Local Assistance Plan (LAP)
Diagnostic Self-Review Document and Report Template
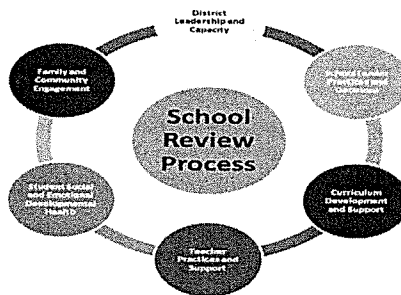
Name of Principal:	Stephen Gratto
Name/Number of School:	Northeastern Clinton Central High School
School Address:	103 Route 276 Champlain, NY 12919
School Telephone Number:	518-298-8638
Principal's Direct Phone Number:	518-298-8638
Principal's E-Mail:	sgratto@nccscougar.org
District Telephone Number:	518-298-8242
Superintendent's Direct Phone Number:	518-298-8242
Superintendent's E-Mail:	lgrenville@nccscougar.org
Reason for LAP Designation:	Failed to meet AYP for economically disadvantaged sub-group in ELA and Math
Website Link for Published Report:	www.nccscougar.org

School Principal's Signature _Stephen Gratto_   Date _11/21/14_

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 _Lisa L. Grenville_   Date _11/21/14_
For New York City schools, the Community School District Superintendent must sign the self-assessment.

A Message to School/District Leaders:

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

This LAP plan was approved by the Northeastern Clinton Central School Board on 11/20/2014

<u>Guidance</u>

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

The Diagnostic Self-Review Document and Report Template must be approved by the district's Board of Education (for New York City (NYC) schools, it must be approved by the Chancellor) and posted to the district's website by Friday, November 21, 2014, as well as kept on file at both the school and the district offices.

<u>Completing This Form</u>

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

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

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

School Information Sheet

Grade Configuration	9-12	Total Enrollment		425 HS	Title 1 Population		100 %	Attendance Rate		95.2 %

Free Lunch	33 %	Reduced Lunch	8 %	Student Sustainability	94 %	Limited English Proficient		0 %	Students with Disabilities		17 %

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	0	#Integrated Collaborative Teaching	15
# Resource Room	15				

Types and Number Special Classes

#Visual Arts	7	#Music	2	#Drama	0	# Foreign Language	11	# Dance	0	CTE	1

Racial/Ethnic Origin

American Indian or Alaska Native	0.7 %	Black or African American	2.1 %	Hispanic or Latino	2.4 %	Asian or Native Hawaiian/Other Pacific Islander	0.7 %	White	92.2 %	Multi-racial	1.9 %

Personnel

Years Principal Assigned to School	8	# of Assistant Principals	0	# of Deans	0.7	# of Counselors / Social Workers		3
% of Teachers with No Valid Teaching Certificate	3.6 %	% Teaching Out of Certification	1 %	% Teaching with Fewer Than 3 Yrs. of Exp.	10 %	Average Teacher Absences		92.2 %

Overall Accountability Status

ELA Performance at levels 3 & 4	90.2 % 2014	Mathematics Performance at levels 3 & 4	87.2 IA 2014	Science Performance at levels 3 & 4	76.1 % ES 2014	4 Year Graduation Rate (HS Only)	82.9 %

Credit Accumulation (High School Only)

% of 1st yr. students who earned 10+ credits	0	% of 2nd yr. students who earned 10+ credits	95 %	% of 3rd yr. students who earned 10+ credits	98 %	6 Year Graduation Rate	84.9 %

Reason for LAP (Indicate under the Category)
Achievement Gap (AG), Cut Point (CP), and/or Did Not Meet Adequate Yearly Progress (AYP)

ELA	Mathematics	Science	Graduation Rate	Subgroup
				American Indian or Alaska Native
				Hispanic or Latino
				White
				Students with Disabilities
X	X			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.
X☐	**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 – #: _____ X☐ Interviews with Support Staff – #: Committee X☐ Interviews with Teachers – #: Committee X☐ Interviews with Parents/Guardians #: Committee	☐ Documents Reviewed:

If the SOP rating is Effective, Developing or Ineffective, please provide a response in the areas below.	
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	Our district does not have a SMART plan. We do not have a written mission or vision in the high school although we certainly have goals and we work hard to meet them. These goals include having a high graduation rate, strong regents exam scores, minimal student discipline issues, a happy and healthy student body, and students who are college and career ready when they graduate.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	The high school leader will work with the faculty to create SMART goals for the high school.
Describe the professional development activities planned to support the implementation of the	Specific professional development activities will not be needed in this case. However, members of the committee tasked with writing the school mission statement will do research to find and evaluate mission statements and goals from other similar school districts.
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.
X☐	**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.*	X☐ Classroom Observations – # Visited: 7 ELA 3 Math ☐ Interviews with Students – #: _____ X☐ Interviews with Support Staff – Committee X☐ Interviews with Teachers – #: Committee X☐ Interviews with Parents – Committee ☐ Other: _____	X☐ Documents Reviewed: District AIS plan Summer School Handbook

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.	Each year in the spring, the Principal reviews student course requests and recommendations to determine what staffing levels are needed. The Principal then meets with the Superintendent and the school business official to determine what funds are available to meet staffing needs. . He then meets with academic departments to get teacher suggestions on the distribution of courses. An additional 0.4 social studies teacher and an additional 0.4 English teacher were hired this year to lower high school class sizes in ELA and social. An additional 0.4 Special education teacher was added to support economically disadvantaged students. An extra section of integrated US history was added. Summer school was held at NCCS to allow economically disadvantaged students an opportunity to strengthen their math and ELA skills and to pass required courses and/or regents exams. School leaders will form a committee to explore changing the AIS structure to better accommodate student needs by enabling homogeneous grouping.
Describe the district resources to be used to implement the actions in	AIS teachers will be needed to allow homogeneous grouping, if this plan is adopted. Scheduling efforts will be increased to make homogeneous grouping in AIS classes possible.

		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.	An AIS consultant from CVES was brought to NCCS to provide 3 hours of training to AIS teachers.

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.
X☐	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.*	X☐ Classroom Observations – # Visited: 30+ formal APPR observations ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ X☐ Interviews with Teachers – #: 30+ APPR pre and post conferences ☐ Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☐ Documents Reviewed: State Approved NCCS APPR Plan Plan for using only 7 indicators created by school committee and approved by teachers and administrators.

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.	NCCS has an approved APPR plan. This plan is strictly followed by NCCS administrators and teachers. Each year teachers receive a growth score based on SLOs worth up to 20 points, a local score based on how NCCS students do on regents exams compared to state averages worth up to 20 points, and a "60 points other measures" score based on classroom observations and evidence provided by teachers. For the 2014-2015 school year, the "60 points other measures" category has been changed. Instead of looking at a large number of APPR indicators, administrators and teachers will look more closely at a

		smaller number of indicators. In addition, each teacher will be given a particular area/indicator to focus on. They will meet periodically with other teachers to discuss current research pertaining to their particular indicators. They will attempt to implement worthy ideas gleaned from their research in their classes. It is believed that the increased focus on important teaching practices will allow teachers to better meet the needs of their economically disadvantaged students.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Time will be provided for teachers to meet periodically to discuss current research related to their focus indicators.
Describe the professional development activities planned to support the implementation of the actions in this area.	During the first Superintendent day at the beginning of the school year, teachers received information about the new structure of the "60 points other measures" and the concept of focusing on limited indicators. This information was further discussed at a department meeting. Now, the teachers are working together to provide their own professional development.

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.
X☐	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: _____ ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ X☐ Interviews with Teachers – #: Many ☐ Interviews with Parents/Guardians – #: _____ ☐ Other: _____	X☐ Documents Reviewed: Interim Assessment Data for all classes

If the SOP rating is **Effective, Developing or Ineffective**, please provide a response in the areas below.	
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	All teachers in the high school participate in data driven instruction. All teachers are required to give interim exams to their students three times each year. They are then required to examine the data and to identify areas of weakness and to formulate plans for addressing these areas of weakness. Teachers having an understanding of where their students are deficient is helpful to them as they attempt to assist the learning of economically disadvantaged students. We conduct open house and parent teacher conferences. Evening presentations are done by guidance counselors to educate students on the college selection process.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Teachers will be provided time to create and grade interim exams and to prepare plans to address student weaknesses. They will also be provided tools such as "TestWiz" that will allow them to examine and analyze large amounts of data quickly. We will explore increasing before and after school bussing so economically disadvantaged students will have increased access to homework club, activities, etc. The district is seeking a new medical director to work more closely with students and families. The district is currently looking at an appeals process for National Honor society.
Describe the professional development activities planned to support the implementation of the actions in this area.	Teachers who need help accessing and using programs that analyze test data will be provided with the professional development they need. Professional development needed for differentiating instruction.

