

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



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| 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 |

School Principal's Signature _____ Date _____

I certify that the information provided above and in the attached documents is true and accurate to the best of my knowledge. I understand that the accountability status determination reported in the Information Reporting Services (IRS) portal/NY START is official and that the district and its school must meet all federal and State requirements pertaining to such accountability designations and expected student performance improvements.

I further certify that I have reviewed the Diagnostic Self-Review Document and met with the school leadership to discuss and revise the rubric ratings as appropriate and that I concur that the ratings provided in the rubric are an accurate assessment of the school's current performance in relation to the tenets.

Superintendent's Signature _____ Date _____

For New York City schools, the Community School District Superintendent must sign the self-assessment.

A Message to School/District Leaders:

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

Guidance

The Diagnostic Self-Review Document provides an opportunity for the school, with the assistance of the district, to assess its 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 Information Sheet | | | | | | | | | | | |
|--|-------------|--|-----------------|--|-----|---|--------|----------------------------|-----|--------------|----|
| Grade Configuration | K-5 | Total Enrollment | 358 | Title 1 Population | % | Attendance Rate | 96.1% | | | | |
| Free Lunch | 19% | Reduced Lunch | 2% | Student Sustainability* | 81% | Limited English Proficient | 6% | Students with Disabilities | 11% | | |
| Types and Number of English Language Learner Classes | | | | | | | | | | | |
| #Transitional Bilingual | NA | #Dual Language | NA | #Self-Contained English as a Second Language | 24 | | | | | | |
| Types and Number of Special Education Classes | | | | | | | | | | | |
| #Special Classes | 1 | #Consultant Teaching | 0 | #Integrated Collaborative Teaching | 6 | | | | | | |
| # Resource Room | 0 | | | | | | | | | | |
| Types and Number Special Classes | | | | | | | | | | | |
| #Visual Arts | 0 | #Music | 0 | #Drama | 0 | # Foreign Language | 0 | # Dance | 0 | CTE | 0 |
| Racial/Ethnic Origin | | | | | | | | | | | |
| American Indian or Alaska Native | 0% | Black or African American | 6% | Hispanic or Latino | 18% | Asian or Native Hawaiian/Other Pacific Islander | 6% | White | 67% | Multi-racial | 3% |
| Personnel | | | | | | | | | | | |
| Years Principal Assigned to School | 1 | # of Assistant Principals | 0 | # of Deans | 0 | # of Counselors / Social Workers | .4, .4 | | | | |
| % of Teachers with No Valid Teaching Certificate | 0 | % Teaching Out of Certification | 0 | % Teaching with Fewer Than 3 Yrs. of Exp. | 0 | Average Teacher Absences | 93.77% | | | | |
| Overall Accountability Status | | | | | | | | | | | |
| ELA Performance at levels 3 & 4 | 35% | Mathematics Performance at levels 3 & 4 | 50% | Science Performance at levels 3 & 4 | 84% | 4 Year Graduation Rate (HS Only) | N/A | | | | |
| Credit Accumulation (High School Only) | | | | | | | | | | | |
| % of 1 st yr. students who earned 10+ credits | N/A | % of 2 nd yr. students who earned 10+ credits | N/A | % of 3 rd yr. students who earned 10+ credits | N/A | 6 Year Graduation Rate | N/A | | | | |
| Credit Accumulation (High School Only) | | | | | | | | | | | |
| % of 1 st yr. students who earned 10+ credits | N/A | % of 2 nd yr. students who earned 10+ credits | N/A | % of 3 rd yr. students who earned 10+ credits | N/A | 6 Year Graduation Rate | N/A | | | | |
| Reason for LAP (Indicate under the Category) Achievement Gap (AG), Cut Point (CP), and/or Did Not Meet Adequate Yearly Progress (AYP) | | | | | | | | | | | |
| ELA | Mathematics | Science | Graduation Rate | Subgroup | | | | | | | |
| | | | | American Indian or Alaska Native | | | | | | | |
| | | | | Hispanic or Latino | | | | | | | |
| | | | | White | | | | | | | |
| AG | | | | Students with Disabilities | | | | | | | |
| CP | | | | Economically Disadvantaged | | | | | | | |
| | | | | Black or African American | | | | | | | |
| | | | | Asian or Native Hawaiian/Other Pacific Islander | | | | | | | |
| | | | | Multi-racial | | | | | | | |
| | | | | Limited English Proficient | | | | | | | |

*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.

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

Rating **Statement of Practice 2.2:** The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).

