Name of Principal: Traci Roethel

Name/Number of School: Woodhull Intermediate / 580403030017

School Address: 140 Woodhull Road, Huntington, NY 11743

School Telephone Number: 631-673-2030

Principal’s Direct Phone Number: 631-673-2099

Principal’s E-Mail: troethel@hufsd.edu

District Telephone Number: 631-673-2121

Superintendent’s Direct Phone Number: 631-673-2038

Superintendent’s E-Mail: jpolansky@hufsd.edu

Reason for LAP Designation: Achievement Gap in Mathematics for ELLs

Website Link for Published Report: hufsd.edu

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.

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

A Message to School/District Leaders:

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

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

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

Completing This Form

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

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

If you have any questions regarding completion of the Local Assistance Plan Self Assessment, please send an email to accountinfo@nysed.gov.
<table>
<thead>
<tr>
<th>School Information Sheet</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade Configuration</strong></td>
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<tr>
<td><strong>Free Lunch</strong></td>
</tr>
<tr>
<td><strong>Types and Number of English Language Learner Classes</strong></td>
</tr>
<tr>
<td># Transitional Bilingual</td>
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<tr>
<td><strong>Types and Number of Special Education Classes</strong></td>
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<tr>
<td># Special Classes</td>
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<tr>
<td># Resource Room</td>
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<tr>
<td># Visual Arts</td>
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<td># Visual Arts</td>
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<tr>
<td><strong>Racial/Ethnic Origin</strong></td>
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<tr>
<td>American Indian or Alaska Native</td>
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<td>Asian or Native Hawaiian/Other Pacific Islander</td>
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<td>White</td>
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<tr>
<td>Multi-racial</td>
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<tr>
<td><strong>Personnel</strong></td>
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<tr>
<td>Years Principal Assigned to School</td>
</tr>
<tr>
<td>% of Teachers with No Valid Teaching Certificate</td>
</tr>
<tr>
<td>Average Teacher Absences</td>
</tr>
<tr>
<td><strong>Overall Accountability Status</strong></td>
</tr>
<tr>
<td>ELA Performance at levels 3 &amp; 4</td>
</tr>
<tr>
<td>n/a</td>
</tr>
<tr>
<td>Credit Accumulation (High School Only)</td>
</tr>
<tr>
<td>% of 1st yr. students who earned 10+ credits</td>
</tr>
<tr>
<td>n/a</td>
</tr>
<tr>
<td><strong>Reason for LAP (Indicate under the Category)</strong></td>
</tr>
<tr>
<td>Achievement Gap (AG), Cut Point (CP), and/or Did Not Meet Adequate Yearly Progress (AYP)</td>
</tr>
<tr>
<td><strong>ELA</strong></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
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<td>Hispanic or Latino</td>
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<td>White</td>
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<td>Students with Disabilities</td>
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<td>Economically Disadvantaged</td>
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<td>Black or African American</td>
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<td>Asian or Native Hawaiian/Other Pacific Islander</td>
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<tr>
<td>Multi-racial</td>
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<tr>
<td>Limited English Proficient</td>
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</tbody>
</table>

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

Rate each practice with an H, E, D, or I in the space provided. Before assigning a rating of Effective or Highly Effective to a Statement of Practice, the school should pay particular attention to how the statement of practice is related to the performance of the subgroup(s) of students who caused the school to be identified as requiring a LAP. When providing a response to a Statement of Practice that is Effective, Developing, or Ineffective, the school should specify whether actions will be targeted to the subgroup(s) of students who caused the school’s identification or be part of a whole school transformation or turnaround strategy.
<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rating</strong></td>
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<td>If the SOP rating is Effective, Developing or Ineffective, please provide a response in the areas below.</td>
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</table>
Describe the professional development activities planned to support the implementation of the actions in this area.

- During the beginning of the school year and during the start of the second semester, teachers are required to attend Professional Development classes to examine data from assessments and create plans to ensure student success which is in line with their Smart Goals.
- Professional Development on teaching in the content area will be provided in the beginning of the year along with how to implement an effective co-teaching model in an ELL classroom.

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

- Individual meeting with teachers to regarding their Smart Goals will be discussed during Jan./Feb. 2016 and June 2016
- Professional Development Class will take place:
  o Articulation/Data Review: September 2015 and February/March 2016
  o Content Area: October 2015
  o ELL Co-Teaching: October 2015
- Faculty Meetings: Monthly (Sept. 2015-June 2016)
- Grade Level Meetings: Monthly (Sept. 2015-June 2016)

<table>
<thead>
<tr>
<th>Rating</th>
<th>Statement of Practice 2.3: Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.</th>
</tr>
</thead>
<tbody>
<tr>
<td>![ ]</td>
<td>Highly Effective</td>
</tr>
<tr>
<td>![ ]</td>
<td>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.</td>
</tr>
<tr>
<td>![ ]</td>
<td>Effective</td>
</tr>
<tr>
<td>![ ]</td>
<td>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.</td>
</tr>
<tr>
<td>![ ]</td>
<td>Developing</td>
</tr>
<tr>
<td>![ ]</td>
<td>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.</td>
</tr>
<tr>
<td>![ ]</td>
<td>Ineffective</td>
</tr>
<tr>
<td>![ ]</td>
<td>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.</td>
</tr>
</tbody>
</table>

Please indicate the evidence used to determine the rating. Check all that apply.

- Classroom Observations – # Visited: _______
- Interviews with Students – #: _______
- Interviews with Support Staff – #: _______
- Interviews with Teachers – #: _______
- Documents Reviewed:  
  - AIMSWeb benchmarks (Sept./Jan./May)  
  - Progress Monitoring (weekly/bi-weekly)  
  - Staffing Information Sheets from Central Office
<table>
<thead>
<tr>
<th>Rating</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
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<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
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<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
</tbody>
</table>

- **Highly Effective**
- **Effective**

If the SOP rating is **Effective, Developing or Ineffective**, please provide a response in the areas below.
<table>
<thead>
<tr>
<th>Developing</th>
<th>Ineffective</th>
</tr>
</thead>
</table>
| 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. |

a) The school leader and other school administrators have no formal plan or schedule for frequently observing teaching practices and/or providing feedback.  
b) The school leader and other school administrators are not providing feedback to staff aligned to established criteria, including the teaching rubric and other agreed upon evaluation instruments.  
c) The school leader and other school administrators do not use observation data and other measures of teacher effectiveness to inform staffing and professional development decisions. |

Please indicate the evidence used to determine the rating.  
Check all that apply.  

- Classroom Observations – # Visited: _45_  
- Interviews with Students – #: _____  
- Interviews with Support Staff – #: _____  
- Interviews with Teachers – #: _45_  
- Interviews with Parents/Guardians – #: _____  
- Other: _____  

Documents Reviewed:  
- Right Reason Technology observations (announced and unannounced)  
- Walk Through reports  

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

| Actions in this area to be taken to improve the identified subgroup(s) student performance levels. |
| Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels. |
| Describe the professional development activities planned to support the implementation of the actions in this area. |
| Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area. |
### 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).

