

# Local Assistance Plan Schools: The Diagnostic Self-Review Document and Report Template

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# The ESEA Flexibility Waiver and Local Assistance Plan Schools

- In addition to identifying Priority and Focus Districts and schools, New York must support continuous improvement in other Title I schools that are not making progress in improving student achievement and narrowing achievement gaps.
- Local Assistance Plan Schools must have a plan that is focused on closing identified gaps in student achievement. Commissioner's Regulations require LAP schools to develop a plan that specifies the following:
  - the process by which the plan was developed and how school leadership, staff, parents, and students, if appropriate, were given meaningful opportunities to participate in the development of the plan;
  - the additional resources and professional development that will be provided to LAP schools to support implementation of the plan; and
  - the actions to improve the performance of the subgroup(s) for which the school was identified and the timeline for implementation of the actions.

# Requirements for Local Assistance Plan Schools in Focus Districts

- A Focus District with LAP schools will need to work with identified school(s) to complete the applicable sections of the Self-Review Document and Report Template (which can be found at <http://www.p12.nysed.gov/accountability/ESEAMaterials.html#forms>), and incorporate the supports and interventions for the identified schools into its District Comprehensive Improvement Plan (DCIP). Within the DCIP template, the district will be required to clearly identify the supports and interventions that are to be implemented in the identified LAP schools. These supports and interventions do not count towards satisfying the improvement set-aside or parent engagement set-aside requirements.
- The submission of the DCIP will fulfill the regulatory requirements for Focus Districts with LAP schools.

# Requirements for Local Assistance Plan Schools in Districts in Good Standing

- In accordance with Commissioner's Regulations, a district in Good Standing that has LAP schools will be required to work with the identified school(s) to:
  - complete the Diagnostic Self-Review Document and Report Template for each identified LAP school (which can be found at:  
<http://www.p12.nysed.gov/accountability/ESEAMaterials.html#forms> )
  - get Board (or in NYC, Chancellor) approval of the DSRDRT
  - post the approved DRSDRT to the district's website by November 22, 2013
  - keep a copy of the DRSDRT at the district and school offices

# The Diagnostic Self-Review Document and Report Template

- Requires a LAP school and its district to assess the 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 process as an opportunity to identify, plan and implement actions that can be taken to improve the academic results of the identified subgroup(s).

# The School and District Effectiveness Rubric

- New York State's lowest achieving schools require targeted and specialized assistance in order to build school and district capacity to support sustainable school change. Necessary supports for effective school change must be based on, as well as be responsive to, the comprehensive needs of the school, driven by an assessment of the optimal conditions for learning as defined by research-based best practices, and delivered in a high quality manner and embedded in school practice.
- The Rubric articulates the State's theory of action regarding the optimal conditions for district and school effectiveness. The Rubric has been created to measure how close to or far away a particular school is from the optimal conditions identified.

## Six Tenets of Effective Schools and Districts



# Comprehensive School Rubric

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## COMPREHENSIVE SCHOOL RUBRIC FOR DTSDE TENETS

New York State Education Department Diagnostic Tool for School and District Effectiveness