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| <input type="checkbox"/> | Highly Effective | <p>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.</p> <p>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.</p> <p>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.</p> |
| <input type="checkbox"/> | Effective | <p>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.</p> <p>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.</p> <p>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.</p> |
| <input checked="" type="checkbox"/> | Developing | <p>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.</p> <p>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.</p> <p>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.</p> |
| <input type="checkbox"/> | Ineffective | <p>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.</p> <p>b) The school leader has not developed a data-driven mission that is connected to the long-term vision.</p> <p>c) The school leader has not developed SMART goals or the current goals are not aligned to the long-term vision.</p> |

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| <p>Please indicate the evidence used to determine the rating. <i>Check all that apply.</i></p> | <input checked="" type="checkbox"/> Classroom Observations – # Visited: <u> 11 </u> <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input checked="" type="checkbox"/> Interviews with Teachers – #: <u> 22 </u> <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input type="checkbox"/> Other: _____ | <input checked="" type="checkbox"/> Documents Reviewed: <table border="1" style="width: 100%;"> <tr><td>Whole school monthly meeting</td></tr> <tr><td>Mission statement (each classroom)</td></tr> <tr><td>Culture of Kindness</td></tr> <tr><td> </td></tr> </table> | Whole school monthly meeting | Mission statement (each classroom) | Culture of Kindness | |
| Whole school monthly meeting | | | | | | |
| Mission statement (each classroom) | | | | | | |
| Culture of Kindness | | | | | | |
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If the SOP rating is Effective, Developing or Ineffective, please provide a response in the areas below.

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| <p>Actions in this area to be taken to improve the identified subgroup(s) student performance levels.</p> | <ul style="list-style-type: none"> • 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. |
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| <p>Describe the district resources to be used to implement the actions in this area to improve the identified</p> | <ul style="list-style-type: none"> • Arlington Intervention Management System(AIMS) database/SchoolTool • Improvement of building level RtI process and use of RtI Direct (Recommendation) • Implement Raz-Kids reading program |
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| subgroup(s) student performance levels. | <ul style="list-style-type: none"> • ACSD Literacy Targets • Literacy Leaders/Math Leaders |
| Describe the professional development activities planned to support the implementation of the actions in this area. | <ul style="list-style-type: none"> • New Teachers attend Responsive Classroom Training • Grade Level Professional Development Institutes • New teachers provided with mentor • Model lesson process • Lesson study process |

| Rating | Statement of Practice 2.3: Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources. | | | | | |
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| <input type="checkbox"/> | Highly Effective | <p>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.</p> <p>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.</p> <p>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.</p> | | | | |
| <input type="checkbox"/> | Effective | <p>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.</p> <p>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.</p> <p>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.</p> | | | | |
| <input checked="" type="checkbox"/> | Developing | <p>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.</p> <p>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.</p> <p>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.</p> | | | | |
| <input type="checkbox"/> | Ineffective | <p>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.</p> <p>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.</p> <p>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.</p> | | | | |
| Please indicate the evidence used to determine the rating. <i>Check all that apply.</i> | | <input checked="" type="checkbox"/> Classroom Observations – # Visited: <u> 11 </u> <input type="checkbox"/> Interviews with Students – #: <u> </u> <input type="checkbox"/> Interviews with Support Staff – #: <u> </u> <input checked="" type="checkbox"/> Interviews with Teachers – #: <u> 22 </u> <input type="checkbox"/> Interviews with Parents/Guardians – #: <u> </u> <input type="checkbox"/> Other: <u> </u> | | | | |
| <input checked="" type="checkbox"/> Documents Reviewed: <table border="1" style="width: 100%;"> <tr><td>Status of the class</td></tr> <tr><td>Data meeting agendas</td></tr> <tr><td>Faculty meeting agendas</td></tr> <tr><td> </td></tr> </table> | | | Status of the class | Data meeting agendas | Faculty meeting agendas | |
| Status of the class | | | | | | |
| Data meeting agendas | | | | | | |
| Faculty meeting agendas | | | | | | |
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| If the SOP rating is Effective, Developing or Ineffective, please provide a response in the areas below. | | | | | | |
| Actions in this area to be taken to improve the identified subgroup(s) student performance levels. | <ul style="list-style-type: none"> • 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. | | | | | |

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| Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels. | <ul style="list-style-type: none"> • A section in 4th grade was added to address diverse needs and high classroom numbers. • 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. | <ul style="list-style-type: none"> • PLC time • Block scheduling |

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| Rating | Statement of Practice 2.4: The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback. |
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| <input checked="" type="checkbox"/> | Highly Effective | <p>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.</p> <p>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.</p> <p>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.</p> |
| <input type="checkbox"/> | Effective | <p>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.</p> <p>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.</p> <p>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.</p> |
| <input type="checkbox"/> | Developing | <p>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.</p> <p>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.</p> <p>c) The school leader and other school administrators do not consistently use observation data to provide on-going professional development opportunities to staff.</p> |
| <input type="checkbox"/> | Ineffective | <p>a) The school leader and other school administrators have no formal plan or schedule for frequently observing teaching practices and/or providing feedback.</p> <p>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.</p> <p>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.</p> |

