

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



Name of Principal:	<u>Matthew Southwick</u>
Name/Number of School:	<u>Tupper Lake Middle/High School</u>
School Address:	<u>25 Chaney Avenue, Tupper Lake, NY 12986</u>
School Telephone Number:	<u>518-359-3322</u>
Principal's Direct Phone Number:	<u>518-359-3322 ext. 2001</u>
Principal's E-Mail:	<u>matts@tupperlakecsd.net</u>
District Telephone Number:	<u>518-359-3371</u>
Superintendent's Direct Phone Number:	<u>518-359-3371 ext. 1010</u>
Superintendent's E-Mail:	<u>sethmcg@tupperlakecsd.net</u>
Reason for LAP Designation:	<u>Economically Disadvantaged</u>
Website Link for Published Report:	<u>www.tupperlakecsd.net</u>

School Principal's Signature _____

Date 11/22/2013

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 _____

Date 11/22/2013

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 Thursday, October 31, 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	7-12	Total Enrollment	401	Title 1 Population	0	Attendance Rate	96.8480%				
Free Lunch	60%	Reduced Lunch	21%	Student Sustainability	%	Limited English Proficient	0%	Students with Disabilities	16.54%		
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	1	#Consultant Teaching		5	#Integrated Collaborative Teaching			0			
# Resource Room	5										
Types and Number Special Classes											
#Visual Arts		#Music		#Drama		# Foreign Language		# Dance		CTE	#
Racial/Ethnic Origin											
American Indian or Alaska Native	0%	Black or African American	.001%	Hispanic or Latino	0%	Asian or Native Hawaiian/Other Pacific Islander	.01%	White	98.25%	Multi-racial	0%
Personnel											
Years Principal Assigned to School	0	# of Assistant Principals	0	# of Deans	0	# of Counselors / Social Workers		2			
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	.05%	% Teaching with Fewer Than 3 Yrs. of Exp.	.02%	Average Teacher [ATTENDANCE]		94.89			
Overall Accountability Status											
ELA Performance at levels 3 & 4	50.4	Mathematics Performance at levels 3 & 4	47.58	Science Performance at levels 3 & 4	85.3	4 Year Graduation Rate (HS Only)		88.31			
Credit Accumulation (High School Only)											
% of 1 st yr. students who earned 10+ credits	3	% of 2 nd yr. students who earned 10+ credits	97	% of 3 rd yr. students who earned 10+ credits	100	6 Year Graduation Rate		83.5			
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							
				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 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 checked="" 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>		<table border="1" style="width: 100%;"> <tr> <td style="width: 60%;"> <input type="checkbox"/> Classroom Observations – # Visited: _____ <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input type="checkbox"/> Interviews with Teachers – #: _____ <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input checked="" type="checkbox"/> Other </td> <td style="width: 40%;"> <input checked="" type="checkbox"/> Documents Reviewed: <table border="1" style="width: 100%;"> <tr><td>Faculty Meeting Agendas</td></tr> <tr><td>Board of Education Meeting Agendas</td></tr> <tr><td>Digital Event Sign</td></tr> <tr><td> </td></tr> </table> </td> </tr> </table>	<input type="checkbox"/> Classroom Observations – # Visited: _____ <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input type="checkbox"/> Interviews with Teachers – #: _____ <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input checked="" type="checkbox"/> Other	<input checked="" type="checkbox"/> Documents Reviewed: <table border="1" style="width: 100%;"> <tr><td>Faculty Meeting Agendas</td></tr> <tr><td>Board of Education Meeting Agendas</td></tr> <tr><td>Digital Event Sign</td></tr> <tr><td> </td></tr> </table>	Faculty Meeting Agendas	Board of Education Meeting Agendas	Digital Event Sign	
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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.	<ol style="list-style-type: none"> 1. Invitation to parents of ED students to CDOS information at North Regional Center for Independent Living as partnership with student's home and community. 2. Increase efforts toward enrolling free and reduced lunch participation during report card conferences as part of vision for home, school, and community partnership. 3. Team with 21ST CENTURY COMMUNITY LEARNING CENTER program in Tupper Lake to target ED students. 							
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ol style="list-style-type: none"> 1. Use the District's Strategic Planning Process to identify specific goals for ED students aligned to District's vision statement 2. Include additional focus for DDI meetings for parental involvement especially where ED students are concerned. 							
Describe the professional development activities planned to support the implementation of the actions in this area.	<ol style="list-style-type: none"> 1. Invitation to staff to CDOS information at North Regional Center for Independent Living. 2. Provide staff with information about identified ED subgroup student performance levels. 							

