UNATEGO CENTRAL SCHOOL DISTRICT
BOARD OF EDUCATION AGENDA
TENTATIVE
MONDAY, NOVEMBER 2, 2015
EXECUTIVE SESSION
6:00 P.M.
EXECUTIVE SESSION
6:30 P.M.
BOARD OF EDUCATION MEETING
7:00 P.M.
UNATEGO MS/SR HIGH SCHOOL
ROOM #93

1. ROUTINE MATTERS

1.1 Call to order
1.2 Roll Call
1.3 Pledge
1.4 Approve regular board meeting minutes of October 19, 2015
1.5 Adopt Agenda

2. PUBLIC COMMENT

3. PRESENTATIONS

3.1 Administrator's Report

4. ADMINISTRATIVE ACTION

4.1 Approve CSE recommendations (11.2.15 G1)
4.2 Approve Elizabeth Goodrich and Violet Bettiol as tellers for the Special District Meeting for the Bus Proposition December 15, 2015 (11.2.15 UC1)
4.3 Approve Local Assistance Plan (LAP) (11.2.15 G2)
4.4 Award bid for Transportation Maintenance Services to Matthews Buses Inc. (11.2.15 G3)
4.5 Accept 2014-15 Financial Audit Report (11.2.15 G4)
4.6 Accept Albert Utter's resignation due to retirement as school bus driver (11.2.15 UC2)
4.7 Appoint Cheryl Schultz substitute teacher for the 2015-16 school year (11.2.15 C1)
4.8 Appoint Cecilia Sigrist substitute teacher for the 2015-16 school year (11.2.15 UC3)
4.9 Appoint Amanda DelReal substitute teacher for the 2015-16 school year (11.2.15 UC4)
4.10 Appoint Erica Darpino substitute teacher for the 2015-16 school year (11.2.15 UC5)
4.11 Appoint Amber Birdsall Deputy Purchasing Agent (11.2.15 UC6)
4.12 Appoint Glenn Hamilton Interim Principal (11.2.15 C2)
4.13 Appoint Albert Utter school bus driver (11.2.15 UC7)
4.14 Create (2) two monitor positions (11.2.15 G5)

5. **PUBLIC COMMENT**

6. **ROUND TABLE DISCUSSION/QUESTIONS**

7. **EXECUTIVE SESSION (IF NECESSARY)**

8. **ADJOURN**

4.1
11.2.15 G1
RESOLVED: Upon the recommendation of the Superintendent of Schools that this Board does hereby approve the CSE recommendations as presented.

4.2
11.2.15 UC1
RESOLVED: Upon the recommendation of the Superintendent of Schools that this Board does hereby approve Elizabeth Goodrich and Violet Bettiol as tellers for the Special District Meeting for the Bus Proposition on December 15, 2015 at a rate of $75/day.

4.3
11.2.15 G2
RESOLVED: Upon the recommendation of the Superintendent of Schools that this Board does hereby approve the Local Assistance Plan (LAP) as presented.

4.4
11.2.15 G3
RESOLVED: Upon the recommendation of the Superintendent of Schools that this Board does hereby award bid for Transportation Maintenance Services in the Unatego Central School District to Matthews Buses Inc. for the period of November 15, 2015 to June 30, 2016.

4.5
11.2.15 G4
RESOLVED: Upon the recommendation of the Superintendent of Schools that this Board does hereby accept the 2014-15 Financial Audit Report as presented.

4.6
11.2.15 UC2
RESOLVED: Upon the recommendation of the Superintendent of Schools that this Board does hereby accept Albert Utter's resignation to retire as school bus driver effective November 16, 2015 as presented.

4.7
11.2.15 C1
RESOLVED: Upon the recommendation of the Superintendent of Schools that this Board does hereby appoint Cheryl Schultz substitute teacher for the 2015-16 school year as presented.

4.8
11.2.15 UC3
RESOLVED: Upon the recommendation of the Superintendent of Schools that this Board does hereby appoint Cecilia Sigrist substitute teacher for the 2015-16 school year as presented.

4.9
11.2.15 UC4
RESOLVED: Upon the recommendation of the Superintendent of Schools that this Board does hereby appoint Amanda DelReal substitute teacher for the 2015-16 school year as presented.

4.10
11.2.15 UC5
RESOLVED: Upon the recommendation of the Superintendent of Schools that this Board does hereby appoint Erica Darpino substitute teacher for the 2015-16 school year as presented.

4.11
11.2.15 UC6
RESOLVED: Upon the recommendation of the Superintendent of Schools that this Board does hereby appoint Amber Birdsall Deputy Purchasing Agent effective October 28, 2015.

4.12
11.2.15 C2
RESOLVED: Upon the recommendation of the Superintendent of School that this Board does hereby appoint Glenn Hamilton Interim Principal effective November 16, 2015 per diem $400/day (HS).

4.13
11.2.15 UC7
RESOLVED: Upon the recommendation of the Superintendent of Schools that this Board does hereby appoint Albert Utter school bus driver effective November 18, 2015 as presented.

4.14
11.2.15 G5
RESOLVED: Upon the recommendation of the Superintendent of Schools that this Board does hereby create (2) two monitor positions.

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

DRAFT

Name of Principal:	**Patricia Hoyt**
Name/Number of School:	**Unatego Middle School**
School Address:	**2641 State Highway 7**
School Telephone Number:	**607-988-5036**
Principal's Direct Phone Number:	**607-988-5029**
Principal's E-Mail:	**phoyt@unatego.stier.org**
District Telephone Number:	**607-988-5000**
Superintendent's Direct Phone Number:	**607-988-5038**
Superintendent's E-Mail:	**drichards@unatego.stier.org**
Reason for LAP Designation:	**2014 Math and ELA scores for white students**
Website Link for Published Report:	**www.unatego.org**

School Principal's Signature _____ Date _____

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

A Message to School/District Leaders:

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

Guidance

The Diagnostic Self-Review Document provides an opportunity for the school, with the assistance of the district, to assess 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 ***Friday, November 20, 2015,*** as well as kept on file at both the school and the district offices.

Completing This Form

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

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

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

School Information Sheet									
Grade Configuration	6-8	Total Enrollment	205	Title 1 Population	205	Attendance Rate	%		
Free Lunch	38%	Reduced Lunch	12%	Student Sustainability	%	Limited English Proficient	1%	Students with Disabilities	14.6%
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	8	#Integrated Collaborative Teaching	0				
# Resource Room	9								
Types and Number Special Classes									
#Visual Arts	2	#Music	9	#Drama	0	# Foreign Language	2	# Dance	0	CTE	0
Racial/Ethnic Origin									
American Indian or Alaska Native	0%	Black or African American	1 %	Hispanic or Latino	4%	Asian or Native Hawaiian/Other Pacific Islander	1%	92White	%	Multi-racial	2%
Personnel									
Years Principal Assigned to School	7	# of Assistant Principals	0	# of Deans	0	# of Counselors / Social Workers	1		
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	0	% Teaching with Fewer Than 3 Yrs. of Exp.	0	Average Teacher Absences			
Overall Accountability Status									
ELA Performance at levels 3 & 4	**11**	Mathematics Performance at levels 3 & 4	**17**	Science Performance at levels 3 & 4	**71**	4 Year Graduation Rate (HS Only)			
Credit Accumulation (High School Only)									
% 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
x	x			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:** The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	
☐	**Highly Effective**	a) The SMART goals/mission and long-term vision are created and supported by staff, families, and students and are uniformly seen, heard, and known across the entire school community and affiliated partnerships. b) The school leader champions the implementation of a data-driven mission for student achievement and well-being and holds the school community of stakeholders accountable for working to realize the long-term vision and the school priorities as outlined in the SCEP and other school improvement documents. c) The school leader and community stakeholders regularly monitor and evaluate progress toward attainment of SMART goals and priorities in the SCEP that are aligned to the long-term vision, making adjustments when goals are not achieved, improvements are needed, and priorities become misaligned.
☒	**Effective**	a) The SMART goals/mission and long-term vision are created and supported by a representative group of staff, families, and students and some affiliated partnerships. b) The school leader shares a data-driven mission for student achievement and well-being with the school community of stakeholders and has a plan for how to work together to realize this long-term vision and the school priorities as outlined in the SCEP and other school improvement documents. c) The school leader and community stakeholders monitor and evaluate progress once or twice a year toward SMART goals and priorities in the SCEP aligned to the long-term vision.
☐	**Developing**	a) The SMART goals/mission and long-term vision are created with limited input by stakeholders, and are in the process of being shared with staff, families, and students across the school community. b) The school leader has a data-driven mission for student achievement and well-being, outlined in the SCEP, and is in the process of developing how the school community will work to realize the long-term vision. c) The school leader is in the process of adapting SMART goals that better align to the long-term vision, or these SMART goals exist but are not monitored and evaluated.
☐	**Ineffective**	a) The SMART goals/mission and long-term vision are unknown, not commonly understood, and/or have not been shared with staff, families, and students across the school community. b) The school leader has not developed a data-driven mission that is connected to the long-term vision. c) The school leader has not developed SMART goals or the current goals are not aligned to the long-term vision.
Please indicate the evidence used to determine the rating. *Check all that apply.*	☒ Classroom Observations – # Visited: _____ ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ ☐ Interviews with Teachers – #: _____ ☐ Interviews with Parents/Guardians – #: _____ ☒ Other: _LINKS Committee_	☐ Documents Reviewed: State test data
If the SOP rating is Effective, Developing or Ineffective, please provide a response in the areas below.		
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	There is a lack of data to monitor student progress throughout the year.	
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Will be implementing STAR 360 Assessments 3-4 times each year for student and program monitoring.	
Describe the professional development activities planned to support the implementation of the	Professional Development from STAR 360 In-house follow-up	

actions in this area.	
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	Purchase software – August 2015 Professional Development – September 2015 Turnkey to staff – September/October 2015 Follow-up with Data Team - monthly

