

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



Name of Principal:	Jennifer Batzing
Name/Number of School:	Winfield Street Elementary School
School Address:	193 Winfield Street, Corning NY 14830
School Telephone Number:	607-962-6706
Principal's Direct Phone Number:	607-654-2853
Principal's E-Mail:	JBatzing@cppmail.com
District Telephone Number:	607-936-3704
Superintendent's Direct Phone Number:	607-936-3704 x1001
Superintendent's E-Mail:	MGinalski@cppmail.com
Reason for LAP Designation:	Criteria 2: The achievement gap increased from 2010-2011 to 2011-2012. The performance index gap between regular education students and students with disabilities increased from 86 to 100. The state threshold is that the gap should be no higher than 99.
Website Link for Published Report:	www.Corningareaschools.com

School Principal's Signature *Jennifer A. Batzing* Date December 20, 2013

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

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

Superintendent's Signature *M. K. Hill* Date December 20, 2013
For New York City schools, the Community School District Superintendent must sign the self-assessment.

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

Guidance

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

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

Completing This Form

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

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

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

School Information Sheet											
Grade Configuration	K-5		Total Enrollment	250	%	Title 1 Population	3	38%	Attendance Rate	95%	
Free Lunch	52%	Reduced Lunch	11%	Student Sustainability	%	Limited English Proficient	0%	Students with Disabilities	23%		
Types and Number of English Language Learner Classes											
#Transitional Bilingual	0		#Dual Language	0		#Self-Contained English as a Second Language	0				
Types and Number of Special Education Classes											
#Special Classes	2		#Consultant Teaching	3		#Integrated Collaborative Teaching	0				
# Resource Room	1										
Types and Number Special Classes											
#Visual Arts	15	#Music	15	#Drama	0	# Foreign Language	0	# Dance	0	CTE	#0
Racial/Ethnic Origin											
American Indian or Alaska Native	0%	Black or African American	2%	Hispanic or Latino	0%	Asian or Native Hawaiian/Other Pacific Islander	0%	White	93%	Multi-racial	4%
Personnel											
Years Principal Assigned to School	1		# of Assistant Principals	0		# of Deans	0		# of Counselors / Social Workers	1	
% of Teachers with No Valid Teaching Certificate	0		% Teaching Out of Certification	0		% Teaching with Fewer Than 3 Yrs. of Exp.	0		Average Teacher Absences	95% attendance rate for teachers	
Overall Accountability Status											
ELA Performance at levels 3 & 4	53%		Mathematics Performance at levels 3 & 4	56%		Science Performance at levels 3 & 4	97%		4 Year Graduation Rate (HS Only)	na	
Credit Accumulation (High School Only)											
% of 1 st yr. students who earned 10+ credits	na		% of 2 nd yr. students who earned 10+ credits	na		% of 3 rd yr. students who earned 10+ credits	na		6 Year Graduation Rate	na	
Reason for LAP (Indicate under the Category) Achievement Gap (AG), Cut Point (CP), and/or Did Not Meet Adequate Yearly Progress (AYP)											
ELA	Mathematics	Science	Graduation Rate	Subgroup							
				American Indian or Alaska Native							
				Hispanic or Latino							
				White							
AG				Students with Disabilities							
				Economically Disadvantaged							
				Black or African American							
				Asian or Native Hawaiian/Other Pacific Islander							
				Multi-racial							
				Limited English Proficient							

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

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.						
Rating	Statement of Practice 2.2: Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).					
<input checked="" type="checkbox"/>	Highly Effective	a) The school community shares and promotes a distinctive and robust vision for student achievement and well-being based on data and holds itself accountable for working as a community to realize this vision as outlined in its SCEP and other school improvement documents. b) The vision is created and enthusiastically supported by staff, families and students such that it is uniformly seen, heard and known across the community. c) The school community develops and works toward specific, measurable, ambitious, results oriented and timely goals that reflect urgent priorities and ensure the realization of the vision.				
<input type="checkbox"/>	Effective	a) The school community shares a vision concerning student achievement and well-being and for how they want to work as a community to realize this vision as outlined in the SCEP and other school improvement documents and data. b) The vision is created by a select group of staff and families and is supported by the school community such that it is uniformly seen, heard and known across the community. c) The school community develops and works toward specific, measurable, ambitious, results oriented and timely goals that reflect priorities that are aligned with the vision.				
<input type="checkbox"/>	Developing	a) The school community has a vision for student achievement and well-being and is in the process of developing shared ownership and ways to incorporate findings from the school's data. b) The vision created is gaining more support with the staff, families and students across the community. c) The school community is developing and working toward specific, measurable, ambitious, results oriented and timely goals; these goals are not priorities aligned to the vision.				
<input type="checkbox"/>	Ineffective	a) The school community has a vision, but it is misaligned to student achievement and well-being based on the school's data. b) The vision is unknown, not commonly understood and/or has not been shared with the staff, families and students across the community. c) The school community does not develop and work toward goals, or, if the community is working toward goals, they are not specific, measurable, ambitious, results oriented and timely.				
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>	<input checked="" type="checkbox"/> Classroom Observations – # Visited: 15 <input checked="" type="checkbox"/> Interviews with Students – #: 14 <input checked="" type="checkbox"/> Interviews with Support Staff – #: 6 <input checked="" type="checkbox"/> Interviews with Teachers – #: 12 <input checked="" type="checkbox"/> Interviews with Parents/Guardians – #: 4 <input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> Documents Reviewed: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="padding: 2px;">District Strategic Intents</td></tr> <tr><td style="padding: 2px;">Building Leadership Plan</td></tr> <tr><td style="padding: 2px;">Fall 2013 Data – DIBELS and NWEA</td></tr> <tr><td style="padding: 2px;">Spring 2013 State Assessment results</td></tr> </table>	District Strategic Intents	Building Leadership Plan	Fall 2013 Data – DIBELS and NWEA	Spring 2013 State Assessment results
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Building Leadership Plan						
Fall 2013 Data – DIBELS and NWEA						
Spring 2013 State Assessment 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.						
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.						

Rating	Statement of Practice 2.3: Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	
<input checked="" type="checkbox"/>	Highly Effective	a) The school leader models excellence in the creation and use of systems that are dynamic, adaptive and interconnected and lead to the collection and analysis of outcomes that will guide a cycle of continuous improvement and action. b) The school leader espouses and supports practices in all areas that impact a school and student progress and achievement that are self-generative, which include virtuous feedback loops and examples of best practices that lead to sustained high performance. c) The school leader creates—and, where appropriate, collaborates with staff and families to explicitly communicate—pertinent school goals that are timely, transparent and widely available to all stakeholders and used by them to improve the quality of student life.
<input type="checkbox"/>	Effective	a) The school leader encourages the staff to use systems that are dynamic, adaptive, interconnected and lead to the collection and analysis of outcomes. b) The school leader espouses and supports practices in areas that impact a school and student progress and achievement, which include feedback loops and examples of best practices connected to student achievement. c) The school leader communicates pertinent school goals that are timely, transparent and widely available to all stakeholders.
<input type="checkbox"/>	Developing	a) The school leader encourages the staff to use systems that lead to the collection and analysis of outcomes. b) The school leader expects staff to use best practices related to school and student progress and achievement. c) The school leader is working on developing school goals and putting steps into place to communicate them to all stakeholders.
<input type="checkbox"/>	Ineffective	a) The school leader does not encourage the staff to use systems that lead to the collection and analysis of outcomes. b) The school leader expects the staff to use best practices, but has not clearly articulated what and how those practices are; nor has the leader provided space for the staff to identify the best practices. c) Creating school goals is not a priority, or the school leader has not communicated the goals to the stakeholders.
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>		<input checked="" type="checkbox"/> Classroom Observations – # Visited: 15 <input checked="" type="checkbox"/> Interviews with Students – #: 14 <input checked="" type="checkbox"/> Interviews with Support Staff – #: 6 <input checked="" type="checkbox"/> Interviews with Teachers – #: 12 <input checked="" type="checkbox"/> Interviews with Parents/Guardians – #: 4 <input type="checkbox"/> Other: _____ <input checked="" type="checkbox"/> Documents Reviewed: Agendas for Celebrations of Learning: September School Assembly Agenda- Welcome back – Celebration of Learning included as an artifact 2013 HQI – High Quality Instruction plan – included as an artifact
If the SOP rating is <u>Effective</u>, <u>Developing</u> or <u>Ineffective</u>, 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.		