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 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 checked="" 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.				
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Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	<ol style="list-style-type: none"> 1. Establish DDI meetings in all curricular areas (add Math/Science in October) focused on ED students to improve achievement 2. Use of Tableau at each DDI meeting beginning in February to improve teacher practices 3. Open Parent Portal in 3rd quarter of 2013-14, and provide specific training for parents of ED students to increase parental involvement 4. Established quarterly RtI and Tier II meetings to improve teacher practices 5. Use of Scholastic Reading Inventory data to progress monitor specific literacy skill deficit for ED students 					
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ol style="list-style-type: none"> 1. MyLearningPlan/OASYS to track Goal Setting and SLO using historical data for ED students 2. Tableau to predict, diagnose, and track early warning signs for ED students 3. Maximize existing supported technology such as Castle Learning & Socrates to improve student achievement 4. School support personnel network with outside agencies to maximize evidence-based programs offered through social service agencies. 					
Describe the professional development activities planned to support the implementation of the actions in this area.	<ol style="list-style-type: none"> 1. Development of Professional Development plan based upon the Statements of Practice in the Diagnostic Tool for School and District Effectiveness 2. All Professional Development activities will focus on subgroups, or potential subgroups (as determined by the Early Warning System in Tableau) 					

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	<p>a) The school leader strategically recruits, hires (and, where the district makes the hiring decisions, the school leader ensures that the appropriate staff is assigned to the school) and sustains personnel. The leader also uses partnerships with organizations to create a pool of internal and external human capital that enables the school to creatively, equitably and adequately meet the academic and social needs of all students.</p> <p>b) The school leader creates and uses robust systems and structures that afford students and teachers the ability to fully benefit from a flexible and thoughtful program, which includes a creative extended learning time program that is aligned to student achievement.</p> <p>c) The school leader consistently analyzes the fiscal capital available to the school community, making critical and strategic decisions to fund targeted efforts that are aligned to school-wide goals, and considers the needs of all students and staff members on an ongoing basis.</p>						
<input type="checkbox"/>	Effective	<p>a) The school leader recruits, hires (and, where the district makes the hiring decisions, the school leader ensures that the appropriate staff is assigned to the school) and sustains personnel that enable the school to meet the academic and social needs of the students and school.</p> <p>b) The school leader creates and uses generic systems and structures for programming students and teachers that address student achievement, and incorporates an extended learning time program.</p> <p>c) The school leader analyzes the fiscal capital available to the school community to make funding decisions that address the school goals once a year.</p>						
<input type="checkbox"/>	Developing	<p>a) The school leader aspires to hire, but has not taken the appropriate steps to secure personnel that will allow the school to meet the academic and social needs of the students; where the district makes the hiring decisions, the school leader has not clearly articulated the school's needs.</p> <p>b) The school leader uses static systems and structures for programming students and teachers that do not address the changing needs of student achievement.</p> <p>c) The school leader considers the fiscal capital available to the school community with the intent to connect it with school goals in the future.</p>						
<input type="checkbox"/>	Ineffective	<p>a) The school leader does not link the hiring of personnel with the need to meet the academic and social goals of students, and where the district makes the hiring decisions, the school leader does not communicate with the district about hiring needs.</p> <p>b) The school leader does not have established systems and structures for programming students and teachers connected to student achievement.</p> <p>c) The school leader does not connect the use of fiscal capital and school goals.</p>						
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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 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.						
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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	<p>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.</p> <p>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.</p> <p>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.</p>						
<input type="checkbox"/>	Effective	<p>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.</p> <p>b) The school leader and teachers work to ensure that the implemented curricula are appropriately aligned to the CCLS.</p> <p>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.</p>						
<input type="checkbox"/>	Developing	<p>a) The school leader and staff provide curriculum support that does not target the expectations set forth in the CCLS.</p> <p>b) The school leader and staff use of curricula focuses on standards that are not CCLS-appropriately aligned.</p> <p>c) The school uses curricula that consider standards and what students need to know.</p>						
<input type="checkbox"/>	Ineffective	<p>a) The school leader and staff do not provide curriculum support to teachers.</p> <p>b) The school leader and staff use of curricula are static and are not appropriately aligned to standards.</p> <p>c) The school has plans for teaching students that are not aligned to any standards.</p>						
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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 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.						
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Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	<ol style="list-style-type: none"> 1. Principal will review Department Meeting Agendas to focus on Common Core Learning Standards implementation and gaps in student achievement of those 2. Department Meetings will include turn-key training for teachers with ED students on the development of higher order thinking strategies 							
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	No additional resources necessary							
Describe the professional development activities planned to support the implementation of the actions in this area.	<ol style="list-style-type: none"> 1. Principal will develop Department Leader Meeting agendas to include a heightened focus on Common Core Learning Standards implementation and training for Department Leaders to ensure they are equipped to deliver turnkey training to their own departments. 							