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
</table>
| □ Highly Effective | a) The school leader models excellence for the staff in the creation and use of evidence-based systems that are dynamic, adaptive, and interconnected and address individual and school-wide practices.  
  b) The school leader, in collaboration with the school community, monitors and revises evidence-based systems that address practices used by staff members connected to improvement areas in the SCEP. |
| □ Effective     | a) The school leader 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. |
| □ Developing    | 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. |
| □ Ineffective   |                                                                                                   |

Please indicate the evidence used to determine the rating. Check all that apply.

- Classroom Observations – # Visited: ___45___
- Interviews with Students – #: _______
- Interviews with Support Staff – #: _______
- Interviews with Teachers – #: ___45___
- Interviews with Parents/Guardians – #: _______
- Other: _______

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

**Actions in this area to be taken to improve the identified subgroup(s) student performance levels.**

- Teachers will increase their knowledge of teaching ELLs in an integrated classroom
- Teachers will work on creating lesson plans that are differentiated to meet the needs of all the students in their classrooms.
- Teachers will meet with a support team 3 times a year to discuss student progress and strategies that can be implemented to increase student achievement.

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

- Release time for the teachers to meet with support team to discuss academic achievement needs.

**Describe the professional development activities planned to support the implementation of the actions in this area.**

- During the beginning of the school year and during the start of the second semester, teachers are required to attend Professional Development classes to examine data from assessments and plan curriculum that will address areas of concern.
- Professional Development on teaching ELLs in a Co-Teaching model will be provided at the beginning of the school year.

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

- Professional Development Class will take place:
  - Articulation/Data Review: September 2015 and February/March 2016
  - ELL Co-Teaching: October 2015
- Faculty Meetings: Monthly (Sept. 2015-June 2016)
- Grade Level Meetings: Monthly (Sept. 2015-June 2016)
- AIMSWeb Benchmarking: (Sept. 2015/Jan. 2016/May 2016)
- Progress Monitoring: weekly or bi-weekly (October 2015-June 2016)
- Collection of Lesson Plans: monthly (October 2015-May 2016)
Tenet 3 - Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.

<table>
<thead>
<tr>
<th>Rating</th>
<th>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.</th>
</tr>
</thead>
</table>
| ● Highly Effective | a) The school leader, using a distributive leadership model, ensures that a systematic plan (i.e., a plan that has targeted goals to address the needs of all students and subgroups, a schedule for professional development support, and vertical/horizontal collaborative meeting time) exists for the quality implementation of rigorous CCLS curricula.  
b) The school leader uses the systematic plan to provide teachers access to robust pedagogical support (i.e., inter-visitation, cross-grade conversations, exemplary curriculum models, access to expert CCLS curriculum writers, and CCLS conferences), materials, and training aligned to CCLS curricula and instructional shifts for individual and subgroups of students.  
c) The school leader ensures that a cohesive, comprehensive, and adaptive curricula, inclusive of clearly developed units aligned to CCLS and NYS standards, is used across all areas of study, including interventions, AIS/RTI, dual credit courses, and electives, by monitoring the implementation of the curricula and regularly examining formative and summative assessments and student work. |
| ○ Effective | a) The school leader ensures that a systematic plan (i.e., a plan that has targeted goals to address the needs of all students and subgroups, a schedule for professional development support, and vertical/horizontal collaborative meeting time) exists for the quality implementation of rigorous CCLS curricula.  
b) The school leader uses the systematic plan to provide teachers access to pedagogical support, materials, and training aligned to CCLS curricula and instructional shifts for individual and subgroups of students.  
c) The school leader ensures that staff use a comprehensive and adaptive curricula, inclusive of clearly developed units aligned to CCLS and NYS standards, used across all areas of study, including interventions, AIS/RTI, dual credit courses, and electives, by monitoring the implementation of the curricula. |
| ○ Developing | a) The school leader is in the process of developing a written plan that includes targeted goals to address the needs of students, schedule/calendar for professional development support, and vertical/horizontal collaborative meeting time for implementing CCLS curricula.  
b) The school leader is beginning to provide appropriate access to pedagogical support, materials, and training to teachers aligned to CCLS curricula and instructional shifts for individual and subgroups of students.  
c) The school leader encourages staff to use comprehensive curricula, inclusive of clearly developed units aligned to CCLS and NYS standards, across all areas of study, including interventions, AIS/RTI, dual credit courses, and electives. |
| ○ Ineffective | a) The school leader has no written plan for CCLS and NYS curricula alignment across all areas of study and is not developing one.  
b) The school leader does not provide access to pedagogical support, materials, and training to teachers aligned to CCLS curricula and instructional shifts for individual and subgroups of students.  
c) The school leader does not ensure and makes little effort to encourage teachers across all areas of study to use curricula aligned to CCLS and NYS standards. |

Please indicate the evidence used to determine the rating. Check all that apply.

- Classroom Observations – # Visited: _45_
- Interviews with Students – #: _3_
- Interviews with Support Staff – #: _10_
- Interviews with Teachers – #: _49_
- Interviews with Parents/Guardians – #: _3_
- Other: _

Documents Reviewed:
- Atlas Rubicon
- PD Articulation Action Plans
- SBIT Review Notes
- Rti Reading and Math Schedules

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.

Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.
Describe the professional development activities planned to support the implementation of the actions in this area.

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

<table>
<thead>
<tr>
<th>Rating</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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.</td>
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<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>Highly Effective</td>
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<td></td>
<td>Effective</td>
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<td>Developing</td>
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<tr>
<td></td>
<td>Ineffective</td>
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</table>

Please indicate the evidence used to determine the rating. Check all that apply.

<table>
<thead>
<tr>
<th>Classroom Observations – # Visited: <em>45</em></th>
<th><strong>Documents Reviewed:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Interviews with Students – #: _____</td>
<td>Lesson Plans</td>
</tr>
<tr>
<td>Interviews with Support Staff – #: <em>10</em></td>
<td>ELA and Math Quarterly Exams</td>
</tr>
<tr>
<td>Interviews with Teachers – #: <em>49</em></td>
<td>-</td>
</tr>
<tr>
<td>Interviews with Parents/Guardians – #: _____</td>
<td>Other:</td>
</tr>
</tbody>
</table>

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

- Teachers will turn in lesson plans on a bi-weekly basis on a selected content area with CCLS standards listed.
- Teachers will be required to include differentiated lesson plans in their weekly plans and during formal and informal observations.
- Teachers will attend two articulation Professional Development meetings to assess students' needs and plan for future instruction.
- Teachers will assess students quarterly in ELA and Math to assess instruction and plan accordingly.
- Teachers will benchmark students in ELA and Math three times per year and progress monitor students falling below the target goals for instruction.