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| Please indicate the evidence used to determine the rating. <i>Check all that apply.</i> | <input checked="" type="checkbox"/> Classroom Observations – # Visited: <u> 11 </u> <input type="checkbox"/> Interviews with Students – #: <u> </u> <input type="checkbox"/> Interviews with Support Staff – #: <u> </u> <input checked="" type="checkbox"/> Interviews with Teachers – #: <u> 22 </u> <input type="checkbox"/> Interviews with Parents/Guardians – #: <u> </u> <input type="checkbox"/> Other: <u> </u> | <input checked="" type="checkbox"/> Documents Reviewed: <table border="1" style="width: 100%;"> <tr><td>APPR documents</td></tr> <tr><td>Danielson Rubric</td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table> | APPR documents | Danielson Rubric | | |
| APPR documents | | | | | | |
| Danielson Rubric | | | | | | |
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If the SOP rating is Effective, Developing or Ineffective, please provide a response in the areas below.

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| Actions in this area to be taken to improve the identified subgroup(s) student performance levels. | |
| Describe the district resources to be | |

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| levels. | |
| Describe the professional development activities planned to support the implementation of the actions in this area. | <ul style="list-style-type: none">• 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. | | | |
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| <input type="checkbox"/> | 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. | | |
| <input checked="" type="checkbox"/> | 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. | | |
| <input type="checkbox"/> | 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. | | |
| <input type="checkbox"/> | 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. | | <table border="0"> <tr> <td data-bbox="472 1226 997 1402"> <input checked="" type="checkbox"/> Classroom Observations – # Visited: <u> 11 </u> <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input checked="" type="checkbox"/> Interviews with Teachers – #: <u> 22 </u> <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input type="checkbox"/> Other: _____ </td> <td data-bbox="997 1226 1529 1556"> <input checked="" type="checkbox"/> Documents Reviewed: <ul style="list-style-type: none"> • District ELA Pre/Post assessment per unit in core subject areas • RtI Minutes • APPR Lessons • IEP • Atlas • Status of the class • Classroom Rules • PLC Minutes • ELA Launch Unit </td> </tr> </table> | <input checked="" type="checkbox"/> Classroom Observations – # Visited: <u> 11 </u> <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input checked="" type="checkbox"/> Interviews with Teachers – #: <u> 22 </u> <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input type="checkbox"/> Other: _____ | <input checked="" type="checkbox"/> Documents Reviewed: <ul style="list-style-type: none"> • District ELA Pre/Post assessment per unit in core subject areas • RtI Minutes • APPR Lessons • IEP • Atlas • Status of the class • Classroom Rules • PLC Minutes • ELA Launch Unit |
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| If the SOP rating is Effective, Developing or Ineffective , please provide a response in the areas below. | | | | |
| Actions in this area to be taken to improve the identified subgroup(s) student performance levels. | <ul style="list-style-type: none"> • 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 | | | |
| Describe the district resources to be used to implement the actions in this area to improve the identified | <ul style="list-style-type: none"> • Data driven instruction training • Floating subs for RTI Meetings • District created formative assessments | | | |

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| subgroup(s) student performance levels. | <ul style="list-style-type: none"> • Fountas and Pinnell assessments • 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 development activities planned to support the implementation of the actions in this area. | <ul style="list-style-type: none"> • Summer Literacy Institute • PD opportunities through MyLearningPlan • 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 and behavioral) |

| Rating | Statement of Practice 4.3: Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students. | |
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| <input type="checkbox"/> | 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. |
| <input type="checkbox"/> | 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. |
| <input checked="" type="checkbox"/> | 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. |
| <input type="checkbox"/> | 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. <i>Check all that apply.</i> | | <input checked="" type="checkbox"/> Classroom Observations – # Visited: <u>11</u> <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input checked="" type="checkbox"/> Interviews with Teachers – #: <u>22</u> <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input type="checkbox"/> Other: _____ |
| | | <input checked="" type="checkbox"/> Documents Reviewed: <ul style="list-style-type: none"> • District Pre/Post Assessment • PLC Meeting Minutes • Atlas Unit • Exit Tickets • RtI Progress Monitoring • Leveled classroom book bins • Leveled school book room • Anchor Charts |

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

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| Actions in this area to be taken to improve the identified subgroup(s) student performance levels. | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • SED Math Module Copies • Atlas Maps • District supplied reading, writing and math curriculum materials (Comprehension Toolkit, Reading for Meaning, Being a Writer, Words Their Way, Fountas and Pinnell Phonics, 6+1 Traits, Go Math, SED Math Modules). |

