



**Office of Innovative School Models**  
Persistently Lowest Achieving (PLA) Schools  
School Improvement Grant (SIG)

***Self-Review Report — 2011-2012 (due 12/16/11 and 05/25/12)***

<b>School:</b>		<b>School District:</b>	
<b>Date of Site Visit:</b>		<b>Team Member(s)</b>	

Address \_\_\_\_\_

Principal Telephone (\_\_\_\_) \_\_\_\_\_ Fax (\_\_\_\_) \_\_\_\_\_

BEDS # \_\_\_\_\_

School Principal \_\_\_\_\_ E-mail address \_\_\_\_\_

SIM /SIL \_\_\_\_\_ E-mail address \_\_\_\_\_

Grade Configuration: \_\_\_\_\_ Total Enrollment: \_\_\_\_\_

**Circle area(s) of PLA identification:**

ELA      Math      HS graduation

**List all identified subgroups—SWD, ELL, \_\_\_\_\_**

**Circle school intervention model:**

Transformation— Was the principal replaced as per model requirement? *(Circle one)* **Y N** Effective Date:

Turnaround— Was the principal replaced as per model requirement? *(Circle one)* **Y N** Effective Date:  
Were 50% of the staff replaced as per model requirement? *(Circle one)* **Y N**

Re-start— External Partnership Organization (EPO) \_\_\_\_\_

Was principal **replaced** or **retained**?

Was staff screened for rehire/removal prior to start of school year? *(Circle one)* **Y N**

**List the school's community-based organization (CBO) partner(s)**

1. \_\_\_\_\_ 4. \_\_\_\_\_

2. \_\_\_\_\_ 5. \_\_\_\_\_

3. \_\_\_\_\_ 6. \_\_\_\_\_

<b>STAFFING</b>	
<b>Organization and Structure</b>	<p># staff employed in the following content areas (Indicate # of new additions to staff added by SIG in parentheses provided)</p> <p>ELA – ( )*</p> <p>MATH – ( )*</p> <p>SPED – ( )*</p> <p>ELL/ESL – ( )*</p> <p># of teachers NOT certified in their assigned content area</p> <p># of teachers added to staff by SIG in OTHER curricular areas; list subject areas*</p> <p><b>*For NYC only</b>—indicate # of teachers designated as MASTER and/or TURNAROUND teacher(s)</p>
<b>Teacher Evaluation</b>	<p>Name(s) of administrator(s) in charge of evaluation:</p> <p>Are all the administrators certified? (circle one) Y N</p> <p>Is the evaluation linked to student performance? (circle one) Y N</p> <p>If no, when will it be implemented?</p> <p>Are teachers in grades 4-8 (including common branch teaching ELA/math) being evaluated under Education Law §3012-c?</p> <p>Have school leaders identified and developed a teacher improvement plan?</p> <p>How often will teachers be evaluated? How many evaluations have teachers had to date?</p> <p>How do teachers receive feedback? How soon after evaluation do they receive it?</p> <p>Describe progress in this area to date (or from last progress report)</p> <p>List strategies that are being implemented to recruit, place and retain staff with the skills necessary to meet the needs of students in the school: (i.e., financial incentives, opportunities for promotion, more flexible work conditions, etc.)</p>

<b>PLANNING</b>	
<b>Student Enrollment</b>	<p>% average daily attendance rate to date</p> <p># of potential long-term absentees</p> <p>List intervention programs or services for students &amp; families with attendance problems (i.e. strategies such as attendance outreach)</p>
<b>Student Performance</b>	<p>How were students selected to participate in intervention programs and what types of support do they receive?</p>
<b>Outcomes</b>	<p>What are the results of these interventions to date?</p>
<b>Teacher Attendance</b>	<p>What is the teacher attendance rate to date? How are teachers supported?</p>