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 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 checked="" 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.						
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Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	<ol style="list-style-type: none"> 1. Regularly scheduled Middle/School team meetings with a minimum of 50% of time focused on gaps in achievement for ED students 2. Provide increased opportunities for teachers to access activities in arts, technology, and other enrichment opportunities for ED students (participate in Climate Summit, other clubs, etc.) 3. District Priorities within the performance indicators of the NYSUT Rubric emphasize teacher collaboration 							
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ol style="list-style-type: none"> 1. Learning Arts grant access to ED students 2. Provide room on the team for ED students at the Adirondack Youth Climate Summit 							
Describe the professional development activities planned to support the implementation of the actions in this area.	<ol style="list-style-type: none"> 1. Standardize agenda for Rtl, Tier II, Department, and Grade-Level meetings to include planning for and implementation of activities that enrich ED students. 2. Use community-based resources for direct instruction to staff for the development of cross-grade activities targeted as ED students 							

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 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 checked="" 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>		<table border="0"> <tr> <td data-bbox="487 1276 990 1455"> <input type="checkbox"/> Classroom Observations – # Visited: _____ <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input type="checkbox"/> Interviews with Teachers – #: _____ <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input checked="" type="checkbox"/> Other </td> <td data-bbox="990 1276 1518 1455"> <input checked="" type="checkbox"/> Documents Reviewed: <table border="1"> <tr><td>Infinite Campus Assessment Tab</td></tr> <tr><td>NYS Metrics and Expectations</td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table> </td> </tr> </table>	<input type="checkbox"/> Classroom Observations – # Visited: _____ <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input type="checkbox"/> Interviews with Teachers – #: _____ <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input checked="" type="checkbox"/> Other	<input checked="" type="checkbox"/> Documents Reviewed: <table border="1"> <tr><td>Infinite Campus Assessment Tab</td></tr> <tr><td>NYS Metrics and Expectations</td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table>	Infinite Campus Assessment Tab	NYS Metrics and Expectations		
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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.	<ol style="list-style-type: none"> 1. Redevelop the District's strategic planning process to make use of data tools using the Diagnostic Tool for School and District Effectiveness 2. Embed the NYS Metrics and Expectations for administrator goal setting 							
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ol style="list-style-type: none"> 1. Significant amount of time and effort for the development and school/community education of the strategic planning process and goals 							
Describe the professional development activities planned to support the implementation of the actions in this area.	<ol style="list-style-type: none"> 1. Provide Professional Development for Administrators, DDI Team Members, Department Leaders, and Staff on Tableau Worksheets 							

