



NEW YORK STATE EDUCATION DEPARTMENT

DIFFERENTIATED ACCOUNTABILITY SCHOOL QUALITY REVIEW (SQR) QUALITY INDICATORS
SCHOOL INFORMATION SHEET

DISTRICT/DBN: _____ SCHOOL: _____ ADDRESS: _____
GRADE LEVELS: _____ ENROLLMENT: _____
BEDS CODE: _____ PRINCIPAL: _____
TELEPHONE : _____ E-MAIL _____

NAME OF PERSON COMPLETING THIS DOCUMENT: _____
TELEPHONE : _____ E-MAIL: _____

DATE : _____

** Please maintain in the school district's files a current copy of any School Educational Plans (i.e. , Improvement Plan, Professional Development Plan, Quality Improvement Plan, NCLB Title III AMAO Plan), and a completed copy of the SQR Quality Indicators (QI) document along with supporting documentation, with this cover sheet and checklist. Submit a hard copy of the SQR QI to the Office of Accountability School Improvement Team and an electronic copy in Word format to ALBANYKIT@mail.nysed.gov. For New York City Improvement (year 1) Basic schools, send information to the NYCDOE Office of School Improvement. For schools in districts with IDEA determinations, also provide a copy of the completed SQR QI to the Coordinator of the Regional Special Education Technical Assistance Support Center (RSE-TASC)

Accountability Status: Please check:

NCLB:

- Improvement (year 1) Basic
- Improvement (year 1) Focused
- Improvement (year 1) Comprehensive

IDEA DISTRICT DETERMINATION:

- Meets Requirements
- Needs Assistance
- Needs Intervention
- Needs Substantial Intervention

List all of the content areas (English language arts [ELA], mathematics or science) and levels (Elem. /Middle or Secondary) as well as Participation Rate or Graduation Rate that identified the school for improvement. Include all subgroups that did not make Adequate Yearly Progress (AYP).

SQR TEAM :

SED/DS REP: _____ DISTRICT REP: _____
SEIS: _____ REVIEWERS : _____
RBE-RN: _____
CONTENT AREA/SUBGROUP SPECIALISTS: _____

SED USE ONLY:

Date Received: _____ Date Reviewed by SQR Team: _____

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Review Criteria	Rating					Evidence*	SQR Team Comments/ Suggestions/ Recommendations
	1	2	3	4	N/A		
1. COLLECTION, ANALYSIS, and UTILIZATION of DATA							
1.1 Multiple data-sources – There is evidence of the analysis and interpretation of the most recent school performance data, i.e., NYS School Report Card and nySTART Reports, Special Education District Data Profile, SESIS structured instructional review, LAB R and/or New York State English as a Second Language Achievement Test (NYSESLAT) scores for English language learners (ELLs)/ limited English proficient (LEP) students etc. and their combined use to show achievement <i>trends</i> (minimum of three data points) to provide insight into improvement targets.							
• English Language Arts (ELA)							
• Native Language Arts (NLA), if applicable							
• Mathematics							
• Science							
• Attendance							
• Graduation and Dropout Rates, disaggregated							
• Suspension Rates, (in-school, out-of-school) disaggregated							
1.2 Use of Formative and Summative Data – There is evidence that formative and summative data are used to plan for and monitor student outcomes, i.e., assessments are used to plan and improve academic programs, to track students’ progress, to							

Evidence:* Provide examples of specific long-term and short-term strategies and activities that could have a high probability of improving student achievement. Attach formative and summative assessments, as well as other documentation to support the school's self-assessment(s), as applicable.

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support improved student learning, to disaggregate data, and to explore effectiveness of the instructional model. Interim assessments are utilized.							
1.3 Subgroup specificity – There is evidence of data analysis and interpretation for <i>all</i> subgroups to plan interventions that address the academic needs of all students.							
Racial/Ethnic Origin:							
• American Indian or Alaska Native							
• Black or African American							
• Hispanic or Latino							
• Asian, Native Hawaiian/Other Pacific Islander							
• White							
• Multi Racial							
Other Subgroups:							
• Economically Disadvantaged							
• Students with Disabilities							
• ELLs/ LEP students							
1.4 Monitoring Student Progress- There is evidence of regular administration of assessments that monitor student progress, systematic collection of data from those assessments and use of those data to make change and improvements in the instructional program.							
2. TEACHING and LEARNING							
2.1 Coherent instructional/programmatic roadmap – There is							

