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

Name of Principal:	**Gretchen A. Sukdolak**
Name/Number of School:	**CHEEKTOWAGA CSD**
School Address:	**3600 Union Road** **Cheektowaga, New York 14225**
School Telephone Number:	**(716) 686-3660**
Principal's Direct Phone Number:	**(716) 686-3662**
Principal's E-Mail:	**gsukdola@ccsd-k12.org**
District Telephone Number:	**(716) 686-3606**
Superintendent's Direct Phone Number:	**(716) 686-3607**
Superintendent's E-Mail:	**dkane@ccsd-k12.org**
Reason for LAP Designation:	**Building sited for disproportionate number of African American Special Education Students that did not make AYP in ELA.**
Website Link for Published Report:	**www.cheektowagacentral.org**

School Principal's Signature _____   Date _November 13, 2013_ Update December 17, 2015

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

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

Superintendent's Signature _____   Date _November 13, 2013_
For New York City schools, the Community School District Superintendent must sign the self-assessment.   Updated December 17, 2015

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.

<u>Guidance</u>

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

 The Diagnostic Self-Review Document and Report Template must be approved by the district's Board of Education (for New York City (NYC) schools, it must be approved by the Chancellor) and posted to the district's website by Thursday, October 31, 2013, as well as kept on file at both the school and the district offices.

<u>Completing This Form</u>

- ✓ 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.
    - o Pay particular attention to the performance of the subgroups that caused the school to be identified as requiring a Local Assistance Plan (LAP).
    - o Use evaluative language and connect how the strategies and practices have or will impact teaching and learning.
    - o 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 = Cheektowaga Central Middle School

Grade Configuration	5-8	Total Enrollment	646	Title 1 Population	15.5%	Attendance Rate	95%

Free Lunch	47.5%	Reduced Lunch	12.7%	Student Sustainability	92%	Limited English Proficient	1.2%	Students with Disabilities	15.8%

Types and Number of English Language Learner Classes

#Transitional Bilingual	0	#Dual Language	0	#Self-Contained English as a Second Language	1

Types and Number of Special Education Classes

#Special Classes	6	#Consultant Teaching	4	#Integrated Collaborative Teaching	16
# Resource Room	4				

Types and Number Special Classes

#Visual Arts	4	#Music	6	#Drama	0	# Foreign Language	4	# Dance	0	CTE	#8

Racial/Ethnic Origin

American Indian or Alaska Native	0.6%	Black or African American	35%	Hispanic or Latino	3.4%	Asian or Native Hawaiian/Other Pacific Islander	5.2%	White	53.2%	Multi-racial	2.6%

Personnel

Years Principal Assigned to School	1	# of Assistant Principals	1	# of Deans	0	# of Counselors / Social Workers	2.2
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	0	% Teaching with Fewer Than 3 Yrs. of Exp.	10%	Average Teacher Absences	6.5 days

Overall Accountability Status

ELA Performance at levels 3 & 4	23%	Mathematics Performance at levels 3 & 4	13%	Science Performance at levels 3 & 4	65.4%	4 Year Graduation Rate (HS Only)	n/a

Credit Accumulation (High School Only) n/a

% of 1st yr. students who earned 10+ credits		% of 2nd yr. students who earned 10+ credits		% of 3rd yr. students who earned 10+ credits		6 Year Graduation Rate	

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
X				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).	
☐	**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.
☒	**Effective**	a) The school community shares a <u>vision</u> concerning student achievement and well-being and for how they want to <u>work as a community to realize this vision</u> 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 <u>works toward specific, measurable, ambitious, results oriented and timely goals that reflect priorities that are aligned with the vision</u>.
☐	**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.
☐	**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. *Check all that apply.*	☐ Classroom Observations – # Visited: _____ ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ ☐ Interviews with Teachers – #: _____ ☐ Interviews with Parents/Guardians – #: _____ ☐ Other:	☐ Documents Reviewed: _____ _____ _____ _____
If the SOP rating is **Effective**, **Developing** or **Ineffective**, please provide a response in the areas below.		
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	**Survey parents, staff and students regarding the district "vision". MS Parents/PTA, curriculum and grade level teams will be asked to provide input regarding the creation of the survey. There is an existing MS and district mission/vision which are similar, yet different. Survey will serve the purpose of laying the ground work for discussions about a "revision" of the district mission & vision during work session (asked for by the district superintendent) in June of 2014.**	
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	**Website – Cheektowaga Central Schools, Cheektowaga Middle School** **Paper – sent home to each family for return.**	
Describe the professional development activities planned to support the implementation of the actions in this area.	**Sharing the feedback with all constituent groups (parents, staff, students, district) when complete. Results will also be posted on the website.**	