Rating	Statement of Practice 2.3: Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	
☐	**Highly Effective**	a) The school leader collaborates with staff to create and use transparent systems and protocols that afford students and teachers the ability to fully benefit from a flexible and thoughtful program, which includes a creative expanded learning time program, that are aligned to student achievement. b) The school leader strategically recruits, hires, and sustains personnel. The leader uses a variety of partner organizations to create a pool of internal and external human capital that enables the school to creatively, equitably, and adequately meet the academic and social needs of all students. Where the district makes the hiring decisions, the school leader articulates successfully the need for appropriate staff. c) The school leader analyzes and identifies fiscal capital available to the school community throughout the school year, making on-going strategic and sustainable decisions to fund targeted efforts aligned to school-wide goals, considering the needs of all students and staff members. Where the district makes the fiscal decisions, the school leader articulates successfully the need for appropriate funding.
☒	**Effective**	a) The school leader collaborates with staff to create and use systems and protocols for programming for students and teachers, which incorporates an expanded learning time program, that are aligned to student achievement. b) The school leader uses some partnerships to recruit, hire, and sustain personnel that enable the school to meet the academic and social needs of the students. Where the district makes the hiring decisions, the school leader articulates the need for appropriate staff. c) The school leader analyzes and identifies fiscal capital available to the school community throughout the school year, making interim strategic decisions to fund targeted efforts aligned to school-wide goals, considering the needs of all students and staff members. Where the district makes the fiscal decisions, the school leader articulates the need for appropriate funding.
☐	**Developing**	a) The school leader uses systems, including an expanded learning time program, for programming for students and teachers that are aligned to student achievement for some groups of students. b) The school leader has taken some steps to secure personnel who will enable the school to meet the academic and social needs of the students. Where the district makes the hiring decisions, the school leader has not clearly articulated the school's needs. c) The school leader makes decisions sporadically on the use of available fiscal capital to fund efforts aligned to school-wide goals. Where the district makes the fiscal decisions, the school leader has not clearly articulated the school's funding need.
☐	**Ineffective**	a) The school leader does not have systems for programming for students and teachers or the systems, including an expanded learning time program, are not aligned to student achievement, or an expanded learning time program does not exist and there are no plans to create one. b) The school leader is not addressing the need to hire personnel to meet the academic and social needs of the students. Where the district makes the hiring decisions, the school leader has not made an effort to communicate with the district about hiring needs. c) The school leader does not connect the use of fiscal capital to school goals. Where the district makes the fiscal decisions, the school leader has not made an effort to communicate with the district about funding needs.

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

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

Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	With staff – restructured schedule to add math and ELA labs to student schedules, giving both classes an extra class period every other day.

Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Staff resources – math and ELA labs are an extension of the class time – staffed by certified math and ELA teachers.
Describe the professional development activities planned to support the implementation of the actions in this area.	STAR 360 Assessments
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	Schedule developed – August 2015 Schedule implemented – September 2015 Review STAR 360 results – plan lab activities – October 2015 Monthly data team meetings

Rating	**Statement of Practice 2.4:** The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	
☒	**Highly Effective**	a) The school leader and other school administrators collaboratively developed a formal school-wide plan, known to all staff and aligned to the district's APPR plan, for frequently observing and providing actionable feedback throughout the school year on teaching practices based on student data. b) The school leader and other school administrators are implementing the school's observation plan and providing timely, on-going, evidence-based, actionable feedback to staff that is directly aligned to established criteria, including the teaching rubric and other agreed upon evaluation instruments, and which encourages and supports staff to take ownership for the next stage of their development. c) The school leader and other school administrators monitor the plan for observing teachers and use observation data and other measures of teacher effectiveness to assign/reassign, counsel, and provide on-going targeted professional development opportunities in multiple formats (e.g., coaching, mentoring, peer support) to staff.
☐	**Effective**	a) The school leader has developed a plan, aligned to the district's APPR plan, for frequently observing and providing actionable feedback on teaching practices throughout the school year based on student data. b) The school leader and other school administrators are implementing the school's observation plan and providing timely on-going, evidence-based, actionable feedback to staff that is directly aligned to established criteria, including the teaching rubric and other agreed upon evaluation instruments. c) The school leader and other school administrators monitor the plan for observing teachers and use observation data and other measures of teacher effectiveness to assign/reassign, counsel, and provide on-going professional development opportunities to staff.
☐	**Developing**	a) The school leader and other school administrators use an informal schedule for observing and providing feedback on teaching practices throughout the school year and/or are developing a formalized plan aligned to the district's APPR plan. b) The school leader and other school administrators are providing feedback to staff that is aligned to established criteria, including the teaching rubric and other agreed upon evaluation instruments. c) The school leader and other school administrators do not consistently use observation data to provide on-going professional development opportunities to staff.
☐	**Ineffective**	a) The school leader and other school administrators have no formal plan or schedule for frequently observing teaching practices and/or providing feedback. b) The school leader and other school administrators are not providing feedback to staff aligned to established criteria, including the teaching rubric and other agreed upon evaluation instruments. c) The school leader and other school administrators do not use observation data and other measures of teacher effectiveness to inform staffing and professional development decisions.
Please indicate the evidence used to determine the rating. *Check all that apply.*	☐ Classroom Observations – # Visited: _____ ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ ☐ Interviews with Teachers – #: _____ ☐ Interviews with Parents/Guardians – #: _____	☐ Documents Reviewed:

	☐ Other: _____	
If the SOP rating is **Effective, Developing** or **Ineffective**, please provide a response in the areas below.		
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.		
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.		
Describe the professional development activities planned to support the implementation of the actions in this area.		
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.		

Rating	**Statement of Practice 2.5:** Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	
☐	**Highly Effective**	a) The school leader models excellence for the staff in the creation and use of evidence-based systems that are dynamic, adaptive, and interconnected and address individual and school-wide practices. b) The school leader, in collaboration with the school community, monitors and revises evidence-based systems that address practices used by staff members connected to improvement areas in the SCEP.
☒	**Effective**	a) The school leader requires the staff to use evidence-based systems that are dynamic, adaptive, and interconnected and address individual and school-wide practices. b) The school leader monitors and revises evidence-based systems that address practices used by staff members connected to improvement areas in the SCEP.
☐	**Developing**	a) The school leader encourages the staff to use systems that are interconnected and/or systems are not modified based on analysis of school-wide practices. b) The school leader is working to develop an evidence-based system to monitor and revise practices used by staff members.
☐	**Ineffective**	a) The school leader does not encourage the staff to use systems, or systems do not exist to address school-wide practices. b) The school leader has not taken steps to develop an evidence-based system to monitor and revise practices used by the staff members.
Please indicate the evidence used to determine the rating. *Check all that apply.*	☒ Classroom Observations – # Visited: ___20+__ ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ ☒ Interviews with Teachers – #: __20+___ ☐ Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☐ Documents Reviewed: NYSUT Rubric and APPR Documents PowerSchool Assessment data
If the SOP rating is **Effective, Developing** or **Ineffective**, please provide a response in the areas below.		
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	Increase the use of data to track student progress as well as indicate areas of weakness and in need of remediation. Provide time for collaboration in departments and grade levels	
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance	STAR 360, Quia, Castle Learning, PowerSchool/PowerGrade, Curriculum Modules, IXL Collaboration time Time for DDI	

levels.	
Describe the professional development activities planned to support the implementation of the actions in this area.	Professional Development on the use of DDI Literacy workshops focused on vocabulary to supplement last year's work on close reads DDI using STAR 360 data
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	Literacy workshops in December and March DDI meetings monthly STAR 360 professional development in September and ongoing