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

- Working with District Reading Coordinator and District ENL Director to ensure teachers have the resources to implement differentiated lesson plans and assist with tier lessons when needed.

Describe the professional development activities planned to support the implementation of the actions in this area.

- During the beginning of the school year and during the start of the second semester, teachers are required to attend Professional Development classes to examine data from assessments and plan curriculum that will address areas of concern.
- Professional Development on teaching ELLs in Co-Teaching model will be provided at the beginning of the school year.

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

- Professional Development Class will take place:
  - Articulation/Data Review: September 2015 and February/March 2016
  - ELL Co-Teaching: October 2015
- Faculty Meetings: Monthly (Sept. 2015-June 2016)
- Grade Level Meetings: Monthly (Sept. 2015-June 2016)
- AIMSWeb Benchmarking: (Sept. 2015/Jan. 2016/May 2016)
- Progress Monitoring: weekly or bi-weekly (October 2015-June 2016)
- Collection of Lesson Plans: monthly (October 2015-May 2016)

<table>
<thead>
<tr>
<th>Rating</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>Highly Effective</td>
</tr>
<tr>
<td>a)</td>
<td>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.</td>
</tr>
<tr>
<td>b)</td>
<td>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.</td>
</tr>
<tr>
<td>c)</td>
<td>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.</td>
</tr>
</tbody>
</table>

<p>| ☐      | 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. |</p>
<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
</table>
| Developing   | a) The school leader and teachers address interdisciplinary curricula and develop partnerships in the absence of a plan or are in the process of developing a plan to create interdisciplinary curricula and partnerships targeting the arts, technology, and other enrichment opportunities within and across all grade levels and core subjects.  
   b) Teachers are beginning to collaborate and discuss ways to deliver interdisciplinary curricula that incorporate the arts, technology, and other enrichment opportunities, or limited numbers of teachers deliver interdisciplinary curricula within grades and subjects.  
   c) Teachers individually reflect on the impact of interdisciplinary curricula, or the school leader and teachers are in the process of planning formal reflection time to discuss the impact of interdisciplinary curricula and make revisions. |
| Ineffective  | a) The school leader and teachers do not have formal partnerships to address interdisciplinary curricula.  
   b) Teachers do not collaborate and discuss ways to deliver interdisciplinary curricula within grades and subjects.  
   c) Teachers have not developed interdisciplinary curricula, or there are no plans or processes for reflecting and revising current curricula. |

Please indicate the evidence used to determine the rating. Check all that apply.

- Classroom Observations – # Visited: 45____
- Interviews with Students – #: ______
- Interviews with Support Staff – #: ______
- Interviews with Teachers – #: __49____
- Interviews with Parents/Guardians – #: ______
- Other: ______

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

**Actions in this area to be taken to improve the identified subgroup(s) student performance levels.**

- Teachers are expected to incorporate technology into their daily lesson plans
- Teachers are expected to use Google classroom during instruction and also outside of the classroom after school
- Teachers will continue to incorporate ELA into their updates Social Studies curriculum
- Teachers are currently updating the Science curriculum and incorporating more ELA and Math into their daily lesson plans
- Teachers will continue to implement the math modules within the math curriculum

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

- Every classroom teacher has been provided with Chromebooks for each student to use for instruction
- Ongoing training for using Chromebooks and Google Classroom
- District support within the classroom as needed for all classroom teachers
- Staff development for teachers in math modules and science curriculum

**Describe the professional development activities planned to support the implementation of the actions in this area.**

- Teachers are able to attend Google Classroom Professional Development classes in the summer and throughout the school year

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

- Professional Development Class will take place:
  - Google Classroom: July 2015 through May 2016
  - Faculty Meetings: Monthly (Sept. 2015-June 2016)
  - Grade Level Meetings: Monthly (Sept. 2015-June 2016)
  - Staff Development: (Math and Science) September 2015 through May 2016

**Documents Reviewed:**

- Lesson Plans
- Atlas Rubicon

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12
### 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.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>![ ]</td>
<td>Highly Effective: a) Teachers have and use a 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.</td>
</tr>
<tr>
<td>![ ]</td>
<td>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.</td>
</tr>
<tr>
<td>![ ]</td>
<td>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.</td>
</tr>
<tr>
<td>![ ]</td>
<td>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.</td>
</tr>
</tbody>
</table>

**Please indicate the evidence used to determine the rating.** Check all that apply.

- Classroom Observations – # Visited: __45__
- Interviews with Students – #: __
- Interviews with Support Staff – #: __
- Interviews with Teachers – #: __49__
- Interviews with Parents/Guardians – #: __
- Other: 

**Documents Reviewed:**
- ELA and Math Quarterly Results
- Progress Monitoring Results

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

**Actions in this area to be taken to improve the identified subgroup(s) student performance levels.**
- Teachers will continue to administer quarterly assessments in both ELA and Math
- Teachers will continue to examine the results of the assessments and use it to drive instruction
- Teachers will continue to share rubrics with students prior to writing assignments to ensure students are aware of expectations
- Teachers will have students track progress monitoring results to encourage ownership and growth in areas of concern

**Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.**
- Provide quarterly assessments in ELA and Math that are rigorous and in line with CCLS standards
- Provide data broken down not only by student, but by concepts and subgroups when necessary

**Describe the professional development activities planned to support the implementation of the actions in this area.**
- During the beginning of the school year and during the start of the second semester, teachers are required to attend Professional Development classes to examine data from assessments and plan curriculum that will address areas of concern.

**Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.**
- Professional Development Class will take place:
  - Articulation/Data Review: September 2015 and February/March 2016
  - Faculty Meetings: Monthly (Sept. 2015-June 2016)
  - Grade Level Meetings: Monthly (Sept. 2015-June 2016)
  - AIMSWEB Benchmarking: (Sept. 2015/Jan. 2016/May 2016)
  - Progress Monitoring: weekly or bi-weekly (October 2015-June 2016)
  - Collection of Lesson Plans: monthly (October 2015-May 2016)
**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.

