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



Name of Principal:	Kelly Murray
Name/Number of School:	Noxon Road Elementary School / 13-16-01-06-0011
School Address:	4 Old Noxon Road Poughkeepsie, New York 12603
School Telephone Number:	(845) 486-4950
Principal's Direct Phone Number:	(845) 486-4953
Principal's E-Mail:	Kmurray@acsdny.org
District Telephone Number:	(845) 486-4460
Superintendent's Direct Phone Number:	(845) 486-4460
Superintendent's E-Mail:	blyons@acsdny.org
Reason for LAP Designation:	Achievement Gap for Students with Disabilities Cut Point for Economically Disadvantaged
Website Link for Published Report:	http://noxon.arlingtonschools.org/pages/Noxon

accountability status determination reported in the Informatio	ed documents is true and accurate to the best of my knowledge. I understand that the n Reporting Services (IRS) portal/NY START is official and that the district and its school accountability designations and expected student performance improvements.
,	Document and met with the school leadership to discuss and revise the rubric ratings as rubric are an accurate assessment of the school's current performance in relation to the
Superintendent's Signature	Date
For New York City schools, the Community School District Superior	ntendent must sian the self-assessment.

Date

A Message to School/District Leaders:

School Principal's Signature

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.

Guidance

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

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

Completing This Form

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

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

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

School Informa	tion S	heet															
Grade		K-5		Total		358 Tit	Titl	e 1		%	Att	end	ance			96.1%	
Configuration		, r	·-ɔ	Enrolln	nent		336	Pop	pulation		/0	Rat	e				90.176
Free Lunch	19%	Red	luced	2%	Stuc		81%		nited English		6%	Stu	den	ts with			11%
	1370	Lun	ch			ainability*			oficient				abili	ities			
					Types	and Number	of Engl		anguage Leai								
#Transitional Bi	ilingua	l N	IA	#Dual I			NA		elf-Contained			Second	Lar	nguage		24	
	Types and Number of Special Education Classes																
#Special Classes	S	1		#Const	ultant	Teaching	0	#In	tegrated Coll	abora	tive Te	aching				6	
# Resource Roo	m	0															
						Types ar	nd Num	ber S	Special Classe	S							
#Visual Arts	0	#N	⁄lusic	0	#Dra	ama	0	# F	oreign Langua	age	0	# Dar	ce	0	С	TE	0
						R	acial/E	thnic	Origin								
American			Blac	ck or		Hispanis		Asi	an or Native						Mu	l+i	
Indian or	0	%	Afr	ican	6%	Hispanic or Latino	18%	Hav	waiian/Other		6%	Whit	e	67%	rac		3%
Alaska Native			Ame	rican		Of Eatino		Pac	cific Islander						Tac	iui	
							Per	sonn	el								
Years Principal			1			Assistant	0	# 0	f Deans		0			selors /	/		.4, .4
Assigned to Sch	iool				Prin	cipals						Socia	Social Workers				
% of Teachers v	vith No)	0			eaching Out	0		Teaching with		er	0			er	93.77%	
Valid Teaching					of C	ertification		Tha	an 3 Yrs. of Ex	p.			Absences				
Certificate																	
						Overa	II Accou	ıntal	bility Status			_					
			themation	-		Scienc	e Pe	erformance					4 Year				
Performance	35	%		ormance		50%			ls 3 & 4		Graduation Rate			N/A			
at levels 3 & 4			lev	els 3 & 4	1			lation (High School Only)				(HS Only	/)			
a. c.st		- 1		s = nd		Credit Accu	ımulatio	on (F	ligh School O	nly)		1					ī
% of 1 st yr. students who			% of 2 nd yr students wh				% of 3 rd		r. students				6 Year				
earned 10+	N,	/Α		rned 10+	-	N/A	who	o ear	rned 10+	N	/A	Graduation Rate			N/A		
credits				credits	F			cre	dits								
credits				ciedits		Cradit Assu		/L	liah Cahaal O	ابدام							
% of 1 st yr.			0/	of 2 nd yı		Credit ACCU			ligh School O	illy)						Г	
students who				dents w					yr. students 6 Year								
earned 10+	N	/A		rned 10		N/A	who		ned 10+	N,	/A Graduation Rate		N/A				
credits				credits				cre	dits			Gradation Nate					
							D /: !:				,						
			Achiev	ement Ga					under the Cat I Not Meet Ade			Progres	s (Δ'	YP)			
				1						quatt	Licarry		<i>- 1</i> / 1	,			
ELA	Ma	then	natics	Sci	ence	Gradu	ation Ro	ite	Subgroup								
									American Ir			ka Nati	ve				
									Hispanic or	Latin	0						
4.0									White	*I- D:	1- :!!						
AG									Students wi								
СР									Economical			_					
									Black or Afr				r Da	cific Isla	andar		
									Asian or Na Multi-racial		idwdiid	n/Otne	ıPd	ICHIC ISI	anuer		
									Limited Eng		roficion	nt					
 *Student Sustain	ability	0 r C+	udont (l Stability	ic tho	norcontago	f.ctudor	tc in					20.14	uoro alc	o onre	llad	in that school

^{*}Student Sustainability or Student Stability is the percentage of students in the highest grade in a school who were also enrolled in that school at any time during the previous school year. For example, if School A, which serves Grades 6–8, has 100 students enrolled in Grade 8 this year, and 92 of those 100 students were also enrolled in School A last year, the stability rate for the school is 92 percent.

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.

		Decisions: Visionary leaders create a school community and culture that lead to success, well-being and its 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.					
\boxtimes	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.							
If the S	SOP rating is Effective , De	veloping or Ineffective, please provide a response in the areas below.					
Actions in this area to be taken to improve the identified subgroup(s) student performance levels. Describe the district resources to be		 Establish individual student goals during data and Response to Intervention (RTI) meetings. Continue intervention blocks in each classroom to meet the diverse needs of all learners. Provide professional development on how to create SMART goals and facilitate each grade level in creation. Share updated SMART goals for our school with entire staff. PLC time will be used to analyze student assessments and create interventions to help drive instructional decisions. PLC agendas and minutes will be collected and feedback provided. Principal will participate in PLC meetings. Arlington Intervention Management System(AIMS) database/SchoolTool 					
used to	implement the actions in a to improve the identified	 Improvement of building level RtI process and use of RtI Direct (Recommendation) Implement Raz-Kids reading program 					

subgroup(s) student performance levels.	 ACSD Literacy Targets Literacy Leaders/Math Leaders
Describe the professional development activities planned to support the implementation of the actions in this area.	 New Teachers attend Responsive Classroom Training Grade Level Professional Development Institutes New teachers provided with mentor Model lesson process Lesson study process

5						
Rating	Statement of Practice 2.3:	Leaders make strategic decisions to organize program				
	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.				
\boxtimes	Developing	a) The school leader uses systems, including an expanded learning time program, for programming for students and teachers that are aligned to student achievement for some groups of students. b) The school leader has taken some steps to secure personnel who will enable the school to meet the academic and social needs of the students. Where the district makes the hiring decisions, the school leader has not clearly articulated the school's needs. c) The school leader makes decisions sporadically on the use of available fiscal capital to fund efforts aligned to school-wide goals. Where the district makes the fiscal decisions, the school leader has not clearly articulated the school's funding need.				
	Ineffective	a) The school leader does not have systems for programming for students and teachers or the systems, including an expanded learning time program, are not aligned to student achievement, or an expanded learning time program does not exist and there are no plans to create one. b) The school leader is not addressing the need to hire personnel to meet the academic and social needs of the students. Where the district makes the hiring decisions, the school leader has not made an effort to communicate with the district about hiring needs. c) The school leader does not connect the use of fiscal capital to school goals. Where the district makes the fiscal decisions, the school leader has not made an effort to communicate with the district about funding needs.				
Please indicate the evidence used to determine the rating. Check all that apply.		☐ Classroom Observations – # Visited:11				
If the SC	P rating is Effective, De	eveloping or Ineffective, please provide a re	sponse in the areas below.			
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.		 The school leader will communicate funding needs with staff and district. A before school program, JUMP, will provide additional support for students in need. An after school program, the Homework Club, is used to assist students with additional needs. 				