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 ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	
☐	**Highly Effective**	a) The school leader, using a distributive leadership model, ensures that a systematic plan (i.e., a plan that has targeted goals to address the needs of all students and subgroups, a schedule for professional development support, and vertical/horizontal collaborative meeting time) exists for the quality implementation of rigorous CCLS curricula. b) The school leader uses the systematic plan to provide teachers access to robust pedagogical support (i.e., inter-visitation, cross-grade conversations, exemplar curriculum models, access to expert CCLS curriculum writers, and CCLS conferences), materials, and training aligned to CCLS curricula and instructional shifts for individual and subgroups of students. c) The school leader ensures that a cohesive, comprehensive, and adaptive curricula, inclusive of clearly developed units aligned to CCLS and NYS standards, is used across all areas of study, including interventions, AIS/RTI, dual credit courses, and electives, by monitoring the implementation of the curricula and regularly examining formative and summative assessments and student work.
☒	**Effective**	a) The school leader ensures that a systematic plan (i.e., a plan that has targeted goals to address the needs of all students and subgroups, a schedule for professional development support, and vertical/horizontal collaborative meeting time) exists for the quality implementation of rigorous CCLS curricula. b) The school leader uses the systematic plan to provide teachers access to pedagogical support, materials, and training aligned to CCLS curricula and instructional shifts for individual and subgroups of students. c) The school leader ensures that staff use a comprehensive and adaptive curricula, inclusive of clearly developed units aligned to CCLS and NYS standards, across all areas of study, including interventions, AIS/RTI, dual credit courses, and electives, by monitoring the implementation of curricula.
☐	**Developing**	a) The school leader is in the process of developing a written plan that includes targeted goals to address the needs of students, schedule/calendar for professional development support, and vertical/horizontal collaborative meeting time for implementing CCLS curricula. b) The school leader is beginning to provide appropriate access to pedagogical support, materials, and training to teachers aligned to CCLS curricula and instructional shifts for individual and subgroups of students. c) The school leader encourages staff to use comprehensive curricula, inclusive of clearly developed units aligned to CCLS and NYS standards, across all areas of study, including interventions, AIS/RTI, dual credit courses, and electives.
☐	**Ineffective**	a) The school leader has no written plan for CCLS and NYS curricula alignment across all areas of study and is not developing one. b) The school leader does not provide access to pedagogical support, materials, and training to teachers aligned to CCLS curricula and instructional shifts for individual and subgroups of students. c) The school leader does not ensure and makes little effort to encourage teachers across all areas of study to use curricula aligned to CCLS and NYS standards.
Please indicate the evidence used to determine the rating. *Check all that apply.*	☒ Classroom Observations – # Visited: ___20+__ ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ ☒ Interviews with Teachers – #: _20+____ ☐ Interviews with Parents/Guardians – #: _____ ☒ Other: LINKS Team	☒ Documents Reviewed: ELA modules Math Curriculum IXL math online program
If the SOP rating is **Effective**, **Developing** or **Ineffective**, please provide a response in the areas below.		
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	Continue to align curriculum to the CCLS through the use of NYS Modules and Glencoe Math Curriculum. Continue to increase the use of close reads in all content areas.	
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Monthly faculty meetings to discuss implementation Monthly grade level meetings to discuss alignment across grade level Monthly department meetings to continue seamless vertical alignment of curriculum Learning targets in classrooms Pre- and Post-tests	

Describe the professional development activities planned to support the implementation of the actions in this area.	Close reads, annotating, text dependent questions, scaffolding Vocabulary use Flipped classrooms Math strategies
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	Literacy – December and March Vocabulary – December and March Math strategies – August, September, October Flipped Classrooms – November

Rating		**Statement of Practice 3.3:** Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.
☐	**Highly Effective**	a) Teachers use targeted agendas based on student and school data to develop collaboratively unit and lesson plans to meet the demands of CCLS and grade level DDI protocols (e.g., documentation of ongoing analysis of formative and summative assessments, student work, use of rubrics) in all grades and subject areas. b) Teachers use a full complement of curricula tools, such as pacing calendars, curriculum maps, unit and lesson plans, across all grades, content areas, and classes that incorporate a progression of sequenced and scaffolded skills for all groups of students (including special education and English language learners) and use a variety of complex materials appropriately aligned to the CCLS. c) Teachers consistently monitor and adjust curricula to support the CCLS instructional shifts and NYS content standards and ensure higher-order thinking skills are consistently present by providing necessary supports and extensions for all groups of students across all content areas and grades.
☐	**Effective**	a) Teachers develop collaboratively unit and lesson plans that meet the demands of CCLS and grade-level DDI protocols (e.g., documentation of ongoing analysis of formative and summative assessments, student work, use of rubrics) and address student achievement needs in all grades and subject areas. b) Teachers use unit and lesson plans across all grades, content areas, and classes that incorporate a progression of sequenced and scaffolded skills for all groups of students (including special education and English language learners) and use a variety of complex materials appropriately aligned to the CCLS. c) Teachers monitor and adjust curricula to support the CCLS instructional shifts and NYS content standards and ensure higher-order thinking skills are consistently present by providing necessary supports and extensions for all groups of students across core content areas and grades.
☒	**Developing**	a) Teachers individually or inconsistently collaborate to develop unit and lesson plans based on student data to meet the demands of CCLS and grade level DDI protocols (e.g., documentation of ongoing analysis of formative and summative assessments, student work, use of rubrics) in all grades and subject areas. b) Teachers use lesson plans that are either inconsistently aligned to CCLS or are aligned to the CCLS but do not use a variety of complex materials that incorporate a progression of sequenced and scaffolded skills. c) Teachers either are in the process of developing protocols to monitor and adjust curricula to support the CCLS instructional shifts and NYS content standards, or teachers inconsistently monitor and adjust curricula across the school, or teachers monitor and adjust no more than twice a year for all groups of students across content areas and grades.
☐	**Ineffective**	a) Teachers do not use formal structures and data to work collaboratively to develop unit and lesson plans. b) Teachers use lesson plans that are not aligned to CCLS. c) Teachers do not monitor and adjust curricula, and there is no plan to begin to do so.

Please indicate the evidence used to determine the rating. *Check all that apply.*	☒ Classroom Observations – # Visited: __20+___ ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ ☒ Interviews with Teachers – #: __20+___ ☐ Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☐ Documents Reviewed: Lesson Plans LINKS Document NYS CCLS

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.	One teacher of ELA and Math at each grade level Use of STAR 360 Assessment data to inform both the classroom teacher and AIS instructor Teachers submit weekly lesson guides principal and special education teachers.

	Continue to increase the rigor of student written responses in math.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	District curriculum coordinator will work with grade levels and teams to align math curriculum Use of turn and talk, think-pair-share, independent practice, group practice Deliver instruction utilizing the Gradual Release of Responsibility Model (I do, we do, you do) STAR 360 for diagnosis and remediation in math and ELA IXL online program for math remediation
Describe the professional development activities planned to support the implementation of the actions in this area.	Training in STAR 360 assessments Training in use of ClearTrack AIS
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	STAR 360 – September IXL – September ClearTrack AIS - November Data Team meeting – monthly beginning in November Grade Level meetings - monthly

Rating	**Statement of Practice 3.4:** The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	
☐	**Highly Effective**	a) The school leader and teachers consistently use comprehensive and adaptive plans to form partnerships and create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities within and across all grade levels and subjects. b) Teachers consistently collaborate within and across grades and subjects to deliver interdisciplinary curricula that incorporate the arts, technology, and other enrichment opportunities, and there is evidence that teachers regularly develop innovative strategies for connecting these curricula with subject-specific curricula. c) Teachers consistently collaborate in grade/subject level teams to formally reflect on the impact of the interdisciplinary curricula, take immediate action to make revisions when needed, and ensure that there is a common understanding about what is taught and why it is taught.
☒	**Effective**	a) The school leader and teachers use plans to form partnerships and create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities within and across all grade levels and subjects. b) Teachers periodically collaborate within grades and subjects to deliver interdisciplinary curricula that incorporate the arts, technology, and other enrichment opportunities, and there is evidence that teachers regularly develop innovative strategies for connecting these curricula with subject-specific curricula. c) Teachers periodically collaborate in grade/subject level teams to formally reflect on the impact of the interdisciplinary curricula, take action according to a set schedule (e.g., beginning, middle, and end of the year), make revisions when needed, and ensure that there is a common understanding about what is taught and why it is taught.
☐	**Developing**	a) The school leader and teachers address interdisciplinary curricula and develop partnerships in the absence of a plan or are in the process of developing a plan to create interdisciplinary curricula and partnerships targeting the arts, technology, and other enrichment opportunities within and across all grade levels and core subjects. b) Teachers are beginning to collaborate and discuss ways to deliver interdisciplinary curricula that incorporate the arts, technology, and other enrichment opportunities, or limited numbers of teachers deliver interdisciplinary curricula within grades and subjects. c) Teachers individually reflect on the impact of interdisciplinary curricula, or the school leader and teachers are in the process of planning formal reflection time to discuss the impact of interdisciplinary curricula and make revisions.
☐	**Ineffective**	a) The school leader and teachers do not have formal partnerships to address interdisciplinary curricula. b) Teachers do not collaborate and discuss ways to deliver interdisciplinary curricula within grades and subjects. c) Teachers have not developed interdisciplinary curricula, or there are no plans or processes for reflecting and revising current curricula.