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| Describe the professional development activities planned to support the implementation of the actions in this area. | <ul style="list-style-type: none"> • Summer curriculum mapping • Staff Rtl meetings to discuss student goals and interventions • Generation Ready Coaching • PD opportunities through MyLearningPlan |
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| Rating | Statement of Practice 4.4: Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students. | |
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| <input type="checkbox"/> | 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. |
| <input checked="" type="checkbox"/> | 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. |
| <input type="checkbox"/> | 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. |
| <input type="checkbox"/> | 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. <i>Check all that apply.</i> | <input checked="" type="checkbox"/> Classroom Observations – # Visited: <u> 11 </u> <input type="checkbox"/> Interviews with Students – #: <u> </u> <input type="checkbox"/> Interviews with Support Staff – #: <u> </u> <input checked="" type="checkbox"/> Interviews with Teachers – #: <u> 22 </u> <input type="checkbox"/> Interviews with Parents/Guardians – #: <u> </u> <input type="checkbox"/> Other: <u> </u> | <input checked="" type="checkbox"/> Documents Reviewed: <ul style="list-style-type: none"> • Culture of Kindness Monthly Themes • Kindness Counts • Learning Centers • Intervention Block • Words Their Way • Student writing checklist • Atlas Launch unit • District Mission Statement |

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

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| Actions in this area to be taken to improve the identified subgroup(s) student performance levels. | <ul style="list-style-type: none"> • Culture of Kindness Monthly Themes • 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 voice in their learning experience • School-wide Kindness Counts • Students will have a voice in choosing their own social/emotional goals through Student Council • Implementation of Diversity Committee |
| Describe the district resources to be used to implement the actions in | <ul style="list-style-type: none"> • District Mission Statements are posted in classrooms, hallways, cafeteria and buses. • Child Safety of Dutchess County in each classroom |

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| <p>this area to improve the identified subgroup(s) student performance levels.</p> | <ul style="list-style-type: none"> • Responsive Classroom • Intervention Block • 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 • RtI Committee Meetings to address student gaps in achievement • HARP students |
| <p>Describe the professional development activities planned to support the implementation of the actions in this area.</p> | <p>Develop school-wide behavioral expectations for students.</p> |

| Rating | Statement of Practice 4.5: Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring). | |
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| <input type="checkbox"/> | Highly Effective | <p>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.</p> <p>b) Teachers use summative and formative assessments, including screening, progress monitoring, interim measures and outcome assessments, to develop highly dynamic and responsive plans based on students' strengths and needs.</p> <p>c) Teachers provide frequent and relevant feedback to students based on the analysis of timely data, and students draw on the feedback so that they can reflect upon and assess their own progress.</p> |
| <input checked="" type="checkbox"/> | Effective | <p>a) Teachers use data to create targeted plans and adjust student groupings and instructional strategies for most students.</p> <p>b) Teachers use summative and formative assessment data to inform instructional decision making, including student grouping and instructional strategies.</p> <p>c) Teachers provide frequent feedback to students based on the analysis of timely data and provide students with next steps for students to take to progress.</p> |
| <input type="checkbox"/> | Developing | <p>a) Teachers are beginning to use plans for adjusting student groupings and instructional strategies.</p> <p>b) Teachers are in the process of using summative and formative assessments that inform instructional decision making, or the practice of using data sources and analyzing the information to inform instructional decision making is inconsistent.</p> <p>c) Teachers provide limited data-based feedback to students.</p> |
| <input type="checkbox"/> | Ineffective | <p>a) Teachers do not have or use plans for grouping students and adjusting their instruction.</p> <p>b) Teachers do not use summative and formative assessments to inform instructional decision making.</p> <p>c) Teachers provide feedback that is not purposeful or based on data.</p> |
| <p>Please indicate the evidence used to determine the rating. Check all that apply.</p> | <input checked="" type="checkbox"/> Classroom Observations – # Visited: <u> 11 </u> <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input checked="" type="checkbox"/> Interviews with Teachers – #: <u> 22 </u> <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input type="checkbox"/> Other: _____ | <input checked="" type="checkbox"/> Documents Reviewed: <ul style="list-style-type: none"> • Essential Skills Summary Reports • APPR Lesson • AIMS • PLC minutes • IEP • RTI progress monitoring |