		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.
Rating		
☐	**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.
X☐	**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.

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.

Please indicate the evidence used to determine the rating. *Check all that apply.*	X☐ Classroom Observations – # Visited: 10 math and English classes using common core ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ X☐ Interviews with Teachers – #: _Many ☐ Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☐ Documents Reviewed: Common Core Modules in English and Math

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.	A district wide curriculum audit was conducted on October 6, 2014 to determine (among other things) the level to which classes are vertically and horizontally aligned and to what extent teachers are implementing the common core standards. Teachers are required to have a good working knowledge of the requirements of the common core. Math and English teachers are required to have knowledge of the common core modules (when available) and they are strongly encouraged to use them as a resource as they implement the common core into their lessons. To further help the process, a committee will be formed to discuss the efficacy of selecting and implementing a district wide K-12 writing program. Improvements need to be made in vertical alignment. Curriculum audit showed evidence that the

		teachers would appreciate professional development aimed at vertical alignment.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.		Teachers are provided with 30 minutes of common meeting time each school day. Substitutes will be provided for teachers to have release time to be part of the shared decision making team to help create a district plan to help economically disadvantaged students. Staff development days will be used for these initiatives.
Describe the professional development activities planned to support the implementation of the actions in this area.		Teachers attend sessions at the local BOCES to learn more about modules and the current status of common core implementation. The district will collaborate and investigate research based K-12 writing programs The math department will look at whether or not courses need to be realigned so that algebra II trig is taught immediately after algebra. The NCCS district will use RTTT funds for professional development for teachers to learn more about the common core standards. Much of this will be provided by Champlain Valley Educational Services (BOCES) through their network team.

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.
X☐	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.*	X☐ Classroom Observations – # Visited: 15 math, ELA, and Social Rooms ☐ Interviews with Students – #: _____ X☐ Interviews with Support Staff – #: Committee X☐ Interviews with Teachers – #: Committee X☐ Interviews with Parents – Committee ☐ Other: _____	☐ Documents Reviewed: Common Core Learning Standards for Math, English, and Social
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		All High School teachers are required to maintain a lesson plan book or similar record keeping system.

improve the identified subgroup(s) student performance levels.	Teachers are encouraged to prepare lessons at least one week in advance. Teachers are provided with 30 minutes of common meeting time each day so that they can ensure horizontal and vertical alignment with other teachers. All teachers in the high school administer interim assessments three times each year. All teachers use the interim assessment data to identify and address areas of weakness for economically disadvantaged students. While English and Math teachers are well aware of the requirements of the common core and the implications for courses, not all teachers share their understanding. Greater efforts will be made to educate all teachers on the new common core expectations for teachers and economically disadvantaged students. Math, English, and Social studies teachers will present to the rest of the faculty on the requirements of common core. Teachers will consider what can be done in their classes to help support common core initiatives.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	All teachers have 30 minutes of common planning time each day. Up to three faculty meetings are held each month.
Describe the professional development activities planned to support the implementation of the actions in this area.	To move to highly effective in this area, vertical alignment professional development will take place.