<b>PROFESSIONAL DEVELOPMENT (PD)</b>	
<b>Professional Development</b>	<p>List professional development provided to teachers and administrators. Include topic lists, PD calendars, and other evidence</p> <p>Are PD attendance records for staff available for NYSED staff to review? (circle one) Y N</p> <p>Describe professional development (PD) for administrators with responsibilities for teacher evaluation</p>

	<i>How were PD topics and presenters selected?</i>
<b>Instructional and Support</b>	<i>Describe professional instructional support available to teachers</i> <i>What is (are) the school's strategy(ies) for improving instruction?</i>
<b>Monitoring and Analysis</b>	<i>How is PD monitored and analyzed to ensure staff participation and classroom implementation?</i>

<b>DATA ANALYSIS</b>	
<b>Data that Informs Instruction</b>	<i>What data systems are being used to inform instruction?</i> <i>How is data used to inform decisions related to selection of students for intervention programs, including Academic Intervention Services (AIS)/Response To Intervention (RTI)?</i>
<b>Data &amp; Student Achievement</b>	<i>How is data collected on student achievement used to make instructional decisions, such as differentiation of instruction?</i> <i>Who is involved in data analysis? Are there established data inquiry teams that review data? How often do such teams meet?</i> <i>How often is data collected and analyzed?</i>

<b>CURRICULUM AND TEACHING</b>	
<b>Learning Time</b>	<i>What is the length of the school day, and how has it changed from previous years?</i> <i>How often are teachers able to share a common planning time?</i>
<b>Mapped &amp; Paced Curriculum</b>	<i>What Core Standards are being rolled out this year?</i> <i>Has the curriculum been revised to incorporate the Core Standards in the following areas:</i> - ELA (circle one) Y N - MATH (circle one) Y N
<b>Instructional Programming Linked to Student Needs Assessment</b>	<i>How has the curriculum been revised to address students' needs based on assessment?</i> <i>Who was involved in making decisions on these changes?</i>
<b>Effective Teaching Practices</b>	<i>What observable evidence is available to determine academic rigor, relevance, pacing, alignment of curriculum to Core Standards and level of student engagement?</i> <i>Who is working with teachers to implement changes in classroom practice?</i>  <b><i>Planning and Preparation</i></b> <input type="checkbox"/> Demonstrating Knowledge of Content and Pedagogy <input type="checkbox"/> Demonstrating Knowledge of Students <input type="checkbox"/> Setting Instructional Outcomes <input type="checkbox"/> Demonstrating Knowledge of Resources <input type="checkbox"/> Designing Coherent Instruction <input type="checkbox"/> Designing Student Assessments  <b><i>The Classroom Environment</i></b> <input type="checkbox"/> Creating an Environment of Respect and Rapport <input type="checkbox"/> Establishing a Culture for Learning <input type="checkbox"/> Managing Classroom Procedures <input type="checkbox"/> Managing Student Behavior <input type="checkbox"/> Organizing Physical Space

	<p><b><i>Instruction</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communicating with Students</li> <li><input type="checkbox"/> Using Questioning and Discussion Techniques</li> <li><input type="checkbox"/> Engaging Students in Learning</li> <li><input type="checkbox"/> Using Assessment in Instruction</li> <li><input type="checkbox"/> Demonstrating Flexibility and Responsiveness</li> </ul> <p><b><i>Professional Responsibilities</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reflecting on Teaching</li> <li><input type="checkbox"/> Maintaining Accurate Records</li> <li><input type="checkbox"/> Communicating with Families</li> <li><input type="checkbox"/> Participating in a Professional Community</li> <li><input type="checkbox"/> Growing and Developing Professionally</li> <li><input type="checkbox"/> Showing Professionalism</li> </ul>
<b>ELL/SWD</b>	<p><i>What instructional programs are in place to support the needs of English Language Learners (ELL)?</i></p> <p><i>What instructional programs are in place to support the needs students with disabilities (SWD)?</i></p> <p><i>Are sufficient numbers of highly qualified staff available to support ELL and SWD?</i></p>