Rating	Statement of Practice 2.4: Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.				
<input checked="" type="checkbox"/>	Highly Effective	a) The school leader models excellence in the creation and use of systems that are dynamic, adaptive and interconnected and lead to the collection and analysis of outcomes that will guide a cycle of continuous improvement and action. b) The school leader espouses and supports practices in all areas that impact a school and student progress and achievement that are self-generative, which include virtuous feedback loops and examples of best practices that lead to sustained high performance. c) The school leader creates—and, where appropriate, collaborates with staff and families to explicitly communicate—pertinent school goals that are timely, transparent and widely available to all stakeholders and used by them to improve the quality of student life.			
<input type="checkbox"/>	Effective	a) The school leader encourages the staff to use systems that are dynamic, adaptive, interconnected and lead to the collection and analysis of outcomes. b) The school leader espouses and supports practices in areas that impact a school and student progress and achievement, which include feedback loops and examples of best practices connected to student achievement. c) The school leader communicates pertinent school goals that are timely, transparent and widely available to all stakeholders.			
<input type="checkbox"/>	Developing	a) The school leader encourages the staff to use systems that lead to the collection and analysis of outcomes. b) The school leader expects staff to use best practices related to school and student progress and achievement. c) The school leader is working on developing school goals and putting steps into place to communicate them to all stakeholders.			
<input type="checkbox"/>	Ineffective	a) The school leader does not encourage the staff to use systems that lead to the collection and analysis of outcomes. b) The school leader expects the staff to use best practices, but has not clearly articulated what and how those practices are; nor has the leader provided space for the staff to identify the best practices. c) Creating school goals is not a priority, or the school leader has not communicated the goals to the stakeholders.			
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>	<input checked="" type="checkbox"/> Classroom Observations – # Visited: 15 <input checked="" type="checkbox"/> Interviews with Students – #: 14 <input checked="" type="checkbox"/> Interviews with Support Staff – #: 6 <input checked="" type="checkbox"/> Interviews with Teachers – #: 12 <input checked="" type="checkbox"/> Interviews with Parents/Guardians – #: 4 <input type="checkbox"/> Other: _____				
	<input checked="" type="checkbox"/> Documents Reviewed: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Autism Consultant teacher roles and responsibilities clarification document</td> </tr> <tr> <td style="padding: 2px;">Teacher/related arts schedules to maximize instruction time</td> </tr> <tr> <td style="padding: 2px;">Teaching Assistant professional learning plan for 2013-2014</td> </tr> <tr> <td style="padding: 2px;"> </td> </tr> </table>		Autism Consultant teacher roles and responsibilities clarification document	Teacher/related arts schedules to maximize instruction time	Teaching Assistant professional learning plan for 2013-2014
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Teaching Assistant professional learning plan for 2013-2014					
If the SOP rating is <u>Effective</u>, <u>Developing</u> or <u>Ineffective</u>, 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.					

Rating	Statement of Practice 2.5: The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	
<input checked="" type="checkbox"/>	Highly Effective	a) The school leader and other school administrators have developed and implemented an explicit and widely communicated system for frequently observing targeted teacher practices throughout the school year that result in relevant feedback and individualized teacher improvement plans. b) The school leader and other school administrators strategically use student data over time, feedback from formal and informal observations, and professional development opportunities connected to improvement plans and conversations to assess and adjust supports provided to teachers and other staff members. c) The school leader conducts periodic check-ins of other school administrators (especially administrators supervising subgroups of students who are experiencing achievement and developmental lags, i.e., special education and English language learner supervisors) and staff members that lead to a clear understanding of the next steps, aligned to their improvement plan, that are necessary to be able to yield a positive year-end evaluation rating.
<input type="checkbox"/>	Effective	a) The school leader and other school administrators have developed and implemented a system for frequently observing targeted teacher practices throughout the school year that result in relevant feedback and teacher improvement plans. b) The school leader and other school administrators use student data, feedback from formal and informal observations, and professional development opportunities connected to improvement plans and conversations to provide supports to teachers and other staff members. c) The school leader conducts periodic check-ins of other school administrators (especially administrators supervising subgroups of students who are experiencing achievement and developmental lags, i.e., special education and English language learner supervisors) and staff members that lead to an understanding of the next steps that are necessary to be able to yield a positive year-end evaluation rating.
<input type="checkbox"/>	Developing	a) The school leader and other school administrators are planning to develop a system for frequently observing teachers that will result in relevant feedback and teacher improvement plans. b) The school leader and other school administrators use feedback from formal and informal observations to provide supports to teachers and other staff members. c) The school leader conducts check-ins of specific staff members, but does not align the findings of the check-ins to improvement steps necessary to yield a positive year-end evaluation rating.
<input type="checkbox"/>	Ineffective	a) The school leader and other school administrators have no formal plans for frequently observing teachers, do not have teacher improvement plans or conversations about teacher improvement plans are not prioritized. b) The school leader and other school administrators do not connect information about student data or former feedback to the development of supports provided to teachers and other staff members. c) The school leader does not conduct periodic check-ins of staff and administrators, and the steps necessary for positive year-end evaluation ratings are not known or communicated.
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>	<input checked="" type="checkbox"/> Classroom Observations – # Visited: 15 <input checked="" type="checkbox"/> Interviews with Students – #: 14 <input checked="" type="checkbox"/> Interviews with Support Staff – #: 6 <input checked="" type="checkbox"/> Interviews with Teachers – #: 12 <input checked="" type="checkbox"/> Interviews with Parents/Guardians – #: 4 <input type="checkbox"/> Other: _____	
	<input checked="" type="checkbox"/> Documents Reviewed: Data and Curriculum calendar – 2013-2014 Agenda/Feedback from Inquiry Day – October 2013	
If the SOP rating is <u>Effective</u>, <u>Developing</u> or <u>Ineffective</u>, 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.	

Tenet 3 - Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are ***appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.

Rating	Statement of Practice 3.2: The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	
<input checked="" type="checkbox"/>	Highly Effective	a) The school leader and staff provide consistent, systematic, and timely individualized and group professional development support to all teachers across grades and subjects to ensure that pertinent decisions are made about the delivery of the curricula. b) The school leader fosters a culture where teachers ensure that the implemented CCLS curricula are dynamic and address what students need to know in order for the school-wide goals to be achieved. c) The school uses cohesive and comprehensive curricula that include clear, descriptive units of studies appropriately aligned to the CCLS and consider what students need to know across all grades to become college and career ready.
<input type="checkbox"/>	Effective	a) The school leader and staff provide consistent and systematic support to all teachers across grades and subjects appropriately aligned to rigorous and coherent CCLS curricula. b) The school leader and teachers work to ensure that the implemented curricula are appropriately aligned to the CCLS. c) The school uses cohesive and comprehensive curricula that include clear, descriptive units of studies appropriately aligned to standards and consider what students need to know across all grades.
<input type="checkbox"/>	Developing	a) The school leader and staff provide curriculum support that does not target the expectations set forth in the CCLS. b) The school leader and staff use of curricula focuses on standards that are not CCLS-appropriately aligned. c) The school uses curricula that consider standards and what students need to know.
<input type="checkbox"/>	Ineffective	a) The school leader and staff do not provide curriculum support to teachers. b) The school leader and staff use of curricula are static and are not appropriately aligned to standards. c) The school has plans for teaching students that are not aligned to any standards.

Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>	<input checked="" type="checkbox"/> Classroom Observations – # Visited: 15 <input checked="" type="checkbox"/> Interviews with Students – #: 14 <input checked="" type="checkbox"/> Interviews with Support Staff – #: 6 <input checked="" type="checkbox"/> Interviews with Teachers – #: 12 <input checked="" type="checkbox"/> Interviews with Parents/Guardians – #: 4 <input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> Documents Reviewed: List of 3 rd -5 th ELA Pilot teachers 2012-2013 (all third/fourth/fifth grade Winfield teachers participated) Data/Curriculum calendar 2013-2014 K-5 Instructional Guides shared in September 2013

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.	

Rating	Statement of Practice 3.3: Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.					
<input type="checkbox"/>	Highly Effective	a) Teachers are supported so that their instructional expertise is developed and nurtured during regularly scheduled grade-level meetings, which are guided by targeted agendas based on student and school data to ensure that all unit plans across their grade/subject are appropriately aligned to the CCLS coherent curriculum and meet students' needs. b) Teachers use pacing calendars and unit plans across all grades, content areas and classes that expose students to a progression of sequenced and scaffolded complex materials appropriately aligned to the CCLS that meet the learning needs of pertinent groups of students (i.e., special education and English language learners) so that they are able to achieve at high consistent rates. c) Teachers use CCLS appropriately aligned lesson plans that promote higher-order thinking skills in all groups of students and develop analytical, evaluative and reflective skills across content areas by providing supports and extensions necessary for student achievement.				
<input checked="" type="checkbox"/>	Effective	a) Teachers formally participate in grade-level or other meetings to collaboratively create and examine coherent CCLS-appropriately aligned curriculum unit plans across their grade/subject. b) Teachers use appropriately aligned CCLS pacing calendars and unit plans across all grades, content areas and classes that expose students to a progression of sequenced complex materials. c) Teachers use CCLS-appropriately aligned lesson plans that promote higher-order thinking skills and help students analyze information.				
<input type="checkbox"/>	Developing	a) Teachers formally participate in grade-level or other meeting opportunities to discuss unit plans across their grade/subject areas. b) Teachers use unit plans in classes that expose students to materials aligned to their grade. c) Teachers use lesson plans that are aligned to standards and appropriate for the grade and subject.				
<input type="checkbox"/>	Ineffective	a) Teachers meet informally and/or have no systems or protocols for working on unit plans. b) Teachers use grade/subject materials that are not aligned to unit plans or pacing calendars. c) Teachers do not consistently use lesson plans to instruct students that are aligned to the standards or appropriately addresses the grade and subject.				
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>	<input checked="" type="checkbox"/> Classroom Observations – # Visited: 15 <input checked="" type="checkbox"/> Interviews with Students – #: 14 <input checked="" type="checkbox"/> Interviews with Support Staff – #: 6 <input checked="" type="checkbox"/> Interviews with Teachers – #: 12 <input checked="" type="checkbox"/> Interviews with Parents/Guardians – #: 4 <input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> Documents Reviewed: <table border="1" data-bbox="1006 976 1510 1176"> <tr><td>1st grade council minutes for September 2013</td></tr> <tr><td>Math module modification document 2013</td></tr> <tr><td>Professional development plan for support staff (special education and intervention specialists), developed in conjunction with Director or Pupil/Personnel Services</td></tr> <tr><td> </td></tr> </table>	1 st grade council minutes for September 2013	Math module modification document 2013	Professional development plan for support staff (special education and intervention specialists), developed in conjunction with Director or Pupil/Personnel Services	
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Professional development plan for support staff (special education and intervention specialists), developed in conjunction with Director or Pupil/Personnel Services						
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.	Self-contained classrooms will meet the rigor required of the common core learning standards.					
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Staff development funding BOCES – Special Education School Improvement specialists					
Describe the professional development activities planned to support the implementation of the actions in this area.	A quality improvement plan will be developed to provide training to ensure that self-contained classrooms are meeting the rigor in order to achieve at a high consistent rate. Teachers in these rooms will receive training on how to deliver a more focused approach in meeting the standards.					

Rating	Statement of Practice 3.4: The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.					
<input checked="" type="checkbox"/>	Highly Effective	a) The school has a culture where all teachers work in partnerships within and across grades and subjects vertically and horizontally on a regular basis targeting student development, what is taught and why it is taught. b) The school leader and teachers ensure that students are exposed to a rich CCLS-appropriately aligned academic curriculum that enables them to develop and demonstrate high cognitive abilities/competency in discovering, creating and communicating information using the arts, technology and other enrichment areas.				
<input type="checkbox"/>	Effective	a) The school leader and staff create opportunities for all teachers to work in partnerships within and across grades and subjects vertically and horizontally on a regular basis targeting what is taught and why it is taught. b) The school leader and teachers ensure that students are exposed to a standards-based aligned curriculum that enables students to discover, create and communicate information using the arts, technology and other enrichment areas.				
<input type="checkbox"/>	Developing	a) The school leader creates opportunities for specific teams of teachers to work horizontally across grades or subjects on a regular basis. b) The school leader has not ensured that students' exposure to the arts and technology is aligned to the implemented academic curriculum, which limits how students fully benefit from using the arts, technology and other enrichment areas.				
<input type="checkbox"/>	Ineffective	a) Formal opportunities for teachers to meet across grades or subjects to plan and discuss strategies do not exist. b) The school leader has not taken measures to ensure that students are exposed to the arts, technology and other enrichment areas.				
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>	<input checked="" type="checkbox"/> Classroom Observations – # Visited: 15 <input checked="" type="checkbox"/> Interviews with Students – #: 14 <input checked="" type="checkbox"/> Interviews with Support Staff – #: 6 <input checked="" type="checkbox"/> Interviews with Teachers – #: 12 <input checked="" type="checkbox"/> Interviews with Parents/Guardians – #: 4 <input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> Documents Reviewed: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">1:1 4th and 5th grade laptop initiative</td> </tr> <tr> <td style="padding: 2px;">HQI – High Quality Instruction document</td> </tr> <tr> <td style="padding: 2px;">Scholar Roo Teaching for Learning Strategy – comes from the 6 shifts in ELA and Math</td> </tr> <tr> <td style="padding: 2px;">Engageny video series, 21 teachers, 15 hours – sign in sheet with proposal included - 2013</td> </tr> </table>	1:1 4 th and 5 th grade laptop initiative	HQI – High Quality Instruction document	Scholar Roo Teaching for Learning Strategy – comes from the 6 shifts in ELA and Math	Engageny video series, 21 teachers, 15 hours – sign in sheet with proposal included - 2013
1:1 4 th and 5 th grade laptop initiative						
HQI – High Quality Instruction document						
Scholar Roo Teaching for Learning Strategy – comes from the 6 shifts in ELA and Math						
Engageny video series, 21 teachers, 15 hours – sign in sheet with proposal included - 2013						
If the SOP rating is <u>Effective</u>, <u>Developing</u> or <u>Ineffective</u>, 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.						