<table>
<thead>
<tr>
<th>Rating</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>□</td>
<td><strong>Highly Effective</strong></td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>□</td>
<td><strong>Effective</strong></td>
</tr>
<tr>
<td></td>
<td>a) School and teacher leaders are beginning to engage teachers in a conversation about aligning plans to data.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>c) Teacher leaders and coaches are beginning to work with teachers to establish short or long-term goals for groups of students.</td>
</tr>
<tr>
<td>□</td>
<td><strong>Developing</strong></td>
</tr>
<tr>
<td></td>
<td>a) School and teacher leaders do not support or engage teachers in a conversation about aligning plans to data.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>c) Teachers have not created goals for groups of students, and there is no plan for teacher leaders and coaches to support this effort.</td>
</tr>
<tr>
<td>□</td>
<td><strong>Ineffective</strong></td>
</tr>
<tr>
<td></td>
<td>a) School and teacher leaders do not support or engage teachers in a conversation about aligning plans to data.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>c) Teachers have not created goals for groups of students, and there is no plan for teacher leaders and coaches to support this effort.</td>
</tr>
</tbody>
</table>

Please indicate the evidence used to determine the rating. *Check all that apply.*

- Classroom Observations – # Visited: ___45___
- Interviews with Students – #: ______
- Interviews with Support Staff – #: ______
- Interviews with Teachers – #: ___49___
- Interviews with Parents/Guardians – #: ______
- Other: ______

**Documents Reviewed:**
- AIMS Web Benchmark Results
- Progress Monitoring charts
- Atlas Rubicon map
- Lesson Plans
- Report Card standards

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

**Actions in this area to be taken to improve the identified subgroup(s) student performance levels.**

- Teachers will continue to use benchmark data from the fall, winter and spring to identify students who are below the target line in both Reading and Math and Progress Monitor on a weekly or bi-weekly basis to ensure students are improving and working towards grade level proficiency.
- Teachers will continue to incorporate differentiated instruction within their daily lesson plans.
- Teachers will attend 3 student review meetings to discuss the progress of students not mastering grade level benchmarks and support that will be provided to reach those goals.
- Teachers will continue to use Atlas Rubicon and Standards Based report cards to ensure students are working towards both short and long term goals.

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

- Continue updating Atlas Rubicon with current state standards
- Access to the AIMSWeb Benchmarking in the fall, winter and spring along with Progress Monitoring charts for weekly and bi-weekly monitoring
**Describe the professional development activities planned to support the implementation of the actions in this area.**

- During the beginning of the school year and during the start of the second semester, teachers are required to attend Professional Development classes to examine data from assessments and plan curriculum that will address areas of concern.
- Professional Development on teaching ELLs in Co-Teaching model will be provided at the beginning of the school year.
- Providing teachers with differentiated instruction strategies

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

- Professional Development Class will take place:
  - Articulation/Data Review: September 2015 and February/March 2016
  - ENL Webinars: October 2015
  - ELL Co-Teaching: October 2015
- Faculty Meetings: Monthly (Sept. 2015-June 2016)
- Grade Level Meetings: Monthly (Sept. 2015-June 2016)
- AIMSWeb Benchmarking: (Sept. 2015/Jan. 2016/May 2016)
- Progress Monitoring: weekly or bi-weekly (October 2015-June 2016)
- Student Review Meetings: December 2015/March 2016/June 2016
- Collection of Lesson Plans: monthly (October 2015-May 2016)

### Rating Statement of Practice 4.3: Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
<th>Evidence</th>
<th>Actions</th>
</tr>
</thead>
</table>
| ✔️     | **Highly Effective** | a) Teachers use instructional practices that are systematic and explicit, based on sequential lesson plans appropriately aligned to CCLS (or content based standards), and reflective of the CCLS SHIFTS to instruct all groups of students.  
  b) Teachers stimulate deep levels of thinking and questioning in students through the use of adaptive CCLS (or content based standards) instructional materials that contain high levels of text and content complexity and multiple strategies to provide a wide variety of ways to engage in learning. | Classroom Observations – # Visited: 45  
Interviews with Students – #:  
Interviews with Support Staff – #:  
Interviews with Teachers – #: 49  
Interviews with Parents/Guardians – #:  
Other: | Teachers will continue to use Atlas Rubicon to map out CCLS curriculum  
Teachers will incorporate 3 math modules from EngageNY for math instruction  
Teachers will continue to use text based questions in ELA and other content areas such as Social Studies and Science  
Teachers will continue to focus on vocabulary instruction to help students with complex text and incorporate vocabulary in their writing instruction  
Provide teachers with chrome books to use as instructional tools |
| ❌     | **Effective** | a) Teachers use Instructional practices appropriately aligned to CCLS (or content based standards) lesson plans are reflective of the CCLS SHIFTS to instruct all groups of students.  
  b) Teachers stimulate student thinking by asking questions through the use of adaptive CCLS (or content-based standards) instructional materials that contain high levels of text and content complexity. | Classroom Observations – # Visited: 45  
Interviews with Students – #:  
Interviews with Support Staff – #:  
Interviews with Teachers – #: 49  
Interviews with Parents/Guardians – #:  
Other: | Teachers will continue to use Atlas Rubicon to map out CCLS curriculum  
Teachers will incorporate 3 math modules from EngageNY for math instruction  
Teachers will continue to use text based questions in ELA and other content areas such as Social Studies and Science  
Teachers will continue to focus on vocabulary instruction to help students with complex text and incorporate vocabulary in their writing instruction  
Provide teachers with chrome books to use as instructional tools |
| ❌     | **Developing** | a) Teachers are beginning to develop lesson plans that are appropriately aligned to CCLS (or content based standards) and reflective of the CCLS SHIFTS to inform their instructional practices, or some teachers use instructional practices aligned to CCLS lesson plans and reflective of the CCLS SHIFTS in specific content areas.  
  b) Teachers across the school do not consistently ask higher-order thinking questions, or the instructional materials do not contain high levels of text and content complexity. | Classroom Observations – # Visited: 45  
Interviews with Students – #:  
Interviews with Support Staff – #:  
Interviews with Teachers – #: 49  
Interviews with Parents/Guardians – #:  
Other: | Teachers will continue to use Atlas Rubicon to map out CCLS curriculum  
Teachers will incorporate 3 math modules from EngageNY for math instruction  
Teachers will continue to use text based questions in ELA and other content areas such as Social Studies and Science  
Teachers will continue to focus on vocabulary instruction to help students with complex text and incorporate vocabulary in their writing instruction  
Provide teachers with chrome books to use as instructional tools |
| ❌     | **Ineffective** | a) Teacher instruction is not aligned to CCLS or content-based standards and not based on lesson plans.  
  b) Teachers use strategies and ask questions that require only basic knowledge of the subject and limit ways in which students are able to acquire learning by providing a single point of access for all students. | Classroom Observations – # Visited: 45  
Interviews with Students – #:  
Interviews with Support Staff – #:  
Interviews with Teachers – #: 49  
Interviews with Parents/Guardians – #:  
Other: | Teachers will continue to use Atlas Rubicon to map out CCLS curriculum  
Teachers will incorporate 3 math modules from EngageNY for math instruction  
Teachers will continue to use text based questions in ELA and other content areas such as Social Studies and Science  
Teachers will continue to focus on vocabulary instruction to help students with complex text and incorporate vocabulary in their writing instruction  
Provide teachers with chrome books to use as instructional tools |

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

**Actions in this area to be taken to improve the identified subgroup(s) student performance levels.**

- Teachers will continue to use Atlas Rubicon to map out CCLS curriculum
- Teachers will incorporate 3 math modules from EngageNY for math instruction
- Teachers will continue to use text based questions in ELA and other content areas such as Social Studies and Science
- Teachers will continue to focus on vocabulary instruction to help students with complex text and incorporate vocabulary in their writing instruction
- Provide teachers with chrome books to use as instructional tools

Please indicate the evidence used to determine the rating.

