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

Name of Principal:	Sheri Primeaux
Name/Number of School:	Arthur S. May Elementary School/131601060001
School Address:	25 Raymond Avenue Poughkeepsie, New York 12603
School Telephone Number:	845-486-4960
Principal's Direct Phone Number:	845-486-4961
Principal's E-Mail:	sprimeaux@acsdny.org
District Telephone Number:	846-486-4460
Superintendent's Direct Phone Number:	845-486-4460
Superintendent's E-Mail:	blyons@acsdny.org
Reason for LAP Designation:	Category 3: Economically Disadvantaged Sub Group
Website Link for Published Report:	http://edline.net/pages/Arthur_S_May_Elementary_School/Our_School

School Principal's Signature *Sheri Primeaux*   Date December 18, 2013

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/nySTART 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 ____12/18/13_____
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.

<u>Guidance</u>

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 22, 2013, as well as kept on file at both the school and the district offices.

<u>Completing This Form</u>

- ✓ 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		457	Title 1 Population	4.4%	Attendance Rate	96.6%

Free Lunch		Reduced Lunch		Student Sustainability (2013-2014 for Sept. 1-Nov. 30th)		Limited English Proficient		Students with Disabilities	
	31%		6%		92.1%		5.5%		13.1%

Types and Number of English Language Learner Classes

#Transitional Bilingual	0	#Dual Language	0	#Self-Contained English as a Second Language		0

Types and Number of Special Education Classes

#Special Classes	1 section	#Consultant Teaching	1 section	#Integrated Collaborative Teaching		8 section
# Resource Room	0					

Types and Number Special Classes

#Visual Arts	22 sections	#Music	22 sections	#Drama	0	# Foreign Language	0	# Dance	0	CTE	#0

Racial/Ethnic Origin

American Indian or Alaska Native	0%	Black or African American	14.9%	Hispanic or Latino	17.7%	Asian or Native Hawaiian/Other Pacific Islander	5.5%	White	55.1%	Multi-racial	6.8%

Personnel

Years Principal Assigned to School	2	# of Assistant Principals	0	# of Deans	0	# of Counselors / Social Workers	.5/.8
% 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	13.23 days

Overall Accountability Status

ELA Performance at levels 3 & 4	32%	Mathematics Performance at levels 3 & 4	27%	Science Performance at levels 3 & 4	100%	4 Year Graduation Rate (HS Only)	NA

Credit Accumulation (High School Only)

% of 1st yr. students who earned 10+ credits	NA	% of 2nd yr. students who earned 10+ credits	NA	% of 3rd yr. students who earned 10+ credits	NA	6 Year Graduation Rate	NA

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
				Students with Disabilities
CP	CP			Economically Disadvantaged
				Black or African American
				Asian or Native Hawaiian/Other Pacific Islander
				Multi-racial
				Limited English Proficient