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.
☐	**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.
☐	**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.
☒	**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.
☐	**Ineffective**	a) The school leader does not encourage the staff to use systems that lead to the collection and analysis of outcomes. b) The school leader expects the staff to use best practices, but has not clearly articulated what and how those practices are; nor has the leader provided space for the staff to identify the best practices. c) Creating school goals is not a priority, or the school leader has not communicated the goals to the stakeholders.

Please indicate the evidence used to determine the rating. *Check all that apply.*	☐ Classroom Observations – # Visited: _____ ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ ☐ Interviews with Teachers – #: _____ ☐ Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☐ Documents Reviewed:

If the SOP rating is <u>Effective</u>, **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.	**Grade level and curriculum leaders will keep minutes and share with the building. Agendas for faculty meetings and leadership meetings will be created and shared by the building principals. Principal will utilize the MOODLE-introduce staff and leaders (spring 2014) to this online system. Principal and Assistant Principal will attend grade level and team leader meetings and will host a PPS meeting once per week.** **CSE meetings include the attendance of General Education and Special Education teachers. STAR testing (decisions made based on information generated). Operational and Functioning IST and FBA teams – use of Tiered system for interventions. Use of B.I.P.'s, 504 process, PBIS and co-teaching models. Parent attendance and involvement in all of the aforementioned is now in practice.**
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	**Ongoing support is generated through the office of special education and all groups mentioned are under the direct supervision of the building principal and the director of Special Education. Prior to the 2013-14 school year, these teams were non-existent. A behavioral specialist at the building level has also been added for the 2013-14 school year who works directly with parents in these groups and within these processes.**
Describe the professional development activities planned to support the implementation of the actions in this area.	**Workshops throughout the 2013-14 school year will be offered and have been by the office of the Assistant Superintendent and the building principal such as Understanding Autism, PBIS , RTIM, STAR , eSchool, Understanding Functional Behavioral Assessments and Behavioral Intervention Plans.**

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.
☐	**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.
☒	**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.
☐	**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.
☐	**Ineffective**	a) The school leader does not encourage the staff to use systems that lead to the collection and analysis of outcomes. b) The school leader expects the staff to use best practices, but has not clearly articulated what and how those practices are; nor has the leader provided space for the staff to identify the best practices. c) Creating school goals is not a priority, or the school leader has not communicated the goals to the stakeholders.

Please indicate the evidence used to determine the rating. *Check all that apply.*	☐ Classroom Observations – # Visited: _____ ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ ☐ Interviews with Teachers – #: _____ ☐ Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☐ Documents Reviewed: _____ _____ _____ _____

If the SOP rating <u>is</u> **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.	**Attendance at teacher-center training such as Adaptive Schools (Fall of 2013) and PBIS (Fall of 2013). "Warrior Way" program continuing/enhanced during 2013-14 with the "Warrior to Watch" student recognition program.**
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	**Behavioral Specialist added in the Fall of 2013.** **Materials & ordering for the 2013-14 school year were reviewed by new building principal and curriculum leadership for alignment to the CCLS.**
Describe the professional development activities planned to support the implementation of the actions in this area.	**BOCES training.** **Teacher Center Training .**

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.	
☐	**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.
☒	**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.
☐	**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.
☐	**Ineffective**	a) The school leader and other school administrators have no formal plans for frequently observing teachers, do not have teacher improvement plans or conversations about teacher improvement plans are not prioritized. b) The school leader and other school administrators do not connect information about student data or former feedback to the development of supports provided to teachers and other staff members. c) The school leader does not conduct periodic check-ins of staff and administrators, and the steps necessary for positive year-end evaluation ratings are not known or communicated.