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

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| <p>Actions in this area to be taken to improve the identified subgroup(s) student performance levels.</p> | <ul style="list-style-type: none"> • Increase rigor and expectations to achieve CCLS outcomes • Use of EngageNY to implement CCLS • Use of common formative and summative assessments • 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 |
| <p>Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.</p> | <ul style="list-style-type: none"> • District supplied reading, writing and math curriculum materials (ie: Comprehension Toolkit, Reading for Meaning, Being a Writer, Words Their Way, Fountas and Pinnell Phonics, 6+1 Traits, Go Math, SED Math Modules) • Data Meetings (three times per year) • Essential Skills LA software • AIMS and other diagnostic tools used to assess student progress • Continuum of Literacy Learning to identify appropriate student goals in the area of literacy |
| <p>Describe the professional development activities planned to</p> | <ul style="list-style-type: none"> • PLC Meetings to analyze state tests and local assessments to help staff increase rigor in class lessons |

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| Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels. | <ul style="list-style-type: none"> • Arts in Education/PTA Funding • Faculty/Staff involvement |
| Describe the professional development activities planned to support the implementation of the actions in this area. | <ul style="list-style-type: none"> • Responsive classroom/bus training • Integrate Culture of Kindness themes into school wide expectations |

| Rating | Statement of Practice 5.3: The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students. | |
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| <input type="checkbox"/> | Highly Effective | <p>a) There is a comprehensive and coherent curriculum or program that incorporates research-based practices aligned to the school vision that enables students to articulate a sense of belonging and ownership in their school community and facilitates the teaching of student social and emotional developmental health.</p> <p>b) All stakeholders receive professional development support to consistently act upon a shared understanding of skills and behaviors that address the social and emotional developmental health needs of students linked to academic success and promote the school community's vision of a safe and healthy environment.</p> <p>c) There is a comprehensive plan to monitor and revise the professional development provided stakeholders to build adult capacity to facilitate learning experiences to support student social and emotional developmental health within a safe and healthy environment.</p> |
| <input type="checkbox"/> | Effective | <p>a) There is a curriculum or program that incorporates research-based practices aligned to the school vision that facilitates the teaching of student social and emotional developmental health.</p> <p>b) The school staff receives professional development support to use skills and behaviors that address the social and emotional developmental health needs of students and promote the school community's vision of a safe and healthy environment.</p> <p>c) There is a plan to monitor and revise the professional development provided staff that builds adult capacity to support student social and emotional developmental health within a safe and healthy environment.</p> |
| <input checked="" type="checkbox"/> | Developing | <p>a) The school is developing a curriculum or program to support and promote the teaching of student social and emotional developmental health.</p> <p>b) The school is developing ways to support the stakeholders' understanding of the skills and behaviors that address the social and emotional developmental health of students, or some staff members use skills and behaviors that address social and emotional developmental health needs of students.</p> <p>c) The school is beginning to monitor the professional development plan to build adult capacity to support student social and emotional developmental health.</p> |
| <input type="checkbox"/> | Ineffective | <p>a) The school does not have a curriculum or a program in place to support the teaching of student social and emotional developmental health, or the program in place does not meet student needs.</p> <p>b) The school has not identified skills and behaviors that address the social and emotional developmental health of students, and there are no plans to provide support aligned to this work.</p> <p>c) The school does not provide professional development to build adult capacity to support student social and emotional developmental health.</p> |
| Please indicate the evidence used to determine the rating. <i>Check all that apply.</i> | | <input checked="" type="checkbox"/> Classroom Observations – # Visited: <u> 11 </u> <input type="checkbox"/> Interviews with Students – #: <u> </u> <input type="checkbox"/> Interviews with Support Staff – #: <u> </u> <input checked="" type="checkbox"/> Interviews with Teachers – #: <u> 22 </u> <input type="checkbox"/> Interviews with Parents/Guardians – #: <u> </u> <input type="checkbox"/> Other: <u> </u> |
| | | <input checked="" type="checkbox"/> Documents Reviewed: <ul style="list-style-type: none"> • 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 |

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

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| Actions in this area to be taken to improve the identified subgroup(s) | <ul style="list-style-type: none"> • Responsive Classroom • Class-wide/Individual behavior plans |
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| student performance levels. | <ul style="list-style-type: none"> • 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 at-risk 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. | <ul style="list-style-type: none"> • Arts in Ed/PTA funding |
| Describe the professional development activities planned to support the implementation of the actions in this area. | <ul style="list-style-type: none"> • Responsive Classroom training • Culture of Kindness/Positive Behavioral Supports |