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	<p>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.</p> <p>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.</p> <p>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.</p>		
<input checked="" type="checkbox"/>	Effective	<p>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.</p> <p>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.</p> <p>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.</p>		
<input type="checkbox"/>	Developing	<p>a) Teachers have a plan and are learning how to align it to class data.</p> <p>b) Teachers use instructional practices and strategies that are aligned to plans and provide instructional interventions to students.</p> <p>c) Teachers' established goals for groups of students are static and do not consider students' short- or long-term progress.</p>		
<input type="checkbox"/>	Ineffective	<p>a) Teachers do not have plans that are based on data.</p> <p>b) Teachers use instructional practices and strategies that are neither aligned to a plan nor provide instructional interventions to students.</p> <p>c) Teachers have not established short or long-term goals for groups of students.</p>		
<p>Please indicate the evidence used to determine the rating. Check all that apply.</p> <table border="1" style="width: 100%;"> <tr> <td data-bbox="479 1045 998 1430"> <input type="checkbox"/> Classroom Observations – # Visited: _____ <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input type="checkbox"/> Interviews with Teachers – #: _____ <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input type="checkbox"/> Other: _____ </td> <td data-bbox="998 1045 1528 1430"> <input checked="" type="checkbox"/> Documents Reviewed: <ul style="list-style-type: none"> • SLO writing structures • ELA/ Math Modules • Draft of Social Studies Standards • ELA Common Core Shifts • 504 Documents • IEP Documents • Eligibility programs • Attendance programs • 5 week reports • Progress reports • Lesson Plans </td> </tr> </table>			<input type="checkbox"/> Classroom Observations – # Visited: _____ <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input type="checkbox"/> Interviews with Teachers – #: _____ <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> Documents Reviewed: <ul style="list-style-type: none"> • SLO writing structures • ELA/ Math Modules • Draft of Social Studies Standards • ELA Common Core Shifts • 504 Documents • IEP Documents • Eligibility programs • Attendance programs • 5 week reports • Progress reports • Lesson Plans
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<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>	<p>1. Meet with middle-school team to self-evaluate and collect evidence.</p>			
<p>Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.</p>	<p>1. The APPR Process will be used. 2. SLO writing, pre – assessment and data collection will be implemented 3. Review of IEP and 504 plans will be done. 4. Academic programs such as the use of 5-week reports, progress reports, and eligibility programs will be reviewed and implemented. 5. Every other day team meetings will be implemented to progress monitor student academic growth (DDI model.)</p>			
<p>Describe the professional development activities planned to support the implementation of the actions in this area.</p>	<p>Provide staff with professional development on:</p> <p>1. IEP/504 implementation 2. APPR processes.</p>			

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 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 checked="" 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.						
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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.	Assessment scores indicate inadequate student achievement. DDI model will be used as per the NYS Metrics and Expectations Rubric.							
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ol style="list-style-type: none"> 1. Use of cohort academic tests such SRI, SMI, and RTI data to identify areas of weakness in standards implementation. 2. Academic programs such as tutorial, structured study halls, and RTI tier 2 programs will be used. 3. All disciplines implement course lesson plans that incorporate CCLS Shifts. 4. History Draft CCLS aligned standards being implemented. 5. ELA and Math Modules are being fully implemented. 							
Describe the professional development activities planned to support the implementation of the actions in this area.	<ol style="list-style-type: none"> 1. Educators are being trained on implementation of Common Core Modules. 2. Administration is monitoring classroom use of DDI practices and CCLS through APPR processes through discussions with staff at grade level meetings/dept. meetings. 							