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.
X☐	**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	☐ Classroom Observations – # Visited: _____	☐ Documents Reviewed:

determine the rating. *Check all that apply.*	☐ Interviews with Students – #: _____ X☐ Interviews with Support Staff – #: Committee X☐ Interviews with Teachers – #: Committee X☐ Interviews with Parents – Committee ☐ Other: _____	District Curriculum Audit Results

If the SOP rating **is Effective, Developing** or **Ineffective**, please provide a response in the areas below.	
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	In an attempt to foster increased interdisciplinary cooperation, a committee will be formed to investigate the feasibility of implementing block scheduling on a limited basis in the high school. This would involve scheduling some English and Social classes and some Science and math classes back to back with the same populations of students.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Time will be given for committee members to meet to discuss changes in the master schedule that will give economically disadvantaged students time for additional practice and for re-teaching opportunities. Faculty meetings will be used to inform teachers of the progress of the discussions on scheduling.
Describe the professional development activities planned to support the implementation of the actions in this area.	Teachers will investigate examples of different scheduling techniques used throughout the state. The district will provide after school workshops on meeting the needs of our economically disadvantaged and special education students. Teachers will be provided an hourly rate to attend these trainings.

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.
X☐	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: _____ ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ X☐ Interviews with Teachers – #: 30 APPR conferences ☐ Interviews with Parents/Guardians – #: _ _X☐ Other: Evaluation by Principal of teacher grading practices	☐ Documents Reviewed:
If the SOP rating is **Effective, Developing or Ineffective**, please provide a response in the areas below.		

12

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.
X☐	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: _____
☐ Interviews with Students – #: _____
X☐ Interviews with Support Staff – # Committee
X☐ Interviews with Teachers – #: Committee
☐ Interviews with Parents/Guardians – #: _____
☐ Other: _____ | ☐ Documents Reviewed:
Common Core Modules for Algebra

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

Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	All seniors in the high school meet personally with school counselors to make plans for their senior years and their careers after college. School counselors monitor the progress toward graduation of all students All teachers in the high school are required to keep a daily lesson plan book or other similar recording device. It is recommended that plans be made a week in advance. Students in the high school are placed in resource rooms and AIS classes when needed. Common core modules are being used when available and appropriate. This year, the math department will attempt to supplement module instruction with pre-instruction so students are prepared to tackle module type work since modules often involve work that economically disadvantaged students are not prepared for. Parents will be asked to meet with school officials when their children are failing. Student goals and needs, as part of student IEPs, will be communicated throughout the year to all teachers by student's 408 coordinators.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Algebra teachers will use common planning time (8:30 am – 9:00 am everyday) to implement module "pre-instruction" into their lessons.
Describe professional Development	Math and ELA teachers will attend common core professional development sessions.

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.
X☐	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.*	X☐ Classroom Observations – # Visited: Many ☐ Interviews with Students – #: _____ X☐ Interviews with Support Staff – Committee X☐ Interviews with Teachers – Committee X☐ Interviews with Parents - Committee X☐ Other: Faculty Meetings, Curriculum Audit	☐ Documents Reviewed: Common Core Learning Standards for ELA and Math NYS 9-12 Social Studies Framework Pearson ELA text book series

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

Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	All teachers in the high school are required to maintain a lesson plan book or other recording device. Teachers have received training on the implementation of the common core. English teachers have recently started using a comprehensive ELA text book series, created by Pearson, for grades 9-12 that closely follows the common core. They are very pleased with the resources offered by the text books. The district has, as part of its APPR plan, adopted the use of research based questioning techniques as a priority for many groups and they are using it for text based discussions, in mini-groups as a catalyst for improving student outcomes.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Teachers will use daily common planning time to further align instruction to common core learning standards.
Describe the professional development activities planned to support the implementation of the actions in this area.	Math and ELA teachers will attend common core professional development sessions. At faculty meetings, an emphasis will be placed on the fact that all students, regardless of curriculum area taught, are math and ELA teachers according to the tenets of the common core.

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.
X☐	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: _____ ☐ Interviews with Students – #: _____ X☐ Interviews with Support Staff – Committee X☐ Interviews with Teachers – Committee X☐ Interviews with Parents/Guardians Committee ☐ Other: _____	☐ Documents Reviewed: Review of student grades from 2013-2014 Review of FBA/BIP for HS students

If the SOP rating is **Effective, Developing** or **Ineffective,** please provide a response in the areas below.	
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	More work will be done to educate teachers on the options available to them when student's with IEPs are failing their classes. Educating teachers on the accommodations that they are allowed to give to academically or behaviorally struggling IEP students will likely help economically disadvantaged students be more successful. Credit recovery programming will be established at the middle school level to provide students in danger of failing classes additional academic support and time on task.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Daily common planning time will be used to provide necessary professional development. Technology will be provided to enable students and staff to implement response to intervention programs at the middle and secondary levels. Laptop computers will be needed to enhance learning outcomes for the economically disadvantaged and special education populations.
Describe the professional development activities planned to support the implementation of the actions in this area.	The school Superintendent will provide training to administrators and counselors on the creation of an FBA/BIP for academically or behaviorally struggling students. The Superintendent will also give a presentation to teachers on implementing modified testing and grading and providing supplemental supports to economically disadvantaged students.