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| 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. | |
| <input type="checkbox"/> | Highly Effective | <p>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.</p> <p>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.</p> <p>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.</p> |
| <input type="checkbox"/> | Effective | <p>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.</p> <p>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.</p> <p>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.</p> |
| <input checked="" type="checkbox"/> | Developing | <p>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.</p> <p>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.</p> <p>c) The school community is developing a system for monitoring and responding to student social and emotional developmental health needs.</p> |
| <input type="checkbox"/> | Ineffective | <p>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.</p> <p>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.</p> <p>c) The school community has not prioritized the development of a system to monitor and respond to student social and emotional developmental health needs.</p> |
| Please indicate the evidence used to determine the rating. | <input checked="" type="checkbox"/> Classroom Observations – # Visited: <u> 11 </u> <input type="checkbox"/> Interviews with Students – #: <u> </u> | <input checked="" type="checkbox"/> Documents Reviewed: <ul style="list-style-type: none"> • Pictures of kindness counts board |

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| <i>Check all that apply.</i> | <input type="checkbox"/> Interviews with Support Staff – #: _____ <input checked="" type="checkbox"/> Interviews with Teachers – #: <u>22</u> <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input type="checkbox"/> Other: _____ | <ul style="list-style-type: none"> • Culture of Kindness committee meeting agendas/minutes • School website • Responsive Classroom lesson plans |
| If the SOP rating is <u>Effective</u>, <u>Developing</u> or <u>Ineffective</u>, please provide a response in the areas below. | | |
| Actions in this area to be taken to improve the identified subgroup(s) student performance levels. | <ul style="list-style-type: none"> • Kindness Counts • Increase consistency of implementation of Responsive Classroom • Resources/links to support social and emotional development • Writing expectations for school-wide rules – student council participation • Develop a school-wide plan for de-escalating crisis situations • Dignity Act • School wide assemblies | |
| Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels. | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • Responsive Classroom PD – via faculty meetings, PLC’s, and/or monthly school-wide meetings • Training for Responsive Bus (or similar) program | |

| Rating | Statement of Practice 5.5: The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs. | |
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| <input type="checkbox"/> | Highly Effective | a) The school leader, in collaboration with stakeholders, has a plan with systems and structures (time, space and resources) for how to collect, analyze, and use a wide variety of data to address student social and emotional developmental health needs. b) The school community uses a strategic plan based on data to deliver and monitor timely services and supports to students. |
| <input type="checkbox"/> | Effective | a) The school leader, in collaboration with student support staff, has a plan with structures (time, space and resources) to use data to address student academic and social emotional developmental health needs. b) The school community uses a plan based on data to deliver services and supports to students. |
| <input checked="" type="checkbox"/> | 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. |
| <input type="checkbox"/> | 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. |

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| Please indicate the evidence used to determine the rating. <i>Check all that apply.</i> | <input checked="" type="checkbox"/> Classroom Observations – # Visited: <u>11</u> <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input checked="" type="checkbox"/> Interviews with Teachers – #: <u>22</u> <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input type="checkbox"/> Other: _____ | <input checked="" type="checkbox"/> Documents Reviewed: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="text-align: center;">• Rtl progress monitoring</td></tr> <tr><td style="text-align: center;">• Bus Referrals</td></tr> <tr><td style="text-align: center;">• FBA/BIP</td></tr> <tr><td style="text-align: center;"> </td></tr> <tr><td style="text-align: center;"> </td></tr> </table> | • Rtl progress monitoring | • Bus Referrals | • FBA/BIP | | |
| • Rtl progress monitoring | | | | | | | |
| • Bus Referrals | | | | | | | |
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| If the SOP rating is <u>Effective</u>, <u>Developing</u> or <u>Ineffective</u>, please provide a response in the areas below. | | |
| Actions in this area to be taken to improve the identified subgroup(s) student performance levels. | <ul style="list-style-type: none"> • Social Skills groups/lunch groups • RTI discussions and progress monitoring • Use of data meetings to facilitate discussions • Utilize School Tool to track significant behavioral incidents • Develop building practice to utilize behavior incident forms for minor behavioral infractions • Check and Connect System for “At Risk” Students | |
| Describe the district resources to be used to implement the actions in this area to improve the identified | <ul style="list-style-type: none"> • Use of The Morning Meeting book or another Responsive Classroom book | |

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| subgroup(s) student performance levels. | |
| Describe the professional development activities planned to support the implementation of the actions in this area. | <ul style="list-style-type: none"> • 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.