Rating	Statement of Practice 3.5: The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.					
<input checked="" type="checkbox"/>	Highly Effective	a) The school leader cultivates exemplary practices and models the collection and use of timely data (formative and summative assessments including screening, interim measures and progress monitoring) to assess school-wide effectiveness, identify student needs, and promote high levels of student learning and success. b) The school leader and teachers actively develop multiple points of assessments for students that immerse school teams in an in-depth analysis of assessment results and lead to the adaptation of instruction that is empirically/evidence based. c) The school leader and teachers collaboratively analyze collected data, leading to the development of comprehensive instructional plans for groups of students that capture current levels of student achievement, map out a clear and timely path for progress and growth, and engage students as active participants in their own learning.				
<input type="checkbox"/>	Effective	a) The school leader collects timely data (formative and summative assessments including screening, interim measures and progress monitoring) and shares it with teachers and instructional staff so they can assess school effectiveness, identify student needs, and promote high levels of student learning and success. b) The school leader and teachers use assessment tools to identify patterns of student learning that lead to the adaptation of instruction. c) The school leader and teachers analyze collected data, leading to the development of instructional plans for groups of students that capture current levels of student achievement and map out a clear and timely path for progress and growth.				
<input type="checkbox"/>	Developing	a) The school leader reviews limited data and informs teachers and instructional staff of student achievement levels. b) The school leader and teachers use summative assessments to identify patterns of student learning and inform instruction. c) The school leader and teachers' analysis of data leads to an adaptation of instructional plans based on the performance of specific students, which causes a misalignment of instruction for other students.				
<input type="checkbox"/>	Ineffective	a) The school leader does not use data as a mechanism to assess student achievement levels. b) The school leader and teachers do not utilize assessment tools as a vehicle to identify patterns of student learning. c) The school leader and teachers struggle with the use of data, which impedes their ability to inform the development of instructional plans for students.				
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>	<input checked="" type="checkbox"/> Classroom Observations – # Visited: 15 <input checked="" type="checkbox"/> Interviews with Students – #: 14 <input checked="" type="checkbox"/> Interviews with Support Staff – #: 6 <input checked="" type="checkbox"/> Interviews with Teachers – #: 12 <input checked="" type="checkbox"/> Interviews with Parents/Guardians – #: 4 <input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> Documents Reviewed: <table border="1" data-bbox="1008 1150 1511 1325"> <tr> <td>Inquiry Day agenda – October 21, 2013</td> </tr> <tr> <td>Data Day folder for fourth grade teacher, as an artifact of Inquiry team meeting results and documents collated for teachers for Data Days.</td> </tr> <tr> <td> </td> </tr> <tr> <td> </td> </tr> </table>	Inquiry Day agenda – October 21, 2013	Data Day folder for fourth grade teacher, as an artifact of Inquiry team meeting results and documents collated for teachers for Data Days.		
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If the SOP rating is <u>Effective</u>, <u>Developing</u> or <u>Ineffective</u>, 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.						

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

Rating	Statement of Practice 4.2: Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.											
<input type="checkbox"/>	Highly Effective	a) Teachers have a transparent, targeted plan that is informed by data (summative, interim, attendance, IEPs, NYSESLAT, etc.), grade-level and school-wide goals for all groups of students. b) Teachers use instructional practices and strategies that are aligned to plans and include accommodations for groups of students with disabilities and linguistic needs of English language learners/limited English proficient students to provide timely and appropriate instructional interventions and extensions for all students. c) Teachers create short- and long-term goals based on data with learning trajectories for groups of students based on identified and timely needs that lead to student involvement in their own learning.										
<input checked="" type="checkbox"/>	Effective	a) Teachers have a plan that is informed by data (summative, interim, attendance, IEPs, NYSESLAT, etc.) and grade-level goals for all groups of students. b) Teachers use instructional practices and strategies that are aligned to plans and include accommodations for groups of students with disabilities and linguistic needs of English language learners/limited English proficient students and provide instructional interventions to students that lead to inquiry and engagement. c) Teachers create short- and long-term goals for groups of students based on grade-level benchmarks and leads to student involvement in their own learning.										
<input type="checkbox"/>	Developing	a) Teachers have a plan and are learning how to align it to class data. b) Teachers use instructional practices and strategies that are aligned to plans and provide instructional interventions to students. c) Teachers' established goals for groups of students are static and do not consider students' short- or long-term progress.										
<input type="checkbox"/>	Ineffective	a) Teachers do not have plans that are based on data. b) Teachers use instructional practices and strategies that are neither aligned to a plan nor provide instructional interventions to students. c) Teachers have not established short or long-term goals for groups of students.										
Please indicate the evidence used to determine the rating. Check all that apply.		<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Classroom Observations – # Visited: 15 <input checked="" type="checkbox"/> Interviews with Students – #: 14 <input checked="" type="checkbox"/> Interviews with Support Staff – #: 6 <input checked="" type="checkbox"/> Interviews with Teachers – #: 12 <input checked="" type="checkbox"/> Interviews with Parents/Guardians – #: 4 <input type="checkbox"/> Other: _____ </td> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Documents Reviewed: </td> </tr> <tr> <td></td> <td style="border: 1px solid black;">Inquiry Team agenda – October 21, 2013</td> </tr> <tr> <td></td> <td style="border: 1px solid black;">HQI plan – 2013-2014</td> </tr> <tr> <td></td> <td style="border: 1px solid black;">HQI powerpoint shared with staff – October staff meetings</td> </tr> <tr> <td></td> <td style="border: 1px solid black;"> </td> </tr> </table>	<input checked="" type="checkbox"/> Classroom Observations – # Visited: 15 <input checked="" type="checkbox"/> Interviews with Students – #: 14 <input checked="" type="checkbox"/> Interviews with Support Staff – #: 6 <input checked="" type="checkbox"/> Interviews with Teachers – #: 12 <input checked="" type="checkbox"/> Interviews with Parents/Guardians – #: 4 <input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> Documents Reviewed:		Inquiry Team agenda – October 21, 2013		HQI plan – 2013-2014		HQI powerpoint shared with staff – October staff meetings		
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	Inquiry Team agenda – October 21, 2013											
	HQI plan – 2013-2014											
	HQI powerpoint shared with staff – October staff meetings											
If the SOP rating is Effective, Developing or Ineffective, please provide a response in the areas below.												
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	All teachers will utilize NWEA to drive student goal setting All teachers will access and utilize NWEA teacher reports All teachers will incorporate specific RTI time into daily schedules											
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	NWEA goal setting worksheet NWEA training on using NWEA teacher reports Purposeful RTI blocks of time will allow for a targeted focus on individual students SST team will use RTI direct to develop plans and progress monitor interventions											
Describe the professional development activities planned to support the implementation of the actions in this area.	NWEA district training from the Director of Elementary Education and Middle school level administrator Monthly HQI plan – focus on setting instructional objectives, student engagement, use of technology, data driven instruction and checking for understanding – these are key areas.											