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:** Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	
☐	**Highly Effective**	a) The school community shares and promotes a distinctive and robust vision for student achievement and well-being based on data and holds itself accountable for working as a community to realize this vision as outlined in its SCEP and other school improvement documents. b) The vision is created and enthusiastically supported by staff, families and students such that it is uniformly seen, heard and known across the community. c) The school community develops and works toward specific, measurable, ambitious, results oriented and timely goals that reflect urgent priorities and ensure the realization of the vision.
☐	**Effective**	a) The school community shares a vision concerning student achievement and well-being and for how they want to work as a community to realize this vision as outlined in the SCEP and other school improvement documents and data. b) The vision is created by a select group of staff and families and is supported by the school community such that it is uniformly seen, heard and known across the community. c) The school community develops and works toward specific, measurable, ambitious, results oriented and timely goals that reflect priorities that are aligned with the vision.
☒	**Developing**	a) The school community has a vision for student achievement and well-being and is in the process of developing shared ownership and ways to incorporate findings from the school's data. b) The vision created is gaining more support with the staff, families and students across the community. c) The school community is developing and working toward specific, measurable, ambitious, results oriented and timely goals; these goals are not priorities aligned to the vision.
☐	**Ineffective**	a) The school community has a vision, but it is misaligned to student achievement and well-being based on the school's data. b) The vision is unknown, not commonly understood and/or has not been shared with the staff, families and students across the community. c) The school community does not develop and work toward goals, or, if the community is working toward goals, they are not specific, measurable, ambitious, results oriented and timely.
Please indicate the evidence used to determine the rating. *Check all that apply.*	☒ Classroom Observations – # Visited: 19 ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ ☒ Interviews with Teachers – #: 29 ☐ Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☒ Documents Reviewed: • Mission poster • Information from the website regarding ACSD's mission, vision, and strategic goals • District RtI handbook • Building-Level RtI plan • Bucket Filling Pledge
If the SOP rating is <u>Effective</u>, **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.	• Mission and goals posted, shared and reviewed at PTA meetings, Professional Learning Communities (PLC) meetings, parent-teacher conferences, newsletters and website • Establish individual student goals during data and Response to Intervention (RTI) meetings • Implement a system for supporting economically disadvantaged students – Academic or social goals with action steps and progress monitoring • Share student goals and achievement with families – Phone calls, parent-teacher conferences notes home, e-mails and hard copies • Creation of intervention blocks in each classroom to meet the diverse needs of all learners	
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	• Arlington Intervention Management System(AIMS) database/SchoolTool • Refinement of building level RtI process and use of RtI Direct (Recommendation) • BOCES-Professional Development (PD) sessions on goal setting and progress monitoring • Data-Driven Instruction PD • ELA and Math Directors • Generation Ready Coaches • Floating subs three times per year for data meetings with individual teachers to establish goals	

		and interventions
		• District level Common Core Learning Standards (CCLS) presentations for community members.
Describe the professional development activities planned to support the implementation of the actions in this area.		• Teachers will need PD in the area of progress monitoring, conferring with students and developing student friendly goals.

Rating	Statement of Practice 2.3: Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	
☐	**Highly Effective**	a) The school leader models excellence in the creation and use of systems that are dynamic, adaptive and interconnected and lead to the collection and analysis of outcomes that will guide a cycle of continuous improvement and action. b) The school leader espouses and supports practices in all areas that impact a school and student progress and achievement that are self-generative, which include virtuous feedback loops and examples of best practices that lead to sustained high performance. c) The school leader creates—and, where appropriate, collaborates with staff and families to explicitly communicate—pertinent school goals that are timely, transparent and widely available to all stakeholders and used by them to improve the quality of student life.
☒	**Effective**	a) The school leader encourages the staff to use systems that are dynamic, adaptive, interconnected and lead to the collection and analysis of outcomes. b) The school leader espouses and supports practices in areas that impact a school and student progress and achievement, which include feedback loops and examples of best practices connected to student achievement. c) The school leader communicates pertinent school goals that are timely, transparent and widely available to all stakeholders.
☐	**Developing**	a) The school leader encourages the staff to use systems that lead to the collection and analysis of outcomes. b) The school leader expects staff to use best practices related to school and student progress and achievement. c) The school leader is working on developing school goals and putting steps into place to communicate them to all stakeholders.
☐	**Ineffective**	a) The school leader does not encourage the staff to use systems that lead to the collection and analysis of outcomes. b) The school leader expects the staff to use best practices, but has not clearly articulated what and how those practices are; nor has the leader provided space for the staff to identify the best practices. c) Creating school goals is not a priority, or the school leader has not communicated the goals to the stakeholders.
Please indicate the evidence used to determine the rating. *Check all that apply.*	☒ Classroom Observations – # Visited: 19 ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ ☒ Interviews with Teachers – #: 29 ☐ Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☒ Documents Reviewed: • Building level RtI plan • AIMS data, Status of the Class reports • Data meeting agendas • Conference Day agendas • Faculty Meeting agendas
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.		• Increase teacher capacity for collaboration through grade level and building level PLCs • Analyze data and student work samples to develop a continuous cycle of improvement • Targeted RtI plan addressing needs of economically disadvantaged students • Post building and classroom level goals on website • 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 • Book study – Data-Driven Instruction and Engaging Students with Poverty in Mind