Please indicate the evidence used to determine the rating. *Check all that apply.*	☐ Classroom Observations – # Visited: _____ ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ ☐ Interviews with Teachers – #: _____ ☐ Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☐ Documents Reviewed:

If the SOP rating is **Effective**, **Developing** or **Ineffective**, please provide a response in the areas below.	
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	**Administrative staff performs all tasks and duties as they relate to the Annual Professional Performance Review (APPR) and it's dictates by the NYSED. Current model is the work of Charlotte Danielson in " A Framework for Teaching". Teachers are observed as a cycle each year and within a 3 year period (walk through observation and formal observations). Special Education leader within the building meets monthly with her staff and communicates on a regular basis in order to be kept abreast of all student progress.**
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	**Workshops in target setting, data management and exposure/use of current data is employed by all teachers when developing lessons. Common formative assessments are used by each grade level within each curriculum area. New assessment strategies are being practiced (such as performance based assessments, performance based tasks) in areas which primarily have utilized paper/pencil. Social Studies Department is looking to utilize a DBQ as their post-assessment in the spring, much research and development is being employed within this project. Data is used to drive instruction (state, local, historical and current).**
Describe the professional development activities planned to support the implementation of the actions in this area.	**Professional development teams from BOCES (Math, ELA, Science, Social Studies); Independent Contractors Susan Rothwell (Math Specialist) and Angela Stockman (ELA Specialist) are also working with staff. Professional development is ongoing and teachers have the opportunity every Thursday to collaborate with one another across grade levels and content areas for at least 1 hour – district wide.**

		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.
☐	**Highly Effective**	a) The school leader and staff provide consistent, systematic, and timely individualized and group professional development support to all teachers across grades and subjects to ensure that pertinent decisions are made about the delivery of the curricula. b) The school leader fosters a culture where teachers ensure that the implemented CCLS curricula are dynamic and address what students need to know in order for the school-wide goals to be achieved. c) The school uses cohesive and comprehensive curricula that include clear, descriptive units of studies appropriately aligned to the CCLS and consider what students need to know across all grades to become college and career ready.
☒	**Effective**	a) The school leader and staff provide consistent and systematic support to all teachers across grades and subjects appropriately aligned to rigorous and coherent CCLS curricula. b) The school leader and teachers work to ensure that the implemented curricula are appropriately aligned to the CCLS. c) The school uses cohesive and comprehensive curricula that include clear, descriptive units of studies appropriately aligned to standards and consider what students need to know across all grades.
☐	**Developing**	a) The school leader and staff provide curriculum support that does not target the expectations set forth in the CCLS. b) The school leader and staff use of curricula focuses on standards that are not CCLS-appropriately aligned. c) The school uses curricula that consider standards and what students need to know.
☐	**Ineffective**	a) The school leader and staff do not provide curriculum support to teachers. b) The school leader and staff use of curricula are static and are not appropriately aligned to standards. c) The school has plans for teaching students that are not aligned to any standards.
Please indicate the evidence used to determine the rating. *Check all that apply.*	☐ Classroom Observations – # Visited: _____ ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ ☐ Interviews with Teachers – #: _____ ☐ Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☐ Documents Reviewed:

If the SOP rating is **Effective**, **Developing** or **Ineffective**, please provide a response in the areas below.	
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	**Curriculum leaders taking a lead role in 2013-14 to review state materials, specifically: CCLS & the modules in ELA & Math. Monthly and weekly meetings to review same have occurred and are ongoing during the 2013-14 school year. C.A.L.L. (content area literacy learning) supports the overall curriculum in the 4 core subjects – math, science, social studies and English. CALL taught by content area specialists and T.A.'s.**
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	**Time to implement / work with modules / new curriculum mapping** **Time to revisit / evaluate where we're at – This has occurred with the district allocating 1 hour each week on Thursday afternoons (district – wide) for staff to be reflective as well as proactive with regard to curriculum, development and support.**
Describe the professional development activities planned to support the implementation of the actions in this area.	**Vertical and horizontal alignment review of current curriculum and the need to update curriculum maps will occur this year.** **Review needed to determine a better use of scheduling resources to schedule special programs such as ELL, AIS and CALL in a more productive manner (spring of 2014).**

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.
☐	**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.
☐	**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.
☒	**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.
☐	**Ineffective**	a) Teachers meet informally and/or have no systems or protocols for working on unit plans. b) Teachers use grade/subject materials that are not aligned to unit plans or pacing calendars. c) Teachers do not consistently use lesson plans to instruct students that are aligned to the standards or appropriately addresses the grade and subject.
Please indicate the evidence used to determine the rating. *Check all that apply.*		☐ Classroom Observations – # Visited: _____ ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ ☐ Interviews with Teachers – #: _____ ☐ Interviews with Parents/Guardians – #: _____ ☐ Other: _____ ☐ Documents Reviewed:

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

Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	**Consistent, aligned unit plans as well as common formative assessments are being designed this year. Use of pre and post assessments in all subjects for 2013-2014. Creation of targets and Student Learning Objectives by teachers based on data collective (by student) will determine direction of course as well as the need to look at assessment differently this year. Weekly review of lesson plans to include current curriculum maps by the curriculum leadership and building administrative team. Curriculum maps are all on the shared teacher drive and available to staff. Tiered instruction occurring, DDI implemented as well as new partnership created between ELA/Social Studies and Math/Science. These 4 groups are working on developing common vocabulary across their respective grade levels and studying writing techniques/strategies that can be provided to students in a common manner.**
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	**Facilitators to help implement these changes** *** See 3.2** **Independent Contractor / ELA Specialist: Angela Stockman working with teams of teachers to develop assessments and unpack standards.**
Describe the professional development activities planned to support the implementation of the actions in this area.	**Same as above** **Workshops in Instructional Coaching to continue – September – June.**

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.
☐	**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.
x	**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.
☐	**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.
☐	**Ineffective**	a) Formal opportunities for teachers to meet across grades or subjects to plan and discuss strategies do not exist. b) The school leader has not taken measures to ensure that students are exposed to the arts, technology and other enrichment areas.

Please indicate the evidence used to determine the rating. *Check all that apply.*	☐ Classroom Observations – # Visited: _____ ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ ☐ Interviews with Teachers – #: _____ ☐ Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☐ Documents Reviewed:

If the SOP rating is **Effective**, **Developing** or **Ineffective**, please provide a response in the areas below.	
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	**The building is working together to foster a school culture which promotes the sharing of materials and the development of rich curriculum aligned to the CCLS. Evidence of these practices include grade level teams and curriculum areas working together on writing projects as well as the development of assessments. Vertical and horizontal alignment is the goals. Special education students are exposed to this content rich and rigorous curriculum. Modules are being piloted at all grade levels.**
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	**All content specific professional development this year has included special education teachers. Instructional Coaching model employed this year with the assistance of Jim Knight and his team. 13 + teachers across the district participated in this project resulting in 3 part time instructional coaches throughout the district (grant funded).**
Describe the professional development activities planned to support the implementation of the actions in this area.	**Opportunities to collaborate with colleagues on a daily (common planning time), weekly (Thursday afternoon's – common time for curriculum teams) and monthly (common meetings with grade level teams and curriculum teams).**

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.	
☐	**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.
x	**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.
☐	**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.
☐	**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. *Check all that apply.*	☐ Classroom Observations – # Visited: _____ ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ ☐ Interviews with Teachers – #: _____ ☐ Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☐ Documents Reviewed: _____ _____ _____ _____

If the SOP rating is **Effective**, **Developing** or **Ineffective**, please provide a response in the areas below.	
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	**We need to effectively use data to adapt our instruction in a timely manner. This year, we have had training sessions for all teachers utilizing Tim Johnson (data specialist from BOCES) and all available CCSD data. Curriculum and grade level teams have asked for sessions with Tim in a small group setting for the purpose of data reflection. Curriculum leaders and administrative team trained in the use of the Data Warehouse, Administrators trained to use SEDDAS documents.**
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	**eDoctrina-assessments linked to standards (CCLS)** **Data Warehouse & SEDDAS- training.** **STAR- progressive assessments in Math and Reading. Comparative reports utilized/reflected upon regarding performance on STAR vs. projected performance on NYS assessments. Use of RTI to inform instruction and provide intervention strategies to teachers for students.** **PD time on Thursdays – common for curriculum and team.** **Special Education teachers involved in curriculum development and data analysis.**
Describe the professional development activities planned to support the implementation of the actions in this area.	**Training on how to effectively use the resources listed above . Training AIS staff and teachers in STAR (ongoing).**