**Check all that apply.**

- Classroom Observations – # Visited: 45
- Interviews with Students – #: 
- Interviews with Support Staff – #: 
- Interviews with Teachers – #: 49
- Interviews with Parents/Guardians – #: 
- Other: 

Documents Reviewed:

- Atlas Rubicon
- Math Modules
- Lesson Plans
- Google Classroom workshop attendance
- Chromebooks use during instruction
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.

- Continue updating Atlas Rubicon with current state standards
- Provide quarterly assessments in ELA and Math that are rigorous and in line with CCLS standards
- Provide data broken down not only by student, but by concepts and sub groups when necessary
- Every classroom teacher has been provided with Chromebooks for each student to use for instruction
- Ongoing training for using Chromebooks and Google Classroom
- District support within the classroom as needed for all classroom teachers
- Staff development for teachers in math modules and science curriculum

Describe the professional development activities planned to support the implementation of the actions in this area.

- Teachers are able to attend Google Classroom Professional Development classes in the summer and throughout the school year

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

- Professional Development Class will take place:
  - Faculty Meetings: Monthly (Sept. 2015-June 2016)
  - Grade Level Meetings: Monthly (Sept. 2015-June 2016)
  - Staff Development: (Math and Science) September 2015 through May 2016
  - Collection of Lesson Plans: monthly (October 2015-May 2016)

### Rating

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
</table>
| Highly Effective | a) Teachers use a program/plan that contributes to positive reinforcements of behaviors by using behavioral expectations that are explicitly taught and promotes an environment in which students are citizens of their class, and there is a common understanding of how one is treated and treats others.  
b) Teachers work together with students across the school to acknowledge diversity, provide access to learning and social opportunities, and encourage students to have a voice in their educational experience.  
c) Teachers foster student buy-in and adapt to the changing needs of the student population and collaborate with other teachers to create thoughtful learning environments that incorporate student values and perspectives. |
| Effective | a) Teachers use a program/plan that promotes a common understanding of the classroom environment envisioned by the school community and explicitly teaches students behavioral expectations and recognition of acceptable and safe behaviors.  
b) Teachers work together with students to use strategies that acknowledge diverse groups of students and their needs.  
c) Teachers foster student understanding and adapt to the changing needs of the student population and create thoughtful learning environments that incorporate student values and perspectives. |
| Developing | a) Teachers have a program/plan for acceptable student expectations and are developing strategies for the program/plan to be consistently enforced or recognized by students, or teachers have a program/plan for acceptable student expectations, but do not enforce it.  
b) Some teachers use strategies that acknowledge diverse groups of students and their needs, or teachers are developing strategies that acknowledge diverse groups of students and their needs.  
c) Teachers are discussing strategies that address the changing needs of the student population and reflect student values and perspectives. |
| Ineffective | a) Teachers do not have a program/plan that establishes acceptable classroom expectations for behavior.  
b) Teachers' strategies do not acknowledge diverse groups of students and their needs.  
c) Teachers do not use strategies that address the changing needs of the student population and reflect student values and perspectives. |
**Classroom Observations** - # Visited: __45__
**Interviews with Students** - #: ___
**Interviews with Support Staff** - #: ___
**Interviews with Teachers** - #: __49__
**Interviews with Parents/Guardians** - #: ___
**Other:**

### Documents Reviewed:
- Faculty Meeting agendas
- DASA reports
- Random Acts of Kindness Program
- Code of conduct

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

**Actions in this area to be taken to improve the identified subgroup(s) student performance levels.**
- Teachers will implement the Random Acts of Kindness program within their classrooms to promote empathy and compassion for others.
- The health teacher along with the social worker will do a presentation on immigrant students and help students understand life from their perspective.
- Students will attend an Arts and Education assembly on overcoming disabilities when faced with life challenges.
- Beginning of the year assemblies with each grade level regarding behavior expectations in school.

**Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.**
- Provide each student with the district code of conduct.
- PTA Arts and Education Program to bring assemblies into the school that provide students with programs that focus on student diversity.

**Describe the professional development activities planned to support the implementation of the actions in this area.**
- Professional Development has been offered in the area of understanding immigrant families and their views of school and education.
- Training at the beginning of the year on the Random Acts of Kindness program and continued training and discussion at faculty and grade level meetings.

**Timeline for Implementation of Activities and Professional Development - Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.**
- Faculty Meetings: Monthly (Sept. 2015-June 2016)
- Grade Level Meetings: Monthly (Sept. 2015-June 2016)
- Health class discussion on empathy for immigrant families: October 2015
- Arts in Education Program: January 2016

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### 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):

<table>
<thead>
<tr>
<th>Rating</th>
<th>Statement</th>
</tr>
</thead>
</table>
| Highly Effective | a) Teachers use a wide variety of relevant data to create adaptive lesson plans that account for student grouping and determine the appropriate intensity and duration of instruction.  
b) Teachers use summative and formative assessments, including screening, progress monitoring, interim measures and outcome assessments, to develop highly dynamic and responsive plans based on students’ strengths and needs.  
c) Teachers provide frequent and relevant feedback to students based on the analysis of timely data, and students draw on the feedback so that they can reflect upon and assess their own progress. |
| Effective | a) Teachers use data to create targeted plans and adjust student groupings and instructional strategies for most students.  
b) Teachers use summative and formative assessment data to inform instructional decision making, including student grouping and instructional strategies.  
c) Teachers provide frequent feedback to students based on the analysis of timely data and provide students with next steps for students to take to progress. |
| Developing | a) Teachers are beginning to use plans for adjusting student groupings and instructional strategies.  
b) Teachers are in the process of using summative and formative assessments that inform instructional decision making, or the practice of using data sources and analyzing the information to inform instructional decision making is inconsistent.  
c) Teachers provide limited data-based feedback to students. |
| Ineffective | a) Teachers do not have or use plans for grouping students and adjusting their instruction.  
b) Teachers do not use summative and formative assessments to inform instructional decision making.  
c) Teachers provide feedback that is not purposeful or based on data. |
Please indicate the evidence used to determine the rating. Check all that apply.