Rating	Statement of Practice 4.3: Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.			
<input type="checkbox"/>	Highly Effective	a) Teachers use instructional practices that are systematic and explicit, based on sequential lesson plans appropriately aligned to CCLS curriculum maps to instruct students, leading to high levels of achievement. b) Teachers use data and multiple strategies to provide students with a wide variety of ways to engage in learning so that the students can achieve their targeted goals.		
<input checked="" type="checkbox"/>	Effective	a) Teachers use instructional practices appropriately aligned to CCLS curriculum maps to instruct students, leading to student achievement. b) Teachers provide students with a wide variety of ways to engage in learning that enable students to achieve their targeted goals.		
<input type="checkbox"/>	Developing	a) Teachers use instructional practices that are aligned to standards but do not lead to increased student achievement. b) Teachers provide generic instruction to students that limit the ways in which students are able to access learning and achieve goals.		
<input type="checkbox"/>	Ineffective	a) Teacher instruction is incoherent and not based on any lesson plans. b) Teachers' instruction is not purposeful or adaptive.		
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>		<table border="1"> <tr> <td data-bbox="479 625 998 808"> <input checked="" type="checkbox"/> Classroom Observations – # Visited: 15 <input checked="" type="checkbox"/> Interviews with Students – #: 14 <input checked="" type="checkbox"/> Interviews with Support Staff – #: 6 <input checked="" type="checkbox"/> Interviews with Teachers – #: 12 <input checked="" type="checkbox"/> Interviews with Parents/Guardians – #: 4 <input type="checkbox"/> Other: _____ </td> <td data-bbox="998 625 1528 808"> <input checked="" type="checkbox"/> Documents Reviewed: Instructional plans within the Engageny modules being utilized 3-5 ELA Winfield Leadership Plan 2013-2014 _____ _____ </td> </tr> </table>	<input checked="" type="checkbox"/> Classroom Observations – # Visited: 15 <input checked="" type="checkbox"/> Interviews with Students – #: 14 <input checked="" type="checkbox"/> Interviews with Support Staff – #: 6 <input checked="" type="checkbox"/> Interviews with Teachers – #: 12 <input checked="" type="checkbox"/> Interviews with Parents/Guardians – #: 4 <input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> Documents Reviewed: Instructional plans within the Engageny modules being utilized 3-5 ELA Winfield Leadership Plan 2013-2014 _____ _____
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If the SOP rating is <u>Effective</u>, <u>Developing</u> or <u>Ineffective</u>, please provide a response in the areas below.				
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	Intervention specialists and special educations teachers will feel more confident ins supporting teachers in the common core and module instruction Quality improvement plan will be developed			
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Trainer – Denise Alterio through Title IIA grant			
Describe the professional development activities planned to support the implementation of the actions in this area.	Professional development will center on co-teaching with the CCLS as the focus and module work will be included			

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

Rating	Statement of Practice 4.5: Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.							
<input type="checkbox"/>	Highly Effective	a) Teachers use summative and formative assessments including screening, progress monitoring, interim measures and outcome assessments to develop highly dynamic and responsive plans, based on students' strengths and needs. b) Teachers use a wide variety of relevant data sources to create robust lesson plans that account for student grouping and to determine the appropriate intensity and duration of instruction. c) Teachers provide frequent and relevant feedback to students based on the analysis of timely data, and students draw on the feedback so that they can reflect, adjust and assess their own progress.						
<input checked="" type="checkbox"/>	Effective	a) Teachers utilize data sources and analyze the information provided from such sources to inform instructional decision-making, including student grouping and instructional strategies. b) Teachers use targeted plans to adjust student grouping and instructional strategies based on data for most students. c) Teachers provide frequent feedback to students based on the analysis of timely data and provide students with their next steps.						
<input type="checkbox"/>	Developing	a) Teachers utilize data sources to inform instructional decision-making. b) Teachers have action plans for adjusting student groupings, but the plans lack specificity and do not provide targeted intervention for students requiring additional support. c) Teachers provide data-based feedback to students.						
<input type="checkbox"/>	Ineffective	a) Teachers do not use assessments to inform instructional decision-making. b) Teachers do not use their action plans for grouping and adjusting their instruction, or they do not have action plans. c) Teachers do not use data to provide feedback to students, which makes the feedback inadequate.						
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>		<table border="1" style="width: 100%;"> <tr> <td style="width: 60%; vertical-align: top;"> <input checked="" type="checkbox"/> Classroom Observations – # Visited: 15 <input checked="" type="checkbox"/> Interviews with Students – #: 14 <input checked="" type="checkbox"/> Interviews with Support Staff – #: 6 <input checked="" type="checkbox"/> Interviews with Teachers – #: 12 <input checked="" type="checkbox"/> Interviews with Parents/Guardians – #: 4 <input type="checkbox"/> Other: _____ </td> <td style="width: 40%; vertical-align: top;"> <input checked="" type="checkbox"/> Documents Reviewed: <table border="1" style="width: 100%;"> <tr><td>HQI learning plan – 2013-2014</td></tr> <tr><td>HQI October power point – setting instructional objectives</td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table> </td> </tr> </table>	<input checked="" type="checkbox"/> Classroom Observations – # Visited: 15 <input checked="" type="checkbox"/> Interviews with Students – #: 14 <input checked="" type="checkbox"/> Interviews with Support Staff – #: 6 <input checked="" type="checkbox"/> Interviews with Teachers – #: 12 <input checked="" type="checkbox"/> Interviews with Parents/Guardians – #: 4 <input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> Documents Reviewed: <table border="1" style="width: 100%;"> <tr><td>HQI learning plan – 2013-2014</td></tr> <tr><td>HQI October power point – setting instructional objectives</td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table>	HQI learning plan – 2013-2014	HQI October power point – setting instructional objectives		
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If the SOP rating is <u>Effective</u>, <u>Developing</u> or <u>Ineffective</u>, please provide a response in the areas below.								
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	The number of teachers delivering high quality feedback to students will increase							
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	HQI learning plan Charlotte Danielson rubric will help to foster improvement in this area HQI monthly power points							
Describe the professional development activities planned to support the implementation of the actions in this area.	Grade level meetings at Winfield One to one meetings with building principal							

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

Rating **Statement of Practice 5.2:**
The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.

<input checked="" type="checkbox"/>	Highly Effective	<p>a) A deliberate system has been established that allows each child to be well known by a designated adult who coordinates social and emotional developmental health needs in a system that positively reinforces academic success for all students.</p> <p>b) There is a strategic and comprehensive system for referral and support for all students that effectively addresses barriers to social and emotional developmental health and academic success.</p> <p>c) The school strategically uses data to identify areas of need and leverages internal or external resources and cultivates partnerships that strongly impact the social and emotional developmental health of students.</p>
<input type="checkbox"/>	Effective	<p>a) A system has been established that allows each child to be known by a designated adult who coordinates social and emotional developmental health needs.</p> <p>b) There is a system for referral and support for all students that addresses barriers to social and emotional developmental health and academic needs.</p> <p>c) The school uses data to identify areas of need and cultivates partnerships that impact student social and emotional developmental health.</p>
<input type="checkbox"/>	Developing	<p>a) The school is developing a system to address the social and emotional developmental health needs of students.</p> <p>b) The school is developing a system of referral and support that addresses the social and emotional developmental health and academic success of students.</p> <p>c) The school use of data identifies surface areas of need connected to the social and emotional developmental health of students.</p>
<input type="checkbox"/>	Ineffective	<p>a) The school does not have a system to coordinate the social and emotional developmental health needs of students.</p> <p>b) The school does not have a system of referral and support, or the system in place is ineffective.</p> <p>c) The school does not use data to identify student areas of need connected to social and emotional developmental health.</p>

<p>Please indicate the evidence used to determine the rating. <i>Check all that apply.</i></p>	<input checked="" type="checkbox"/> Classroom Observations – # Visited: 15 <input checked="" type="checkbox"/> Interviews with Students – #: 14 <input checked="" type="checkbox"/> Interviews with Support Staff – #: 6 <input checked="" type="checkbox"/> Interviews with Teachers – #: 12 <input checked="" type="checkbox"/> Interviews with Parents/Guardians – #: 4 <input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> Documents Reviewed: Artifacts showing services for student support: Backpack program, SST schedule, SST meeting minutes/template, social skills group, student mentor program Evidence of community partnerships: examples: Rotarians, Community Foundation award, Wal-Mart award, Arbor Development.
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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.	
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.	