	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.
☒ **Highly Effective**	a) Teachers have a transparent, targeted plan that is informed by data (summative, interim, attendance, IEPs, NYSESLAT, etc.), grade-level and school-wide goals for all groups of students. b) Teachers use instructional practices and strategies that are aligned to plans and include accommodations for groups of students with disabilities and linguistic needs of English language learners/limited English proficient students to provide timely and appropriate instructional interventions and extensions for all students. c) Teachers create short- and long-term goals based on data with learning trajectories for groups of students based on identified and timely needs that lead to student involvement in their own learning.
☐ **Effective**	a) Teachers have a plan that is informed by data (summative, interim, attendance, IEPs, NYSESLAT, etc.) and grade-level goals for all groups of students. b) Teachers use instructional practices and strategies that are aligned to plans and include accommodations for groups of students with disabilities and linguistic needs of English language learners/limited English proficient students and provide instructional interventions to students that lead to inquiry and engagement. c) Teachers create short- and long-term goals for groups of students based on grade-level benchmarks and leads to student involvement in their own learning.
☐ **Developing**	a) Teachers have a plan and are learning how to align it to class data. b) Teachers use instructional practices and strategies that are aligned to plans and provide instructional interventions to students. c) Teachers' established goals for groups of students are static and do not consider students' short- or long-term progress.
☐ **Ineffective**	a) Teachers do not have plans that are based on data. b) Teachers use instructional practices and strategies that are neither aligned to a plan nor provide instructional interventions to students. c) Teachers have not established short or long-term goals for groups of students.

Please indicate the evidence used to determine the rating. *Check all that apply.*	☐ Classroom Observations – # Visited: _____ ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ ☐ Interviews with Teachers – #: _____ ☐ Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☐ Documents Reviewed: _____ _____ _____ _____

If the SOP rating is **Effective**, **Developing** or **Ineffective**, please provide a response in the areas below.	
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	**Common-shared planning time.**
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	**AIS – use of Fast Forward, Reading Plus, A-Z Reading, Inside Reading, Lexia Reading, Leveled Literacy Intervention,etc.**
Describe the professional development activities planned to support the implementation of the actions in this area.	**Charlotte Danielson: A Framework for Teaching-strategies modeled. Administrators trained in the process.**

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.
☐	**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.
☒	**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.
☐	**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.
☐	**Ineffective**	a) Teacher instruction is incoherent and not based on any lesson plans. b) Teachers' instruction is not purposeful or adaptive.

Please indicate the evidence used to determine the rating. *Check all that apply.*	☐ Classroom Observations – # Visited: _____ ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ ☐ Interviews with Teachers – #: _____ ☐ Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☐ Documents Reviewed: _____ _____ _____

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Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	**Volunteer teachers at each grade level in Math and ELA are piloting several modules during the 2013-2014 school year. Use of various strategies such as "Close Reading" are also being practiced across grade level and content areas. Curriculum needs to be implemented in such a way as to increase student engagement. Teachers are talking about what it means to "Share Effective Practices" on team and in their curriculum teams.**
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	**Exploration into alternate formats for assessments (performance based); STAR testing; team meetings; common planning time, co-teacher meeting minutes/ Instructional coaching program Access to technology for video analysis**
Describe the professional development activities planned to support the implementation of the actions in this area.	**Opportunities to observe and collaborate with colleagues Instructional Coaching project, PD with BOCES, access to data warehouse,etc. For students: AIS push in/pull-out – sharing data at the start of the school year reflection and follow through. Access to CCLS and data for all staff.**

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.	
☐	**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.
x	**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.
☐	**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.
☐	**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.

Please indicate the evidence used to determine the rating. *Check all that apply.*	☐ Classroom Observations – # Visited: _____ ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ ☐ Interviews with Teachers – #: _____ ☐ Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☐ Documents Reviewed: _____ _____ _____ _____

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Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	**We need to identify key behavioral expectations and implement them with fidelity.** **PBIS team to revisit processes & practices at training in the Fall of 2013.** **New principal to attend Adaptive Schools Training.** **Review safety protocols/practices (lock down/stay in place/evacuation drills, etc.- fall & spring 2013-14).** **School Liaison Officer Program in place with the Cheektowaga Police Department.** **Team modification and supports, continuum of services.** **Teach and Implement specific/explicit direct instruction.**
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	**Use current sources of data** **(Warrior Way, Tier 2, Timely Warrior) within the PBIS process.** **Provide district trainers (available to buildings) in Non-Violent strategies/de-escalating techniques.** **Teams will be developed in all buildings to help support students in crisis (spring 2014).** **Anti – bullying program and DASA instruction.**
Describe the professional development activities planned to support the implementation of the actions in this area.	**Time to revisit current programs and reinforce accountability. Training.**

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.	
☐	**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.
☒	**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.
☐	**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.
☐	**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. *Check all that apply.*	☐ Classroom Observations – # Visited: _____ ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ ☐ Interviews with Teachers – #: _____ ☐ Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☐ Documents Reviewed:

If the SOP rating is **Effective**, **Developing** or **Ineffective**, please provide a response in the areas below.	
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	**Review of plan books – monthly (building principals & leaders).** **IEP sign-offs (August & September 2013).** **IEP Progress reports/progress monitoring (weekly, monthly September-June).** **Walk-through observations.**
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	**IEP direct (linked to e-school).** **Parent Portal, parent phone log, grade reporting, student portal e-school (students).** **Successful students can serve as models / mentors** **Check In – Check Out.** **AIS**
Describe the professional development activities planned to support the implementation of the actions in this area.	**Workshops designed to support IEP writing ; explicit direct instruction; progress monitoring; A Framework for Teaching.**

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.	
☐	**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.
☒	**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.
☐	**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.
☐	**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. *Check all that apply.* | ☐ Classroom Observations – # Visited: _____
 ☐ Interviews with Students – #: _____
 ☐ Interviews with Support Staff – #: _____
 ☐ Interviews with Teachers – #: _____
 ☐ Interviews with Parents/Guardians – #: _____
 ☐ Other: _____ | ☐ Documents Reviewed:
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If the SOP rating is <u>Effective</u>, **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.	**Increase the awareness of staff with regard to the function and operation of the school counseling center.** **Increase outreach to local community groups and invite them in to share experiences with students/staff.**
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	**Professional development for PPS staff with regard to a greater integration of PPS services and the classroom. Share information via website/letters to parents and presentations to faculty/staff.** **Grants: Tower foundation.** **Links to local agencies: Catholic Charities, Mid-Erie, Aspire, Parenting Program, etc.** **Outreach to: Junior Achievement, Local Government (Erie County), University of Buffalo (Pen Pal Program).**
Describe the professional development activities planned to support the implementation of the actions in this area.	**Invite PPS staff to present at faculty meetings regarding their roles and responsibilities; PPS to present re: DASA program.**

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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.
☐	**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.
☐	**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.
☒	**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.
☐	**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. *Check all that apply.*	☐ Classroom Observations – # Visited: _____ ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ ☐ Interviews with Teachers – #: _____ ☐ Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☐ Documents Reviewed:

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

Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	**Increase staff, students' and parents' awareness of the functions and patterns of behavior in relation to social – emotional wellness.**
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	**Communicate via "Midway TV", monthly newsletter online, Flyer to parents once a month with "bullet events" , meetings with Liaison Officer, Parent/Teacher conferences .** **Professional in 5.5.** **Small group intervention.** **District "Wellness Day" – March 2014.** **4th Grade Transition conversation with PPS staff – spring 2014.** **5th Grade Orientation – summer 2014.**
Describe the professional development activities planned to support the implementation of the actions in this area.	**Presentation by behavior specialist to teams and leadership regarding behaviors in the classroom.** **Presentation regarding RtI tiered process, function of the IST team and behavioral interventions that can be employed.** **Revisit resource pamphlets for families with PPS staff.**

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.	
☐	**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.
☐	**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.
☒	**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.
☐	**Ineffective**	a) Students express that they do not feel safe and supported in their school community. b) Teachers are unable to articulate the school's vision connected to social and emotional developmental health and/or do not express their role in supporting students. c) Parents are unable to express the school vision connected to social and emotional developmental health and/or express that they do not feel their children are supported.
Please indicate the evidence used to determine the rating. *Check all that apply.*	☐ Classroom Observations – # Visited: _____ ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ ☐ Interviews with Teachers – #: _____ ☐ Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☐ Documents Reviewed: _____ _____ _____ _____

If the SOP rating is **Effective**, **Developing** or **Ineffective**, please provide a response in the areas below.	
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	**Provide more parent-friendly (language)material so that parents understand what is available to them.**
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	**"Parent" newsletter counterpart to the online newsletter provided by principals.** **Parent & Student portal(s).** **New students to MS receive a "buddy" to shadow the MS for a day.** **ELL group field trips.** **"Warrior to Watch" student recognition program.** **"Breakfast of Champions" and other Honor Roll/Merit Roll recognition events for students.** **Develop a newsletter from PPS staff - information related to special education services.** **Develop a counseling center website with links for parents regarding services for families.**
Describe the professional development activities planned to support the implementation of the actions in this area.	**Develop and implement surveys for staff, student and parents regarding services for families.** **Inform staff re: IST process and develop pamphlet explaining same (Fall of 2013).** **Presentation to staff about IST process – faculty meeting (Fall of 2013).**

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.	
☐	**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.
☒	**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.
☐	**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.
☐	**Ineffective**	a) The school leader has not prioritized the need for systems that address how teachers and other staff use data to address students' social and emotional developmental health needs. b) The school has no specific plan to support staff efforts to address student needs.