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.
X☐	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.*	X☐ Classroom Observations – # Visited: Many ☐ Interviews with Students – #: _____ X☐ Interviews with Support Staff – Committee X☐ Interviews with Teachers – #: Many X☐ Interviews with Parents – Committee ☐ Other: _____	☐ Documents Reviewed: Review of Student Grades and Assignments from 2013-2014 State Data Driven Instruction Requirements

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 who teach courses culminating in regents exams give pre-assessment (SLO) tests at the beginning of each school year. All teachers in the high school give 3 interim assessments each year, the data from which is used to identify areas of student weakness. Teachers use their analysis of results to inform their instruction. Starting last year, some resource room teachers began regularly having students look at their grades online. In some cases, online grades were graphed by students to identify trends. Graphs and data were used by students to monitor their progress and to set goals for the future. Expansion of this monitoring process to other areas will help economically disadvantaged students set goals for their own progress.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Common planning time for teachers (8:30 am – 9:00 am) will be used. Class time will be used for teachers and students to analyze trends in student grades and to establish individual goals.
Describe the professional development activities planned to support the implementation of the actions in this area.	Teachers will employ the practice of students monitoring and graphing their own progress and setting goals to provide information to other teachers on why this practice is beneficial to students and how the practice can best be implemented.

Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.		
Rating	**Statement of Practice 5.2:** The school 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.
X☐	**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 – #: _____ X☐ Interviews with Support Staff – Committee X☐ Interviews with Teachers – Committee X☐ Interviews with Parents/Guardians Committee☐ Other:	☐ Documents Reviewed:

If the SOP rating is **Effective, Developing or Ineffective,** please provide a response in the areas below.	
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	All students are assigned a school counselor who monitors their continuing progress toward graduation. The CVTEC PREP program, in its 5th year, focuses on helping at-risk Freshmen and Sophomores (often economically disadvantaged) stay engaged in school. A clinic, run by a local mental health organization, started in the school last year and will return for 2014-2015. It services students in need of counseling. A drug counselor from an outside agency is on site several days per week. Students having trouble with behavior and/or attendance are often referred to the department of social services as part of the PINS process. Improvements in the process can be made by further educating faculty members on the BHSN clinic, Champlain Valley Services drug counseling, the CVTEC Prep Program, and PSAFs and PINS as defined by the Department of Social Services.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance	Daily common planning time for teachers will be used. Professional development resources will be purchased, ie: Eric Jenson "Teaching with Poverty in Mind" to enable teachers and administrators to develop text based discussion groups.
Describe the professional development activities planned to support the implementation of the actions in this area.	Faculty meetings will be used to further educate teachers on the services that are available to help struggling economically disadvantaged students. Speakers from the various organizations will be invited to present information on recognizing signs of social and emotional concerns among students.

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.
X☐	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 – #: _____ X☐ Interviews with Support Staff – Committee X☐ Interviews with Teachers – Committee X☐ Interviews with Parents/Guardians Committee ☐ Other: _____	☐ Documents Reviewed:

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

Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	Grade 6 Outdoor Education Retreat (will be explored at an earlier grade level as an early intervention technique), Middle School Cougar Outdoor Academy, CVTEC PREP high school mentoring program. High school students help out elementary students with fun nights. These programs need to be maintained and expanded where possible. In the past, the district has had "Healthy Relationship Groups" for at-risk female students. These sessions were run by female law enforcement agents. These groups should be recreated so that young women have assistance in learning to deal with difficult issues in their lives. The district should also consider creating a Grief Program for students who have lost siblings or parents. The district should consider creating and implementing a district K-12 character education program. District will explore the possibility of working with Big Brother/Big Sister program and area colleges to strengthen mentoring practices.
Describe the district resources to be used to implement the actions in this area to improve the identified s	Monetary resources will be needed to support programs already in place. Administrators and counselors will strengthen the program where older students mentor younger students.
Describe the professional development activities planned to support the implementation of the actions in this area.	Much research will be done to learn about available character education programs. The implementation of a district character education program would require a great deal of professional development and cooperation.