	 A section in 4th grade was added to address diverse needs and high classroom numbers.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	 Improve and expand book room Textbook budget will focus on improving guided reading libraries in the classrooms (recommended) An increase in math support to address needs in primary grades and provide consistent Tier 2 support (recommended)
Describe the professional development activities planned to support the implementation of the actions in this area.	 PLC time Block scheduling

	Statement of Practice 2.4: The school leader has a fully functional system in place aligned to the district's Annual Professional					
Rating		R) to conduct targeted and frequent observation and track progress of teacher practices based on student				
	data and feedback.					
	Highly Effective	a) The school leader and other school administrators collaboratively developed a formal school-wide plan, known to all staff and aligned to the district's APPR plan, for frequently observing and providing actionable feedback throughout the school year on teaching practices based on student data. b) The school leader and other school administrators are implementing the school's observation plan and providing timely, on-going, evidence-based, actionable feedback to staff that is directly aligned to established criteria, including the teaching rubric and other agreed upon evaluation instruments, and which encourages and supports staff to take ownership for the next stage of their development. c) The school leader and other school administrators monitor the plan for observing teachers and use observation data and other measures of teacher effectiveness to assign/reassign, counsel, and provide on-going targeted professional development opportunities in multiple formats (e.g., coaching, mentoring, peer support) to staff.				
	Effective	a) The school leader has developed a plan, aligned to the district's APPR plan, for frequently observing and providing actionable feedback on teaching practices throughout the school year based on student data. b) The school leader and other school administrators are implementing the school's observation plan and providing timely on-going, evidence-based, actionable feedback to staff that is directly aligned to established criteria, including the teaching rubric and other agreed upon evaluation instruments. c) The school leader and other school administrators monitor the plan for observing teachers and use observation data and other measures of teacher effectiveness to assign/reassign, counsel, and provide on-going professional development opportunities to staff.				
	Developing	 a) The school leader and other school administrators use an informal schedule for observing and providing feedback on teaching practices throughout the school year and/or are developing a formalized plan aligned to the district's APPR plan. b) The school leader and other school administrators are providing feedback to staff that is aligned to established criteria, including the teaching rubric and other agreed upon evaluation instruments. c) The school leader and other school administrators do not consistently use observation data to provide on-going professional development opportunities to staff. 				
	Ineffective	 a) The school leader and other school administrators have no formal plan or schedule for frequently observing teaching practices and/or providing feedback. b) The school leader and other school administrators are not providing feedback to staff aligned to established criteria, including the teaching rubric and other agreed upon evaluation instruments. c) The school leader and other school administrators do not use observation data and other measures of teacher effectiveness to inform staffing and professional development decisions. 				
Please indicate the evidence used to determine the rating. Check all that apply.		Classroom Observations − # Visited:11				
		eveloping or Ineffective, please provide a response in the areas below.				
	this area to be taken to					
	he identified subgroup(s) erformance levels.					
Describe t	he district resources to be					

used to implement the actions in this area to improve the identified subgroup(s) student performance levels.							
Describe the professional development activities planned to support the implementation of the actions in this area.							
Rating	and school-wide practices	Leaders effectively use evidence-based systems and as defined in the SCEP (student achievement, curricul ment; and student social and emotional development	um and teacher practices; leadership development; al health).				
	Highly Effective	that are dynamic, adaptive, and interconnected and b) The school leader, in collaboration with the school systems that address practices used by staff member	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.				
\boxtimes	Effective	 a) The school leader requires the staff to use evidence-based systems that are dynamic, adaptive, and interconnected and address individual and school-wide practices. b) The school leader monitors and revises evidence-based systems that address practices used by staff members connected to improvement areas in the SCEP. 					
	Developing	a) The school leader encourages the staff to use systems that are interconnected and/or systems are not modified based on analysis of school-wide practices.b) The school leader is working to develop an evidence-based system to monitor and revise practices used by staff members.					
	Ineffective	a) The school leader does not encourage the staff to use systems, or systems do not exist to address school-wide practices.b) The school leader has not taken steps to develop an evidence-based system to monitor and revise practices used by the staff members.					
Please indicate the evidence used to determine the rating. Check all that apply.		Classroom Observations − # Visited: _11 □ Interviews with Students − #: □ Interviews with Support Staff − #: Interviews with Support Staff − #: □ Interviews with Teachers − #: _22 □ Interviews with Parents/Guardians − #: Other: □ Other: Documents Reviewed:					
If the SC	P rating is Effective, Do	eveloping or Ineffective, please provide a re	sponse in the areas below.				
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.		 Implement consistent weekly PLC time to increase teacher collaboration and examine scope-and-sequence of the curriculum Analyze data and student work samples to develop a continuous cycle of improvement Develop and monitor RTI plan addressing needs of students in need Use of curriculum maps for all content areas, New York State modules in Math Participation in Math lesson studies Data teams and data meetings with individual teachers and grade levels to address areas of deficiencies 					
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.		ATLAS Curriculum mapping GoMath!/Words Their Way/F&P/Lucy Calkins Units of Study					
Describe the professional development activities planned to support the implementation of the actions in this area.		 PD classes offered by the district, ELA/Math directors and BOCES Conference Days Literacy Coaches 					