Please indicate the evidence used to determine the rating. *Check all that apply.*	☒ Classroom Observations – # Visited: __20+___ ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____	☐ Documents Reviewed: Lesson plans Department meeting minutes

	☒ Interviews with Teachers – #: __20+___ ☐ Interviews with Parents/Guardians – #: _____ ☐ Other: _____	Grade level meeting minutes

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

Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	Continue to meet with grade levels to promote interdisciplinary units between core and special classes (arts, technology, home and careers, health, and others)
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Grade level meetings Department meetings Faculty meetings Arts in Education funding Use of technology in the classroom to connect with curriculum (software and hardware) Chromebooks Instructional Technology Coordinator
Describe the professional development activities planned to support the implementation of the actions in this area.	Professional development in the use of Chromebooks Professional development in Chromebook applications such as google classroom
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	Chromebook training – August Google classroom software training – September Ongoing assistance from instructional technology coordinator

Rating		**Statement of Practice 3.5:** Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.
☐	**Highly Effective**	a) Teachers have and use strategic comprehensive assessment system for using multiple measures of data: structure and protocols for analysis, plan to track progress over time on explicitly identified targets, creation of pre- and post-unit assessments and have a process for adapting curriculum that demonstrates improving individual and subgroup achievement. b) Teachers create and use a variety of appropriate, common assessments data (including pre-, post-, formative and summative) across all grades and subject areas ensuring alignment between the curriculum and assessment tools. c) Teachers have a system for providing regular and explicit feedback to students that is based on data and facilitates student ownership of learning. This system includes student use of rubrics to complete assignments, student self-assessment, student tracking of individual progress, and student reflection upon and adjustment of individual learning strategies to address explicit teacher feedback.
☒	**Effective**	a) Teachers have and use a comprehensive system for using data: identified targets, pre-and post-unit assessments and have a process for adapting curriculum that demonstrates improving individual and subgroup achievement. b) Teachers use pre-, post-, formative and summative assessment data across all grades and subject areas, ensuring alignment between the curriculum and assessment tools. c) Teachers provide on-going feedback on data to students, supporting student ownership of learning.
☐	**Developing**	a) Teachers are beginning to develop a system to analyze and use data to make curricular decisions. b) Teachers are in the process of developing multiples types of assessments to ensure alignment between curriculum and assessment, or the use of the variety of assessments is inconsistent throughout the school. c) Teachers are learning to provide feedback based on data to students to address student ownership of learning.
☐	**Ineffective**	a) Teachers discuss data, but these discussions do not inform curricular decisions. b) Teachers do not use a variety of assessments, or the assessments used are misaligned. c) Teachers do not provide feedback based on data.

Please indicate the evidence used to determine the rating. *Check all that apply.*	☒ Classroom Observations – # Visited: _20+___ ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ ☒ Interviews with Teachers – #: __20+___	☐ Documents Reviewed: Student Learning Objectives Unatego (local) Learning Objectives NYS Assessment data

	☐ Interviews with Parents/Guardians – #: _____ ☐ Other: _____	IEP, 504 plans, grading policy STAR 360 assessment data
If the SOP rating is **Effective**, **Developing** or **Ineffective**, please provide a response in the areas below.		
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	Create a data team to review data gathered and make recommendations Use tutorial time to make sure students are getting extra assistance Work with grade level teams to make sure every student is being addresses	
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Collect data from pre-assessments, post-assessments, interim exams, NYS assessments, exit tickets, STAR 360 assessments, IXL math Periodic DDI meetings in departments to review data Data team Purchase of STAR 360 software	
Describe the professional development activities planned to support the implementation of the actions in this area.	Curriculum Coordinator will provide data to teams as requested and meet with them Item analysis training	
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	Training on item analysis for NYS test – October Data team meeting monthly beginning in November DDI meetings – December, January, March STAR 360 purchase - August	

Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking and achievement.		
Rating	**Statement of Practice 4.2:** School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	
☐	**Highly Effective**	a) School and teacher leaders ensure that teachers use daily a transparent, targeted plan that is informed by data (summative, interim, attendance, IEPs, NYSESLAT, etc.) and grade-level and school-wide goals for all groups of students. b) Teacher leaders and coaches ensure that teachers use instructional practices and strategies that are adaptive and aligned to plans for groups of students with a variety of needs and learning styles (including students with disabilities, English language learners and other sub-groups) and provide timely and appropriate instructional interventions and extensions for all students. c) Teacher leaders and coaches ensure that teachers use data to establish short- and long-term goals with learning trajectories for groups of students based on identified and timely needs.
☒	**Effective**	a) School and teacher leaders ensure that teachers use a plan that is informed by data (summative, interim, attendance, IEPs, NYSESLAT, etc.) and grade-level goals for all groups of students. b) Teacher leaders and coaches ensure that teachers use instructional practices and strategies that are adaptive and aligned to plans for groups of students with a variety of needs and learning styles (including students with disabilities, English language learners and other sub-groups) and provide instructional interventions to students. c) Teacher leaders and coaches ensure that teachers establish short- and long-term goals for groups of students based on grade-level benchmarks.
☐	**Developing**	a) School and teacher leaders are beginning to engage teachers in a conversation about aligning plans to data. b) Teacher leaders and coaches support teachers' use of instructional practices and strategies that are aligned to plans to provide instructional interventions to students, or teacher leaders and coaches are beginning to support the alignment of teachers' instruction to newly developed plans. c) Teacher leaders and coaches are beginning to work with teachers to establish short or long-term goals for groups of students.
☐	**Ineffective**	a) School and teacher leaders do not support or engage teachers in a conversation about aligning plans to data. b) Teacher leaders and coaches do not support teachers in the use of instructional practices and strategies aligned to plans, or teachers are not providing instructional interventions to students. c) Teachers have not created goals for groups of students, and there is no plan for teacher leaders and coaches to support this effort.
Please indicate the evidence used to determine the rating. *Check all that apply.*	☒ Classroom Observations – # Visited: __20+__ ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ ☒ Interviews with Teachers – #: ___20+__ ☐ Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☐ Documents Reviewed: Lesson Plans PowerGrade/PowerSchool IEP/504 plans/SLOs/ULOs Weekly Lesson Guides
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.	Continued Collaboration between general and special education teachers to share curriculum, lesson plans, assessment data, strategies	
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	IEPs, 504 plans, SLOs, ULOs will be used to evaluate student needs. Lesson plans will be given to special education teachers for use in modifications, accommodations, pre-teaching, re-teaching, vocabulary, study strategies. BOCES will provide professional development on vocabulary Assessments will be provided prior to administration to give special education teachers time to prepare study guides or modify assessments as required in some IEPs.	
Describe the professional development activities planned to support the implementation of the actions in this area.	Professional development on use of vocabulary Continuation of close reading strategies along with vocabulary Math word problem strategies.	
Timeline for Implementation of Activities and Professional	Evaluation of assessments – September and October Professional development on use of vocabulary and close reading – December	

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

Rating		Statement of Practice 4.3: Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.
☐	**Highly Effective**	a) Teachers use instructional practices that are systematic and explicit, based on sequential lesson plans appropriately aligned to CCLS (or content based standards), and reflective of the CCLS SHIFTS to instruct all groups of students. b) Teachers stimulate deep levels of thinking and questioning in students through the use of adaptive CCLS (or content based standards) instructional materials that contain high levels of text and content complexity and multiple strategies to provide a wide variety of ways to engage in learning.
☒	**Effective**	a) Teachers use instructional practices appropriately aligned to CCLS (or content based standards) lesson plans are reflective of the CCLS SHIFTS to instruct all groups of students. b) Teachers stimulate student thinking by asking questions through the use of adaptive CCLS (or content-based standards) instructional materials that contain high levels of text and content complexity.
☐	**Developing**	a) Teachers are beginning to develop lesson plans that are appropriately aligned to CCLS (or content based standards) and reflective of the CCLS SHIFTS to inform their instructional practices, or some teachers use instructional practices aligned to CCLS lesson plans and reflective of the CCLS SHIFTS in specific content areas. b) Teachers across the school do not consistently ask higher-order thinking questions, or the instructional materials do not contain high levels of text and content complexity.
☐	**Ineffective**	a) Teacher instruction is not aligned to CCLS or content-based standards and not based on lesson plans. b) Teachers use strategies and ask questions that require only basic knowledge of the subject and limit ways in which students are able to acquire learning by providing a single point of access for all students.