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<p>evidence that the school has designed and implemented a coherent instructional action plan based on data analysis and interpretation that consists of strategies aligned with State Learning Standards and the new P-12 Common Core.</p> <ul style="list-style-type: none"> • Instructional evidence demonstrates integration of the Common Core into the school culture. • Teachers are able to describe the elements of the Common Core and discuss implementation. • Students with disabilities receive instruction in literacy, across the grade levels and content areas, as appropriate. • Students with disabilities are provided special education supports and services to participate and progress in the general curriculum. • The school implements the Language Allocation Policy (LAP) in English and where required in the native language by the proficiency levels identified by the NYSESLAT or the LAB-R. • The school ensures that ELLs/LEP students receive the required amounts of English as a second language (ESL), ELA, and native language arts (NLA) instruction as per identified proficiency levels and program models: Free standing ESL, Transitional Bilingual Education (TBE) and/or a Two/Way/Dual Language. 							

Evidence:* Provide examples of specific long-term and short-term strategies and activities that could have a high probability of improving student achievement. Attach formative and summative assessments, as well as other documentation to support the school's self-assessment(s), as applicable.

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<ul style="list-style-type: none"> The delivery of instruction in programs for ELLs/LEP students reflects the appropriate distribution of languages for instruction aligned to the NYS LAP. 							
2.2 Evidence-based strategies – The school uses evidence-based instructional strategies, when available and applicable, or other successful models derived from promising practices that show evidence of efficacy to support instruction in reading/ELA, mathematics, and science, including instructional strategies for students with disabilities and ELLs/LEP students.							
<u>Students with Disabilities:</u> <ul style="list-style-type: none"> Content, methodology and delivery of instruction are adapted to meet the needs of students with disabilities. Students with disabilities receive specially-designed reading instruction or other special education instruction to address disability-related learning needs in the area of reading. Instruction in reading and writing includes decoding/fluency skills; vocabulary level; comprehension skills; critical thinking/analysis skills. Specially-designed instructional methodologies are evident in general education classes, special classes and resource rooms for students with disabilities, including but not limited to, such strategies as: 							

Evidence:* Provide examples of specific long-term and short-term strategies and activities that could have a high probability of improving student achievement. Attach formative and summative assessments, as well as other documentation to support the school's self-assessment(s), as applicable.

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<ul style="list-style-type: none"> ○ Direct / explicit instruction ○ Strategy instruction ○ Mnemonic instruction ○ Teaching self-regulation ○ Metacognitive strategies, including self-questioning and self-monitoring ○ Using graphic organizers to teach written expression 							
<p><u>ELLs/LEP Students:</u></p> <ul style="list-style-type: none"> • The instructional models implemented at the school are standards based and reflect research-based instructional best practices for all ELLs/LEP students. • Where required, the school offers a TBE program that is research-based, adheres to the NYS P-12 Common Core Standards, and offers high quality instruction in NLA, ESL, ELA as well as content area instruction in English and the native language. • Instructional practices for students with interrupted formal education (SIFE) are modified, augmented and differentiated based on assessed SIFE’s linguistic and academic needs. • Strategies that develop critical thinking skills in the classroom are used as well as differentiated instruction. 							

Evidence:* Provide examples of specific long-term and short-term strategies and activities that could have a high probability of improving student achievement. Attach formative and summative assessments, as well as other documentation to support the school’s self-assessment(s), as applicable.

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<ul style="list-style-type: none"> Grade level curriculum is delivered in both English and the native language as per program design. Content area instruction is provided through ESL methods, to ensure both linguistic and academic comprehension and mastery. Consistent and adequate use of effective strategies to enhance English language acquisition and development. High quality, standards-based, leveled, age appropriate and multicultural instructional materials are used. 							
<p>2.3 Standards-alignment - There is evidence that the curriculum, instruction, assessments, instructional resources, technology applications, materials and interventions are aligned with State Learning Standards and the new P-12 Common Core Learning Standards for ELA, literacy and mathematics and performance indicators (with particular attention to the needs of subgroups) as applicable.</p> <ul style="list-style-type: none"> Students with disabilities in general education and special classes are provided accommodations/modifications and specially-designed instruction enabling them to participate and progress in the general curriculum. Students with disabilities in special classes receive 							