		nd Support: The school has rigorous and coherent curr					
_	nal practices and student-lea	s Standards (CCLS) for all students and are modified for	r identified subgroups in order to maximize teacher				
mstractio		The school leader ensures and supports the quality in	nplementation of a systematic plan of rigorous and				
Rating		coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the					
	Highly Effective	a) The school leader, using a distributive leadership model, ensures that a systematic plan (i.e., a plan that has targeted goals to address the needs of all students and subgroups, a schedule for professional development support, and vertical/horizontal collaborative meeting time) exists for the quality implementation of rigorous CCLS curricula. b) The school leader uses the systematic plan to provide teachers access to robust pedagogical support (i.e., inter-visitation, cross-grade conversations, exemplar curriculum models, access to expert CCLS curriculum writers, and CCLS conferences), materials, and training aligned to CCLS curricula and instructional shifts for individual and subgroups of students. c) The school leader ensures that a cohesive, comprehensive, and adaptive curricula, inclusive of clearly developed units aligned to CCLS and NYS standards, is used across all areas of study, including interventions, AIS/RTI, dual credit courses, and electives, by monitoring the implementation of the curricula and regularly examining formative and summative assessments and student work.					
	Effective	a) The school leader ensures that a systematic plan (i.e., a plan that has targeted goals to address the needs of all students and subgroups, a schedule for professional development support, and vertical/horizontal collaborative meeting time) exists for the quality implementation of rigorous CCLS curricula. b) The school leader uses the systematic plan to provide teachers access to pedagogical support, materials, and training aligned to CCLS curricula and instructional shifts for individual and subgroups of students. c) The school leader ensures that staff use a comprehensive and adaptive curricula, inclusive of clearly developed units aligned to CCLS and NYS standards, across all areas of study, including interventions, AIS/RTI, dual credit courses, and electives, by monitoring the implementation of curricula.					
	Developing	a) The school leader is in the process of developing a written plan that includes targeted goals to address the needs of students, schedule/calendar for professional development support, and vertical/horizontal collaborative meeting time for implementing CCLS curricula. b) The school leader is beginning to provide appropriate access to pedagogical support, materials, and training to teachers aligned to CCLS curricula and instructional shifts for individual and subgroups of students. c) The school leader encourages staff to use comprehensive curricula, inclusive of clearly developed units aligned to CCLS and NYS standards, across all areas of study, including interventions, AIS/RTI, dual credit courses, and electives.					
	Ineffective	 a) The school leader has no written plan for CCLS and NYS curricula alignment across all areas of study and is not developing one. b) The school leader does not provide access to pedagogical support, materials, and training to teacher aligned to CCLS curricula and instructional shifts for individual and subgroups of students. c) The school leader does not ensure and makes little effort to encourage teachers across all areas of study to use curricula aligned to CCLS and NYS standards. 					
Please indicate the evidence used to determine the rating. Check all that apply.		Classroom Observations – # Visited: _11 Documents Reviewed:					
If the SC	OP rating is Effective , D	eveloping or Ineffective, please provide a re	sponse in the areas below.				
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.		 "Look Fors" in Tier 1 instruction.) Implementation of school-wide screeners PD on the Common Core Shifts and analys 					

	building.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	 ELA: F&P Kits, Reading A-Z Calkins Units of Study ELA & Math Leaders ATLAS ELL (use of ipads, RAZ kids – bilingual)
Describe the professional development activities planned to support the implementation of the actions in this area.	 Summer Curriculum Writing Literacy & Math Leaders PD - district & building level PLC - weekly basis

Rating	Statement of Practice 3.3: Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI)					
Kating	protocols that are appropr	priately aligned to the CCLS and NYS content standards and address student achievement needs.				
	Highly Effective	a) Teachers use targeted agendas based on student and school data to develop collaboratively unit and lesson plans to meet the demands of CCLS and grade level DDI protocols (e.g., documentation of ongoing analysis of formative and summative assessments, student work, use of rubrics) in all grades and subject areas. b) Teachers use a full complement of curricula tools, such as pacing calendars, curriculum maps, unit and lesson plans, across all grades, content areas, and classes that incorporate a progression of sequenced and scaffolded skills for all groups of students (including special education and English language learners) and use a variety of complex materials appropriately aligned to the CCLS. c) Teachers consistently monitor and adjust curricula to support the CCLS instructional shifts and NYS content standards and ensure higher-order thinking skills are consistently present by providing necessary supports and extensions for all groups of students across all content areas and grades.				
	Effective	a) Teachers develop collaboratively unit and lesson plans that meet the demands of CCLS and grade-level DDI protocols (e.g., documentation of ongoing analysis of formative and summative assessments, student work, use of rubrics) and address student achievement needs in all grades and subject areas. b) Teachers use unit and lesson plans across all grades, content areas, and classes that incorporate a progression of sequenced and scaffolded skills for all groups of students (including special education and English language learners) and use a variety of complex materials appropriately aligned to the CCLS. c) Teachers monitor and adjust curricula to support the CCLS instructional shifts and NYS content standards and ensure higher-order thinking skills are consistently present by providing necessary supports and extensions for all groups of students across core content areas and grades.				
\boxtimes	Developing	areas.	DDI protocols (e.g., documentation of ongoing student work, use of rubrics) in all grades and subject stently aligned to CCLS or are aligned to the CCLS but porate a progression of sequenced and scaffolded protocols to monitor and adjust curricula to support ards, or teachers inconsistently monitor and adjust			
	Ineffective	 a) Teachers do not use formal structures and data to work collaboratively to develop unit and lesson plans. b) Teachers use lesson plans that are not aligned to CCLS. c) Teachers do not monitor and adjust curricula, and there is no plan to begin to do so. 				
Please indicate the evidence used to determine the rating. Check all that apply.		Classroom Observations − # Visited:11 Interviews with Students − #: Interviews with Support Staff − #: Interviews with Teachers − #: _22 Interviews with Parents/Guardians − #: Other:	Documents Reviewed: PLC Notes Lesson Plan (ELA) SED Math Modules – Completed 2014 CCLS – Engage NY ATLAS Maps			
If the SC	P rating is Effective, De	eveloping or Ineffective, please provide a re	esponse in the areas below.			
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.		PLC – time increase to include calendar pa	cing & collaboration, along with data analysis imize time for curriculum collaboration during faculty			

Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	 CCLS – Engage NY Building Level Math/Lit Leaders SED Math Modules/Go Math
Describe the professional development activities planned to support the implementation of the actions in this area.	 Use building Math & ELA coaches Attend professional author visits for faculty MyLearningPlan – use classes to plan before units begin for ELA/Math New Teacher Orientation to the ATLAS curriculum maps

Rating	Statement of Practice 3.4: The school leader and teachers have developed a comprehensive plan for teachers to partner within and		
- Tating	across all grades and subje		arts, technology, and other enrichment opportunities.
	Highly Effective	a) The school leader and teachers consistently use comprehensive and adaptive plans to form partnerships and create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities within and across all grade levels and subjects. b) Teachers consistently collaborate within and across grades and subjects to deliver interdisciplinary curricula that incorporate the arts, technology, and other enrichment opportunities, and there is evidence that teachers regularly develop innovative strategies for connecting these curricula with subject-specific curricula. c) Teachers consistently collaborate in grade/subject level teams to formally reflect on the impact of the interdisciplinary curricula, take immediate action to make revisions when needed, and ensure that there is a common understanding about what is taught and why it is taught.	
	Effective	a) The school leader and teachers use plans to form partnerships and create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities within and across all grade levels and subjects. b) Teachers periodically collaborate within grades and subjects to deliver interdisciplinary curricula that incorporate the arts, technology, and other enrichment opportunities, and there is evidence that teachers regularly develop innovative strategies for connecting these curricula with subject-specific curricula. c) Teachers periodically collaborate in grade/subject level teams to formally reflect on the impact of the interdisciplinary curricula, take action according to a set schedule (e.g., beginning, middle, and end of the year), make revisions when needed, and ensure that there is a common understanding about what is taught and why it is taught.	
	Developing	 a) The school leader and teachers address interdisciplinary curricula and develop partnerships in the absence of a plan or are in the process of developing a plan to create interdisciplinary curricula and partnerships targeting the arts, technology, and other enrichment opportunities within and across all grade levels and core subjects. b) Teachers are beginning to collaborate and discuss ways to deliver interdisciplinary curricula that incorporate the arts, technology, and other enrichment opportunities, or limited numbers of teachers deliver interdisciplinary curricula within grades and subjects. c) Teachers individually reflect on the impact of interdisciplinary curricula, or the school leader and teachers are in the process of planning formal reflection time to discuss the impact of interdisciplinary curricula and make revisions. 	
	Ineffective	 a) The school leader and teachers do not have formal partnerships to address interdisciplinary curricula. b) Teachers do not collaborate and discuss ways to deliver interdisciplinary curricula within grades and subjects. c) Teachers have not developed interdisciplinary curricula, or there are no plans or processes for reflecting and revising current curricula. 	
Please indicate the evidence used to determine the rating. Check all that apply. Intervie Intervie Other:			Documents Reviewed: Curriculum map from 4 th to special teachers Jackie Sweeney Schedule PAMP, PARP, HARP Arts in Ed Programs
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) • Special area teachers to meet with teachers across grade levels to integrate curriculum and allow for vertical conversations		
improve t	deritined Jabbi Gabio)	anow for vertical conversations	