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.
X☐	Ineffective	a) The school community has no protocols and processes in place to identify stakeholders' roles, or the protocols and processes that exist are not aligned to student supports. b) Across the school community, students, teachers and parents do not understand or act on their role in ensuring the school's vision pertaining to student social and emotional developmental health is achieved. c) The school community has not prioritized the development of a system to monitor and respond to student social and emotional developmental health needs.

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

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

Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	It is not clear that all constituent groups are aware of their contributions to a school vision. However, the school does rely heavily on the efforts of teachers, administrators, and community members to meet the social and developmental needs of the students. This might involve chaperoning a school event, coaching a sports team, advising an extra-curricular club, making a donation to the school, volunteering to help out in a classroom, or helping out with the Cougar Cubs (preschool kids participating in fun academic games to start getting them ready for school). More efforts need to be made to create engaging activities for students so they will feel connected to the school. Possible additions would be creating extra intramural and club opportunities for students in the middle school. This year, high school students have access to the gymnasium during lunch periods so that they can participate in recess/intramural type activities. The health and safety committee is exploring ways of making students and faculty feel safer. The school follows the practices outlined by the dignity for all students act (DASA).
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Increased extracurricular activities for students require extra adult supervision and organization. Volunteers will be sought to help make these opportunities possible.
Describe the professional development activities planned to support the implementation of the actions in this area.	Professional development committee will develop a protocol to monitor and respond to students emotional and developmental health needs.

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.
X☐	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 – #: _____ X☐ Interviews with Support Staff – #: Committee X☐ Interviews with Teachers – #: Committee X☐ Interviews with Parents – Committee ☐ Other: _____	☐ Documents Reviewed:

If the SOP rating is **Effective, Developing** or **Ineffective**, please provide a response in the areas below.	
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	The school does not have a specific plan in place to use data to address student social and emotional developmental needs. However, teachers and administrators at all levels closely monitor the progress of all students. Students who are struggling academically, socially, or emotionally are given extra attention. Students with special needs are often referred to outside agencies for counseling , anger management programs, adventure based learning opportunities, Upward Bound programs, etc. In the high school and middle school, monthly at-risk student forums are held with school counselors, administrators, and nurses meeting with outside drug counselors and Department of Social Services Employees to discuss struggling students. Information and data discussed at these meetings sometimes leads to recommendations for PSAF or PINS referrals or to other types of outside services for students. Additional efforts need to be put in place to use data to monitor the success of economically disadvantaged students. Teachers would benefit by training that familiarizes them with community and in school resources that can be employed to help struggling economically disadvantaged students.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Time will be given to monitor the progress of students. Time will be given to acquaint teachers with the resources that are available for struggling students. Daily common planning time will be used to satisfy the latter requirement.
Describe the professional development activities planned to support the implementation of the actions in this area.	Teachers will be provided with information on what resources are available to the school to help meet the needs of struggling students.

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.
X☐	**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 – #: _____
X☐ Interviews with Support Staff – Committee
X☐ Interviews with Teachers – Committee
X☐ Interviews with Parents – Committee
☐ Other: _____ | ☐ Documents Reviewed:
 |

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

Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	Report cards are sent out to students quarterly. Deficiencies are sent out every five weeks for struggling students. Teachers are required to update their online grades at least every ten school days. A committee will be formed to explore the possibility of having all students get 5 week progress reports. A redesign of report cards will also be considered that will have grades for effort as well as academic achievement. Parent nights, Freshman orientation, parent conferences and open house sessions are held yearly to communicate relevant graduation information and to foster high expectations for student academic achievement.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Time will be given for teachers, counselors, and administrators to meet and evaluate these potential changes.