Rating	Statement of Practice 5.3: The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.						
<input checked="" type="checkbox"/>	Highly Effective	a) All school constituents can articulate a shared understanding of skills and behaviors that demonstrate social and emotional developmental health and how those behaviors are linked and lead to academic success. b) There is a rigorous and coherent curriculum/program in place that teaches, supports and measures social and emotional developmental health for students that results in all students demonstrating these skills and articulating a sense of belonging and ownership in the school community. c) There is a deliberate professional development plan that builds adult capacity to facilitate learning experiences and to support social and emotional developmental health for all students, resulting in a safe and healthy environment that is conducive to learning across the school community and impacts student academic success.					
<input type="checkbox"/>	Effective	a) All school constituents can articulate the skills and behaviors that demonstrate social and emotional developmental health and lead to academic success. b) There is a curriculum/program in place that teaches, supports and measures social and emotional developmental health for students that results in a significant number of students demonstrating these skills. c) There is professional development in place that builds adult capacity in supporting students' social and emotional developmental health that results in a safe, respectful learning community.					
<input type="checkbox"/>	Developing	a) The school is developing an understanding of the skills and behaviors connected to social and emotional developmental health and how those behaviors are linked to academic success. b) The school is developing a curriculum/program to teach, support, and measure social and emotional developmental health for students, or there is a curriculum in place that is not clearly aligned to defined outcomes. c) The school is developing supports to build adult capacity in terms of supporting students' social and emotional developmental health.					
<input type="checkbox"/>	Ineffective	a) The school has not identified skills and behaviors connected to social and emotional developmental health. b) The school does not have a curriculum or program in place to support social and emotional developmental health. c) The school does not provide professional development to support staff and faculty in supporting the social and emotional developmental health of students.					
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>	<input checked="" type="checkbox"/> Classroom Observations – # Visited: 15 <input checked="" type="checkbox"/> Interviews with Students – #: 14 <input checked="" type="checkbox"/> Interviews with Support Staff – #: 6 <input checked="" type="checkbox"/> Interviews with Teachers – #: 12 <input checked="" type="checkbox"/> Interviews with Parents/Guardians – #: 4 <input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> Documents Reviewed: <table border="1" data-bbox="1006 1270 1518 1596"> <tr> <td>EAP – Employee Assistance Program – flyer as artifact</td> </tr> <tr> <td>Committee report out from October staff meeting – one meeting 1x per month on report outs. (this is just one example)</td> </tr> <tr> <td>Social skills group convened by Winfield social worker</td> </tr> <tr> <td>SEMT agendas – October as an example</td> </tr> <tr> <td>Case Conferences – developed this year – Attendance, academic, disability, health and nutrition, social/emotional, family partnerships</td> </tr> </table>	EAP – Employee Assistance Program – flyer as artifact	Committee report out from October staff meeting – one meeting 1x per month on report outs. (this is just one example)	Social skills group convened by Winfield social worker	SEMT agendas – October as an example	Case Conferences – developed this year – Attendance, academic, disability, health and nutrition, social/emotional, family partnerships
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SEMT agendas – October as an example							
Case Conferences – developed this year – Attendance, academic, disability, health and nutrition, social/emotional, family partnerships							
If the SOP rating is <u>Effective</u>, <u>Developing</u> or <u>Ineffective</u>, please provide a response in the areas below.							
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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.	
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Rating	Statement of Practice 5.4: All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.					
<input checked="" type="checkbox"/>	Highly Effective	a) Across the school community, students are able to express that they feel safe, supported in their social and emotional developmental health growth, and have a voice in decisions that impact their lives as students (as developmentally appropriate). b) Across the school community, teachers articulate their investment in the school vision and how they have a voice in decisions that impact the school environment and student learning. c) Across the school community, parents are able to express how their children have demonstrated growth as a result of the school's social and emotional developmental health support and how this support is tied to the school's vision and students' needs.				
<input type="checkbox"/>	Effective	a) Across the school community, students express that they feel safe and supported in their social and emotional developmental health growth. b) Across the school community, teachers are able to articulate the school vision and how it is connected to student social and emotional developmental health and the role teachers play in achieving that vision. c) Across the school community, parents are able to express the work the school does that is linked to the social and emotional developmental health of their children and how this support is tied to the school's vision.				
<input type="checkbox"/>	Developing	a) Students express that the school supports their social and emotional developmental health, but they do not consistently feel safe—or students express that they feel safe but are unaware of where to turn for social and emotional supports. b) Among teachers, there is uncertainty regarding their role in supporting students' social and emotional developmental health, and how it ties into the school vision or the limited awareness of the vision hinders teachers from making meaningful connections to student support. c) Parents are able to express how the school provides levels of social and emotional developmental health supports to students, but there isn't a clear understanding of how the support connects to the school's vision.				
<input type="checkbox"/>	Ineffective	a) Students express that they do not feel safe and supported in their school community. b) Teachers are unable to articulate the school's vision connected to social and emotional developmental health and/or do not express their role in supporting students. c) Parents are unable to express the school vision connected to social and emotional developmental health and/or express that they do not feel their children are supported.				
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>		<input checked="" type="checkbox"/> Classroom Observations – # Visited: 15 <input checked="" type="checkbox"/> Interviews with Students – #: 14 <input checked="" type="checkbox"/> Interviews with Support Staff – #: 6 <input checked="" type="checkbox"/> Interviews with Teachers – #: 12 <input checked="" type="checkbox"/> Interviews with Parents/Guardians – #: 4 <input type="checkbox"/> Other: _____				
<input checked="" type="checkbox"/> Documents Reviewed: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Interviewer notes from student and parent interviews</td> </tr> <tr> <td>Safety Patrol – 5th graders</td> </tr> <tr> <td>SEMT Planning Cycle – 2013-2014</td> </tr> <tr> <td> </td> </tr> </table>			Interviewer notes from student and parent interviews	Safety Patrol – 5 th graders	SEMT Planning Cycle – 2013-2014	
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If the SOP rating is Effective, Developing or Ineffective, please provide a response in the areas below.

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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.	

Rating	Statement of Practice 5.5: The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.			
<input checked="" type="checkbox"/>	Highly Effective	a) The school leader and student support staff work collaboratively to develop a strategic plan to incentivize teachers' use of a wide variety of data to address students' social and emotional developmental health needs that align to academic and social success. b) The school leader provides time and space for teachers to work with other staff members so that a comprehensive action plan is developed and implemented, so students can become academically and socially successful.		
<input type="checkbox"/>	Effective	a) The school leader and student support staff work with teachers to develop an understanding of how to use data to address students' social and emotional developmental health needs that align to academic and social success. b) The school leader and student support staff expect staff members to use data to effectively address student needs.		
<input type="checkbox"/>	Developing	a) The school leader encourages specific teachers to use data to address students' social and emotional developmental health needs. b) The school leader is developing support systems to address the staff's ability to meet student needs.		
<input type="checkbox"/>	Ineffective	a) The school leader has not prioritized the need for systems that address how teachers and other staff use data to address students' social and emotional developmental health needs. b) The school has no specific plan to support staff efforts to address student needs.		
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>		<table border="1"> <tr> <td data-bbox="479 724 998 905"> <input checked="" type="checkbox"/> Classroom Observations – # Visited: 15 <input checked="" type="checkbox"/> Interviews with Students – #: 14 <input checked="" type="checkbox"/> Interviews with Support Staff – #: 6 <input checked="" type="checkbox"/> Interviews with Teachers – #: 12 <input checked="" type="checkbox"/> Interviews with Parents/Guardians – #: 4 <input type="checkbox"/> Other: _____ </td> <td data-bbox="998 724 1528 905"> <input checked="" type="checkbox"/> Documents Reviewed: 2013-2014 Case conference template – 3x/year per teacher FBA/BIP – functional behavior assessment template and plan </td> </tr> </table>	<input checked="" type="checkbox"/> Classroom Observations – # Visited: 15 <input checked="" type="checkbox"/> Interviews with Students – #: 14 <input checked="" type="checkbox"/> Interviews with Support Staff – #: 6 <input checked="" type="checkbox"/> Interviews with Teachers – #: 12 <input checked="" type="checkbox"/> Interviews with Parents/Guardians – #: 4 <input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> Documents Reviewed: 2013-2014 Case conference template – 3x/year per teacher FBA/BIP – functional behavior assessment template and plan
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Describe the professional development activities planned to support the implementation of the actions in this area.				