student performance levels.	Model Lessons through literacy/math leaders in the building
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	 Arts in Ed Funding to enhance K – 5 curriculum Elementary Level Technology Facilitator at least monthly support or more as requested Technology resources continue to be utilized: RAZkids, True-Flix, document cameras, Interactive White Boards, ThinkPads, Science A-Z, BrainPop
Describe the professional development activities planned to support the implementation of the actions in this area.	 Continue in-service training and technology support through SYSOP, district facilitator and district classes Staff will continue to collaborate on a district level update curriculum maps

Rating	Statement of Practice 3.5: Teachers implement a comprehensive system for using formative and summative assessments for		
Nating	strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.		
	Highly Effective	a) Teachers have and use strategic comprehensive assessment system for using multiple measures of data: structure and protocols for analysis, plan to track progress over time on explicitly identified targets, creation of pre- and post-unit assessments and have a process for adapting curriculum that demonstrates improving individual and subgroup achievement. b) Teachers create and use a variety of appropriate, common assessments data (including pre-, post-, formative and summative) across all grades and subject areas ensuring alignment between the curriculum and assessment tools. c) Teachers have a system for providing regular and explicit feedback to students that is based on data and facilitates student ownership of learning. This system includes student use of rubrics to complete assignments, student self-assessment, student tracking of individual progress, and student reflection upon and adjustment of individual learning strategies to address explicit teacher feedback.	
	Effective	a) Teachers have and use a comprehensive system for using data: identified targets, pre-and post-unit assessments and have a process for adapting curriculum that demonstrates improving individual and subgroup achievement. b) Teachers use pre-, post-, formative and summative assessment data across all grades and subject areas, ensuring alignment between the curriculum and assessment tools. c) Teachers provide on-going feedback on data to students, supporting student ownership of learning.	
	Developing	a) Teachers are beginning to develop a system to analyze and use data to make curricular decisions. b) Teachers are in the process of developing multiples types of assessments to ensure alignment between curriculum and assessment, or the use of the variety of assessments is inconsistent throughout the school. c) Teachers are learning to provide feedback based on data to students to address student ownership of learning.	
	Ineffective	a) Teachers discuss data, but these discussions do not inform curricular decisions. b) Teachers do not use a variety of assessments, or the assessments used are misaligned. c) Teachers do not provide feedback based on data.	
Please indicate the evidence used to Classroom Observations – # Visited:11		PLC and RtI Agendas Pre/Post Status of the Class Assessments Block Scheduling Data Meeting Notes	
If the SC	OP rating <u>is</u> Effective , De	eveloping or Ineffective, please provide a re	,
Actions in this area to be taken to improve the identified subgroup(s) student performance levels. Describe the district resources to be used to implement the actions in		 Improvement of on-going progress monitoring of all students which will be shared across grade levels Weekly PLC meetings including Special Education teachers Enrichment/intervention block scheduling utilizing school's support staff to maximize contact time with students Continue ELL Homework Club Common planning time for co teaching classrooms Atlas pre/post assessments Targeted individualized computer based programs (xtramath.com, RAZkids, NEWSELA) 	
this area to improve the identified subgroup(s) student performance • Continue Collaborating/updating curriculum in Atlas			

levels.	
Describe the professional development activities planned to support the implementation of the actions in this area.	 Professional development for effective/consistent progress monitoring of all students Accessing professional development related to RTI practices/intervention

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.	
\boxtimes	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:11 Documents Reviewed: Interviews with Students − #: District ELA Pre/Post assessment per unit in core subject areas Interviews with Teachers − #:22 Rtl Minutes Interviews with Parents/Guardians − #: APPR Lessons Other: Atlas Status of the class Classroom Rules PLC Minutes ELA Launch Unit	
If the SOP rating is Effective, Developing or Ineffective, please provide a response in the areas below.			
 Implementation of pre and post assessments to guide student instruction Utilize data from benchmark assessments to target individual and class goals RTI committee meetings to address student gaps in achievement Implementation of Teacher's College Reading and Writing Project-Readers and Writers Workshop models PLC time for collaboration on best practices in intervention and enrichment Principal data conversation 3x annually 		 Utilize data from benchmark assessments to target individual and class goals RTI committee meetings to address student gaps in achievement Implementation of Teacher's College Reading and Writing Project-Readers and Writers Workshop models 	
used to in	the district resources to be nplement the actions in to improve the identified	Floating subs for RTI Meetings	

subgroup(s) student performance	Fountas and Pinnell assessments	
levels.	• Atlas	
	PD from Generation Ready, District ELA/ Math/ Special Education Directors and Literacy/Math	
	Leaders from District Core Curriculum Committees	
	Curriculum Lesson Studies	
	Unit of Studies Pilot Initiative	
Describe the professional	Summer Literacy Institute	
development activities planned to	PD opportunities through MyLearningPlan	
support the implementation of the actions in this area.	Exposure at Faculty Meetings (and Teaching Assistant Meetings) to interventioncentral.org for the	
	purpose of identifying some "tools" to be used to measure progress towards benchmark goals (academic	
decions in this died.	and behavioral)	

Rating		atement of Practice 4.3: Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based		
Rating	instruction that leads to m	multiple points of access for all students.		
	Highly Effective	 a) Teachers use instructional practices that are systematic and explicit, based on sequential lesson plans appropriately aligned to CCLS (or content based standards), and reflective of the CCLS SHIFTS to instruct all groups of students. b) Teachers stimulate deep levels of thinking and questioning in students through the use of adaptive CCLS (or content based standards) instructional materials that contain high levels of text and content complexity and multiple strategies to provide a wide variety of ways to engage in learning. 		
	Effective	a) Teachers use instructional practices appropriately aligned to CCLS (or content based standards) lesson plans are reflective of the CCLS SHIFTS to instruct all groups of students. b) Teachers stimulate student thinking by asking questions through the use of adaptive CCLS (or content-based standards) instructional materials that contain high levels of text and content complexity.		
\boxtimes	Developing	 a) Teachers are beginning to develop lesson plans that are appropriately aligned to CCLS (or content based standards) and reflective of the CCLS SHIFTS to inform their instructional practices, or some teachers use instructional practices aligned to CCLS lesson plans and reflective of the CCLS SHIFTS in specific content areas. b) Teachers across the school do not consistently ask higher-order thinking questions, or the instructional materials do not contain high levels of text and content complexity. 		
	Ineffective	a) Teacher instruction is not aligned to CCLS or content-based standards and not based on lesson plans.b) Teachers use strategies and ask questions that require only basic knowledge of the subject and limit ways in which students are able to acquire learning by providing a single point of access for all students.		
Please indicate the evidence used to determine the rating. Check all that apply.		□ Classroom Observations – # Visited:11 □ Interviews with Students – #: □ Interviews with Support Staff – #: □ Interviews with Teachers – #: 22 □ Interviews with Parents/Guardians – #: □ Other:	Documents Reviewed: District Pre/Post Assessment PLC Meeting Minutes Atlas Unit Exit Tickets Rtl Progress Monitoring Leveled classroom book bins Leveled school book room Anchor Charts	
If the SO	P rating is Effective, De	eveloping or Ineffective, please provide a re	esponse in the areas below.	
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.		 Implement district curriculum maps based on Common Core Learning Standards Differentiated instruction in all academic areas Use of SED math modules to support the CCLS Full implementation of gradual release of responsibility model; inquiry-based learning; higher order questioning and discussion techniques (Teach Like a Champion); critical thinking PLC meetings Use of the performance review process to assess whether instruction is aligned to the CCLS 		
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels. • SED Math Module Copies • Atlas Maps • District supplied reading, writing and math curriculum materials (Comprehension Tooll Reading for Meaning, Being a Writer, Words Their Way, Fountas and Pinnell Phonics, 6+: Traits, Go Math, SED Math Modules).		• •		