- Classroom Observations – # Visited: ___45___
- Interviews with Students – #: ______
- Interviews with Support Staff – #: ______
- Interviews with Teachers – #: ___45___
- Interviews with Parents/Guardians – #: ______
- Other: ______

Documents Reviewed:
- AIMSWeb Benchmarks
- Progress Monitoring charts
- ELA and Math Quarterly
- Writing rubrics
- Lesson plans

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

### Actions in this area to be taken to improve the identified subgroup(s) student performance levels.

- Teachers will continue to use benchmark data from the fall, winter and spring to identify students who are below the target line in both Reading and Math and Progress Monitor on a weekly or bi-weekly basis to ensure students are improving and working towards grade level proficiency.
- Teachers will continue to incorporate differentiated instruction within their daily lesson plans.
- Teachers will attend 3 student review meetings to discuss the progress of students not mastering grade level benchmarks and support that will be provided to reach those goals.
- Teachers will continue to administer quarterly assessments in both ELA and Math.
- Teachers will continue to examine the results of the assessments and use it to drive instruction.
- Teachers will continue to share rubrics with students prior to writing assignments to ensure students are aware of expectations.
- Teachers will have students track progress monitoring results to encourage ownership and growth in areas of concern.

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

- Provide quarterly assessments in ELA and Math that are rigorous and in line with CCLS standards.
- Provide data broken down not only by student, but by concepts and subgroups when necessary.

### Describe the professional development activities planned to support the implementation of the actions in this area.

- During the beginning of the school year and during the start of the second semester, teachers are required to attend Professional Development classes to examine data from assessments and plan curriculum that will address areas of concern.
- Providing teachers with differentiated instruction strategies.
- During the beginning of the school year and during the start of the second semester, teachers are required to attend Professional Development classes to examine data from assessments and plan curriculum that will address areas of concern.

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

- Professional Development Class will take place:
  - Articulation/Data Review: September 2015 and February/March 2016
  - Faculty Meetings: Monthly (Sept. 2015-June 2016)
  - Grade Level Meetings: Monthly (Sept. 2015-June 2016)
  - AIMSWeb Benchmarking: (Sept. 2015/Jan. 2016/May 2016)
  - Progress Monitoring: weekly or bi-weekly (October 2015-June 2016)
  - Student Review Meetings: December 2015/March 2016/June 2016
  - Collection of Lesson Plans: monthly (October 2015-May 2016)
### Tenet 5 - Student Social and Emotional Developmental Health

The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.

#### Statement of Practice 5.2

The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
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</thead>
</table>
| Highly Effective | a) The school leader, using a distributive leadership model, establishes a deliberate system, understood and followed by all staff members, that allows each student to be well known by a designated adult and positively reinforces academic success for all students.
                | b) The school leader ensures that all staff members know and use a strategic and comprehensive system for referral and support for all students that includes researched-based programs and practices intended to promote academic success, family engagement, and student emotional health and wellness.
                | c) The school leader ensures that all stakeholders strategically use data to identify areas of need, cultivates purposeful partnerships to promote student social and emotional health and academic achievement, and leverages internal or external resources to support and sustain the system. |
| Effective       | a) The school leader, together with staff, establishes a system that allows each student to be known by a designated adult and positively reinforces academic success for all students.
                | b) The school leader ensures that all staff knows and uses research-based programs and practices for referral and support for all students that address social and emotional developmental health and academic success.
                | c) The school leader ensures that all staff members use data to identify areas of need and leverages internal resources to promote student social and emotional developmental health. |
| Developing      | a) The school leader is working with staff to develop a system that will allow each student to be known well by an adult, or the system that exists is inconsistently practiced by staff members.
                | b) The school leader is developing a system of referral and support that addresses the social and emotional developmental health and academic success of students, or the system that exists is not consistently used across the school.
                | c) The school leader is developing or improving the mechanism for staff members to use data to identify areas of need connected to student social and emotional developmental health, or data is used by some staff members to promote student social and emotional developmental health. |
| Ineffective     | a) The school leader has not prioritized the development of an effective system that will allow each student to be known by an adult.
                | b) The school leader has not developed a system of referral and support, or the system in place does not address the needs of the students.
                | c) The school leader has not made the use of data a priority in identifying student areas of need connected to social and emotional developmental health. |

#### Please indicate the evidence used to determine the rating.

Check all that apply.

- [ ] Classroom Observations - # Visited: __
- [ ] Interviews with Students - #: __
- [ ] Interviews with Support Staff - #: __
- [ ] Interviews with Teachers - #: __
- [ ] Interviews with Parents/Guardians - #: __
- [ ] Other: ________________________________

#### Documents Reviewed:

<p>| | |</p>
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</table>

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.**
- **Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.**
- **Describe the professional development activities planned to support the implementation of the actions in this area.**
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.

<table>
<thead>
<tr>
<th>Rating</th>
<th>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.</th>
</tr>
</thead>
</table>
| 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 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 to stakeholders to build adult capacity to facilitate learning experiences to support student social and emotional developmental health within a safe and healthy environment. |
| Effective     | a) There is a curriculum or program that incorporates research-based practices aligned to the school vision that facilitates the teaching of student social and emotional developmental health.  
  b) The school staff receives professional development support to use skills and behaviors that address the social and emotional developmental health needs of students and promote the school community’s vision of a safe and healthy environment.  
  c) There is a plan to monitor and revise the professional development provided staff that builds adult capacity to support student social and emotional developmental health within a safe and healthy environment. |
| Developing    | a) The school is developing a curriculum or program to support and promote the teaching of student social and emotional developmental health.  
  b) The school is developing ways to support the stakeholders’ understanding of the skills and behaviors that address the social and emotional developmental health of students, or some staff members use skills and behaviors that address social and emotional developmental health needs of students.  
  c) The school is beginning to monitor the professional development plan to build adult capacity to support student social and emotional developmental health. |
| Ineffective   | a) The school does not have a curriculum or program in place to support the teaching of student social and emotional developmental health, or the program in place does not meet student needs.  
  b) The school has not identified skills and behaviors that address the social and emotional developmental health of students, and there are no plans to provide support aligned to this work.  
  c) The school does not provide professional development to build adult capacity to support student social and emotional developmental health. |

Please indicate the evidence used to determine the rating. Check all that apply.

- Classroom Observations – # Visited:  
- Interviews with Students – #:  
- Interviews with Support Staff – #: _10_  
- Interviews with Teachers – #:  
- Interviews with Parents/Guardians – #:  
- Other:  
- Documents Reviewed:
  - Random Acts of Kindness Program
  - Mental Health Notes
  - Parent Workshop Pamphlet
  - Parent Conference Attendance
  - Universal Screener

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.