		Committee members will research the advantages and disadvantages of these changes. It will be beneficial for committee members to look at how other schools use report cards to represent academic achievement and effort.
Describe the professional development activities planned to support the implementation of the actions in this area.		

Rating	Statement of Practice 6.3: The school engages in effective planning and reciprocal communication with family and community stakeholders so that 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.
X☐	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 – #: _____ X☐ Interviews with Support Staff – Committee X☐ Interviews with Teachers – Committee X☐ Interviews with Parents – Committee _____ ☐ Other: _____	☐ Documents Reviewed:

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

Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	The school uses online grades, 5 week deficiencies, 10 week report cards, e-mails, and phone calls to communicate with parents. A faculty committee will be formed to explore 1) the efficacy of creating 5 week progress reports for all students, and 2) an updated high school report card that could reflect effort as well as ability in student course work.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Faculty members will spend time discussing these issues. Progress reports and/or altered quarterly report cards would create a need for changes to the school data system.
Describe the professional development activities planned to support the implementation of the actions in this area.	Committee members will research how report cards that include ability and effort are created and used by other school districts.

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.
X☐	**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 – #: _____ X☐ Interviews with Support Staff – Committee X☐ Interviews with Teachers – Committee X☐ Interviews with Parents - Committee_____ ☐ Other: _____	☐ Documents Reviewed:

| If the SOP rating **is Effective, Developing or Ineffective**, please provide a response in the areas below.	
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	A committee of school professionals will be formed to consider ways in which the school can educate parents on ways to support student learning and growth.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Time will be provided for this committee to meet. Efforts to connect with parents will require resources such as brochures, pamphlets, and/or supplies for parent education nights.
Describe the professional development activities planned to support the implementation of the actions in this area.	Efforts in this area will require that teachers gain a better understanding of how other schools develop relationships with parents as they work to help students succeed.

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.
X☐	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 – #: _____ X☐ Interviews with Support Staff – Committee X☐ Interviews with Teachers – Committee X☐ Interviews with Parents - Committee_____ ☐ Other: _____	☐ Documents Reviewed: _____ _____ _____ _____

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

Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	NCCS partners successfully with many community organizations. For example, the following outside agencies have partner with school employees in the high school: Champlain Valley Family Services, Behavioral Health Services North Counselor, College Admissions Counselors visit regularly, NYS Police come when requested, Upward Bound counselor comes every Thursday, Access VR (used to be VESID) - Provides transition support for classified students, local clergy members visit in times of tragedy. More wii be done to meet the needs of struggling economically disadvantaged students: 1) The NCCS District will explore the possibility of partnering with the Champlain Learning Center to offer pre-school education services for students in the community of Mooers at the Mooers Elementary Campus. This would be a full day service. The service would be paid for by a Universal Pre-K grant. 2) The NCCS district will explore the possibility of maintaining a Head Start program on the NCCS campus. Procedures will be put in place to have counselors provide specific student concerns, on a need to know basis, to appropriate faculty and staff.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Time will be provided for school administrators to liaise with community organizations to explore offering the above mentioned services on the NCCS campus. A survey will be sent out to district residents (possibly with electric bills) to see if parents are interested in the services. If the plans are realized, space in Mooers Elementary and possibly other sites will be necessary to house students. Existing school transportation could be used to bring students to Mooers Elementary.
Describe the professional development activities planned to support the implementation of the actions in this area.	Administrators will investigate additional community resources that will be provided to economically disadvantaged students. Useful information will be provided to faculty members.

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

On October 7, 2014, the district conducted a curriculum audit that solicited the opinions of all teachers in the NCCS district. This survey contained several questions related to the success of economically disadvantaged students. Impediments to success were discussed. Suggestions for how to help economically disadvantaged students succeed were given.

On October 10, 2014, a committee of administrators, teachers, school psychologists, and board members met to examine the results of the survey and to identify concrete suggestions that can be considered by the NCCS school district to help economically disadvantaged students be more successful.

