The school does not reflect on its strategies for communicating with parents.	
Please indicate the evidence used to determine the rating. Check all that apply.		x Classroom Observations – # Visited: <u>  13  </u> x Interviews with Students – #: <u>  11  </u> x Interviews with Support Staff – #: <u>  2  </u> x Interviews with Teachers – #: <u>  13  </u> x Interviews with Parents/Guardians – #: <u>  12  </u> <input type="checkbox"/> Other: _____	<input type="checkbox"/> Documents Reviewed: Dis Calendar, School Calendar, School Newspaper School Tool Data
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.		<ul style="list-style-type: none"> <li>● Though multiple forms of school - home communication exist, data of the impact of such are not widely collected or used.</li> <li>● Surveys for students and families as well as a data coordination system and procedure should be established to enable the school staff to review and assess how parents/families respond to these efforts.</li> </ul>	
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.		<ul style="list-style-type: none"> <li>● Data collection software</li> <li>● Data analysis software</li> <li>● Time and funding available for the creation of such</li> <li>● Manpower will need to be assigned</li> <li>● Full time technology professional developer (already employed)</li> </ul>	
Describe the professional development activities planned to support the implementation of the actions in this area.		<ul style="list-style-type: none"> <li>● PD as needed for technology support via our full time tech professional developer</li> </ul>	
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.		<ul style="list-style-type: none"> <li>● November 2015-January 2016: Data tools analysis for purchase</li> <li>● Survey implementation Spring/Fall 2016</li> <li>● Spring/Summer 2016 purchase of new tools</li> <li>● Embedded PD provided as needed by FTE tech trainer on staff.</li> </ul>	

Rating	Statement of Practice 6.4: The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.					
<input type="checkbox"/>	<b>Highly Effective</b>	a) The school leader, in collaboration with pertinent school staff and community agency partners, has developed a plan to ensure that all staff members understand how to create and sustain high levels of family engagement by teaching all parents ways to support student learning and growth. b) After consulting teachers, student support professionals, and representative parents, the school leader provides professional development to all school staff on how to actively seek and sustain partnerships with families and community organizations that are linked to the school's plan for engaging parents to support student success.				
<input type="checkbox"/>	<b>Effective</b>	a) The school leader, in collaboration with pertinent school staff and community agency partners, has developed a plan to ensure that classroom teachers and guidance staff understand how to create and sustain family engagement by teaching a group of parents, representative of student demographics, ways to support student learning and growth. b) The school provides professional development to school staff on how to actively seek and sustain partnerships with families and community organizations that are linked to the school's plan for engaging parents to support student success.				
X	<b>Developing</b>	a) The school leader is in the process of developing a plan to teach parents ways to support student learning and growth. b) The school is in the process of implementing a plan to provide professional development to school staff on how to develop partnerships with families and/or the community, or the staff is not fully implementing the strategies in the school's plan.				
<input type="checkbox"/>	<b>Ineffective</b>	a) The school leader is not working on a plan to teach parents ways to support student learning and growth. b) The school does not provide professional development for staff concerning developing partnerships with families and/or the community.				
Please indicate the evidence used to determine the rating. Check all that apply.		<div> <input checked="" type="checkbox"/> Classroom Observations – # Visited: <u>13</u> </div> <div> <input type="checkbox"/> Documents Reviewed:           <table border="1"> <tr><td>PTA minutes</td></tr> <tr><td>Open House Attendance Data</td></tr> <tr><td>Conference attendance Data</td></tr> <tr><td>SBIT case data</td></tr> </table> </div> <div> <input checked="" type="checkbox"/> Interviews with Students – #: <u>11</u> </div> <div> <input checked="" type="checkbox"/> Interviews with Support Staff – #: <u>2</u> </div> <div> <input checked="" type="checkbox"/> Interviews with Teachers – #: <u>13</u> </div> <div> <input checked="" type="checkbox"/> Interviews with Parents/Guardians – #: <u>12</u> </div> <div> <input type="checkbox"/> Other: _____         </div>	PTA minutes	Open House Attendance Data	Conference attendance Data	SBIT case data
PTA minutes						
Open House Attendance Data						
Conference attendance Data						
SBIT case data						
<b>If the SOP rating is Effective, Developing or Ineffective, please provide a response in the areas below.</b>						
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> <li>● Engaging parent perspectives regarding student academic achievement and how parents can support their child's learning and growth will be necessary. The creation of a plan that will be implemented across JHS to educate parents on how to best support students will be required.</li> </ul>					
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> <li>● Survey and other tools to get parent feedback</li> <li>● Time and/or funding for planning</li> <li>● PD regarding data collection and analysis tools</li> <li>● PD supports as may be needed concerning best practices in garnering parent involvement</li> </ul>					
Describe the professional development activities planned to support the implementation of the actions in this area.	<ul style="list-style-type: none"> <li>● PD regarding data collection and analysis tools</li> <li>● PD supports as may be needed concerning best practices in garnering parent involvement</li> </ul>					
Timeline for implementation of Activities and Professional Development – Please provide milestone dates for the planning.	<ul style="list-style-type: none"> <li>● November 2015-January 2016: Data tools analysis for purchase</li> <li>● Survey implementation Spring/Fall 2016</li> <li>● Spring/Summer 2016 purchase of new tools</li> <li>● Embedded PD provided as needed by FTE tech trainer on staff.</li> <li>● Parent involvement PD to subgroup teachers Spring 2016</li> </ul>					