- Beginning the implementation of the Random Acts of Kindness (RAK) program in the school highlighting students which requires teachers to have class meetings once a week to discuss “kindness” acts and having empathy for others  
- Parent workshops offering support with academics and social issues offered in Spanish  
- Weekly Mental Health Team meetings to discuss identified students and offer in school and out of school support systems  
- Classroom teachers complete a Universal Screener in the beginning of the year to determine if their students Externalize (E) or Internalizes (I) their feelings

20
### Description of the District Resources to Be Used to Implement the Actions in This Area to Improve the Identified Subgroup(s) Student Performance Levels

- District support with parent workshops and supplying teachers that are bi-lingual to help with the Spanish presentation
- Once a year parent conferences so teachers are able to meet with parents to discuss academic progress
- Hiring a bi-lingual social worker to communicate with families when necessary and provide support

### Describe the Professional Development Activities Planned to Support the Implementation of the Actions in This Area

- Professional Development has been offered in the area of understanding immigrant families and their views of school and education
- Training at the beginning of the year on the Random Acts of Kindness program and continued training and discussion at faculty and grade level meetings

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

- Faculty Meetings: Monthly (Sept. 2015-June 2016)
- Grade Level Meetings: Monthly (Sept. 2015-June 2016)
- Mental Health Meetings: Weekly (Sept. 2015-June 2016)
- Universal Screener: October 2015

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

Please indicate the evidence used to determine the rating.  
**Check all that apply.**

- [ ] Classroom Observations – # Visited: __________  
- [ ] Interviews with Students – #: __________  
- [ ] Interviews with Support Staff – #: __________  
- [ ] Interviews with Teachers – #: __________  
- [ ] Interviews with Parents/Guardians – #: __________  
- [ ] Other: __________  

- [ ] Documents Reviewed:  
  - Rti/IST Notes  
  - Mental Health Notes  
  - District Code of Conduct  
  - Family Service League clients
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.**

- Weekly Mental Health Meetings with support staff to discuss any concerns with students social and emotional growth
- Student Review and IST meetings that are used to discuss interventions that can be put into place to help students with social and emotional issues

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

- Providing a Family Service League counselor in the building who works with the students and the families within the school setting.
- District Code of Conduct

**Describe the professional development activities planned to support the implementation of the actions in this area.**

- RTI/IST District meetings to discuss procedures and protocols for intervention strategies with social and emotional growth
- Faculty and grade level meetings to review the district process for providing social and emotional growth to struggling students.

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

- Faculty Meetings: Monthly (Sept. 2015-June 2016)
- Grade Level Meetings: Monthly (Sept. 2015-June 2016)
- Mental Health Meetings: Weekly (Sept. 2015-June 2016)

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### 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.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
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</thead>
</table>
| ✔️ Highly Effective | a) The school leader, in collaboration with stakeholders, has a plan with systems and structures (time, space and resources) for how to collect, analyze, and use a wide variety of data to address student social and emotional developmental health needs.
                   b) The school community uses a strategic plan based on data to deliver and monitor timely services and supports to students. |
| □ Effective    | a) The school leader, in collaboration with student support staff, has a plan with structures (time, space and resources) to use data to address student academic and social emotional developmental health needs.
                   b) The school community uses a plan based on data to deliver services and supports to students.                      |
| □ Developing   | a) The school leader and the support staff are developing a plan for teachers to begin to understand how to use data to address student social and emotional developmental health needs.
                   b) The school community collects data and is developing a plan to address ways to use the data to support students. |
| □ Ineffective  | a) The school has no specific plan for how to use data to address student social emotional developmental health needs.
                   b) The school community has not prioritized the need for using data to support students.                         |

Please indicate the evidence used to determine the rating. Check all that apply.

- Classroom Observations – # Visited: _____
- Interviews with Students – #: _____
- Interviews with Support Staff – #: _____
- Interviews with Teachers – #: _____
- Interviews with Parents/Guardians – #: _____

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

Describe the professional development activities planned to support the implementation of the actions in this area.

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

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

Please indicate the evidence used to determine the rating.
Check all that apply.

- Classroom Observations – # Visited: _____
- Interviews with Students – #: _____
- Interviews with Support Staff – #: __10__
- Interviews with Teachers – #: __49__
- Interviews with Parents/Guardians – #: __4__
- Other: ______

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.**

- Back to School nights will continue at the beginning of the year to advise parents on grade level expectations
- Teachers will continue to meet with parents after the first marking period to discuss their child’s academic and social progress
- Offer Parent Workshops that are aligned with grade level curriculum when needed
- Teachers will continue to contact parents by phone for positive reasons and as a support system
- Teachers have eboards with current information regarding their classroom that are accessible for parents to keep up on curriculum and events happening at school
- Principal’s reports at PTA meetings regarding curriculum and school expectations

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

- The use of the eboards to post important information for both teachers and the principal
- Supporting Parent Workshops that help update the parents on changes in curriculum
- Working with district administrators to create parent workshop presentations

**Describe the professional development activities planned to support the implementation of the actions in this area.**

- Teachers working on presentations for Parent Workshops in line with curriculum and state requirements

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

- Back to School Nights: September 2015
- Parent/Teachers Conferences: November 2015
- Parent Workshop: November 2015, April 2016
- PTA Meetings: (monthly) September 2015-May 2016

**Rating Statement of Practice 6.3: The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.**

- Highly Effective

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

a) The school staff has a plan to use multiple tools to communicate with families about school and student issues and concerns.

b) The school staff uses a plan to communicate with parents (i.e., translating all documents in multiple languages and communicating in a variety of ways) concerning student progress, achievement, and needs.

c) The school staff monitors the effectiveness of its communication in all languages and responds to family feedback concerning issues and concerns.

**Developing**

a) The school is creating a plan for communicating with families about school and student issues and concerns in pertinent languages, or the school communicates with families about school and student issues and concerns using the most prevalent languages.

b) The school staff is developing a mechanism for sending documents to families in their native languages, or the school staff translates select documents into languages they identify as prevalent.

c) The school is beginning to have conversations about the effectiveness of its strategies for communicating with parents.

**Ineffective**

a) The school communicates with families about school and student issues and concerns without considering translation needs.

b) The school staff does not send translations of documents to families.

c) The school does not reflect on its strategies for communicating with parents.

Please indicate the evidence used to determine the rating. Check all that apply.