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<p>instruction in the general curriculum that is aligned with the State Learning Standards.</p> <ul style="list-style-type: none"> For ELLs/LEP students, grade-level curriculum and assessments are aligned with the NYS P-12 Common Core Standards and are provided in both English and the native language, as the program designates. ELLs/LEP students are provided opportunities to achieve the same educational goals and standards as the general student population. ELLs/LEP students receive instruction in the general curriculum aligned with the State Learning Standards. 							
2.4 Rigor and relevance – There is evidence of rigor and relevance which reflects high expectations and access to challenging learning opportunities/curriculum for all students, with particular attention to the needs of NCLB subgroups (as applicable).							
Racial/Ethnic Origin:							
<ul style="list-style-type: none"> American Indian or Alaska Native 							
<ul style="list-style-type: none"> Black or African American 							
<ul style="list-style-type: none"> Hispanic or Latino 							
<ul style="list-style-type: none"> Asian or Native Hawaiian/Other Pacific Islander 							
<ul style="list-style-type: none"> White 							
<ul style="list-style-type: none"> Multi Racial 							
Other Subgroups:							

Evidence:* Provide examples of specific long-term and short-term strategies and activities that could have a high probability of improving student achievement. Attach formative and summative assessments, as well as other documentation to support the school's self-assessment(s), as applicable.

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<ul style="list-style-type: none"> • Economically Disadvantaged 							
<ul style="list-style-type: none"> • Students with disabilities are: <ul style="list-style-type: none"> ○ participating in credit bearing courses with appropriate supports and services; ○ enrolled in courses leading to a regular diploma; ○ receiving instruction from highly qualified teachers, certified in the content areas; ○ encouraged and supported to achieve; ○ able to access instruction that accelerates their progress in reading and mathematics; ○ integrated in general education classes and provided accommodations and supports to achieve standards. 							
<ul style="list-style-type: none"> • ELLs/LEP students: <ul style="list-style-type: none"> ○ Where applicable, the TBE program has a rigorous NLA instructional component and provides content-area instruction in English and the native language. ○ Instructional materials in English and the native language are standards-based, of high quality, age/developmentally appropriate, culturally diverse, relevant and available in sufficient quantities. ○ Instructional materials and technology for ESL and content areas are standards-based, high quality, age and developmentally appropriate, 							

Evidence:* Provide examples of specific long-term and short-term strategies and activities that could have a high probability of improving student achievement. Attach formative and summative assessments, as well as other documentation to support the school's self-assessment(s), as applicable.

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<p>culturally diverse, relevant and available in sufficient quantities.</p> <ul style="list-style-type: none"> ○ Students are participating in classes that assist them in meeting requirements for graduation. ○ Students are provided with continuous opportunities to prepare for all required Regent examinations. ○ Students receive instruction from highly qualified teachers, certified in the content areas. ○ The use of native language to support English language acquisition is encouraged whenever necessary. ○ Enrichment programs are provided such as gifted and talented programs, heritage language programs, and at the grades 9-12 levels, advanced placement programs. ○ Instructional staff facilitates student engagement in reflection and self-assessment of their work and learning. ○ Concerted efforts are made to open all curricular and extra curricular services and programs to ELLs/LEP students. 							
<p>2.5 Differentiated instructional and intervention strategies Classroom instruction is provided with accommodations, as necessary, to address the specific skills, abilities and</p>							

Evidence:* Provide examples of specific long-term and short-term strategies and activities that could have a high probability of improving student achievement. Attach formative and summative assessments, as well as other documentation to support the school's self-assessment(s), as applicable.

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<p>educational needs of individual students and subgroups.</p> <p>The responsibilities of coordinating the educational needs of all students are clearly defined.</p> <p>Pertinent information regarding individual students' skills, abilities and educational needs is made available to teachers.</p> <p>Response to Intervention (RtI) approach/Plan is in effect for literacy in the elementary grades as required.</p>							
Racial/Ethnic Origin:							
• American Indian or Alaska Native							
• Black or African American							
• Hispanic or Latino							
• Asian or Native Hawaiian/Other Pacific Islander							
• White							
• Multi Racial							
Other Subgroups:							
• Economically Disadvantaged							
• Students with Disabilities:							
○ Teachers are knowledgeable of and address student's Individualized Education Program (IEP) goals, accommodations and supports.							
○ Students are provided specially-designed							

Evidence:* Provide examples of specific long-term and short-term strategies and activities that could have a high probability of improving student achievement. Attach formative and summative assessments, as well as other documentation to support the school's self-assessment(s), as applicable.