<b>STUDENT SUPPORT</b>	
<b>Additional Social/Emotional Support</b>	<p><i>Are students receiving extra academic and developmental support based on student need (AIS/RTI, character development, PBIS)? (circle one) Y N</i></p> <p><i>List the extra academic and developmental support programs</i></p>
<b>Counseling</b>	<p><i>What student support services are in place to provide students in need with additional social support, such as:</i></p> <ul style="list-style-type: none"> <li>- education/career counseling,</li> <li>- social work,</li> <li>- drug/alcohol/violence counseling,</li> <li>- school psychologist/mental health &amp; other health professionals</li> <li>- attendance,</li> <li>- code of conduct</li> <li>- credit recovery</li> <li>- other</li> </ul>
<b>Enrichment Opportunities</b>	<p><i>Are there opportunities for students to participate in academic and social enrichment activities, e.g.,</i></p> <ul style="list-style-type: none"> <li>- college orientations, college and career fairs and college visits</li> <li>- leadership development</li> <li>- service learning</li> <li>- Other (AP courses, college courses/early college programs, clubs, sports, etc.)</li> </ul>

<b>SCHOOL LEADERSHIP</b>	
<b>Effective Leadership and Principal Evaluation</b>	<p><i>How has the school leader demonstrated that she/he has the experience and skills needed to implement successfully one of the SIG models and to act as a change agent for the school?</i></p> <p><i>Are principals in buildings with grades 4-8 students now being evaluated under new Law?</i></p> <p><i>How often is the principal evaluated?</i></p> <p><i>Is the principal mentored, and if so, how often?</i></p> <p><i>Have school leaders identified the list of approved student assessments that are linked to teacher and principal performance?</i></p> <p><i>Have school leaders identified and developed a principal improvement plan?</i></p>

	<i>What are the outcomes (actions) of the observation(s) and/or mentoring to date?</i>
<b>Leadership Development</b>	<i>List professional development provided for administrators (separate and/or different from teachers)</i>
<b>School Improvement Manager/External Providers</b>	<i>How is the school being guided and informed by its partnership with its school improvement manager (SIM)?</i>
	<i>How is the school being guided and informed by its partnership with the EPO?</i>
	<i>How does the SIM or EPO monitor the progress of the implementation of the SIG transformation plan?</i>
	<i>How often do the EPO, SIM and CBO partners meet with school administrators to discuss SIG progress?</i>
<b>Building Level Leadership Team</b>	<i>How often does the building leadership team meet to evaluate the progress of the implementation of the school transformation model?</i>
	<i>How are these meetings documented? (Provide documentation)</i>

<b>SCHOOL CLIMATE AND COMMUNITY ENGAGEMENT</b>	
<b>Parent Involvement</b>	<i>Does school have a parent involvement plan?</i>
	<i>How are parents involved in the school?</i>
	<i>How often are parents involved and in what capacity?</i>
<b>External/Community-Based Partners</b>	<i>Does school have an external/community based partnership plan?</i>
	<i>What partners are providing services to students?</i>
	<i>What services are provided?</i>
	<i>How does the EPO evaluate the success of these services?</i>

<b>BUDGET AND OTHER FUNDING SOURCES</b>	
<b>Budget Modifications</b>	<i>Have budget modifications that impact the SIG plan program been made?</i>
<b>Use of 1003(g) or 1003(a) grant funding</b>	<i>What funding is being used to support school program?</i>
<b>Use of Other Funding</b>	<i>Are there other non-SIG resources used to support and sustain the program?</i>

<b>DISTRICT SUPPORT AND PLANNING FOR DEVELOPMENT</b>	
<b>District Support</b>	<i>How is the district or NYCDOE providing support to the school to ensure that the school is meeting its goals?</i>
	<i>How is the school reform model evaluated?</i>
	<i>How is the progress of the implementation of the SIG evaluated?</i>
	<i>How often does evaluation take place?</i>
<b>JIT/SIG Alignment</b>	<i>How are JIT recommendations and the requirements of the SIG application aligned?</i>