implementation, and review of activities implemented in this area.

Rating	Statement of Practice 6.5: The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.					
<input type="checkbox"/>	<b>Highly Effective</b>	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.				
X	<b>Effective</b>	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.				
<input type="checkbox"/>	<b>Developing</b>	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.				
<input type="checkbox"/>	<b>Ineffective</b>	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.		<div> <input checked="" type="checkbox"/> Classroom Observations – # Visited: <u>13</u> </div> <div> <input checked="" type="checkbox"/> Interviews with Students – #: <u>11</u> </div> <div> <input checked="" type="checkbox"/> Interviews with Support Staff – #: <u>2</u> </div> <div> <input checked="" type="checkbox"/> Interviews with Teachers – #: <u>13</u> </div> <div> <input checked="" type="checkbox"/> Interviews with Parents/Guardians – #: <u>12</u> </div> <div> <input type="checkbox"/> Other: _____         </div> <div> <input type="checkbox"/> Documents Reviewed:           <table border="1"> <tr><td>STAR reports</td></tr> <tr><td>School Tool Data</td></tr> <tr><td>Quarterly &amp; Progress Report Data</td></tr> <tr><td>SBIT agendas, procedures and minutes</td></tr> </table> </div>	STAR reports	School Tool Data	Quarterly & Progress Report Data	SBIT agendas, procedures and minutes
STAR reports						
School Tool Data						
Quarterly & Progress Report Data						
SBIT agendas, procedures and 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:	<ul style="list-style-type: none"> <li>● Implementing of STAR self assessment practices and parent-friendly reporting</li> <li>● Unpacking standards to shift toward learning based grading</li> <li>● Use and integration of formative assessment systems that provide students and families with specific data on student progress</li> </ul>
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels:	<ul style="list-style-type: none"> <li>● Turnkey trainers in unpacking standards</li> <li>● PLC's that focus upon standards based grading and/or formative assessment</li> <li>● Related technology and software</li> <li>● Embedded technology professional developer (as needed)</li> </ul>
Describe the professional development activities planned to support the implementation of the actions in this area:	<ul style="list-style-type: none"> <li>● Unpacking standards</li> <li>● Formative assessment programs</li> <li>● How to use reporting systems that are student and parent friendly</li> <li>● Technology/software PD as needed.</li> </ul>
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area:	<ul style="list-style-type: none"> <li>● Unpacking the Standards, understanding the DOK levels, skills and content aspects of the standards you teach....district wide...DOK levels addressed in pre/post assessments: October-June 2016</li> <li>● Unpacking Turnkey: Monthly for 1 hour. Minutes provided to Asst. Superintendent, followed by four quarterly meetings with turnkey trainers.</li> <li>● November 2015-January 2016: Formative tools analysis for purchase</li> <li>● New Software implementation Spring/Fall 2016</li> <li>● Spring/Summer 2016 purchase of new tools</li> <li>● Embedded PD provided as needed by FTE tech trainer on staff.</li> </ul>

Describe the process used to develop this plan pursuant to GR100.11.

The district review team consists of the Asst. Superintendent of schools, High School Principal and High School Asst. Principal. Teachers of LAP subjects were included for various aspects of review pertaining to them. A review was conducted using the Diagnostic Tool for School and District Effectiveness. The review took place over two months. It consisted of multiple classroom observations, document review, data analysis and meetings with school community members such as students, teachers, parents etc...

Following the review the team worked collaboratively to rate the school within the six tenets of the Diagnostic Self Review Tool. These ratings as well as correlations with evidence collected and multiple meetings were used to develop the Local Assistance Plan. The LAP is shared with JHS faculty and staff, and will be used as a platform to provide Common Core aligned instruction, improve leadership in the district and the high school, and improve the high school's overall building culture. The primary goal is to become highly effective in all tenets, so all of Johnstown's students achieve academically and socially.

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