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<p>instruction.</p> <ul style="list-style-type: none"> ○ Students are grouped appropriately for instructional purposes. ○ Teachers provide engaged learning models of instruction such as individual and group summarizing, means of exploring multiple perspectives, techniques for building upon prior knowledge, brainstorming, problem-solving processes, and team teaching. ○ Content and methodologies are adapted, as appropriate, to meet individual needs. ○ Students are provided instruction in compensatory strategies that lead to increased independence from accommodations and supports. 							
<ul style="list-style-type: none"> ● ELLs/LEP students: <ul style="list-style-type: none"> ○ Teachers are knowledgeable of student linguistic needs according to their individual analysis of the NYSESLAT scores. ○ The school ensures that ELLs/LEP students receive content area instruction that is in English and appropriate by grade and age level and is supported by ESL methodologies. ○ All student schedules reflect the appropriate units of instruction in ESL, NLA and ELA. ○ The school ensures that former ELLs/LEP students receive transitional services for the first year after 							

Evidence:* Provide examples of specific long-term and short-term strategies and activities that could have a high probability of improving student achievement. Attach formative and summative assessments, as well as other documentation to support the school's self-assessment(s), as applicable.

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<p>they are placed in the English mainstream instructional program, as per CR Part 154.</p> <ul style="list-style-type: none"> ○ For grades 9-12 the school ensures that all ELLs/LEP students receive a full complement of courses leading to graduation. ○ All instructional staff can clearly articulate when and why students' native language and English are used in teaching and learning. ○ Students are grouped appropriately for instructional purposes. ○ Teachers expect students to achieve at high performance levels. ○ Teachers use a variety of instructional strategies to challenge, motivate, and enhance student self image. ○ Teachers are facilitators of student academic and personal growth - guiding them to be independent thinkers and take ownership of their own learning. 							
<p>2.6 Safe, disciplined learning environment – There is evidence of expectations for student and staff behavior/conduct, which are defined in advance and fairly and consistently reinforced.</p> <ul style="list-style-type: none"> • There are structured and predictable school and classroom environments throughout the building. • School has positively-stated, consistently applied behavioral expectations for students in all school settings. 							

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<ul style="list-style-type: none"> • Teachers teach and model the expected behaviors. • Small group interventions are available for students to meet behavioral expectations. • Individualized interventions are planned and implemented for students with disabilities who need them. Such interventions are based on functional behavioral assessments and behavioral intervention plans that meet the State’s standards. 							
2.7 Extended day/year activities – Appropriate and evidence based activities (as applicable) during the regular and extended school day/school year are provided to meet individual student needs and interests, and to facilitate successful educational outcomes.							
2.8 Grading Policy – There are expectations for grading students as evidenced by a uniform grading policy across all grades/content areas.							
2.9 Schoolwide Collaborative Teams – There is evidence that all members of the school staff (including teachers, paraprofessionals) and parents are given opportunities to participate in teaching and learning initiatives and activities including, but not limited to, data analysis, the use of assessments and instructional strategies and interventions.							
2.10 School-based Inquiry Teams – There is evidence that the school is using School-based Inquiry Teams to solve instructional problems, i.e., identifying student needs, formulating instructional plans, and using evidence to refine							

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instruction.							
2.11 Network Teams – There is evidence that the school is aware of and is working towards active participation in the District’s Network Team/Network Team Equivalent.							
3. SCHOOL LEADERSHIP							
3.1 Clear shared values, mission and vision – There is evidence that the school’s core purpose reflects all of the following: <ul style="list-style-type: none"> • a belief in and commitment to high standards for all students; • shared responsibility for student success; • a results-orientation; • a culture of quality professional practice; • continuous learning; • accountability for performance; • a belief that special education is a service and not a place; • every teacher is a language teacher; and • a clear and comprehensive vision of its services for the ELL/LEP community that is embedded in the school’s mission. 							
3.2 Parent notification – There is evidence of notification provided to parents of all children enrolled in the school on the school’s improvement status.							
3.3 Match between teacher skills/experience and student learning needs – Teachers are highly qualified and are							