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.
<div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <p data-bbox="107 1035 464 1115">Please indicate the evidence used to determine the rating. <i>Check all that apply.</i></p> </div> <div style="width: 35%;"> <p data-bbox="492 835 943 863"><input type="checkbox"/> Classroom Observations – # Visited: _____</p> <p data-bbox="492 867 883 894"><input type="checkbox"/> Interviews with Students – #: _____</p> <p data-bbox="492 898 919 926"><input type="checkbox"/> Interviews with Support Staff – #: _____</p> <p data-bbox="492 930 883 957"><input type="checkbox"/> Interviews with Teachers – #: _____</p> <p data-bbox="492 961 979 989"><input type="checkbox"/> Interviews with Parents/Guardians – #: _____</p> <p data-bbox="492 993 583 1020"><input checked="" type="checkbox"/> Other</p> </div> <div style="width: 30%;"> <p data-bbox="1008 835 1260 863"><input checked="" type="checkbox"/> Documents Reviewed:</p> <ul style="list-style-type: none"> <li data-bbox="1070 867 1450 921">• Course Syllabus identifies student behavioral expectations. <li data-bbox="1070 926 1406 953">• Citizen of the month program <li data-bbox="1070 957 1398 984">• Academic breakfast program <li data-bbox="1070 989 1422 1043">• Accommodations of excellence program. <li data-bbox="1070 1047 1459 1075">• Extra - curricular activity programs. <li data-bbox="1070 1079 1471 1134">• Research based character education program. <li data-bbox="1070 1138 1425 1192">• APPR document and local APPR Memorandum of Agreement. <li data-bbox="1070 1197 1333 1224">• Grade level literature. <li data-bbox="1070 1228 1419 1255">• Department meeting Agendas. </div> </div>		
If the SOP rating is <u>Effective</u>, <u>Developing</u> or <u>Ineffective</u>, please provide a response in the areas below.		
<p data-bbox="107 1388 448 1470">Actions in this area to be taken to improve the identified subgroup(s) student performance levels.</p>		
<p data-bbox="107 1503 459 1640">Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.</p>		
<p data-bbox="107 1677 448 1787">Describe the professional development activities planned to support the implementation of the actions in this area.</p>		

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 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 checked="" 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 data-bbox="998 1100 1006 1314" style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Classroom Observations – # Visited: _____ <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input type="checkbox"/> Interviews with Teachers – #: _____ <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input checked="" type="checkbox"/> Other </td> <td data-bbox="1006 1100 1531 1314" style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Documents Reviewed: <table border="1" style="width: 100%; margin-top: 5px;"> <tr> <td style="padding: 2px;">• SRI scores</td> </tr> <tr> <td style="padding: 2px;">• SMI scores</td> </tr> <tr> <td style="padding: 2px;">• State assessments</td> </tr> <tr> <td style="padding: 2px;">ELA and Math Modules</td> </tr> <tr> <td style="padding: 2px;">School Lesson Plan templates</td> </tr> <tr> <td style="padding: 2px;"> </td> </tr> </table> </td> </tr> </table>	<input type="checkbox"/> Classroom Observations – # Visited: _____ <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input type="checkbox"/> Interviews with Teachers – #: _____ <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input checked="" type="checkbox"/> Other	<input type="checkbox"/> Documents Reviewed: <table border="1" style="width: 100%; margin-top: 5px;"> <tr> <td style="padding: 2px;">• SRI scores</td> </tr> <tr> <td style="padding: 2px;">• SMI scores</td> </tr> <tr> <td style="padding: 2px;">• State assessments</td> </tr> <tr> <td style="padding: 2px;">ELA and Math Modules</td> </tr> <tr> <td style="padding: 2px;">School Lesson Plan templates</td> </tr> <tr> <td style="padding: 2px;"> </td> </tr> </table>	• SRI scores	• SMI scores	• State assessments	ELA and Math Modules	School Lesson Plan templates	
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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.	Department meetings will discuss the use of DDI practices. These practices will be aligned with the New York State Metrics and Expectations for 2013-2014.									
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ol style="list-style-type: none"> 1. Administration will lead and guide DDI instruction discussions at the grade level, Department level, and School level. 2. State assessments will be reviewed and subgroup performance identified. 3. Use of RTI tier 2 programs will be monitored. These include programs such as AIS, Structured study halls, Learning center opportunities, and Resource room classes. 									
Describe the professional development activities planned to support the implementation of the actions in this area.	Faculty will participate in professional development opportunities through: <ol style="list-style-type: none"> 1. Department Meetings, 2. BOCES staff development opportunities, 3. Local district superintendent days. 									