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

Rating	Statement of Practice 6.2: The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.						
<input checked="" type="checkbox"/>	Highly Effective	a) The school is a welcoming space and is responsive to families and community members and collaboratively designs an open-door policy to ensure appropriate access to school leaders and staff. b) The school community proactively cultivates trusting and respectful relationships with diverse families and community stakeholders. c) The school provides support to families by creating diverse and meaningful opportunities for volunteering and engaging with the school using multiple points of entry focused on student learning and development.					
<input type="checkbox"/>	Effective	a) The school is a welcoming space and is responsive to families and community members and designs an open-door policy to ensure appropriate access to school leaders and staff. b) The school community espouses a trusting and respectful relationship with diverse families and community stakeholders. c) The school offers families opportunities for volunteering and engaging with the school focused on student learning and development.					
<input type="checkbox"/>	Developing	a) The school welcomes families and provides opportunities to engage with staff during select times throughout the year. b) The school community encourages relationships with families and community stakeholders who are consistently visible/vocal at the school or whose children are in immediate need. c) The school delegates promoting volunteer opportunities to the parent association or other involved families at the school.					
<input type="checkbox"/>	Ineffective	a) The school is welcoming to parents who can access English and parents who initiate the relationship. b) The school community does not prioritize relationships with families or the community. c) There are no efforts made to promote volunteers opportunities.					
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>		<table border="1" style="width: 100%;"> <tr> <td style="width: 60%;"> <input checked="" type="checkbox"/> Classroom Observations – # Visited: 15 <input checked="" type="checkbox"/> Interviews with Students – #: 14 <input checked="" type="checkbox"/> Interviews with Support Staff – #: 6 <input checked="" type="checkbox"/> Interviews with Teachers – #: 12 <input checked="" type="checkbox"/> Interviews with Parents/Guardians – #: 4 <input type="checkbox"/> Other: _____ </td> <td style="width: 40%;"> <input checked="" type="checkbox"/> Documents Reviewed: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Parent involvement survey</td></tr> <tr><td>Roo Reading Planning Cycle -</td></tr> <tr><td> </td></tr> </table> </td> </tr> </table>	<input checked="" type="checkbox"/> Classroom Observations – # Visited: 15 <input checked="" type="checkbox"/> Interviews with Students – #: 14 <input checked="" type="checkbox"/> Interviews with Support Staff – #: 6 <input checked="" type="checkbox"/> Interviews with Teachers – #: 12 <input checked="" type="checkbox"/> Interviews with Parents/Guardians – #: 4 <input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> Documents Reviewed: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Parent involvement survey</td></tr> <tr><td>Roo Reading Planning Cycle -</td></tr> <tr><td> </td></tr> </table>	Parent involvement survey	Roo Reading Planning Cycle -	
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Describe the professional development activities planned to support the implementation of the actions in this area.							

Rating	Statement of Practice 6.3: The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.	
<input checked="" type="checkbox"/>	Highly Effective	a) The school staff respects, acknowledges, and validates the diversity of the existing knowledge and culture held by families and community members and provides a space to celebrate the diversity. b) The school staff provides opportunities for purposeful, strategic and authentic dialogue about school achievement, development and improvement in all pertinent languages so that all parents can

		participate in the dialogue. c) The school staff regularly communicates and solicits family feedback concerning student achievement, needs, issues and concerns using multiple, interactive communication paths in all pertinent languages so that student achievement is increased.
<input type="checkbox"/>	Effective	a) The school staff respects and acknowledges the diversity of the existing knowledge and culture held by families and community members. b) The school staff communicates about school issues and concerns in all languages so that all parents are aware of the communication. c) The school staff regularly communicates with families concerning student achievement information using multiple tools in all pertinent languages so that student achievement is increased.
<input type="checkbox"/>	Developing	a) The school staff is aware of the diverse culture and is developing a plan to cultivate an understanding of the diversity and needs of the community. b) The school staff sends communications out to families and provides translations upon request. c) The school disseminates information to families about students during scheduled parent-teacher conferences and provides translations upon request.
<input type="checkbox"/>	Ineffective	a) The school staff has not made efforts toward recognizing all cultural groups that makeup their community. b) The school staff communicates with families without considering translation needs. c) The school sends summative student information to families at the end of the year and does not consider translation needs.
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>		<input checked="" type="checkbox"/> Classroom Observations – # Visited: 15 <input checked="" type="checkbox"/> Interviews with Students – #: 14 <input checked="" type="checkbox"/> Interviews with Support Staff – #: 6 <input checked="" type="checkbox"/> Interviews with Teachers – #: 12 <input checked="" type="checkbox"/> Interviews with Parents/Guardians – #: 4 <input type="checkbox"/> Other: _____
		<input checked="" type="checkbox"/> Documents Reviewed: Monthly newsletter – September and October included Weekly School Messenger dialer to parents – artifact included Teacher weekly newsletter – 3 rd grade example
If the SOP rating is <u>Effective, Developing or Ineffective</u>, 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.		
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Rating	Statement of Practice 6.4: The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	
<input checked="" type="checkbox"/>	Highly Effective	a) The school builds partnerships and creates opportunities that link and engage all families with the community to support student learning and growth. b) The school provides professional development for all school staff on how to actively seek and sustain healthy partnerships with families and community organizations that is linked to student needs.
<input type="checkbox"/>	Effective	a) The school makes connections between families and the community to support student learning and growth. b) The school provides professional development for targeted school staff on how to actively seek and sustain healthy partnerships with families and community organizations that is linked to student needs.
<input type="checkbox"/>	Developing	a) The school shares information with families regarding community resources. b) The professional development for targeted school staff is inclusive of information on how staff can seek partnerships with families.