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<p>carefully assigned to ensure success for both students and teachers; staffing assignments (including elementary school), are made based on the specific expertise, needs and readiness of staff and students.</p> <ul style="list-style-type: none"> • Students with disabilities are provided instruction by highly qualified and experienced teachers. • The principal is knowledgeable about evaluating the delivery of specially designed instruction for students with disabilities. • All bilingual education and ESL teachers meet the NCLB requirements, are highly qualified, certified in accordance with CR PART 80 and demonstrate full proficiency in both English and the native language as required. • ELLs/LEP students are provided instruction by highly qualified and experienced teachers. • Teachers and administrators are knowledgeable about research practices that have proven successful in the education of ELLs/LEP students. 							
<p>3.4 Teacher support -There is evidence that strategies for supporting new teachers, uncertified teachers and any other teachers needing additional support/mentoring, such as teachers who have been rated developing or ineffective through the Annual Professional Performance Review (APPR).</p>							

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3.5 Administrator support - There is evidence that the school administrators have been trained and certified to evaluate staff on the new teaching standards.							
3.6 Instructional leadership is important to the school's administrators – Evidence has been provided that monitoring, supervising and supporting instruction is the top priority of the principal and administrative team, e.g., set-aside time for classroom observations, both formal and informal; contents of professional development sessions; proportion of resources allocated for instructional purposes. Administrators share common views about what constitutes effective teacher practice and are willing to provide candid, differentiated feedback to teachers during observations and year-end-evaluations.							
3.7 Plan-assess-adjust cycle – There is evidence of continuous improvement of educational practices via data-driven, collaborative instructional planning and continuous monitoring of progress of all students and subgroups, e.g., 4-6 week improvement targets; clearly-defined timeframes to adjust practice during the school year; clear milestones for progress are defined in advance.							

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3.8 Leadership-for-development – There is evidence of clearly-defined distributive instructional and administrative leadership to guide the school’s improvement efforts and implementation of its Comprehensive Educational Plan (CEP).							
3.9 Leadership-for-growth – There is evidence of strong instructional leadership to direct activities to sustain the school’s continuous improvement efforts.							
3.10 Leadership-for-results/accountability – There is a system for shared accountability for student learning which is assessed through measurable goals and objectives. <ul style="list-style-type: none"> • School Principals act on instructional issues leading to low performance results for students with disabilities. • The school leadership understands the NCLB Act (Title I and Title II), CR Part 154 and local requirements and ensures that requirements for all programs are met. 							
4. INFRASTRUCTURE FOR STUDENT SUCCESS							
4.1 Community supports for students and families – There is evidence of community resources used by the school to support the health, social, and emotional well-being of students and families, as needed.							
4.2 Conscious use of time – Scheduling and programming is provided to enhance teaching-and-learning; opportunities are in place to provide “catch-up” experiences for students; ample time is available for continuous professional learning and							

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collaboration.							
4.3 Organization of school – The school, classrooms, and guidance/counseling services are structured to ensure that students are well-known and cared for by caring adults. Organizational structures facilitate personalization of teaching-and-learning for students and staff.							
4.4 Pathways for student success – There is evidence of a well-articulated pathway for students to achieve high standards, i.e., transition from elementary to middle school and from middle to high school, school-to-career options; early-college; partnerships with business and higher education, percentage of students sitting for PSAT and SAT examinations, percentage of students admitted to junior and senior colleges. <ul style="list-style-type: none"> • Students with disabilities have access to appropriate special education supports in Career and Technical Education (CTE) classes, work and community experiences. • Students with disabilities age 15 and older have appropriately developed and implemented IEP transition goals and activities. • ELLs/LEP students have access to CTE classes, work and community experience with appropriate supports. 							
4.5 Needs-based, results-driven resource allocation – There is evidence of a clear strategic orientation for the allocation and deployment of human, fiscal, material and technological							

Evidence:* Provide examples of specific long-term and short-term strategies and activities that could have a high probability of improving student achievement. Attach formative and summative assessments, as well as other documentation to support the school's self-assessment(s), as applicable.

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Review Criteria	Rating					Evidence*	SQR Team Comments/ Suggestions/ Recommendations
	1	2	3	4	N/A		
resources, e.g., teacher-expertise aligned to student learning needs; targeted use of instructional aides and technology; focusing of resources from multiple funding streams.							
4.6 Community-Based Organizations - There is evidence of outreach to Community-Based Organizations (CBO) that allows for student enrichment and academic success.							
4.7 Home-school partnerships – A clear statement has been provided delineating the responsibility of the school and home regarding educational outcomes for students. There are multiple opportunities for parent/family "voice" in matters that directly affect their children's learning and achievement. Approaches are in place that promote mutual respect and proactive, two-way communication between school staff and parents/families. <ul style="list-style-type: none"> • The school employs specific strategies to maximize parent participation in the development of IEPs for students with disabilities. • All parents and guardians of ELLs/LEP students are provided with district/school notices in a timely manner and in a language they understand. • There is a process in place for translating, interpreting and disseminating district information in languages other than English, as applicable. • Special attention is given to provide alternate ways to communicate with parents who lack literacy skills or speak a language other than English. 							