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	a) A deliberate system has been established that allows each child to be well known by a designated adult who coordinates social and emotional developmental health needs in a system that positively reinforces academic success for all students. b) There is a strategic and comprehensive system for referral and support for all students that effectively addresses barriers to social and emotional developmental health and academic success. c) The school strategically uses data to identify areas of need and leverages internal or external resources and cultivates partnerships that strongly impact the social and emotional developmental health of students.						
<input type="checkbox"/>	Effective	a) A system has been established that allows each child to be known by a designated adult who coordinates social and emotional developmental health needs. b) There is a system for referral and support for all students that addresses barriers to social and emotional developmental health and academic needs. c) The school uses data to identify areas of need and cultivates partnerships that impact student social and emotional developmental health.						
<input type="checkbox"/>	Developing	a) The school is developing a system to address the social and emotional developmental health needs of students. b) The school is developing a system of referral and support that addresses the social and emotional developmental health and academic success of students. c) The school use of data identifies surface areas of need connected to the social and emotional developmental health of students.						
<input type="checkbox"/>	Ineffective	a) The school does not have a system to coordinate the social and emotional developmental health needs of students. b) The school does not have a system of referral and support, or the system in place is ineffective. c) The school does not use data to identify student areas of need connected to social and emotional developmental health.						
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>	<table border="0" style="width: 100%;"> <tr> <td style="width: 60%; vertical-align: top;"> <input type="checkbox"/> Classroom Observations – # Visited: _____ <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input type="checkbox"/> Interviews with Teachers – #: _____ <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input checked="" type="checkbox"/> Other: Tupper Lake Youth Council, NSBHS, Social Services, StopH8, Pillars of Good Character, the 4 agreements </td> <td style="width: 40%; vertical-align: top;"> <input checked="" type="checkbox"/> Documents Reviewed: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="padding: 2px;">Student Survey of Connectedness</td></tr> <tr><td style="padding: 2px;">SST Meeting Agendas</td></tr> <tr><td style="padding: 2px;"> </td></tr> <tr><td style="padding: 2px;"> </td></tr> </table> </td> </tr> </table>		<input type="checkbox"/> Classroom Observations – # Visited: _____ <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input type="checkbox"/> Interviews with Teachers – #: _____ <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input checked="" type="checkbox"/> Other: Tupper Lake Youth Council, NSBHS, Social Services, StopH8, Pillars of Good Character, the 4 agreements	<input checked="" type="checkbox"/> Documents Reviewed: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="padding: 2px;">Student Survey of Connectedness</td></tr> <tr><td style="padding: 2px;">SST Meeting Agendas</td></tr> <tr><td style="padding: 2px;"> </td></tr> <tr><td style="padding: 2px;"> </td></tr> </table>	Student Survey of Connectedness	SST Meeting Agendas		
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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 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 checked="" 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>		<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Classroom Observations – # Visited: _____ <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input type="checkbox"/> Interviews with Teachers – #: _____ <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input checked="" type="checkbox"/> Other </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Documents Reviewed: <table border="1" style="width: 100%; height: 40px;"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table> </td> </tr> </table>	<input type="checkbox"/> Classroom Observations – # Visited: _____ <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input type="checkbox"/> Interviews with Teachers – #: _____ <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input checked="" type="checkbox"/> Other	<input type="checkbox"/> Documents Reviewed: <table border="1" style="width: 100%; height: 40px;"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table>				
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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.	<ol style="list-style-type: none"> 1. Survey Monkey of students on this topic 2. Use social media to promote the survey of students 3. Student Council meets with Superintendent to discuss school effectiveness at school promoting social and emotional development well being in early December. 							
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	No additional resources required.							
Describe the professional development activities planned to support the implementation of the actions in this area.	<ol style="list-style-type: none"> 1. Assemble a group of teachers and administrative team to review the results of the survey for parents and students once completed. 							