<input type="checkbox"/>	Ineffective	<p>a) The school does not have partnerships that link families with the community and does not share community resources to support student learning.</p> <p>b) The school does not provide professional development for staff concerning developing partnerships with families and/or the community.</p>	
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>		<input checked="" type="checkbox"/> Classroom Observations – # Visited: 15 <input checked="" type="checkbox"/> Interviews with Students – #: 14 <input checked="" type="checkbox"/> Interviews with Support Staff – #: 6 <input checked="" type="checkbox"/> Interviews with Teachers – #: 12 <input checked="" type="checkbox"/> Interviews with Parents/Guardians – #: 4 <input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> Documents Reviewed: Rotary – volunteer reading schedule Lions Club – referral for eye exam/glasses Diversity Committee – ex: Black History month agenda Work with higher level education and professional groups to support students – CCC, Elmira Pioneers, Corning Hawks, Elmira Jackals
		If the SOP rating is <u>Effective, Developing or Ineffective</u>, please provide a response in the areas below.	
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Rating	Statement of Practice 6.5: The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students, and school constituents centered on student learning and success.		
<input checked="" type="checkbox"/>	Highly Effective	<p>a) The school community provides a wide range of learning opportunities for families and community members to elevate their understanding of student and school data.</p> <p>b) The entire school community shares data in a way in which families can understand student learning needs and successes so that they can proactively advocate and partner with the school around student support and sustainability.</p>	
<input type="checkbox"/>	Effective	<p>a) The school community provides a wide range of learning opportunities for families to elevate their understanding of student data.</p> <p>b) The school community shares data in a way in which families can understand student learning needs and successes and are encouraged to advocate around student support and sustainability.</p>	
<input type="checkbox"/>	Developing	<p>a) The school community provides learning opportunities for families who actively seek to understand their student data.</p> <p>b) The school community shares data and families can access it to understand student learning needs and successes.</p>	
<input type="checkbox"/>	Ineffective	<p>a) The school community does not provide learning opportunities for families to understand student data.</p> <p>b) The school community shares data in a way that limits the way in which families understand student learning and needs.</p>	
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>		<input checked="" type="checkbox"/> Classroom Observations – # Visited: 15 <input checked="" type="checkbox"/> Interviews with Students – #: 14 <input checked="" type="checkbox"/> Interviews with Support Staff – #: 6 <input checked="" type="checkbox"/> Interviews with Teachers – #: 12 <input checked="" type="checkbox"/> Interviews with Parents/Guardians – #: 4 <input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> Documents Reviewed: Parent Teacher conference one pager -2013-2014 Psychologist calls parents prior to CSE meetings to explain testing results: confidential document. BLT minutes – October artifact . PTA member

		on BLT and reports out at PTA, and vice versa.
<p>If the SOP rating is Effective, Developing or Ineffective, please provide a response in the areas below.</p>		
<p>Actions in this area to be taken to improve the identified subgroup(s) student performance levels.</p>		
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Describe the process used to develop this plan pursuant to CR100.11.

A district team was put together to address the components of the LAP self-review. The team came together for an initial meeting and mapped out the planning cycle (below) of how each component would be addressed. A BOCES representative attended the initial meeting to help guide the process and ensure that our plan addresses each component sufficiently. This representative is also part of the plan/observations/interviews. The building principal will create the school document review portfolio and this will contain all components of the plan. On October 29, 2013 the team came together to debrief, share out the individual reports and develop the Diagnostic self-review document and report template. This self-review document will be posted to the website after board approval. The portfolio and the individual reports will all be kept at Winfield Elementary and maintained by the building principal.

Components of the 2013-2014 LAP Self-Review- Winfield Street Elementary School

LAP Team: Valerie Cole, GST BOCES; Jennifer Batzing, Principal; Kerry Hochreiter, Director of Elementary Education; Deb Joseph, Director of PPS/Supervisor of Special Ed.; Paula Smith, C-PP Testing/Assessment Coordinator and Brenda McClure, Helping Teacher Curriculum and Instruction

Date and Time	Event and Location	Description	Explanation	Who involved?
10/2/13	Initial Planning Meeting Location: BOE	Reviewed the LAP self-assessment process		LAP Team (above)
10/8/13 11:00 am- 12:00 PM	Parent Meeting Location: WN Library	Pre-selected group of parents- TBD (3-5 parents)	Reviewer will ascertain families' perception of how they are received, included and encouraged to partner with the school community for the betterment of their children's development, learning and achievement.	Deb Joseph and Jen Batzing as interviewers
10/8/13 12:00-1:00 PM	Small Student Group meeting	Pre-selected group of students- TBD (4-5 students)	Students will bring their student work with them. Ex: Writing piece, response to text, math problem sets Reviewers will discuss the student	Brenda McClure and Deb Joseph as interviewers

	Location: WN Library	CT kids, RR kids, 12:1:1 AD students	work produced this year. Reviewers will ask students questions based on the work brought with them.	
10/10/13 9:30-10:30 am	Large Student Group meeting Location: WN Library	Pre-selected group of students- TBD (8-10 students) ESOL, AIS, K-5 Gen. ed. and SWD (CT,RR,12:1:1 AD)	Reviewers will ascertain how a wide variety of students perceive the school community and the school-wide expectations for their work.	Deb Joseph as interviewer
10/15/13 All day	Classroom Visitations	Each reviewer will visit 7-10 classes- TBD After the visit, each reviewer may ask each teacher 2-3 questions	Reviewer will ascertain how students are being instructed, and to make connections between the curriculum the school uses and strategies and practices the teachers are employing compared to the goals set by the teacher and school.	Deb Joseph as observer
10/16/13 All Day	Classroom Visitations	Each reviewer will visit 7-10 classes- TBD After the visit, each reviewer may ask each teacher 2-3 questions	Reviewers will ascertain how students are being instructed, and to make connections between the curriculum the school uses and strategies and practices the teachers are employing compared to the goals set by the teacher and school.	Valerie Cole as observer
10/16/13 3:00 pm	Principal Interview		Reviewer will communicate with the school leader about the review	Valerie Cole as interviewer

			process.	
10/18/13 8:00-9:00 am	Vertical Teacher Meeting Location: WN Library	Mrs. Bahantka-K Mrs. Bonomo-1 st Mrs. Baker- 2 nd Mrs. Dahlman- 3 rd Mrs. Smith- 4 th Mrs. Carozza- 5 th Mrs. LeBaron- 12:1:1 Mrs. Goldwyn- Art Mr. Finan- AIS	Reviewers will ascertain a sense of how expectations, communications and practices are consistently recognized and distributed across the school.	Kerry Hochreiter as interviewer
10/21/13 8:30-3:30 pm	Grade/Subject Level Teacher observation Location: WN Library	Observe the WN ELA and Math Inquiry Teams	Observe focused teacher meeting while teachers look at student work/data and create action plans to address the findings from the work/data.	8:30-11:30 am Kerry as observer of ELA 12:30-3:30 pm Brenda as observer of Math
10/15 8:00-8:30 am	Support Staff Meeting Location: BOE	Pre-selected group of staff members.	How is the school using student support staff, along with core teachers to support students' social and emotional developmental health and academic growth? How well is the school working to engage the parents and community organizations to support students?	Paula Smith as interviewer of the following staff: <i>Karin Benjamin</i> <i>Beth Pitts</i> <i>Stephanie Kapral</i> <i>Cate Root</i> <i>Jenn Burkhalter</i> <i>Lauren Muckey</i>
10/29/13 12:30-3:30 pm	Review Debrief	Reviewers communicate all preliminary findings of the school's performance compared to the rubric in a formal manner consistent with all NYS School Review debriefing sessions. Complete the		LAP Team

		Diagnostic Self-Review Document and Report template.		
11/1/13	Submit the Diagnostic Self-Review Document and Report to the Board	Plan must be reviewed by the C-PP Board of Education and then posted to the C-PP website following the 11/6/13 Board meeting.		LAP Team BOE Bill Cameron
11/7/13	Post the Diagnostic Self-Review Document and Report to the C-PP website			Bill Cameron

NOTE: The Self-Review Document and Reports posted to the website will not have any specific names or titles in it. Observation/Interviewer notes will be kept in the LAP portfolio maintained by Jen.

Other:

School Document Review Portfolio to be created by Jen Batzing

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

Not applicable – all included in plan.