**\*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.

Statements of Practice	Highly Effective	Effective	Developing	Ineffective
<b>Statement of Practice 2.2:</b> Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	<p>a) The school community shares and promotes a distinctive and robust vision for student achievement and well-being based on data and holds itself accountable for working as a community to realize this vision as outlined in its SCEP and other school improvement documents.</p> <p>b) The vision is created and enthusiastically supported by staff, families and students such that it is uniformly seen, heard and known across the community.</p> <p>c) The school community develops and works toward specific, measurable, ambitious, results oriented and timely goals that reflect urgent priorities and ensure the realization of the vision.</p>	<p>a) The school community shares a vision concerning student achievement and well-being and for how they want to work as a community to realize this vision as outlined in the SCEP and other school improvement documents and data.</p> <p>b) The vision is created by a select group of staff and families and is supported by the school community such that it is uniformly seen, heard and known across the community.</p> <p>c) The school community develops and works toward specific, measurable, ambitious, results oriented and timely goals that reflect priorities that are aligned with the vision.</p>	<p>a) The school community has a vision for student achievement and well-being and is in the process of developing shared ownership and ways to incorporate findings from the school's data.</p> <p>b) The vision created is gaining more support with the staff, families and students across the community.</p> <p>c) The school community developing and working toward specific, measurable, ambitious, results oriented and timely goals; these goals are not priorities aligned to the vision.</p>	<p>a) The school community has a vision for student achievement and well-being and is in the process of developing shared ownership and ways to incorporate findings from the school's data.</p> <p>b) The vision is unknown, not understood and/or has not been shared with the staff, families and students across the community.</p> <p>c) The school community does not work toward goals, or, is working toward goals, that are not specific, measurable, ambitious, results oriented and timely.</p>
<b>Statement of Practice 2.3:</b> Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	<p>a) The school leader models excellence in the creation and use of systems that are dynamic, adaptive and interconnected and lead to the collection and analysis of outcomes that will guide a cycle of continuous improvement and action.</p> <p>b) The school leader espouses and supports practices in all areas that impact a school and student progress and achievement that are self-generative, which include virtuous feedback loops and examples of best practices that lead to sustained high performance.</p> <p>c) The school leader creates—and, where appropriate, collaborates with staff and families to explicitly communicate—pertinent school goals that are timely, transparent and widely available to all stakeholders and used by them to improve the quality of student life.</p>	<p>a) The school leader encourages the staff to use systems that are dynamic, adaptive, interconnected and lead to the collection and analysis of outcomes.</p> <p>b) The school leader espouses and supports practices in areas that impact a school and student progress and achievement, which include feedback loops and examples of best practices connected to student achievement.</p> <p>c) The school leader communicates pertinent school goals that are timely, transparent and widely available to all stakeholders.</p>	<p>a) The school leader encourages the staff to use systems that lead to the collection and analysis of outcomes.</p> <p>b) The school leader expects staff to use best practices related to school and student progress and achievement.</p> <p>c) The school leader is working on developing school goals and putting steps into place to communicate them to all stakeholders.</p>	<p>a) The school leader does not expect staff to use systems that lead to the collection and analysis of outcomes.</p> <p>b) The school leader expects staff to use best practices, but has not communicated them to all stakeholders.</p> <p>c) The school leader does not provide space for the staff to use systems that lead to the collection and analysis of outcomes.</p>
<b>Statement of Practice 2.4:</b> Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	<p>a) The school leader strategically recruits, hires (and, where the district makes the hiring decisions, the school leader ensures that the appropriate staff is assigned to the school) and sustains personnel. The leader also uses partnerships with organizations to create a pool of internal and external human capital that enables the school to creatively, equitably and adequately meet the academic and social needs of all students.</p> <p>b) The school leader creates and uses robust systems and structures that afford students and teachers the ability to fully</p>	<p>a) The school leader recruits, hires (and, where the district makes the hiring decisions, the school leader ensures that the appropriate staff is assigned to the school) and sustains personnel that enable the school to meet the academic and social needs of the students and school.</p> <p>b) The school leader creates and uses generic systems and structures for programming students and teachers that address student achievement, and</p>	<p>a) The school leader aspires to hire, but has not taken the appropriate steps to secure personnel that will allow the school to meet the academic and social needs of the students; where the district makes the hiring decisions, the school leader has not clearly articulated the school's needs.</p> <p>b) The school leader uses static systems and structures for programming students and teachers that do not address the changing needs of student</p>	<p>a) The school leader does not hire personnel with the needed academic and social goals where the district makes the hiring decisions, the school leader does not communicate the school's needs to the district about hiring needs.</p> <p>b) The school leader does not use established systems and structures for programming students and</p>

\*Note: In addition to the above tenet and statements of practice, districts and schools must align all improvement plans with the performance of students with disabilities and English language learner sub-groups, as well as any other group of students not performing well or who have a significant achievement gap compared to other groups of students within their school and district.