Suggestions made by the committee were categorized to fit into the 6 tenets outlined in the LAP plan template. The plan was then written by the high school Principal using the categorized suggestions. Once the rough draft of the plan was created, it was sent to the committee members for review. The committee met on October 30 to fine tune the plan and to add ideas. The completed plan was shown to high school faculty at a faculty meeting so they would have a solid understanding of the plan and the process. Finally, the plan was presented to the NCCS School Board on November 4, 2015.
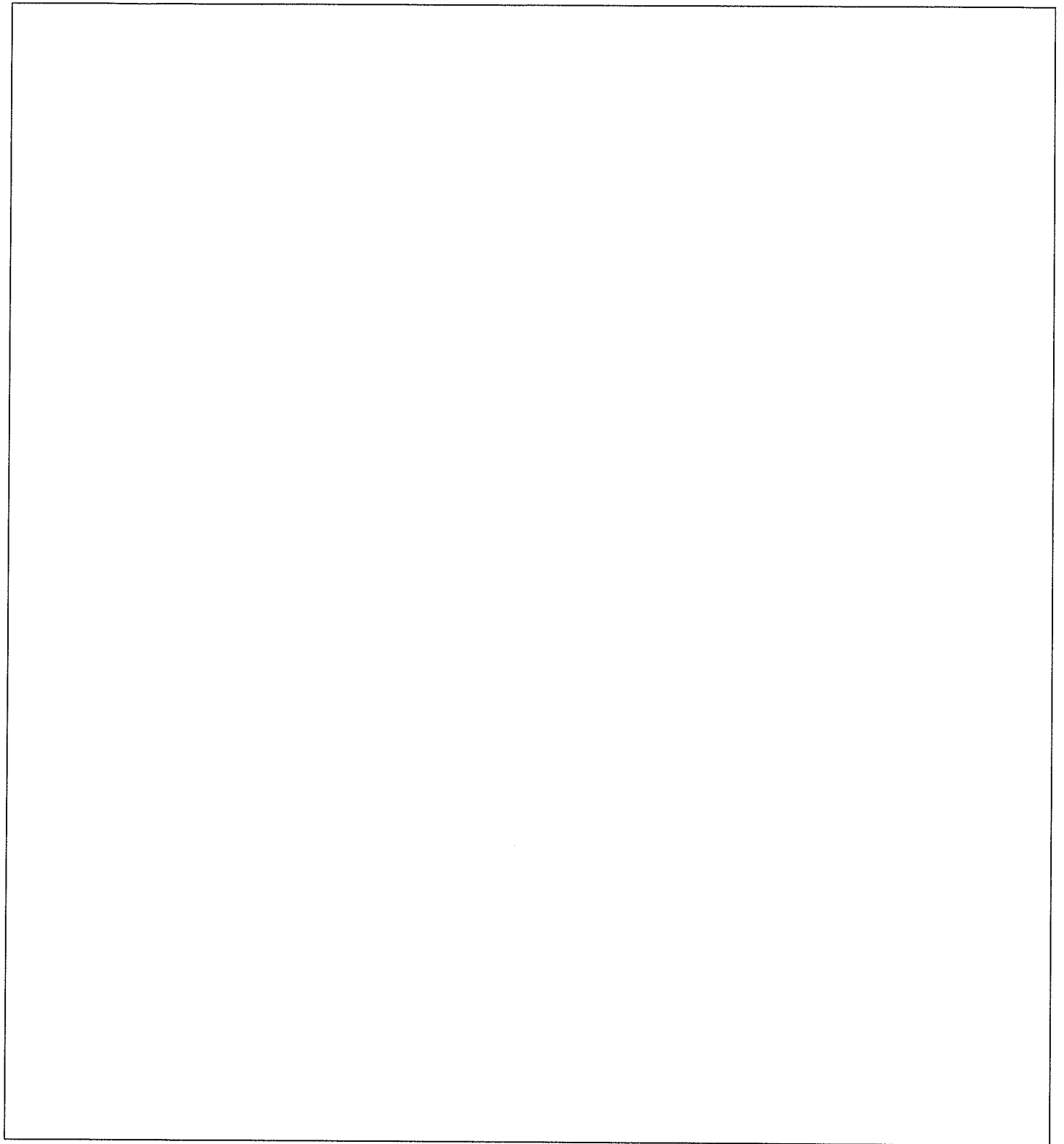
Provide any additional information that is relevant to the Local Assistance Plan but is not addressed in the tenets and/or SOPs.