Please indicate the evidence used to determine the rating. *Check all that apply.*	☒ Classroom Observations – # Visited: _20+____ ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ ☒ Interviews with Teachers – #: __20+___ ☐ Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☐ Documents Reviewed: Lesson plans Exit Tickets PowerGrade/PowerSchool NYS modules

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

Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	Continue with close reading strategies in all content areas, adding vocabulary use Create a math problem solving sequence to be used in 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.	BOCES Network Team Pre and post tests STAR 360 assessments AIS for those in need Math and ELA labs
Describe the professional development activities planned to support the implementation of the actions in this area.	Continue to focus on close reading strategies in all content areas, text-dependent questions, selection of rigorous texts, writing extended responses Professional Development on content vocabulary
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	Close reading, text-dependent questions, selection of texts – September through June Vocabulary – December and March Math Labs – 7th and 8th grade - September ELA Labs – 7th grade - September

Rating	Statement of Practice 4.4: Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.	
☐	**Highly Effective**	a) Teachers use a program/plan that contributes to positive reinforcements of behaviors by using behavioral expectations that are explicitly taught and promotes an environment in which students are citizens of their class, and there is a common understanding of how one is treated and treats others. b) Teachers work together with students across the school to acknowledge diversity, provide access to learning and social opportunities, and encourage students to have a voice in their educational experience. c) Teachers foster student buy-in and adapt to the changing needs of the student population and collaborate with other teachers to create thoughtful learning environments that incorporate student values and perspectives.
☒	**Effective**	a) Teachers use a program/plan that promotes a common understanding of the classroom environment envisioned by the school community and explicitly teaches students behavioral expectations and recognition of acceptable and safe behaviors. b) Teachers work together with students to use strategies that acknowledge diverse groups of students and their needs. c) Teachers foster student understanding and adapt to the changing needs of the student population and create thoughtful learning environments that incorporate student values and perspectives.
☐	**Developing**	a) Teachers have a program/plan for acceptable student expectations and are developing strategies for the program/plan to be consistently enforced or recognized by students, or teachers have a program/plan for acceptable student expectations, but do not enforce it. b) Some teachers use strategies that acknowledge diverse groups of students and their needs, or teachers are developing strategies that acknowledge diverse groups of students and their needs. c) Teachers are discussing strategies that address the changing needs of the student population and reflect student values and perspectives.
☐	**Ineffective**	a) Teachers do not have a program/plan that establishes acceptable classroom expectations for behavior. b) Teachers' strategies do not acknowledge diverse groups of students and their needs. c) Teachers do not use strategies that address the changing needs of the student population and reflect student values and perspectives.

Please indicate the evidence used to determine the rating. *Check all that apply.*	☒ Classroom Observations – # Visited: __20+___ ☒ Interviews with Students – #: ___20+__ ☒ Interviews with Support Staff – #: __5+___ ☒ Interviews with Teachers – #: __20+___ ☒ Interviews with Parents/Guardians – #: _10+_ ☐ Other: _____	☐ Documents Reviewed: Parent/Teacher Conference notes Student Handbooks Classroom Management Plans Discipline Referrals

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.	Introduction of PBIS Grade level meetings Instructional Support Teams First-Step anti-bullying curriculum Extra-curricular activities made available in art, sports, and academics
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Student handbooks Classroom management plans Grade level meetings Faculty meetings District Social Worker Middle School Counselor Discipline referrals and security cameras
Describe the professional development activities planned to support the implementation of the actions in this area.	Grade level meetings Department meetings Faculty and staff meetings
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	Ongoing and monthly meetings of grade levels, IST, department, probation, and other faculty and staff.

Rating	Statement of Practice 4.5: Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	
☐	**Highly Effective**	a) Teachers use a wide variety of relevant data to create adaptive lesson plans that account for student grouping and determine the appropriate intensity and duration of instruction. b) Teachers use summative and formative assessments, including screening, progress monitoring, interim measures and outcome assessments, to develop highly dynamic and responsive plans based on students' strengths and needs. c) Teachers provide frequent and relevant feedback to students based on the analysis of timely data, and students draw on the feedback so that they can reflect upon and assess their own progress.
☐	**Effective**	a) Teachers use data to create targeted plans and adjust student groupings and instructional strategies for most students. b) Teachers use summative and formative assessment data to inform instructional decision making, including student grouping and instructional strategies. c) Teachers provide frequent feedback to students based on the analysis of timely data and provide students with next steps for students to take to progress.
☒	**Developing**	a) Teachers are beginning to use plans for adjusting student groupings and instructional strategies. b) Teachers are in the process of using summative and formative assessments that inform instructional decision making, or the practice of using data sources and analyzing the information to inform instructional decision making is inconsistent. c) Teachers provide limited data-based feedback to students.
☐	**Ineffective**	a) Teachers do not have or use plans for grouping students and adjusting their instruction. b) Teachers do not use summative and formative assessments to inform instructional decision making. c) Teachers provide feedback that is not purposeful or based on data.
Please indicate the evidence used to determine the rating. *Check all that apply.*	☒ Classroom Observations – # Visited: __20+__ ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ ☒ Interviews with Teachers – #: __20+__ ☐ Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☐ Documents Reviewed: Lesson plans STAR 360 data PowerGrade/PowerSchool Homework Hotline
If the SOP rating is **Effective, Developing** or **Ineffective**, please provide a response in the areas below.		
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	Teachers will update gradebook more frequently Teachers will return assignments and assessments to students in a timely fashion Teachers will use the homework hotline as a resource for students and parents Students will have access to their grades through PowerSchool Students in 8th grade will be given a Chromebook for use in the classroom	
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Lesson plans Pre- and post-test, interim assessments, STAR 360 assessments IEP program and testing mods Interim report cards Academic eligibility lists Chromebooks	
Describe the professional development activities planned to support the implementation of the actions in this area.	Professional development in: Chromebooks Google Classroom STAR 360 Web page development	
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of	Chromebook training – August Google Classroom – September START 360 – September Web Page development – October	

activities implemented in this area.	

Rating	Statement of Practice 5.2: The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	
☐	**Highly Effective**	a) The school leader, using a distributive leadership model, establishes a deliberate system, understood and followed by all staff members, that allows each student to be well known by a designated adult and positively reinforces academic success for all students. b) The school leader ensures that all staff members know and use a strategic and comprehensive system for referral and support for all students that includes researched-based programs and practices intended to promote academic success, family engagement, and student emotional health and wellness. c) The school leader ensures that all stakeholders strategically use data to identify areas of need, cultivates purposeful partnerships to promote student social and emotional health and academic achievement, and leverages internal or external resources to support and sustain the system.
☐	**Effective**	a) The school leader, together with staff, establishes a system that allows each student to be known by a designated adult and positively reinforces academic success for all students. b) The school leader ensures that all staff knows and uses research-based programs and practices for referral and support for all students that address social and emotional developmental health and academic success. c) The school leader ensures that all staff members use data to identify areas of need and leverages internal resources to promote student social and emotional developmental health.
☒	**Developing**	a) The school leader is working with staff to develop a system that will allow each student to be known well by an adult, or the system that exists is inconsistently practiced by staff members. b) The school leader is developing a system of referral and support that addresses the social and emotional developmental health and academic success of students, or the system that exists is not consistently used across the school. c) The school leader is developing or improving the mechanism for staff members to use data to identify areas of need connected to student social and emotional developmental health, or data is used by some staff members to promote student social and emotional developmental health.
☐	**Ineffective**	a) The school leader has not prioritized the development of an effective system that will allow each student to be known by an adult. b) The school leader has not developed a system of referral and support, or the system in place does not address the needs of the students. c) The school leader has not made the use of data a priority in identifying student areas of need connected to social and emotional developmental health.