Please indicate the evidence used to determine the rating. *Check all that apply.*	☐ Classroom Observations – # Visited: _____ ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ ☐ Interviews with Teachers – #: _____ ☐ Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☐ Documents Reviewed: _____ _____ _____ _____

If the SOP rating is **Effective**, **Developing** or **Ineffective**, please provide a response in the areas below.	
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	**Increase the teachers flexibility and follow through with regard to behavioral modification plans** **Increase the teachers compliance to IST recommendations** **Increase the awareness of the function and operation of the CSE committee**
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	**Professional development related to the social – emotional / behavioral issues of students. The importance of getting assistance for students, so that they can learn in the classroom** **FBA/BIP creation.** **IST team and FBA teams.** **PBIS – Warrior Way program.** **Remedial nights now at the MS (September implementation) at every grade level.** **Natural and consistent consequences for students.**
Describe the professional development activities planned to support the implementation of the actions in this area.	**Presentations to faculty and parents** **Website 'links' from / to counseling center**

		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.	
☐	**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.
☒	**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.
☐	**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.
☐	**Ineffective**	a) The school is welcoming to parents who can access English and parents who initiate the relationship. b) The school community does not prioritize relationships with families or the community. c) There are no efforts made to promote volunteers opportunities.

Please indicate the evidence used to determine the rating. *Check all that apply.*	☐ Classroom Observations – # Visited: _____ ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ ☐ Interviews with Teachers – #: _____ ☐ Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☐ Documents Reviewed:

If the SOP rating is **Effective**, **Developing** or **Ineffective**, please provide a response in the areas below.		
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	**We will provide diverse and meaningful opportunities for families to volunteer and engage with the school by using multiple points of entry focused on student learning and development. Welcome back to school picnic. CSE meetings. Tim Horton's Camp for kids. Veteran's Day Breakfast and participation in "Cards for Veteran's Program" with Erie County Clerk. Parent conferences. Drive through for Success. PTA dances/volunteers. Community mentor program. Teacher volunteer hours. Team meetings. Girls on the Run.**	
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	**Sub coverage Staff seeking info from other similar district that are highly effective in this area Survey community members, for volunteers, feedback and assistance with the process**	
Describe the professional development activities planned to support the implementation of the actions in this area.	**Committee formed to review data and create an action plan to create opportunities for parental and community involvement Committees will disseminate the info to faculty and staff, as well as the community as a whole**	

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.	
☐	**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.
☒	**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.
☐	**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.
☐	**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. *Check all that apply.*	☐ Classroom Observations – # Visited: _____ ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ ☐ Interviews with Teachers – #: _____ ☐ Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☐ Documents Reviewed:

If the SOP rating is **Effective**, **Developing** or **Ineffective**, please provide a response in the areas below.	
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	**We will provide regular communication with families and community stakeholders that promote reciprocal communication by soliciting family feedback concerning student achievement, needs, issues and concerns.**
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	**Email push notification process to create opportunities for reciprocal communication with family and community stakeholders.** **Global Connect phone alerts to families.** **Agenda, folder specific to student gaps in learning.** **Phone contacts.** **Assessment parent sign-off.** **Phone log in eSchool.** **CSE meetings.** **Team Meetings with parents.**
Describe the professional development activities planned to support the implementation of the actions in this area.	**Adaptive Schools strategies employed.** **Shared meeting minutes form district wide.**

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.
☐	**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.
☐	**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.
☒	**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.
☐	**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.

| Please indicate the evidence used to determine the rating. *Check all that apply.* | ☐ Classroom Observations – # Visited: _____
 ☐ Interviews with Students – #: _____
 ☐ Interviews with Support Staff – #: _____
 ☐ Interviews with Teachers – #: _____
 ☐ Interviews with Parents/Guardians – #: _____
 ☐ Other: _____ | ☐ Documents Reviewed:
 |

If the SOP rating is **Effective**, **Developing** or **Ineffective**, please provide a response in the areas below.	
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	**Creation of the Online newsletter at the MS (September 2013).**
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	**Website improvement – teacher and school district.** **Newsletter – MS & District.** **Guest speakers.**
Describe the professional development activities planned to support the implementation of the actions in this area.	**Technology workshops offered in website creation September-June.** **Meeting with Parents.** **Project-based learning partnerships (spring 2014)**

Online Newsletter, Teacher and School website, Newsletters MS & District, Through PH, Parent Support, "Josie"

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.	
☐	**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.
☐	**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.
☒	**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.
☐	**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.