Evidence:* Provide examples of specific long-term and short-term strategies and activities that could have a high probability of improving student achievement. Attach formative and summative assessments, as well as other documentation to support the school's self-assessment(s), as applicable.

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5. PROFESSIONAL DEVELOPMENT							
5.1 Professional Development Needs – Professional development needs for staff members have been identified based upon the use of data and effective classroom observations. Job embedded technical assistance is available to support effective academic programs.							
5.2 Continuous Professional Learning – There is evidence of the use of a schoolwide professional development calendar based on staff and administrative needs that provides ongoing training and support, differentiated as applicable. High-quality, continuous standards-based professional development with multiple approaches is provided that promotes enhanced staff proficiency in practice, and further develops their knowledge of content. There are research based professional development program activities that are offered to strengthen teachers’ content knowledge and pedagogical skills, and a specific form of measurement is used to determine the positive impact on these areas. The professional development program provides direct linkages between what students have not learned well <i>and</i> what							

Evidence:* Provide examples of specific long-term and short-term strategies and activities that could have a high probability of improving student achievement. Attach formative and summative assessments, as well as other documentation to support the school's self-assessment(s), as applicable.

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<p>staff needs to learn/know/be able to do on a regular basis.</p> <p>There is evidence that the schoolwide professional development program calendar addresses training in the Common Core Learning Standards, School Based Inquiry Process and Teams and Teacher/Principal Evaluation/Effectiveness</p> <p>Professional development addresses needs of students with disabilities, including information on specially-designed instruction to general education teachers.</p> <p>The school has a long-term, ongoing and comprehensive professional development plan in place for teachers that enable them to acquire and refine strategies and skills necessary to provide quality instruction for ELLs/LEP students.</p> <p>A research-based professional development plan that is long term, ongoing, intensive and of sufficient duration is provided for bilingual education, ESL and other teachers serving ELLs/LEP students.</p> <ul style="list-style-type: none"> • Professional development is provided to all instructional personnel and other service providers working with ELLs/LEP students. • Professional development focuses strongly on the use of assessment data to drive instruction. 							

Evidence:* Provide examples of specific long-term and short-term strategies and activities that could have a high probability of improving student achievement. Attach formative and summative assessments, as well as other documentation to support the school's self-assessment(s), as applicable.

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<ul style="list-style-type: none"> Professional development focuses on instructional methods, materials and the language/culture of ELLs/LEP students in alignment with the NYS P-12 Common Core Standards. 							
5.3 Communities of quality collaborative practice –There is evidence of regular team planning meetings (grade-level/department collaboration) and analysis of student work. Common standards of practice provide clear evidence of a culture of collaborative team learning to improve educational practices.							
5.4 Culture of shared internal professional accountability – There is evidence that all staff are accountable for creating and sustaining the professional learning community through a proposed design and delivery that reflects the participation of all staff in school improvement efforts. Responsibility for continuous learning and improvement of educational practices affecting student outcomes is owned by all.							
5.5 Motivation for learning – There is evidence that the school uses, through its professional development activities, multiple and diverse efforts to motivate students and adults towards higher standards and continuous improvement.							
5.6 Mentoring of New Teachers – There is evidence that the school’s professional development plan and scheduling show evidence of new teacher mentoring that is embedded into teacher’s daily schedule.							

Evidence:* Provide examples of specific long-term and short-term strategies and activities that could have a high probability of improving student achievement. Attach formative and summative assessments, as well as other documentation to support the school's self-assessment(s), as applicable.