Describe the professional	Summer curriculum mapping
development activities planned to	Staff RtI meetings to discuss student goals and interventions
support the implementation of the	Generation Ready Coaching
actions in this area.	PD opportunities through MyLearningPlan

Rating		Teachers and students work together to implement a program/plan to create a learning environment that	
	Highly Effective	a) Teachers use a program/plan that contributes to positive reinforcements of behaviors by using behavioral expectations that are explicitly taught and promotes an environment in which students are citizens of their class, and there is a common understanding of how one is treated and treats others. b) Teachers work together with students across the school to acknowledge diversity, provide access to learning and social opportunities, and encourage students to have a voice in their educational experience. c) Teachers foster student buy-in and adapt to the changing needs of the student population and collaborate with other teachers to create thoughtful learning environments that incorporate student values and perspectives.	
	Effective	a) Teachers use a program/plan that promotes a common understanding of the classroom environment envisioned by the school community and explicitly teaches students behavioral expectations and recognition of acceptable and safe behaviors. b) Teachers work together with students to use strategies that acknowledge diverse groups of students and their needs. c) Teachers foster student understanding and adapt to the changing needs of the student population and create thoughtful learning environments that incorporate student values and perspectives.	
	Developing	a) Teachers have a program/plan for acceptable student expectations and are developing strategies for the program/plan to be consistently enforced or recognized by students, or teachers have a program/plan for acceptable student expectations, but do not enforce it. b) Some teachers use strategies that acknowledge diverse groups of students and their needs, or teachers are developing strategies that acknowledge diverse groups of students and their needs. c) Teachers are discussing strategies that address the changing needs of the student population and reflect student values and perspectives.	
	Ineffective	a) Teachers do not have a program/plan that establishes acceptable classroom expectations for behavior. b) Teachers' strategies do not acknowledge diverse groups of students and their needs. c) Teachers do not use strategies that address the changing needs of the student population and reflect student values and perspectives.	
Please indicate the evidence used to determine the rating. Check all that apply.		☐ Classroom Observations - # Visited:11 ☐ Interviews with Students - #: ☐ Interviews with Support Staff - #: ☐ Interviews with Teachers - #:22 ☐ Interviews with Parents/Guardians - #: ☐ Other: ☐	
If the SOP rating is Effective, Developing or Ineffective, please provide a response in the areas below.			
 Continue to implement Atlas Launch unit Monthly school-wide assemblies to build school community Classroom/school wide rules and expectations made and discussed, giving students a voiderning experience School-wide Kindness Counts 		 Monthly school-wide assemblies to build school community Classroom/school wide rules and expectations made and discussed, giving students a voice in their learning experience School-wide Kindness Counts Students will have a voice in choosing their own social/emotional goals through Student Council 	
	• District Mission Statements are posted in classrooms, hallways, cafeteria and buses. • Child Safety of Dutchess County in each classroom		

this area to improve the identified	Responsive Classroom
subgroup(s) student performance	• Intervention Block
levels.	Cross-grade cooperative learning (buddy reading/math buddies)
	• Daily 5
	Words Their Way
	• PLC Meetings to review grade level standards and individual student needs and progress
	Rtl Committee Meetings to address student gaps in achievement
	• HARP students
Describe the professional	Develop school-wide behavioral expectations for students.
development activities planned to	
support the implementation of the	
actions in this area.	

Rating Statement of Practice 4.5: Teachers inform planning and foster student participation in their own learning process b			ation in their own learning process by using a variety	
Kating	of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).			
		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 assessme	ents, including screening, progress monitoring,	
	Highly Effective	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 refl		
		a) Teachers use data to create targeted plans and ac	djust student groupings and instructional strategies	
		for most students.		
\boxtimes	Effective	b) Teachers use summative and formative assessment data to inform instructional decision making,		
		including student grouping and instructional strateg		
		c) Teachers provide frequent feedback to students b		
		students with next steps for students to take to pro		
		a) Teachers are beginning to use plans for adjusting		
	Davidonina	b) Teachers are in the process of using summative a		
Ш	Developing	decision making, or the practice of using data sources and analyzing the information to inform		
		instructional decision making is inconsistent.	ctudents	
		c) Teachers provide limited data-based feedback to students. a) Teachers do not have or use plans for grouping students and adjusting their instruction.		
	Ineffective	b) Teachers do not use summative and formative assessments to inform instructional decision making.		
	menective	c) Teachers provide feedback that is not purposeful or based on data.		
		☐ Classroom Observations – # Visited:11	Documents Reviewed:	
		Interviews with Students – #:	Essential Skills Summary Reports	
Please ind	licate the evidence used to	Interviews with Support Staff – #:	APPR Lesson	
	e the rating.	Interviews with Teachers – #: _22	• AIMS	
Check all th	at apply.	Interviews with Parents/Guardians – #:	PLC minutes	
		Other:	• IEP	
			RTI progress monitoring	
If the SC	P rating is Effective , De	eveloping or Ineffective, please provide a re		
	<u> </u>	Increase rigor and expectations to achieve CCLS or	·	
Actions in	this area to be taken to	Use of EngageNY to implement CCLS		
	he identified subgroup(s)	Use of common formative and summative assessments		
-	erformance levels.	Individual goals for students based on data collected and student generated goals		
		Use of pre- and post-assessments in math and ELA and Fountas and Pinnell Reading		
		Benchmarks in Fall, Winter (as per District guidelines) and Spring		
		District supplied reading, writing and math curriculum materials (ie: Comprehention Toolkit,		
	the district resources to be	Reading for Meaning, Being a Writer, Words Their Way, Fountas and Pinnell Phonics, 6+1		
	nplement the actions in	Traits, Go Math, SED Math Modules)	,	
	to improve the identified	 Data Meetings (three times per year) 		
	(s) student performance	• Essential Skills LA software		
levels.		 AIMS and other diagnostic tools used to assess stu 	ident progress	
		Continuum of Literacy Learning to identify appropriate student goals in the area of literacy		
Describe the professional		PLC Meetings to analyze state tests and local assessments to help staff increase rigor in class		
development activities planned to lessons		,		