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 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 checked="" 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.						
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Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	<ol style="list-style-type: none"> 1. Provide parents with survey tool at High School Open House 2. Assemble a group of teachers and administrative team to review the results of the survey for parents and students once completed 3. Take action based on findings 							
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ol style="list-style-type: none"> 1. District CIO to facilitate the survey of parents at High School Open House 							
Describe the professional development activities planned to support the implementation of the actions in this area.	<ol style="list-style-type: none"> 1. Plan professional development based upon findings in survey 							

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.						
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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.			
<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <p data-bbox="105 1129 462 1213">Please indicate the evidence used to determine the rating. <i>Check all that apply.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Classroom Observations – # Visited: _____ <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input type="checkbox"/> Interviews with Teachers – #: _____ <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input checked="" type="checkbox"/> Other <p data-bbox="487 1165 909 1192">The highly publicized vision for the District:</p> <p data-bbox="487 1222 974 1348">The Tupper Lake Central School District is in partnership with students’ community and home to help each one achieve academic and personal excellence.</p> </div> <div style="width: 35%; border: 1px solid black; padding: 5px;"> <p data-bbox="1006 961 1258 989"><input checked="" type="checkbox"/> Documents Reviewed:</p> <table border="1" data-bbox="1006 989 1510 1354" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1006 989 1510 1018" style="text-align: left;">District Calendar</th> </tr> </thead> <tbody> <tr> <td data-bbox="1006 1018 1510 1291"> <ul style="list-style-type: none"> Family Literacy Nights After Prom Party Kiwanis Cell phone policy APPR Parent Connection Parent Portal Volunteers in curricular and co-curricular activities Foster Grandparent program </td> </tr> <tr> <td data-bbox="1006 1291 1510 1354" style="height: 30px;"> </td> </tr> </tbody> </table> </div> </div>			District Calendar	<ul style="list-style-type: none"> Family Literacy Nights After Prom Party Kiwanis Cell phone policy APPR Parent Connection Parent Portal Volunteers in curricular and co-curricular activities Foster Grandparent program 	
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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 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>		<table border="0"> <tr> <td data-bbox="487 1228 998 1402"> <input type="checkbox"/> Classroom Observations – # Visited: _____ <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input type="checkbox"/> Interviews with Teachers – #: _____ <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input checked="" type="checkbox"/> Other N/A (No ELL Population) </td> <td data-bbox="998 1228 1520 1402"> <input type="checkbox"/> Documents Reviewed: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="text-align: center;">N/A (No ELL Population)</td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table> </td> </tr> </table>	<input type="checkbox"/> Classroom Observations – # Visited: _____ <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input type="checkbox"/> Interviews with Teachers – #: _____ <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input checked="" type="checkbox"/> Other N/A (No ELL Population)	<input type="checkbox"/> Documents Reviewed: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="text-align: center;">N/A (No ELL Population)</td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table>	N/A (No ELL Population)			
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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	a) The school does not have partnerships that link families with the community and does not share community resources to support student learning. b) The school does not provide professional development for staff concerning developing partnerships with families and/or the community.								
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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	a) The school community provides a wide range of learning opportunities for families and community members to elevate their understanding of student and school data. b) The entire school community shares data in a way in which families can understand student learning needs and successes so that they can proactively advocate and partner with the school around student support and sustainability.						
<input type="checkbox"/>	Effective	a) The school community provides a wide range of learning opportunities for families to elevate their understanding of student data. b) The school community shares data in a way in which families can understand student learning needs and successes and are encouraged to advocate around student support and sustainability.						
<input type="checkbox"/>	Developing	a) The school community provides learning opportunities for families who actively seek to understand their student data. b) The school community shares data and families can access it to understand student learning needs and successes.						
<input type="checkbox"/>	Ineffective	a) The school community does not provide learning opportunities for families to understand student data. b) The school community shares data in a way that limits the way in which families understand student learning and needs.						
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Describe the process used to develop this plan pursuant to CR100.11.