<table>
<thead>
<tr>
<th>Classroom Observations - # Visited: _____</th>
<th>Documents Reviewed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interviews with Students - #: ____</td>
<td>Documents sent home</td>
</tr>
<tr>
<td>Interviews with Support Staff - #: ____</td>
<td>Parent/Teachers conference attendance that needed translators</td>
</tr>
<tr>
<td>Interviews with Teachers - #: _<em><strong>49</strong></em></td>
<td>HFEE Grant information</td>
</tr>
<tr>
<td>Interviews with Parents/Guardians - #: _<em><strong>4</strong></em></td>
<td>Other:</td>
</tr>
</tbody>
</table>

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

**Actions in this area to be taken to improve the identified subgroup(s) student performance levels.**

- Continue to send home information in both English and Spanish
- Translate all documents into both languages whenever possible
- Translators will be provided at Parent/Teacher conferences
- Applying for a grant to purchase devices to translate at Back to School nights, Parent Workshops, and PTA meetings
- Continue to send home report cards in Spanish

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

- Huntington Foundation for Excellence in Education (HFEE) grant
- District providing translators for conferences and parent workshops
- Program to provide report cards in Spanish

**Describe the professional development activities planned to support the implementation of the actions in this area.**

- Workshops will be provided in both languages

**Timeline for Implementation of Activities and Professional Development**

- Back to School Nights: September 2015
- Parent/Teachers Conferences: November 2015
- Parent Workshop: November 2015, April 2016
- PTA Meetings: (monthly) September 2015-May 2016
### 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.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
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</table>
| Highly Effective | a) The school leader, in collaboration with pertinent school staff and community agency partners, has developed a plan to ensure that all staff members understand how to create and sustain high levels of family engagement by teaching all parents ways to support student learning and growth.  
  b) After consulting teachers, student support professionals, and representative parents, the school leader provides professional development to all school staff on how to actively seek and sustain partnerships with families and community organizations that are linked to the school’s plan for engaging parents to support student success. |
| Effective   | a) The school leader, in collaboration with pertinent school staff and community agency partners, has developed a plan to ensure that classroom teachers and guidance staff understand how to create and sustain family engagement by teaching a group of parents, representative of student demographics, ways to support student learning and growth.  
  b) The school provides professional development to school staff on how to actively seek and sustain partnerships with families and community organizations that are linked to the school’s plan for engaging parents to support student success. |
| Developing  | a) The school leader is in the process of developing a plan to teach parents ways to support student learning and growth.  
  b) The school is in the process of implementing a plan to provide professional development to school staff on how to develop partnerships with families and/or the community, or the staff is not fully implementing the strategies in the school’s plan. |
| Ineffective | a) The school leader is not working on a plan to teach parents ways to support student learning and growth.  
  b) The school does not provide professional development for staff concerning developing partnerships with families and/or the community. |

Please indicate the evidence used to determine the rating. **Check all that apply.**
- Classroom Observations – # Visited: __________
- Interviews with Students – #: __________
- Interviews with Support Staff – #: __________
- Interviews with Teachers – #: __________
- Interviews with Parents/Guardians – #: __________
- Other: __________
- Documents Reviewed:  
  - Faculty/Grade Level Meeting Agendas  
  - SDM minutes  
  - FSL Caseload/Mental Health Students  

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.**
- Working with faculty throughout the year regarding ways to engage parents in the education process  
- Working with the Shared Decision Making Committee to find ways to keep parents involved  
- Continue working with the Family Service League (FSL) within the building to provide support to students and families that are in need both academically and socially

**Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.**
- Providing the FSL counselor to be within the building to work with students and families  
- Parent/Teacher conferences once a year to provide parents information regarding their child’s academic progress

**Describe the professional development activities planned to support the implementation of the actions in this area.**
- The school leader and staff will continue to review literature on best practices for developing healthy partnerships with parents and families

**Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.**
- Faculty Meetings: Monthly (Sept. 2015-June 2016)  
- Grade Level Meetings: Monthly (Sept. 2015-June 2016)  
- Shared Decision Meetings: Monthly (Sept. 2015-June 2016)  
- Mental Health Meetings: Weekly (Sept. 2015-June 2016)  
- Parent/Teachers Conferences: November 2015
### 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.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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.</td>
<td>a) School leaders, data specialists, student support professionals, and program coordinators use data to identify family needs and target strategies to address them.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>b) The entire school community ensures that student data is shared in a way that promotes a child’s learning needs and successes, proactively advocate for their children, and partner with the school to provide appropriate student support.</td>
<td>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.</td>
<td>b) The school community inconsistently shares data regarding student learning needs and success that families can access and understand.</td>
<td>b) The school community does not share data with parents in ways they can understand.</td>
</tr>
</tbody>
</table>

Please indicate the evidence used to determine the rating.

Check all that apply.

- Classroom Observations – # Visited: __
- Interviews with Students – #: __
- Interviews with Support Staff – #: __
- Interviews with Teachers – #: __
- Interviews with Parents/Guardians – #: __
- Other: __

Documents Reviewed:

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

**Actions in this area to be taken to improve the identified subgroup(s) student performance levels.**

- Continue using AIMSWeb data, Quarterlies, and in class performance to identify students that need academic support
- Continue to contact parents through RTI Letters and phone calls in regards to student’s support services

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

- The district will supply RTI letters in both English and Spanish to explain the RTI process and the type of services students will be receiving
- The district will provide extended learning programs for students after school hours and on weekends

**Describe the professional development activities planned to support the implementation of the actions in this area.**

- Support staff will attend district wide RTI training to provide the proper support services to students
- Teachers will attend workshops on interventions strategies to support students

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

- AIMSWeb Benchmarking: (Sept. 2015/Jan. 2016/May 2016)
- Progress Monitoring: weekly or bi-weekly (October 2015-June 2016)
- Student Review Meetings: December 2015/March 2016/June 2016
Describe the process used to develop this plan pursuant to Commissioner’s Regulations 100.11.

- Woodhull Intermediate School’s Local Assistance Plan Committee is comprised of the following personnel:
  - Traci Roethel – Principal
  - Jarrett Stein – Assistant Principal
  - Cynthia Fletcher – School Psychologist
  - Christina Martino – School Psychologist
  - Jackie Reichle – ENL Teacher
  - Debra Ravo – ENL Teacher
  - Karen Swanson – Reading Teacher
  - Dorene Karivalis – Reading Teacher
  - Martha Reilly – RTI Math Teacher
  - Paula Shivers – RTI Math Teacher
  - Paula Gasparino – 5th Grade Special Education Teacher
  - Patricia Nowack – 6th Grade ELA Teacher
  - Jason Rind – 5th Grade Special Education Teacher
  - Elaine McKeown – 5th Grade General Education Teacher
  - Keith Meyers – 5th Grade General Education Teacher
  - Jessica Rivera – 5th Grade Dual Language Teacher
  - Marilyn Broomer – 5th Grade General Education Teacher
  - Hildi Stanford – 6th Grade Special Education Teacher

- District Support Committee for Local Assistance Plan Self-Review:
  - Kenneth Card – Assistant Superintendent of Curriculum and Instruction
  - Judy Moroff – Director of World Language, ENL, and Dual Language Program
  - Marybeth Robinette – Director of Elementary Math, Assessments and Instructional Technology
  - Angela Berner – ELA Coordinator
  - Nancy Allard – LEAP Coordinator
Provide any additional information that is relevant to the Local Assistance Plan but is not addressed in the tenets and/or SOPs.