support the implementation of the actions in this area.		PD opportunities through MyLearningPlan	
		al Developmental Health: The school community identifies, promotes, and supports social and emotional	
developm	ent by designing systems an	d experiences that lead to healthy relationships and a safe, respectful environment that is conducive to	
learning fo	or all constituents.		
Rating		The school leader establishes overarching systems and understandings of how to support and sustain nal developmental health and academic success.	
	Highly Effective	a) The school leader, using a distributive leadership model, establishes a deliberate system, understood and followed by all staff members, that allows each student to be well known by a designated adult and positively reinforces academic success for all students. b) The school leader ensures that all staff members know and use a strategic and comprehensive system for referral and support for all students that includes researched-based programs and practices intended to promote academic success, family engagement, and student emotional health and wellness. c) The school leader ensures that all stakeholders strategically use data to identify areas of need, cultivates purposeful partnerships to promote student social and emotional health and academic achievement, and leverages internal or external resources to support and sustain the system.	
	Effective	a) The school leader, together with staff, establishes a system that allows each student to be known by a designated adult and positively reinforces academic success for all students. b) The school leader ensures that all staff knows and uses research-based programs and practices for referral and support for all students that address social and emotional developmental health and academic success. c) The school leader ensures that all staff members use data to identify areas of need and leverages internal resources to promote student social and emotional developmental health.	
\boxtimes	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:11 Documents Reviewed: Interviews with Students − #: School-wide assembly agenda Interviews with Support Staff − #: Picture of Kindness Counts board Interviews with Teachers − #:22 Culture of Kindness meeting agendas/minutes	
If the SC	OP rating <u>is</u> Effective , De	eveloping or Ineffective, please provide a response in the areas below.	
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.		 One Arts in Education funded program per year dedicated to creating a sense of community and a positive school climate. (Camfel Pledge – a multi-media program reinforcing pro-social behaviors; Song Spun Workshop – children worked on writing a song that aligned with our school's Culture of Kindness; Helping Drew Puppet Show – providing kids with the skills needed to stand up to bullies) Monthly school-wide meetings designed to build community in our school. These meetings include positive affirmations and community-building activities. Kindness counts – a school-wide effort to celebrate the children who are demonstrating the positive behaviors and characteristics associated with the school's Culture of Kindness themes (friendship, citizenship, respect, etc.) Culture of Kindness Committee – a team of individuals focused on creating a positive, safe, supportive, and diverse learning environment for all students. Personal Safety Workshops – Center for the Prevention of Child Abuse Student Council participation in creating a positive school climate Implementation of a Child Study Team where we target "at risk" students and work in a team based problem solving approach to design goals and implement strategies for success. 	

Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	 Arts in Education/PTA Funding Faculty/Staff involvement
Describe the professional development activities planned to support the implementation of the actions in this area.	 Responsive classroom/bus training Integrate Culture of Kindness themes into school wide expectations

		The school articulates and systematically promotes	· · · · · · · · · · · · · · · · · · ·
Rating	health that is aligned to a c families, teachers, and stud		ences and a safe and healthy school environment for
	Highly Effective	a) There is a comprehensive and coherent curriculi practices aligned to the school vision that enables ownership in their school community and facilitate developmental health. b) All stakeholders receive professional developmental developmental developmental health.	estudents to articulate a sense of belonging and est the teaching of student social and emotional ent support to consistently act upon a shared the social and emotional developmental health needs te the school community's vision of a safe and healthy evise the professional development provided arning experiences to support student social and
	Effective	the social and emotional developmental health ne vision of a safe and healthy environment.	I and emotional developmental health. I and support to use skills and behaviors that address eds of students and promote the school community's sional development provided staff that builds adult
\boxtimes	Developing	a) The school is developing a curriculum or program social and emotional developmental health. b) The school is developing ways to support the stathat address the social and emotional development skills and behaviors that address social and emotion c) The school is beginning to monitor the profession support student social and emotional development	akeholders' understanding of the skills and behaviors ntal health of students, or some staff members use and developmental health needs of students.
	Ineffective	and emotional developmental health, or the progr	s that address the social and emotional developmental de support aligned to this work.
Please indicate the evidence used to determine the rating. Check all that apply.		□ Classroom Observations – # Visited:11 □ Interviews with Students – #: □ Interviews with Support Staff – #: □ Interviews with Teachers – #: _22 □ Interviews with Parents/Guardians – #: □ Other:	 ✓ Documents Reviewed: Rtl agendas Responsive classroom lesson plans School-wide assembly agendas Data meetings Pictures of Kindness Counts board Pictures of Culture of Kindness board BERT committee meeting minutes
	<u> </u>	eveloping or Ineffective, please provide a r	response in the areas below.
	Actions in this area to be taken to improve the identified subgroup(s) • Responsive Classroom • Class-wide/Individual behavior plans		

student performance levels.	 Build school community through school-wide assemblies - monthly Data team meetings to include social worker/school psychologist as needed Screenings and counseling support for economically disadvantaged students identified as atrisk through data meetings and/or referrals Personal Safety program - Center for the Prevention of Child Abuse Kindness Counts - celebrating children who demonstrate behaviors and characteristics that align with the school's culture of kindness Culture of Kindness monthly themes - books connected with themes Peer support groups as needed to help children through difficult transitions Connecting families with financial services in the community (food banks, insurance, mental health, etc.) Lunch bunches (buddying up kids) Holiday Giving Tree - to assist families during the holiday season Scholarship fund - to help families pay for field trips, etc. Kindergarten preview bus ride Use of RtI meetings to discuss social/emotional development
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Arts in Ed/PTA funding
Describe the professional development activities planned to support the implementation of the actions in this area.	 Responsive Classroom training Culture of Kindness/Positive Behavioral Supports

Rating	Statement of Practice 5.4: All school stake holders 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.		
	a) The school community collaborated to develop and uses a plan that incorporates protocols and processes to communicate the important roles and contributions of all stakeholders in ensuring appropriate supports are provided to all students. b) Across the school community, students, teachers and parents have a voice in the decision-making process for developing their school culture and work together and have active roles in ensuring the school's vision pertaining to social emotional developmental health is achieved. c) The school community has implemented a system for monitoring and responding to student social and emotional developmental health needs, which ensures that adaptive measures are implemented specific to individual student needs when growth is not actualized.		
	Effective	a) The school community has and uses a plan that incorporates protocols and processes to address stakeholders' roles in contributing to how student supports are provided to all groups of students. b) Across the school community, students, teachers and parents work together and have an active role in ensuring the school's vision pertaining to student social and emotional developmental health is achieved. c) The school community has implemented a system for monitoring and responding to student social and developmental health needs, which is used to support teachers as they address student needs.	
	Developing	a) The school community is developing protocols and processes for stakeholders to discuss their role in providing appropriate student supports for all groups of students. b) Across the school community students, teachers and parents inconsistently contribute towards ensuring the school's vision pertaining to student social and emotional developmental health is achieved. c) The school community is developing a system for monitoring and responding to student social and emotional developmental health needs.	
	Ineffective	a) The school community has no protocols and processes in place to identify stakeholders' roles, or the protocols and processes that exist are not aligned to student supports. b) Across the school community, students, teachers and parents do not understand or act on their role in ensuring the school's vision pertaining to student social and emotional developmental health is achieved. c) The school community has not prioritized the development of a system to monitor and respond to student social and emotional developmental health needs.	
Please indicate the evidence used to determine the rating.		Classroom Observations – # Visited: _11 Interviews with Students – #:	Documents Reviewed: Pictures of kindness counts board