Please indicate the evidence used to determine the rating. *Check all that apply.*	☐ Classroom Observations – # Visited: _____ ☐ Interviews with Students – #: _____ ☒ Interviews with Support Staff – #: _____ ☐ Interviews with Teachers – #: _____ ☐ Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☐ Documents Reviewed: Discipline referrals Referrals to DSS (Caseworker and CPS) MCAT (Mobile Crisis Assistance Team) Referrals to outside counseling Referrals to Probation (PINS) Referrals to IST

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.	Continued discussion at faculty meetings, department meetings, grade level meetings, about student needs and the process to refer a student to resources through the guidance office Guidance counselor continue to have groups for students with stress (academic, loss of parent, PTSD, divorce, etc.) before/after school, lunch groups, tutorial groups, individual counseling Continue to address families in financial crisis with the Unatego Helping Hands Holiday Project which provides gifts and food to Unatego families in financial distress, as well as referring to other organizations that offer financial support Continue to meet with all Middle School students to discuss career plans, academics, and social skills Continue to provide opportunities for social engagement – dances, activity nights
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Discipline referrals. Referrals to DSS caseworker, Child Protective, MCAT, outside counseling, probation for persons in need of supervision IST referrals and interventions
Describe the professional development activities planned to support the implementation of the actions in this area.	Interventions for students with social, emotional, and academic concerns Presentations and assemblies for students and teachers that address social and emotional well-being, including, but not limited to: bullying, internet safety, cyberbullying, career choices, self-esteem, and perseverance.
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	Monthly meetings of faculty, grade level, departments, IST, Probation

Rating	**Statement of Practice 5.3:** The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	
☐	**Highly Effective**	a) There is a comprehensive and coherent curriculum or program that incorporates research-based practices aligned to the school vision that enables students to articulate a sense of belonging and ownership in their school community and facilitates the teaching of student social and emotional developmental health. b) All stakeholders receive professional development support to consistently act upon a shared understanding of skills and behaviors that address the social and emotional developmental health needs of students linked to academic success and promote the school community's vision of a safe and healthy environment. c) There is a comprehensive plan to monitor and revise the professional development provided stakeholders to build adult capacity to facilitate learning experiences to support student social and emotional developmental health within a safe and healthy environment.
☐	**Effective**	a) There is a curriculum or program that incorporates research-based practices aligned to the school vision that facilitates the teaching of student social and emotional developmental health. b) The school staff receives professional development support to use skills and behaviors that address the social and emotional developmental health needs of students and promote the school community's vision of a safe and healthy environment. c) There is a plan to monitor and revise the professional development provided staff that builds adult capacity to support student social and emotional developmental health within a safe and healthy environment.
☒	**Developing**	a) The school is developing a curriculum or program to support and promote the teaching of student social and emotional developmental health. b) The school is developing ways to support the stakeholders' understanding of the skills and behaviors that address the social and emotional developmental health of students, or some staff members use skills and behaviors that address social and emotional developmental health needs of students. c) The school is beginning to monitor the professional development plan to build adult capacity to support student social and emotional developmental health.

☐	**Ineffective**	a) The school does not have a curriculum or a program in place to support the teaching of student social and emotional developmental health, or the program in place does not meet student needs. b) The school has not identified skills and behaviors that address the social and emotional developmental health of students, and there are no plans to provide support aligned to this work. c) The school does not provide professional development to build adult capacity to support student social and emotional developmental health.

Please indicate the evidence used to determine the rating. *Check all that apply.*	☐ Classroom Observations – # Visited: _____ ☒ Interviews with Students – #: __20+___ ☒ Interviews with Support Staff – #: __5+___ ☒ Interviews with Teachers – #: _20+____ ☐ Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☐ Documents Reviewed: Student handbook Staff anti-bullying committee (DASA) Student anti-bullying committee First-Step Curriculum DASA reports

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

Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	Investigate PBIS as a behavior intervention Anti-bullying program First-Step Offer assemblies addressing social behavior Continue safety committee
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	District financial support School counselors Fire and police support BOCES safety staff Safety committee
Describe the professional development activities planned to support the implementation of the actions in this area.	Depending on the financial resources of the district, school may be limited in programs and assemblies available to school Assemblies for students and parents on cyberbullying, internet safety, bullying, self-esteem, drug use, and career readiness
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	Cyberbullying, internet safety program – September and October Assemblies self-esteem – October Drug use program – September and October Further assemblies as year progresses

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

Please indicate the evidence used to determine the rating. *Check all that apply.*	☒ Classroom Observations – # Visited: __20+___ ☐ Interviews with Students – #: _____ ☒ Interviews with Support Staff – #: __5+___ ☒ Interviews with Teachers – #: _20+____ ☐ Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☐ Documents Reviewed: Counseling notes Fire drill/lockdown drill records Referrals to DSS, CPS, Probation (PINS) Discipline referrals IST referrals

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.	Continued discussion at faculty meetings, department meetings, grade level meetings, about student needs and the process to refer a student to resources through the guidance office Guidance counselor continue to have groups for students with stress (academic, loss of parent, PTSD, divorce, etc.) before/after school, lunch groups, tutorial groups, individual counseling Continue to address families in financial crisis with the Unatego Helping Hands Holiday Project which provides gifts and food to Unatego families in financial distress, as well as referring to other organizations that offer financial support Continue to meet with all Middle School students to discuss career plans, academics, and social skills Continue to provide opportunities for social engagement – dances, activity nights
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Discipline referrals Referrals to DSS caseworker, Child Protective Service, MCAT, outside counselors, probation for PINS IST referrals and interventions Notes from Safety Committee
Describe the professional development activities planned to support the implementation of the actions in this area.	Presentations and assemblies for students and teachers that address social and emotional well-being, including, but not limited to: bullying, cyberbullying, career choices, self-esteem, internet safety, health issues
Timeline for Implementation of Activities and Professional Development – Please provide	Cyberbullying and internet safety – September and October Drug use – October Other assemblies as they become available.

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

Rating	Statement of Practice 5.5: The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	
☐	**Highly Effective**	a) The school leader, in collaboration with stakeholders, has a plan with systems and structures (time, space and resources) for how to collect, analyze, and use a wide variety of data to address student social and emotional developmental health needs. b) The school community uses a strategic plan based on data to deliver and monitor timely services and supports to students.
☐	**Effective**	a) The school leader, in collaboration with student support staff, has a plan with structures (time, space and resources) to use data to address student academic and social emotional developmental health needs. b) The school community uses a plan based on data to deliver services and supports to students.
☒	**Developing**	a) The school leader and the support staff are developing a plan for teachers to begin to understand how to use data to address student social and emotional developmental health needs. b) The school community collects data and is developing a plan to address ways to use the data to support students.
☐	**Ineffective**	a) The school has no specific plan for how to use data to address student social emotional developmental health needs. b) The school community has not prioritized the need for using data to support students.
Please indicate the evidence used to determine the rating. *Check all that apply.*	☐ Classroom Observations – # Visited: _____ ☐ Interviews with Students – #: _____ ☒ Interviews with Support Staff – #: __5+___ ☐ Interviews with Teachers – #: _____ ☐ Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☐ Documents Reviewed: Counseling notes Referrals to CPS, DSS, and PINS Discipline referrals and suspensions IST referrals

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.	Look at data to determine if there are patterns of behavior or needs that must be addressed Weekly meetings of Instructional Support Team
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Discipline referrals and reports of discipline from PowerSchool Referrals to CPS, DSS, PINS Calls to MCAT Referrals to parents for obtaining outside counseling IST referrals and interventions Notes from safety committee
Describe the professional development activities planned to support the implementation of the actions in this area.	Training from PowerSchool on use of discipline incident reporting and available reports Sharing of data to staff when there is a pattern of behavior or needs that must be addressed
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	PowerSchool training – August Data sharing as needed

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 leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	
☐	**Highly Effective**	a) The school leader, in collaboration with the staff, ensures that staff members are knowledgeable about the school's priority and plan for students to graduate from high school and complete postsecondary education (college, CTE) with advanced competence, and school staff regularly communicate this priority to students, parents, and community leaders in ways that are appropriate for the grade level of the students. b) The school community implements proactively the plan to create diverse and meaningful opportunities for engaging students, families, and community stakeholders in the conversation regarding high expectations for student academic achievement and uses multiple points of entry to provide tips and tools focused on student learning and development. c) The school leader and community review and assess routinely how parents respond to the efforts to build family-school partnerships to foster high expectations for student academic achievement and make timely adjustments if strategies are not working.
☒	**Effective**	a) The school leader makes it a school-wide priority for all students and their families to be aware of the school-wide expectations and plan pertaining to graduating from the school and provides age appropriate information about college and postsecondary CTE programs to students and their families. b) The school community implements the plan to foster conversations with students and families regarding high expectations for student academic achievement and provides tips and tools focused on student learning and development. c) The school staff reviews and assesses how parents respond to the efforts to build family-school relationships and makes periodic adjustments to those efforts if strategies are not working.
☐	**Developing**	a) Most of the school staff members are knowledgeable about the expectations for student academic achievement, or the school leader is developing a plan to communicate the expectations to students and families. b) The school community is beginning to use a plan to encourage students and families to learn about the expectations for student academic achievement, or a limited number of staff members are having these conversations with students and families. c) The school staff is working to adjust their efforts to build family-school relationships, or only some staff regularly review and adjust their efforts to building relationships to foster high expectations for student academic achievement.
☐	**Ineffective**	a) The school leader has not prioritized communicating high expectations for student academic achievement, and there is little or no evidence that staff communicates these expectations to students and families. b) The school community does not promote or engage students and families in conversations regarding student academic expectations. c) The school staff is neither examining nor adjusting the school's efforts to build relationships with students and families to foster high expectations for student academic achievement.
Please indicate the evidence used to determine the rating. *Check all that apply.*	☐ Classroom Observations – # Visited: _____ ☒ Interviews with Students – #: _20+____ ☐ Interviews with Support Staff – #: _____ ☒ Interviews with Teachers – #: _20+____ ☒ Interviews with Parents/Guardians – #: __20+____ ☐ Other: _____	☐ Documents Reviewed: Student handbook Middle School Web Page Parent Access to PowerSchool Homework Hotline Parent newsletters every 5 weeks Teacher Web Pages Automated email and phone messages Parent/teacher conference notes
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 opportunities for parents to receive communication about their student.	
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance	PowerSchool access for parents and students 5-week progress reports, 10-week report cards with newsletter Open house, concerts, sporting events, plays Parent/teacher conferences	