Matt Southwick (MHS Principal), Seth McGowan (Superintendent), and Carol Lamb (CIO) met with FEH BOCES Instructional Data Analyst Mary Jones on Wednesday, November 6th from 8:00 AM until 3:00 PM. The purpose of the meeting was to determine the data necessary to complete the Local Assistance Plan, and to establish a method for complete the process. Ms. Jones has direct experience with the DTSDE in her role with BOCES.

The first step was to clarify the subgroup that was indicated in the plan. This took some time due to the design of the spreadsheet provided. It was finally determined to be a middle-school group of economically disadvantaged students falling two points below the expected combined PI for ELA and Math from 2011-12.

The majority of the time was spent familiarizing the group with the Diagnostic Self-Review Document and Report template. The team went through each Statement of Practice to self-rate each of the various indicators. They were able to identify areas that were highly effective, but more importantly, areas that were not highly effective.

Once it was determined which areas were not highly effective, the group determined what evidence already existed to support the rating and what evidence would be necessary to collect in order to justify the rating. The ratings were assigned to the document as it was being done to create a draft of the final Local Assessment Plan.

At the conclusion of the work session, a checklist was created for each member of the team. This included all of the evidence that was to be collected, and how it would be done for each member of the team. Since some of the data would be collected in the coming weeks, many of the action steps will be developed once that information is in hand.

All actions requiring meetings with staff, surveys of parents, or surveys of students were completed by the responsible member of the team between November 6th and now. Parents were given the opportunity to complete a survey at the High School Open House on Tuesday, November 19th. Students were issued a survey online at that time as well. Other data was collected during this time, and Carol Lamb completed the Data Information Page on November 20th.

Seth McGowan developed action steps for areas not related to teacher practices. Matthew Southwick completed the action steps for teacher practices following his meeting with Middle-School team.

The team met one final time on Wednesday, November 20th to finalize the plan and to see that each area of focus was adequately covered. The Board of Education approved the plan at a meeting held on December 2nd. The plan is now posted at the District's web-site www.tupperlakecsd.net.

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

It should be no secret to NYSED that the Tupper Lake Central School District has had near catastrophic cuts due to the Gap Elimination Adjustment. The year this plan reflects saw a cut of 25% in instructional staff. Overnight, supports for students in ALL subgroups disappeared. Those students who relied most heavily on those supports bore the brunt of the impact.

Ironically, while the GEA was touted to help the economics in the state, it has done the most damage in Tupper Lake to those students who need the support the most — the economically disadvantaged.

While there are a great many things in Tupper Lake to be proud of, I am disappointed to have fallen into a reactive planning model. That is to say, the overwhelming implementation of APPR, the Common Core Learning Standards, the Common Core aligned assessments, etc. have limited my ability to lead from a position of strength. Instead, I, as an instructional leader, find myself in a position of protecting Tupper Lake's children from further cuts or hastily implemented programs in our school. It has been no small feat to maintain a balance between doing justice to the Common Core Learning Standards, effective teaching practices, and keeping our school open each year.

However, this spring, I discovered a tool that, if used correctly, could help put us back on track in planning. That tool is the Diagnostic Tool for School and District Effectiveness. While I am sure you know that this instrument is intended for Focus Districts, I have created a system of strategic planning in Tupper Lake that puts, at its root, the tenets and statements of practice found within the DTSDE. With those statements as placeholders as long-range goals, the strategic planning model in Tupper Lake "reverse engineers" the steps necessary to get there.

It starts with the various committees using the rubrics to perform a "gap analysis" of our current state compared to our ideal state. That committee work forms the recommendations to the Administrative Team and Instructional Leaders to weigh against the NYS Metrics and Expectations and the NYSUT Rubric to create an Annual Targeted Improvement Work plan. This specific plan specifies the finest details of how each action step will be accomplished. Each of the detailed steps in the Annual Targeted Improvement Work plan can be traced back directly to a specific Statement of Practice in the DTSDE.

This new system of strategic planning has given us a new hope to accomplish the goals set forth by the NYSED. It creates a proactive tool for planning, and by its design, maintains a singular focus on what is considered to be highly effective practices.

I have attached a "schematic" for your review.