Check all that apply.	 ☐ Interviews with Support Staff – #: ☐ Interviews with Teachers – #: ☐ Interviews with Parents/Guardians – #: ☐ Other: ☐ Other: ☐ Responsive Classroom lesson plans 	
If the SOP rating is Effective, D	eveloping 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.	 Writing expectations for school-wide rules – student council participation 	
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	 Use of PLC time by psychologists and social workers to develop a community resource guide School Resource Officer and Safety Greeter Establish school-wide behavioral expectations and policies/procedures 	
Describe the professional development activities planned to support the implementation of the actions in this area.	 Responsive Classroom PD – via faculty meetings, PLC's, and/or monthly school-wide meetings Training for Responsive Bus (or similar) program 	

Datina	Statement of Practice 5.5:	The school leader and student support staff work tog	gether with teachers to establish structures to	
Rating	support the use of data to	e of data to respond to student social and emotional developmental health needs.		
	Highly Effective	and emotional developmental health needs.	ders, has a plan with systems and structures (time, and use a wide variety of data to address student social and on data to deliver and monitor timely services and	
	Effective	a) The school leader, in collaboration with student sand resources) to use data to address student acadneeds.b) The school community uses a plan based on data	·	
	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: _11 □ Interviews with Students – #: □ Interviews with Support Staff – #: □ Interviews with Teachers – #:22 □ Interviews with Parents/Guardians – #: □ Other:	Documents Reviewed: Rtl progress monitoring Bus Referrals FBA/BIP	
If the SC	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. • Rtl dis • Use o • Utilize • Devel • Check		 Rtl discussions and progress monitoring Use of data meetings to facilitate discussi Utilize School Tool to track significant beh Develop building practice to utilize behav Check and Connect System for "At Risk" S 	navioral incidents ior incident forms for minor behavioral infractions itudents	

subgroup(s) student performance levels.	
Describe the professional development activities planned to support the implementation of the actions in this area.	 District –wide/school-wide PD for Response to Intervention (social/emotional/behavioral tiers) FBA/BIP training November 4th Superintendent Conference Day

Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.			
	Statement of Practice 6.2: The school leader ensures that regular communication with students and families fosters their high		
Rating	expectations for student academic achievement.		
	Highly Effective	a) The school leader, in collaboration with the staff, ensures that staff members are knowledgeable about the school's priority and plan for students to graduate from high school and complete postsecondary education (college, CTE) with advanced competence, and school staff regularly communicate this priority to students, parents, and community leaders in ways that are appropriate for the grade level of the students. b) The school community implements proactively the plan to create diverse and meaningful opportunities for engaging students, families, and community stakeholders in the conversation regarding high expectations for student academic achievement and uses multiple points of entry to provide tips and tools focused on student learning and development. c) The school leader and community review and assess routinely how parents respond to the efforts to build family-school partnerships to foster high expectations for student academic achievement and make timely adjustments if strategies are not working.	
	Effective	a) The school leader makes it a school-wide priority for all students and their families to be aware of the school-wide expectations and plan pertaining to graduating from the school and provides age appropriate information about college and postsecondary CTE programs to students and their families. b) The school community implements the plan to foster conversations with students and families regarding high expectations for student academic achievement and provides tips and tools focused on student learning and development. c) The school staff reviews and assesses how parents respond to the efforts to build family-school relationships and makes periodic adjustments to those efforts if strategies are not working.	
	Developing	a) Most of the school staff members are knowledge	able about the expectations for student academic an to communicate the expectations to students and to encourage students and families to learn about , or a limited number of staff members are having o build family-school relationships, or only some
	Ineffective	 a) The school leader has not prioritized communicat achievement, and there is little or no evidence that and families. b) The school community does not promote or engastudent academic expectations. c) The school staff is neither examining nor adjusting students and families to foster high expectations for 	ge students and families in conversations regarding the school's efforts to build relationships with
Please indicate the evidence used to determine the rating. Check all that apply.		□ Classroom Observations - # Visited:11 □ Interviews with Students - #: □ Interviews with Support Staff - #: □ Interviews with Teachers - #:22 □ Interviews with Parents/Guardians - #: □ Other:	Documents Reviewed: School Handbook PTA events School calendar School website
If the SOP rating is Effective, Developing or Ineffective, please provide a response in the areas below.			
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.		 Create monthly Newsletters (bilingual and Flexibility with conferences and PTA meeti Create a Shared Decision Making Team wh 	•

	achievement and how we can work collaboratively to make school wide improvements in this area.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Designating Translators/Interpreters for families of students who are identified as SWD and Economically disadvantaged
Describe the professional development activities planned to support the implementation of the actions in this area.	 Availability of professional development offerings for staff and parents targeting English language learners and students with disabilities at various locations and times

Rating	Statement of Practice 6.3: The school engages in effective planning and reciprocal communication with family and community		
Mating	stakeholders so that student strength and needs are identified and used to augment learning.		
	Highly Effective	 a) The school has a comprehensive plan to use multiple, interactive communication tools to provide families regular opportunities for purposeful, strategic, and authentic dialogue about school and student issues and concerns. b) The school staff has a shared commitment to use consistently the plan for communicating with parents and stakeholders (i.e., translating all documents in multiple languages and communicating in variety of ways) to ensure that they clearly understand the school's priorities concerning student progress, achievement, and needs. c) The school staff regularly monitors the effectiveness of their communication to and solicitations of family feedback in all languages concerning student achievement, needs, issues, and concerns using multiple interactive communication tools and makes revisions to the plan when necessary. 	
	Effective	 a) The school staff has a plan to use multiple tools to communicate with families about school and student issues and concerns. b) The school staff uses a plan to communicate with parents (i.e., translating all documents in multiple languages and communicating in a variety of ways) concerning student progress, achievement, and needs. c) The school staff monitors the effectiveness of its communication in all languages and responds to family feedback concerning issues and concerns. 	
\boxtimes	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:11 □ Documents Reviewed: □ Interviews with Students - #: Student Handbook □ Interviews with Support Staff - #: School Website □ Interviews with Teachers - #: _22 PTA Newsletters □ Interviews with Parents/Guardians - #: Other:	
If the SOP rating is Effective , Developing or Ineffective , please provide a response in the areas below.		veloping 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.		 School and PTA Newsletters partnering to create newsletter Update the list of families that would benefit from translated materials Important school Information will be offered in multiple languages Parent workshop on curriculum at Parent Nights in September 	
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance		 Translation/Interpretation services available for meetings JUMP morning program, ELL After School Program Workshops on various topics that impact student learning and achievement Flexibility with parent conferences about progress reports and report cards to allow for more 	

levels.	parent involvement
Describe the professional development activities planned to support the implementation of the actions in this area.	Professional Development on teaching students of other languages and disabilities