\*\*Note: Statements of practice 2.1, 3.1, 4.1, 5.1 and 6.1 measures how the school perceives the district's efforts with supporting the school's effort in this area.

\*\*\*Note: Curriculum appropriately aligned to the Common Core Learning Standards will be determined by schools having a robust and active plan addressing the expectations articulated in New York's Vision and Metrics for Implementing CCSS, APPR and DDI for SY 2012-2013 located at <http://www.engageny.org/sites/default/files/resource/attachments/ccss-appr-and-ddi-workbook-for-network-teams-implementation.pdf>

## Completing the Diagnostic Self-Review

1. Review the Tenets and Statements of Practice, particularly as they relate to the identified subgroup(s)
2. Collect Evidence
3. Assign Ratings
4. Create Action Plan(s)
5. Collaborate with District
6. Get Board of Education (or Chancellor) Approval
7. Share the Plan

## Focus: Subgroup(s)

- The intent of this self-review is to prompt schools and districts to create a plan to raise academic performance and close achievement gaps between groups of students.
- A large majority of LAP schools have been identified because of the academic performance of the students with disabilities subgroup.
- When completing the self-review, schools and districts should use all information available (ex: State and district reports on services for students with disabilities) to ensure that the action plans developed are targeted towards the needs of the subgroup(s) with the largest gaps.

## Support from the Regional Special Education Technical Assistance Support Centers (RSE-TASC)

- A Special Education Improvement Specialist may be available to:
  - Assist with instructional walkthroughs of the school
  - Participate as a Self-Review Team member
  - Provide training on explicit/specially designed instruction and what to look for during classroom observations
- Contact information for the RSE-TASC may be found at:  
<http://www.p12.nysed.gov/specialed/techassist/rsetasc/locations.htm>

# Diagnostic Self-Review and Report Template



**Tenet 2 - School Leader Practices and Decisions:** Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.

**Rating** **Statement of Practice 2.2:** Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).

<input type="checkbox"/>	<b>Highly Effective</b>	<p>a) The school community shares and promotes a distinctive and robust vision for student achievement and well-being based on data and holds itself accountable for working as a community to realize this vision as outlined in its SCEP and other school improvement documents.</p> <p>b) The vision is created and enthusiastically supported by staff, families and students such that it is uniformly seen, heard and known across the community.</p> <p>c) The school community develops and works toward specific, measurable, ambitious, results oriented and timely goals that reflect urgent priorities and ensure the realization of the vision.</p>
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<input type="checkbox"/>	<b>Effective</b>	<p>a) The school community shares a vision concerning student achievement and well-being and for how they want to work as a community to realize this vision as outlined in the SCEP and other school improvement documents and data.</p> <p>b) The vision is created by a select group of staff and families and is supported by the school community such that it is uniformly seen, heard and known across the community.</p> <p>c) The school community develops and works toward specific, measurable, ambitious, results oriented and timely goals that reflect priorities that are aligned with the vision.</p>
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<input type="checkbox"/>	<b>Developing</b>	<p>a) The school community has a vision for student achievement and well-being and is in the process of developing shared ownership and ways to incorporate findings from the school's data.</p> <p>b) The vision created is gaining more support with the staff, families and students across the community.</p> <p>c) The school community is developing and working toward specific, measurable, ambitious, results oriented and timely goals; these goals are not priorities aligned to the vision.</p>
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<input type="checkbox"/>	<b>Ineffective</b>	<p>a) The school community has a vision, but it is misaligned to student achievement and well-being based on the school's data.</p> <p>b) The vision is unknown, not commonly understood and/or has not been shared with the staff, families and students across the community.</p> <p>c) The school community does not develop and work toward goals, or, if the community is working toward goals, they are not specific, measurable, ambitious, results oriented and timely.</p>
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<p>Please indicate the evidence used to determine the rating. <i>Check all that apply.</i></p>	<input type="checkbox"/> Classroom Observations – # Visited: _____ <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input type="checkbox"/> Interviews with Teachers – #: _____ <input type="checkbox"/> Other: _____	<input type="checkbox"/> Documents Reviewed: _____ _____ _____
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**If the SOP rating is Effective, Developing or Ineffective, please provide a response in the areas below.**