levels.	School Messenger automated messaging system Student orientation Homework hotline School web page Teacher web pages
Describe the professional development activities planned to support the implementation of the actions in this area.	Faculty meeting on how to conduct good parent/teacher conferences Professional development on creation of teacher web pages Creation of homework hotline
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	Parent/teacher conferences – September Teacher web pages – October Homework hotline - October

Rating		**Statement of Practice 6.3:** The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.
☐	**Highly Effective**	a) The school has a comprehensive plan to use multiple, interactive communication tools to provide families regular opportunities for purposeful, strategic, and authentic dialogue about school and student issues and concerns. b) The school staff has a shared commitment to use consistently the plan for communicating with parents and stakeholders (i.e., translating all documents in multiple languages and communicating in variety of ways) to ensure that they clearly understand the school's priorities concerning student progress, achievement, and needs. c) The school staff regularly monitors the effectiveness of their communication to and solicitations of family feedback in all languages concerning student achievement, needs, issues, and concerns using multiple interactive communication tools and makes revisions to the plan when necessary.
☒	**Effective**	a) The school staff has a plan to use multiple tools to communicate with families about school and student issues and concerns. b) The school staff uses a plan to communicate with parents (i.e., translating all documents in multiple languages and communicating in a variety of ways) concerning student progress, achievement, and needs. c) The school staff monitors the effectiveness of its communication in all languages and responds to family feedback concerning issues and concerns.
☐	**Developing**	a) The school is creating a plan for communicating with families about school and student issues and concerns in pertinent languages, or the school communicates with families about school and student issues and concerns using the most prevalent languages. b) The school staff is developing a mechanism for sending documents to families in their native languages, or the school staff translates select documents into languages they identify as prevalent. c) The school is beginning to have conversations about the effectiveness of its strategies for communicating with parents.
☐	**Ineffective**	a) The school communicates with families about school and student issues and concerns without considering translation needs. b) The school staff does not send translations of documents to families. c) The school does not reflect on its strategies for communicating with parents.

Please indicate the evidence used to determine the rating. *Check all that apply.*	☐ Classroom Observations – # Visited: _____ ☒ Interviews with Students – #: _20+____ ☒ Interviews with Support Staff – #: __5+___ ☒ Interviews with Teachers – #: _20+____ ☒ Interviews with Parents/Guardians – #: _20+ ☐ Other: _____	☐ Documents Reviewed: Student handbook Middle School Web Page Parent Access to PowerSchool Homework Hotline Parent newsletters every 5 weeks Teacher Web Pages Automated email and phone messages Phone log Open house invitation Orientation invitation

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 opportunities for parents to receive communication about their student
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	PowerSchool access for parents and students 5-week progress reports, 10-week report cards with newsletter Open house, concerts, sporting events, plays Parent/teacher conferences School Messenger automated messaging system Student orientation Homework hotline School web page Teacher web pages
Describe the professional development activities planned to support the implementation of the actions in this area.	Faculty meeting on how to conduct good parent/teacher conferences Professional development on creation of teacher web pages Creation of homework hotline
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	Parent/teacher conferences – September Teacher web pages – October Homework hotline - October

Rating		**Statement of Practice 6.4:** The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.
☐	**Highly Effective**	a) The school leader, in collaboration with pertinent school staff and community agency partners, has developed a plan to ensure that all staff members understand how to create and sustain high levels of family engagement by teaching all parents ways to support student learning and growth. b) After consulting teachers, student support professionals, and representative parents, the school leader provides professional development to all school staff on how to actively seek and sustain partnerships with families and community organizations that are linked to the school's plan for engaging parents to support student success.
☐	**Effective**	a) The school leader, in collaboration with pertinent school staff and community agency partners, has developed a plan to ensure that classroom teachers and guidance staff understand how to create and sustain family engagement by teaching a group of parents, representative of student demographics, ways to support student learning and growth. b) The school provides professional development to school staff on how to actively seek and sustain partnerships with families and community organizations that are linked to the school's plan for engaging parents to support student success.
☐	**Developing**	a) The school leader is in the process of developing a plan to teach parents ways to support student learning and growth. b) The school is in the process of implementing a plan to provide professional development to school staff on how to develop partnerships with families and/or the community, or the staff is not fully implementing the strategies in the school's plan.
☐	**Ineffective**	a) The school leader is not working on a plan to teach parents ways to support student learning and growth. b) The school does not provide professional development for staff concerning developing partnerships with families and/or the community.
Please indicate the evidence used to determine the rating. *Check all that apply.*		☐ Classroom Observations – # Visited: _____ ☒ Interviews with Students – #: _20+____ ☒ Interviews with Support Staff – #: ___5+__ ☒ Interviews with Teachers – #: __20+___ ☒ Interviews with Parents/Guardians – #: 20+ Other: _____
		☐ Documents Reviewed: Middle School newsletters Progress reports and report cards Teacher emails to parents MS web page and teacher pages

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.	Create opportunities to help teach parents ways to support student achievement
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	PowerSchool access for parents and students 5-week progress reports, 10-week report cards with newsletter Open house, concerts, sporting events, plays Parent/teacher conferences School Messenger automated messaging system Student orientation Homework hotline School web page Teacher web pages
Describe the professional development activities planned to support the implementation of the actions in this area.	Faculty, grade level, department meetings talking about parent involvement
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	Web page design – October Homework hotline – October Student orientation – August Parent/teacher conferences as needed Parent newsletter – every 5 weeks

Rating	**Statement of Practice 6.5:** The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	
☐	**Highly Effective**	a) School leaders, data specialists, student support professionals, program coordinators, and community agencies share data and integrate data systems in order to identify family needs and target appropriate support strategies. b) The entire school community ensures that student data is shared in a way that families can understand a child's learning needs and successes, proactively advocate for their children, and partner with the school to provide appropriate student support.
☒	**Effective**	a) School leaders, data specialists, student support professionals, and program coordinators use data to identify family needs and target strategies to address them. b) The school community ensures that student data is shared in a way in which families can understand student learning needs and successes and are encouraged to advocate for student support.
☐	**Developing**	a) The school staff recognizes that there is a need to share and integrate data systems to identify family needs, and a plan is being developed to do so, or the school staff uses data but is not working with the school's partnerships to share and respond to data pertaining to family needs. b) The school community inconsistently shares data regarding student learning needs and success that families can access and understand.
☐	**Ineffective**	a) There is no evidence that school leaders, data specialists, student support professionals, and program coordinators have prioritized or recognized the need to share and integrate data systems.

	b) The school community does not share data with parents in ways they can understand.
Please indicate the evidence used to determine the rating. *Check all that apply.*	☐ Classroom Observations – # Visited: _____ ☒ Interviews with Students – #: _20+____ ☒ Interviews with Support Staff – #: ___5+__ ☒ Interviews with Teachers – #: __20+___ ☒ Interviews with Parents/Guardians – #: _20+_ ☐ Other: _____ ☐ Documents Reviewed: PowerGrade/PowerSchool Progress reports and report cards Parent/teacher conference notes Referrals to DSS, PINS, MCAT, counseling, CPS
If the SOP rating is **Effective**, **Developing** or **Ineffective**, please provide a response in the areas below.	
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	Teachers are encouraged to keep the data on their web page, homework hotline, and in their gradebooks current and accurate. Teachers are encouraged to communicate with parents via email, phone and parent conferences and to document the communication
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	PowerSchool access for parents and students 5-week progress reports, 10-week report cards with newsletter Open house, concerts, sporting events, plays Parent/teacher conferences School Messenger automated messaging system Student orientation Homework hotline School web page Teacher web pages
Describe the professional development activities planned to support the implementation of the actions in this area.	Professional development on web page design and maintenance
Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area.	Web page design and maintenance – October

Describe the process used to develop this plan pursuant to Commissioner's Regulations 100.11.