Statement of Practice 6.4:		The school community partners with families and community agencies to promote and provide training			
		and social and emotional developmental health) to support student success.			
Rating					
	Highly Effective	a) The school leader, in collaboration with pertinent school staff and community agency partners, has developed a plan to ensure that all staff members understand how to create and sustain high levels of family engagement by teaching all parents ways to support student learning and growth. b) After consulting teachers, student support professionals, and representative parents, the school leader provides professional development to all school staff on how to actively seek and sustain partnerships with families and community organizations that are linked to the school's plan for engaging parents to support student success.			
	Effective	a) The school leader, in collaboration with pertinent school staff and community agency partners, has developed a plan to ensure that classroom teachers and guidance staff understand how to create and sustain family engagement by teaching a group of parents, representative of student demographics, ways to support student learning and growth. b) The school provides professional development to school staff on how to actively seek and sustain partnerships with families and community organizations that are linked to the school's plan for engaging parents to support student success.			
	Developing	a) The school leader is in the process of developing a plan to teach parents ways to support student learning and growth. b) The school is in the process of implementing a plan to provide professional development to school staff on how to develop partnerships with families and/or the community, or the staff is not fully implementing the strategies in the school's plan.			
	Ineffective	a) The school leader is not working on a plan to teach parents ways to support student learning and growth. b) The school does not provide professional development for staff concerning developing partnerships with families and/or the community.			
Please indicate the evidence used to determine the rating. Check all that apply.		Classroom Observations − # Visited:11 Interviews with Students − #: Interviews with Support Staff − #: Interviews with Teachers − #:22 Interviews with Parents/Guardians − #: Other:	Documents Reviewed: Bullying Program School Song Kindness Counts Themes School wide events		
If the SOP rating is Effective , Developing or Ineffective , please provide a response in the areas below.					
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.		 Create a resource guide to connect families with community organizations Invite community members into the school, as "Guest Readers" and other celebratory events Provide professional development opportunities Monthly school assemblies focusing on the themes and goals of our school 			
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.		 Social Worker and School Psychologist increased time School Resource Officers ESL adult education classes for families of other languages 			
Describe the professional development activities planned to support the implementation of the actions in this area. Rating Statement of Practice 6.5:		Invite all related staff the opportunity to provide an overview of their program at faculty meetings 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. a) School leaders, data specialists, student support professionals, program coordinators, and com				
	Highly Effective	agencies share data and integrate data systems in order to identify family needs and target appropriate			
		support strategies.			
		b) The entire school community ensures that student data is shared in a way that families can			
		understand a child's learning needs and successes, proactively advocate for their children, and partner			
		with the school to provide appropriate student support.			
	Effective	a) School leaders, data specialists, student support professionals, and program coordinators use data to			
		identify family needs and target strategies to address them.			
		b) The school community ensures that student data is shared in a way in which families can understand			
		student learning needs and successes and are encouraged to advocate for student support.			
	Developing Ineffective	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			
\boxtimes		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.	sisting at a daught a company and facilities and a company		
		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.			
		Classroom Observations – # Visited:11	Documents Reviewed:		
Please ind	licate the evidence used to	Interviews with Students – #:	Progress/Report Cards		
		Interviews with Support Staff – #:	Conference Dates		
determine the rating. Check all that apply.		Interviews with Teachers – #:22	RTI/CSE Meeting agendas		
		Interviews with Parents/Guardians – #:	Triy est meeting agendas		
		Other:			
If the SC	OP rating <u>is</u> Effective , D e	eveloping or Ineffective, please provide a re	sponse in the areas below.		
		 Improve RTI process and Child Study Team 			
	this area to be taken to	 Encourage attendance at Parent Informati 	·		
	he identified subgroup(s)	Utilize the phone system to send messages to the school community about important events			
student performance levels.		and information			
		Focus on improved attendance for each class by "featuring" class closest to 100% attendance			
		in our Monthly Newsletter			
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.		Provide translation of report cards and comments Chapter of the comments Chapter of th			
		ELL introduction to all families of other languages			
		Increase AIS and ESL support - FLA and Math Coordinators demonstrating affective practices.			
		 ELA and Math Coordinators demonstrating effective practices ESL adult education classes for families of other languages 			
		 ESL adult education classes for families of other languages Translation/Interpretation services available at all meetings and workshops 			
		• Hansiation/interpretation services availab	ne at an meetings and workshops		
Describe the professional		Professional development for staff on report cards, RTI, AIS, ESL and CSE			
development activities planned to		Workshops for parents on Common Core and District Curriculum			
support the implementation of the		 SEPTA Meetings 			
actions in this area.					

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

The Noxon Road Elementary School Local Assistance Plan (LAP) team was initially formed during September 2014. The LAP team worked collaboratively with building staff to develop the LAP plan. The LAP Committee consisted of eight staff members (School Leader, two Special Education Teachers, a Grade 2 General Education teacher, Grade 4 General Education Teacher, ESL Teacher, School Psychologist, and Special Education Administrator). The LAP team process included the following:

- Five LAP Committee members attend the BOCES Diagnostic Self-Review Process for the Local Assistance Plan Schools on 10/03/14
- The LAP Committee presented to the Noxon staff at the 10/06/14 Faculty Meeting and survey was distributed to staff.
- The LAP Committee met on 10/09/14 to discuss and review data and the questionnaire.
- The LAP Committee met on 10/16/14 to review Tenets.
- During the week of October 20th October 24th, Grade level Professional Learning Communities collected evidence and rated Tenets.
- The LAP Committee met on 10/27/14 to re-evaluate the ratings and develop action plans related to the assigned tenets.
- The LAP Committee met on 10/30/14 to refine and align evidence to bring consistency to the Action Plan.
- Building level and district level administration met to review the document on 11/04/14.
- The LAP Committee met on 11/17/14 for final revisions.
- The final LAP plan was submitted to Dr. Lyons, Superintendent for recommendation to the Board of Education.
- Plan will be posted on the Noxon website for community review.

In September, 2015 Noxon Road Elementary School was again identified as a LAP school based this time on our Achievement Gap for ELA (Students with Disabilities) and our Cut Point for ELA (Economically Disadvantaged.) Team membership remained the same as the previous year and through the guidance of our BOCES Staff Development Specialist, many of the Rubric Points and identified "responses" remain. This year the team has decided to refine the steps taken last year and ensure a focus on the targeted "at risk" populations. The key areas for this school year revolve around the implementation of our Child Study Team Process to target the individual needs of our "at risk" students through a team based, problem solving approach (inviting parents) and a combination of clear expectations, feedback and accountability around our RTI Process. In addition we will create a Monthly interactive Newsletter that welcomes participation and feedback from ALL and clearly articulates the key academic and social emotional goals/improvements at Noxon. Finally, a key additional component is a "Check and Connect" system that we will put in place (utilizing our Teaching Assistants) and focusing on our "at risk" student population.

- LAP Committee met to review previous plan and brainstorm strengths, weaknesses and next steps for this school year on 9/22/15.
- LAP Committee met again with Deputy Superintendent to gain his insight on the appropriate direction for Year 2 of our accountability status on 9/29/2015.
- Smaller subcommittee of LAP Team met to outline key "levers," set goals/action steps on 11/6/15.
- Principal met with BOCES Staff Development Specialist one-one to review specific data, clarify questions and gain feedback on the intended process.
- BOCES Staff Development Specialist and Principal partnered to create presentation for entire staff (11/3/15) to share accountability status, details regarding data, planned next steps and future accountability.
- Teachers participated in the first round of in depth data analysis, RTI professional development, review of Child Study Team format/agenda and SMART Goal creation (11/3/15.)
- Finalized plan submitted for BOE approval (11/5/15.)

Provide any additional information that is relevant to the Local Assistance Plan but is not addressed in the tenets
and/or SOPs.