<p>Actions in this area to be taken to improve the identified subgroup(s) student performance levels.</p>	
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<p>Describe the district resources to be used to implement the actions</p>	
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# Collection of Evidence

- The school leadership team and the district should determine how to gather the evidence required to generate the rating for each Statement of Practice
  - The school and district may wish to set time aside to conduct classroom observations, interviews and conduct document reviews for this purpose, OR
  - The school and district may decide to use results from recent (within the last year) assessments of school practice that were based in part on classroom observations, interviews, and document reviews.
- Acceptable evidence includes, but is not limited to:
  - Classroom observations
  - Interviews with students, support staff, teachers and parents/guardians
  - Documents that highlight how the school is addressing the statement of practice
- The evidence gathered should focus on the subgroup(s) for which the school was identified. For the student with disability subgroup, see:  
<http://www.p12.nysed.gov/specialed/spp/determinationshome.html>
- NYSED has posted other resources for evidence gathering on the DTSDE website, at  
<http://www.p12.nysed.gov/accountability/diagnostic-tool-institute/DTSDEResources.html>.

# Collection of Evidence



**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.

**Statement of Practice 2.2:**  
Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).

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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.	
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Describe the district resources to be used to implement the actions	
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# Collection of Evidence: Students with Disabilities

- If your school has been identified as LAP for the SWD subgroup, include the following evidence:
  - Data on students with disabilities
    - See *“LAP Self Review School Information Sheet: Additional Considerations for Schools focusing on Students with Disabilities”* at <http://www.p12.nysed.gov/specialed/spp/LAPselfreviewinfosheet.htm>
  - Evidence on school practices relating to special education services
    - See *“Guiding Questions for LAP Self-Reviews – Students with Disabilities Subgroup”* at <http://www.p12.nysed.gov/specialed/spp/GuidingQuestions-LAPSelfReview.doc>
  - Evidence of delivery of explicit and specially designed instruction
    - See *“Explicit and Specially Designed Instruction Walk-Through Tool”* at <http://www.p12.nysed.gov/specialed/spp/Walkthroughtool-LAPSelfReview.pdf>

# Assignment of Rating

- Once the evidence is gathered, the school leadership team, with the help of the district, should review the evidence in relation to the Statements of Practice, and the rating categories on the Rubric.
- Ratings can be Highly Effective, Effective, Developing, and Ineffective. The rubric describes how each Rating should “look” in a school.
- Please note: The designation of a school as a LAP means that the school has areas that need improvement, particularly as they relate to the subgroup(s) of students who are failing to make academic gains. Therefore, it is not expected that a LAP school will rate itself Highly Effective or Effective for all Statements of Practice.