In August, the LINKS committee, which develops our CDEP, met to create our educational plan. It was noted that our students were making good progress in both Math and ELA. We attributed it to our focus on literacy in all contents areas. We still noted that our scores are not where we would like them to be. The committee is again focusing on literacy in all content areas, as well as a focus on vocabulary. We are adding the focus on math word problem solving. We also addressed the need for more time in math for remediation and acceleration along with the need for more time in ELA to help students with writing extended responses.

Last year, we had Rena Root from RSE-TASC come in and do a walk-through analysis of our program. She provided feedback which drove some of our professional development last year and again this year. Those areas are in continued alignment of curriculum in math, communication with special education teachers, and ELA literacy.

The Middle School principal has conducted 20 pre-observations conferences, observations, and post-observation conferences. She has also conducted many short walk-throughs to gather information on instruction.

The Middle School teachers are continuing to submit weekly lesson guides to the principal and special education teachers, as well as posting pertinent information on their teacher web pages.

The Middle School is continuing to use the Consultant Teacher model for special education students in order to give all students access to general education courses.

We have and will continue to provide professional development, both in-house and at BOCES, to support our literacy focus.

We will provide professional development, both in-house and at BOCES, to support our math focus.

Math and ELA will have the opportunity to analyze data from the 2015 NYS test results.

We are instituting STAR 360 diagnostic assessments to create benchmarks and track progress of student achievement in math and ELA.

We have had a speaker address students about mindset, especially as it relates to math.

We have created math and ELA labs, which meet every other day for a full period, to give teachers more time to teach, re-teach, and enrich student learning.

We meet as faculty, grade level, and department, to discuss student achievement as well as student behavior and social concerns.

We continue to work with parents through parent/teacher conferences, our website, homework hotline, email, newsletters, and phone to keep the home/school connection open.

We offer after-school academic assistance on a limited basis, due to financial constraints.

We continue to provide our students with disabilities accommodations and modifications as per their IEP, including, but not limited to, Direct Consultant Teacher, Resource Room, AIS services, and tutorial periods.

We have an instructional Support Team that meets weekly to address student concerns brought to the committee by teachers and parents.

Board of Education
Unatego Central School District
2641 State Highway 7
Otego NY 13825

Board Members:

Having carefully examined the within specifications for furnishing labor and materials for the Transportation Maintenance service for the Unatego Central School District, 2641 State Highway 7, Otego NY 13825, the undersigned:

Certified that he has examined and fully comprehends all the enclosed "General Conditions", "Specifications", and "Notice to Bidders" for the Transportation Maintenance Service for the amounts stated below and pursuant to the terms described on the specification.

1. BASE BID **AMOUNT**

To provide transportation maintenance services for the 2015-2016 **school year for Unatego Central School District as specified.** $159,625.00

One Hundred Fifty Nine Thousand Six Hundred Twenty Five Dollars
amount in words

Non-transportation vehicles Included in Base Bid

2. Hourly rate for labor for maintenance and repair
If not included in base bid.

Transportation Included per hour

Non-transportation Included per hour

3. Charge for Parts
If not included in base bid.

Transportation Included

Non-transportation Included

4. If the bidder is a corporation, is it incorporated in New York State? G (Yes) G No

5. If the latter, is it authorized to do business in New York State? G (Yes) G No

6. In submitting this bid, the bidder agrees to the terms and conditions of the bidding package including the instructions to bidders, General Conditions, Bid Proposal Certifications, and Specifications, If this bid is signed by a partner, the person hereby states that he or she has the authority to bind the partnership; if this bid is signed by a corporate officer or employee, that person hereby states that he or she has the authority to bind the corporation.

7. The bidder has provided transportation maintenance programs to the following comparable school districts within the last five (5) years;

NAME	ADDRESS	CONTACT PERSON	TELEPHONE

N/A

8. The general liability insurance company is licensed to do business in New York State and policy limits insuring the Bidder are as follows: Liability would be
$1million/occurence
$2million/aggregate
+ $10million umbella
per occurence and aggregate

Very Truly Yours,

By: John D Metzler

Title: Service Director

Company: Matthews Buses Inc.

Matthews Buses Inc.
A Matthews Group Company

The following is the only deviation from the bid request that we propose.

Page 11 – Section 8 – Item C

- Any non-maintenance related, non-warranted repairs required to be made to the Engine, Transmission or Rear Differential would be performed on a time and material basis as needed at the rate of $85.00 per hour.

2 Forbes St.
Dansville, NY 14437
Tel: 585-335-6091
Fax: 585-335-6094

2900 Route 9
Ballston Spa, NY 12020
Tel: 518-584-2400
Fax: 518-584-1941

7707 Henry Clay Blvd
Liverpool, NY 13090
Tel: 315-214-0176
Fax: 315-458-6920

201 Charles St.
Maybrook, NY 12543
Tel: 845-427-9091
Fax: 845-427-9034

4802 W Colonial Dr
Orlando, FL 32808
Tel: 407-219-3823
Fax: 407-219-3823

RIFLED AIR CONDITIONING

Thomas BUILT BUSES

MATTHEWS SPECIALTY VEHICLES

10/30/2015

I Albert Utter am resigning as a school bus driver from the Unatego Central School District effective November 16 2015 due to NYS retirement. I would like to resume work as a bus driver effective November 18th 2015. Thank you.

Albert Utter 10/30/15

RECEIVED
OCT 30 2015
BY: .....

UNATEGO CENTRAL SCHOOL
NEW EMPLOYEE APPOINTMENT FORM

NAME: Cheryl Schultz

POSITION: Substitute Teacher

REPLACES: N/A

EFFECTIVE DATE: _____

EDUCATION LEVEL: Masters of Science

YEARS OF EXPERIENCE: 17

SALARY: **STEP**____ **LEVEL**_____ **$**_____

CERTIFICATION: Social Studies 7-12

COLLEGE: BCC, SUNY Oneonta

REFERENCES CONTACTED:

1. _____
2. Jamie Harter

COMMENTS: Good content knowledge, good with students

Julie Lambrose — 10/20/15

ADMINISTRATOR SIGNATURE — **DATE**

UNATEGO CENTRAL SCHOOL
NEW EMPLOYEE APPOINTMENT FORM

NAME: Cecilia Signist

POSITION: Substitute Teacher

REPLACES: N/A

EFFECTIVE DATE: _____

EDUCATION LEVEL: Bachelor of Science

YEARS OF EXPERIENCE: Ø

SALARY: **STEP**____ **LEVEL**_____ **$**_____

CERTIFICATION: None yet - taking exams

COLLEGE: SUNY Brockport, SUNY Oneonta (current)

REFERENCES CONTACTED:

1. Linda McAndrew
2. _____

COMMENTS: very good with students, enthusiastic about teaching

Julie Lambiase
ADMINISTRATOR SIGNATURE

10/16/15
DATE

UNATEGO CENTRAL SCHOOL
NEW EMPLOYEE APPOINTMENT FORM

NAME: Amanda DelReal

POSITION: Substitute Teacher

REPLACES: N/A

EFFECTIVE DATE: _____

EDUCATION LEVEL: Bachelor of Science

YEARS OF EXPERIENCE: Ø

SALARY: STEP____ LEVEL_____ $_____

CERTIFICATION: New Mexico certification – NONE in NYS

COLLEGE: University of New Mexico, Albuquerque

REFERENCES CONTACTED:

1. Adam Remillard
2. _____

COMMENTS: good with special population students, friendly, professional

Julie Lambiase
ADMINISTRATOR SIGNATURE

10/16/15
DATE

UNATEGO CENTRAL SCHOOL
NEW EMPLOYEE APPOINTMENT FORM

NAME: Erica Darpino

POSITION: Substitute teacher K-12

REPLACES: _____

EFFECTIVE DATE: _____

EDUCATION LEVEL: _____

YEARS OF EXPERIENCE: _____

SALARY: STEP____ LEVEL_____ $_____

CERTIFICATION: BS Biology - working toward Education

COLLEGE: SUNY Oneonta

REFERENCES CONTACTED:

1. Florian Reyda - SUNY Oneonta
2. _____

COMMENTS: Coached modified volleyball at Owego
Already fingerprinted
Good w/others, team player (Mr. Reyda)
Excellent student

Patrick Hoyt 10/27/15

ADMINISTRATOR SIGNATURE DATE