| Rating | Statement of Practice 6.2: The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement. | | | | | | | | | | | | | |
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| <input type="checkbox"/> | Highly Effective | <p>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.</p> <p>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.</p> <p>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.</p> | | | | | | | | | | | | |
| <input type="checkbox"/> | Effective | <p>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.</p> <p>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.</p> <p>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.</p> | | | | | | | | | | | | |
| <input checked="" type="checkbox"/> | Developing | <p>a) Most of the school staff members are knowledgeable about the expectations for student academic achievement, or the school leader is developing a plan to communicate the expectations to students and families.</p> <p>b) The school community is beginning to use a plan to encourage students and families to learn about the expectations for student academic achievement, or a limited number of staff members are having these conversations with students and families.</p> <p>c) The school staff is working to adjust their efforts to build family-school relationships, or only some staff regularly review and adjust their efforts to building relationships to foster high expectations for student academic achievement.</p> | | | | | | | | | | | | |
| <input type="checkbox"/> | Ineffective | <p>a) The school leader has not prioritized communicating high expectations for student academic achievement, and there is little or no evidence that staff communicates these expectations to students and families.</p> <p>b) The school community does not promote or engage students and families in conversations regarding student academic expectations.</p> <p>c) The school staff is neither examining nor adjusting the school's efforts to build relationships with students and families to foster high expectations for student academic achievement.</p> | | | | | | | | | | | | |
| Please indicate the evidence used to determine the rating. <i>Check all that apply.</i> | | <table border="1"> <tr> <td><input checked="" type="checkbox"/> Classroom Observations – # Visited: <u> 11 </u></td> <td><input checked="" type="checkbox"/> Documents Reviewed:</td> </tr> <tr> <td><input type="checkbox"/> Interviews with Students – #: _____</td> <td>School Handbook</td> </tr> <tr> <td><input type="checkbox"/> Interviews with Support Staff – #: _____</td> <td>PTA events</td> </tr> <tr> <td><input checked="" type="checkbox"/> Interviews with Teachers – #: <u> 22 </u></td> <td>School calendar</td> </tr> <tr> <td><input type="checkbox"/> Interviews with Parents/Guardians – #: _____</td> <td>School website</td> </tr> <tr> <td><input type="checkbox"/> Other: _____</td> <td></td> </tr> </table> | <input checked="" type="checkbox"/> Classroom Observations – # Visited: <u> 11 </u> | <input checked="" type="checkbox"/> Documents Reviewed: | <input type="checkbox"/> Interviews with Students – #: _____ | School Handbook | <input type="checkbox"/> Interviews with Support Staff – #: _____ | PTA events | <input checked="" type="checkbox"/> Interviews with Teachers – #: <u> 22 </u> | School calendar | <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ | School website | <input type="checkbox"/> Other: _____ | |
| <input checked="" type="checkbox"/> Classroom Observations – # Visited: <u> 11 </u> | <input checked="" type="checkbox"/> Documents Reviewed: | | | | | | | | | | | | | |
| <input type="checkbox"/> Interviews with Students – #: _____ | School Handbook | | | | | | | | | | | | | |
| <input type="checkbox"/> Interviews with Support Staff – #: _____ | PTA events | | | | | | | | | | | | | |
| <input checked="" type="checkbox"/> Interviews with Teachers – #: <u> 22 </u> | School calendar | | | | | | | | | | | | | |
| <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ | School website | | | | | | | | | | | | | |
| <input type="checkbox"/> Other: _____ | | | | | | | | | | | | | | |
| 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. | <ul style="list-style-type: none"> • Create monthly Newsletters (bilingual and available on Website) • Flexibility with conferences and PTA meetings to allow for more parent involvement • Create a Shared Decision Making Team where we focus on the expectations for academic | | | | | | | | | | | | | |

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| levels. | parent involvement |
| Describe the professional development activities planned to support the implementation of the actions in this area. | <ul style="list-style-type: none"> Professional Development on teaching students of other languages and disabilities |

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|---|--|---|---|------------------------|--------------------|------------------------|--------------------|
| Statement of Practice 6.4: The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success. | | | | | | | |
| Rating | | | | | | | |
| <input type="checkbox"/> | <p>Highly Effective</p> <p>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.</p> <p>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.</p> | | | | | | |
| <input type="checkbox"/> | <p>Effective</p> <p>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.</p> <p>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.</p> | | | | | | |
| <input checked="" type="checkbox"/> | <p>Developing</p> <p>a) The school leader is in the process of developing a plan to teach parents ways to support student learning and growth.</p> <p>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.</p> | | | | | | |
| <input type="checkbox"/> | <p>Ineffective</p> <p>a) The school leader is not working on a plan to teach parents ways to support student learning and growth.</p> <p>b) The school does not provide professional development for staff concerning developing partnerships with families and/or the community.</p> | | | | | | |
| Please indicate the evidence used to determine the rating. <i>Check all that apply.</i> | <table border="1"> <tr> <td> <input checked="" type="checkbox"/> Classroom Observations – # Visited: <u> 11 </u> <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input checked="" type="checkbox"/> Interviews with Teachers – #: <u> 22 </u> <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input type="checkbox"/> Other: _____ </td> <td> <input checked="" type="checkbox"/> Documents Reviewed: <table border="1"> <tr><td>Bullying Program</td></tr> <tr><td>School Song</td></tr> <tr><td>Kindness Counts Themes</td></tr> <tr><td>School wide events</td></tr> </table> </td> </tr> </table> | <input checked="" type="checkbox"/> Classroom Observations – # Visited: <u> 11 </u> <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input checked="" type="checkbox"/> Interviews with Teachers – #: <u> 22 </u> <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input type="checkbox"/> Other: _____ | <input checked="" type="checkbox"/> Documents Reviewed: <table border="1"> <tr><td>Bullying Program</td></tr> <tr><td>School Song</td></tr> <tr><td>Kindness Counts Themes</td></tr> <tr><td>School wide events</td></tr> </table> | Bullying Program | School Song | Kindness Counts Themes | School wide events |
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| School Song | | | | | | | |
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| School wide events | | | | | | | |
| If the SOP rating is <u>Effective, Developing or Ineffective</u>, please provide a response in the areas below. | | | | | | | |
| Actions in this area to be taken to improve the identified subgroup(s) student performance levels. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> Invite all related staff the opportunity to provide an overview of their program at faculty meetings | | | | | | |
| Rating | Statement of Practice 6.5: The school shares data in a way that promotes dialogue among parents, students, and school community | | | | | | |