# Assignment of Rating

<p><b>Tenet 2 - School Leader Practices and Decisions:</b> 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.</p>		
<p><b>Rating</b></p>	<p><b>Statement of Practice 2.2:</b> Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).</p>	
<input type="checkbox"/>	<p><b>Highly Effective</b></p>	<p>a) The school community shares and promotes a distinctive and robust vision for student achievement and well-being based on data and holds itself accountable for working as a community to realize this vision as outlined in its SCEP and other school improvement documents. b) The vision is created and enthusiastically supported by staff, families and students such that it is uniformly seen, heard and known across the community. c) The school community develops and works toward specific, measurable, ambitious, results oriented and timely goals that reflect urgent priorities and ensure the realization of the vision.</p>
<input type="checkbox"/>	<p><b>Effective</b></p>	<p>a) The school community shares a vision concerning student achievement and well-being and for how they want to work as a community to realize this vision as outlined in the SCEP and other school improvement documents and data. b) The vision is created by a select group of staff and families and is supported by the school community such that it is uniformly seen, heard and known across the community. c) The school community develops and works toward specific, measurable, ambitious, results oriented and timely goals that reflect priorities that are aligned with the vision.</p>
<input type="checkbox"/>	<p><b>Developing</b></p>	<p>a) The school community has a vision for student achievement and well-being and is in the process of developing shared ownership and ways to incorporate findings from the school's data. b) The vision created is gaining more support with the staff, families and students across the community. c) The school community is developing and working toward specific, measurable, ambitious, results oriented and timely goals; these goals are not priorities aligned to the vision.</p>
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<p><b>If the SOP rating is Effective, Developing or Ineffective, please provide a response in the areas below.</b></p>		
<p>Actions in this area to be taken to improve the identified subgroup(s) student performance levels.</p>		
<p>Describe the district resources to be used to implement the actions</p>		

# Creation of Action Plan(s)

- If the Statement of Practice Rating (SOP) is Effective, Developing, or Ineffective, the school must either create an action plan to address the SOP, or cite current work that is being done to address the SOP.
  
- The action plan must:
  - Describe the actions that will be taken or have recently been taken to improve the identified subgroup(s) student performance levels
  - Describe the district resources to be used or that are being used to implement the actions in this area
  - Describe the professional development activities planned to support the implementation of the actions.
  - Provide information that addresses the “who, what, when and why” of the actions being taken.

# Creation of Action Plan(s)

<input type="checkbox"/>	<b>Developing</b>	<p>a) The school community has a vision for student achievement and well-being and is in the process of developing shared ownership and ways to incorporate findings from the school's data.</p> <p>b) The vision created is gaining more support with the staff, families and students across the community.</p> <p>c) The school community is developing and working toward specific, measurable, ambitious, results oriented and timely goals; these goals are not priorities aligned to the vision.</p>										
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<p><b>If the SOP rating is <u>Effective</u>, <u>Developing</u> or <u>Ineffective</u>, please provide a response in the areas below.</b></p>												
<p>Actions in this area to be taken to improve the identified subgroup(s) student performance levels.</p>												
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<p>Describe the professional development activities planned to support the implementation of the actions in this area.</p>												

## Discussion with District

- The Diagnostic Self-Review is intended to be completed by the school leadership team, in collaboration with district representatives.
- For each SOP with an action plan, the district is required to describe the resources it will provide the school to support the action plan.
- Schools must describe how the Self-Review Document and Report Template was developed pursuant to Commissioner's Regulation 100.11.

# Plan Approval

- The Self-Review must be approved by the district's Board of Education (for NYC, it must be approved by the Chancellor).
- Evidence of Board (or Chancellor) approval must be kept on file at school and district offices.

## Sharing the Plan

- The Self-Review must be posted, along with evidence of Board (or Chancellor) approval, to the district's website, no later than November 22, 2013.
- The Self-Review must also be kept on file at both the school and district offices.

# Questions?

- For Further Information about Local Assistance Plan schools and the Self-Review, please email [accountinfo@mail.nysed.gov](mailto:accountinfo@mail.nysed.gov).
- For the School Diagnostic Self Review Document and Report Template, please visit:  
<http://www.p12.nysed.gov/accountability/ESEAMaterials.html#forms> .
- To view the technical documentation on the identification of Focus Districts, Focus Schools, Priority Schools, LAP Schools, and Reward Schools, please visit:  
<http://www.p12.nysed.gov/accountability/ESEAMaterials.html>.
- For further information on the District Comprehensive Improvement Plan, please view webinars posted at:  
<http://www.p12.nysed.gov/accountability/Webinars.html>.