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6. FACILITIES AND RESOURCES							
6.1 Textbooks and resource materials - There is evidence of adequate numbers of textbooks, instructional materials and resource materials that are available in: <ul style="list-style-type: none"> - English; - languages other than English; and - in alternative formats, as appropriate for students with disabilities to assure all students receive high quality instruction. <ul style="list-style-type: none"> • Students with disabilities receive instructional materials in alternative formats, as appropriate, and at the same time that general education students receive their instructional materials to assure all students receive equal access. • The school library offers students a rich collection of authentic literature and resources in the multiple languages of the student community. 							
6.2 Technology – There are sufficient numbers of working computers with Internet access, LCD projectors and/or SMART Boards, and printers to support classroom instruction in priority instructional areas. <ul style="list-style-type: none"> • Students with disabilities, as appropriate, use assistive technology devices. • Technology, including software, is used regularly in 							

Evidence:* Provide examples of specific long-term and short-term strategies and activities that could have a high probability of improving student achievement. Attach formative and summative assessments, as well as other documentation to support the school's self-assessment(s), as applicable.

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<p>the ESL classroom to promote language development and access to content</p> <ul style="list-style-type: none"> • All students have access to technology in their classrooms, the school library and the technology lab. • ELLs/LEP students have ongoing access to software that is aligned to standards based Core Curriculum in each language. 							
6.3 Access to Library/Multimedia Center - The school's library/multimedia center provides students with ample access, both during and after the regular school day.							
6.4 Library/Multimedia Center Resources - The school's library/multimedia center provides all students with adequate access to computers with Internet access and sufficient quantities of books and adaptive technology (if applicable) for all students, including students with disabilities, ELLs/LEP students and bilingual students.							
6.5 Science laboratories - The school has adequate laboratory facilities with mandated safety equipment for hands-on inquiry based science instruction.							
6.6 Hallways and stairwells – Hallways, stairwells, the cafeteria, the auditorium, and lavatories are clean and safe environments for student use.							

Evidence:* Provide examples of specific long-term and short-term strategies and activities that could have a high probability of improving student achievement. Attach formative and summative assessments, as well as other documentation to support the school's self-assessment(s), as applicable.

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6.7 Classroom environment - The classroom environment is orderly, clean, and displays student work that addresses the NYS Learning Standards and the new P-12 Common Core Learning Standards and performance indicators in all subject areas, as applicable.							

Evidence:* Provide examples of specific long-term and short-term strategies and activities that could have a high probability of improving student achievement. Attach formative and summative assessments, as well as other documentation to support the school's self-assessment(s), as applicable.

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NYS Differentiated Accountability System School Quality Review (SQR) Checklist

This checklist has been provided to aid the school in compiling the documentation necessary to conduct the New York State School Quality Review process. Please place a check () in the boxes, as appropriate. For details, please refer to the *Supporting Documentation* document.

- 2 Copies of the completed SQR Quality Indicators document including self-assessment and completed cover sheet – School Information Sheet
 - 1 Copy of the complete Comprehensive Educational Plan (CEP) (where applicable, also include the Appendix)
 - 1 Copy of current NYS School Report Card
 - 1 Copy of Plans sent to SED (e.g., Local Assistance Plans, CR Part 154 Plan, Quality Improvement Process (QIP) developed to address instruction of students with disabilities (if available), Contract for Excellence, NCLB Consolidated Application) as appropriate (ROS) or 1 Copy of Progress Report, Quality Review, Learning Environment Survey (NYC)
 - Copy of the School District Special Education Data Profile
 - Special Education District Plan
- * Please Note: A 3-ring binder organized with tabs for each of the six sections of the Quality Indicators document works well.
- Please include substantial documentation to support each of the six areas.
- Provide important documents by area (plus others as you deem appropriate) to give the Review Team a clearer understanding of your school:
- Collection, Analysis, and Utilization of Data**
 - Trend analysis, Gap analysis, Individual item analysis
 - Interim Assessments
 - Teaching and Learning**
 - Pacing Calendar
 - Curriculum Maps
 - Sample(s) of Common Core State Standards Unit Lesson Plans
 - School Leadership**
 - Principal’s Attestation Letter
 - BEDS Summary
 - Inquiry Team Minutes
 - School Leadership Team Minutes and/or Shared Decision Making Team Minutes
 - Infrastructure for Student Success**
 - Academic Intervention Services (AIS) Plan
 - Parent Involvement Policy
 - Professional Development**
 - Professional Development Plan
 - Facilities and Resources** (Optional: Photographs work well for several areas in this category.)
 - School Library
 - Classroom Computers
 - Science Laboratories/Room(s)
 - Custodian’s Facility Report
 - Copy of this completed School Quality Review (SQR) Checklist
 - Copy of Part 154 Plan
 - Copy of Title III application and Title III AMAO reports
 - Copy of school Language Allocation Policy (NYC)