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|---|--|---|--|-------------------------|------------------|-------------------------|
| 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. | | | | | | |
| <input type="checkbox"/> | <p>Highly Effective</p> <p>a) School leaders, data specialists, student support professionals, program coordinators, and community agencies share data and integrate data systems in order to identify family needs and target appropriate support strategies. b) The entire school community ensures that student data is shared in a way that families can understand a child’s learning needs and successes, proactively advocate for their children, and partner with the school to provide appropriate student support.</p> | | | | | |
| <input type="checkbox"/> | <p>Effective</p> <p>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.</p> | | | | | |
| <input checked="" type="checkbox"/> | <p>Developing</p> <p>a) The school staff recognizes that there is a need to share and integrate data systems to identify family needs, and a plan is being developed to do so, or the school staff uses data but is not working with the school’s partnerships to share and respond to data pertaining to family needs. b) The school community inconsistently shares data regarding student learning needs and success that families can access and understand.</p> | | | | | |
| <input type="checkbox"/> | <p>Ineffective</p> <p>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.</p> | | | | | |
| <p>Please indicate the evidence used to determine the rating. <i>Check all that apply.</i></p> | <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Classroom Observations – # Visited: <u> 11 </u> <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input checked="" type="checkbox"/> Interviews with Teachers – #: <u> 22 </u> <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input type="checkbox"/> Other: _____ </td> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Documents Reviewed: <table border="1" style="width: 100%;"> <tr><td>Progress/Report Cards</td></tr> <tr><td>Conference Dates</td></tr> <tr><td>RTI/CSE Meeting agendas</td></tr> </table> </td> </tr> </table> | <input checked="" type="checkbox"/> Classroom Observations – # Visited: <u> 11 </u> <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input checked="" type="checkbox"/> Interviews with Teachers – #: <u> 22 </u> <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input type="checkbox"/> Other: _____ | <input checked="" type="checkbox"/> Documents Reviewed: <table border="1" style="width: 100%;"> <tr><td>Progress/Report Cards</td></tr> <tr><td>Conference Dates</td></tr> <tr><td>RTI/CSE Meeting agendas</td></tr> </table> | Progress/Report Cards | Conference Dates | RTI/CSE Meeting agendas |
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| Progress/Report Cards | | | | | | |
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| RTI/CSE Meeting agendas | | | | | | |
| If the SOP rating is <u>Effective, Developing</u> or <u>Ineffective</u>, please provide a response in the areas below. | | | | | | |
| <p>Actions in this area to be taken to improve the identified subgroup(s) student performance levels.</p> | <ul style="list-style-type: none"> Improve RTI process and Child Study Team Process Encourage attendance at Parent Information Workshops at our school Utilize the phone system to send messages to the school community about important events and information Focus on improved attendance for each class by “featuring” class closest to 100% attendance in our Monthly Newsletter | | | | | |
| <p>Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.</p> | <ul style="list-style-type: none"> Provide translation of report cards and comments ELL introduction to all families of other languages Increase AIS and ESL support ELA and Math Coordinators demonstrating effective practices ESL adult education classes for families of other languages Translation/Interpretation services available at all meetings and workshops | | | | | |
| <p>Describe the professional development activities planned to support the implementation of the actions in this area.</p> | <ul style="list-style-type: none"> Professional development for staff on report cards, RTI, AIS, ESL and CSE Workshops for parents on Common Core and District Curriculum SEPTA Meetings | | | | | |

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.