Please indicate the evidence used to determine the rating. *Check all that apply.*	☐ Classroom Observations – # Visited: _____ ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ ☐ Interviews with Teachers – #: _____ ☐ Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☐ Documents Reviewed: |_____| |_____| |_____| |_____|

If the SOP rating is **Effective**, **Developing** or **Ineffective**, please provide a response in the areas below.	
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	We will provide a wide range of learning opportunities for families to elevate their understanding of student and school
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	**Emailing or push notification process to disseminate important information regarding student learning and support issues** **Provide workshops to inform and educate parents and community members on current school and student data .** **"Warrior to Watch" program.** **Parent/Student Portal.** **Team meetings with parents with providers.** **Parent questionnaires for annual CSE meetings.** **Parent Teacher conferences.** **IEP progress reports.** **"Drive Through For Success"** **CSE meetings.** **Midway "Link" on website.**
Describe the professional development activities planned to support the implementation of the actions in this area.	**Training on how we get the info to parents and community members** **Training on how to create / run workshops for parents / community members** **Engage NY – share with parents, students and staf** **District newsletter – online** **Open House**

Describe the process used to develop this plan pursuant to CR100.11.

A clearly articulated plan of action based on data, conversations and meetings with staff in the spring of 2013 have led to the development of this plan. A diverse group of staff worked together to formulate evidence for this project include representation from the following departments: Art, Special Education, PPS/Counseling, General Education, Math, Central Office, MS Administrative Team.

Implementation and conversations regarding refining the work will take place from September 2013-June of 2014.

Tenet 2 speaks directly to leaders creating a school community and culture that leads to success. The tenet talks about developing high academic outcomes for ALL students and continuous, sustainable school improvement. The use of evidenced based systems to examine data and the use of the data to drive instructional, curriculum, practices,engagement,etc. is critical in the development of success for all students as mentioned (statement of practice 2.3).
Through the current LAP (2013-2014) and subsequently the creation of the QIP in the spring of 2015, the CCMS seeks to continue to work on this tenet relative to improving student achievement, students engagement and the success of all students.
Tenet 3 refers to alignment with the CCLS, curriculum and assessment for all as well as modified subgroups and the improvement of instructional practice. Tenet 3 refers to stimulating HOTS and ensuring conceptual understanding.

In both cases, self evaluation led to a designation of developing which in turn, led to an exploration of curriculum, examination of staffing/assignments related to same and the use of evidence (gathered through observation/walk through's in 2013-14 and now the 2015-16 school year) related to instructional practice - specifically student engagement , that will drive improvements across grade levels and content areas. STAR assessment data identifies 53/91 students with special needs as meeting their targets across grades 5-8.
Only 13/20 at grade 8, met their target . In addition at the 8th grade level, 21 students received a score of "2" and 13 students received a score of "3" on the NYS ELA Assessment, causing the CCMS to re-examine instructional practices, course offerings and AIS support for and with regard to this student population.

In the 2015-16 school year, the addition of a teaching assistant certified in ELA at the 7 & 8 grade level will assist as well as target specific supports in ELA by integrating and developing the skill sets needed for a greater exploration of material. Purposeful, targeted instruction will occur in the use of HOTS (higher order thinking skills), focus on individual student plans (centered around student strengths as well as skill deficits), focus on the use of text-based evidence and developing a "claim" based upon these evidentiary pieces will be part of the program. Students will be grouped across the 7 & 8 grade spectrum to help increase student achievement (shift 2's to 3's and 3's to 4's) as well as provide support to our struggling students/population via the following methods, programs, assessments and strategies: STAR Assessments; Monthly "practice" for skill extraction and progress monitoring of same;RACe-restate & answer the question, cite & explain evidence.

Other : Use of ICE quotes for short answer & essay questions (ICE-interpret,cite,evidence). KAGAN structures and use of the following-Quiz,quiz,trade; Numbered Heads Together, Mix-n-match,etc. Instructional shifts in ELA and an alignmen to the standards are necessary.