	• Lead evaluator training and ongoing administration trainings as required by APPR
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	• District Math and ELA Directors • Floating subs three times per year for data meetings- to establish goals and intervention • Generation Ready • Literacy and Math Leaders • PLC meetings and conference days • ATLAS curriculum maps
Describe the professional development activities planned to support the implementation of the actions in this area.	• BOCES-Goal writing, progress monitoring • Book Studies on Data-Driven Instruction and Students Living with Poverty • Math PD provided by district math director and math coach and leaders • Literacy PD provided by ELA director and literacy coaches and leaders

Rating	Statement of Practice 2.4: Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	
☐	**Highly Effective**	a) The school leader models excellence in the creation and use of systems that are dynamic, adaptive and interconnected and lead to the collection and analysis of outcomes that will guide a cycle of continuous improvement and action. b) The school leader espouses and supports practices in all areas that impact a school and student progress and achievement that are self-generative, which include virtuous feedback loops and examples of best practices that lead to sustained high performance. c) The school leader creates—and, where appropriate, collaborates with staff and families to explicitly communicate—pertinent school goals that are timely, transparent and widely available to all stakeholders and used by them to improve the quality of student life.
☒	**Effective**	a) The school leader encourages the staff to use systems that are dynamic, adaptive, interconnected and lead to the collection and analysis of outcomes. b) The school leader espouses and supports practices in areas that impact a school and student progress and achievement, which include feedback loops and examples of best practices connected to student achievement. c) The school leader communicates pertinent school goals that are timely, transparent and widely available to all stakeholders.
☐	**Developing**	a) The school leader encourages the staff to use systems that lead to the collection and analysis of outcomes. b) The school leader expects staff to use best practices related to school and student progress and achievement. c) The school leader is working on developing school goals and putting steps into place to communicate them to all stakeholders.
☐	**Ineffective**	a) The school leader does not encourage the staff to use systems that lead to the collection and analysis of outcomes. b) The school leader expects the staff to use best practices, but has not clearly articulated what and how those practices are; nor has the leader provided space for the staff to identify the best practices. c) Creating school goals is not a priority, or the school leader has not communicated the goals to the stakeholders.
Please indicate the evidence used to determine the rating. *Check all that apply.*	☒ Classroom Observations – # Visited: 19 ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ ☒ Interviews with Teachers – #: 29 ☐ Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☒ Documents Reviewed: • Conference day agenda • Faculty meeting agendas • Status of the class • RtI agenda and notes • Data meeting spreadsheet
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.	• Meet with teacher three times per year to develop individual goals for students and analyze student progress toward those goals • Utilize Engaging Students with Poverty in Mind to develop professional development opportunities with regard to effective instructional strategies for students who are economically disadvantaged • During school activities that involve community members, faculty and staff, explicit	

		connections will be made between the activity and the District's mission and strategic plan
	Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	• Utilize BOCES trainers for professional development in the area of data driven instruction and progress monitoring • Utilize PLC time and conference days to analyze and use data to increase student achievement, specifically the achievement of our economically disadvantaged students • Purchase copies of Engaging Students with Poverty in Mind for Advisory and Data Team members
	Describe the professional development activities planned to support the implementation of the actions in this area.	• PLC time and conference days will have include a focus on addressing and meeting the academic and social needs of our economically disadvantaged students • Elements of Engaging Students with Poverty in Mind will be embedded into our meeting times

Rating	Statement of Practice 2.5: The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	
☐	**Highly Effective**	a) The school leader and other school administrators have developed and implemented an explicit and widely communicated system for frequently observing targeted teacher practices throughout the school year that result in relevant feedback and individualized teacher improvement plans. b) The school leader and other school administrators strategically use student data over time, feedback from formal and informal observations, and professional development opportunities connected to improvement plans and conversations to assess and adjust supports provided to teachers and other staff members. c) The school leader conducts periodic check-ins of other school administrators (especially administrators supervising subgroups of students who are experiencing achievement and developmental lags, i.e., special education and English language learner supervisors) and staff members that lead to a clear understanding of the next steps, aligned to their improvement plan, that are necessary to be able to yield a positive year-end evaluation rating.
☒	**Effective**	a) The school leader and other school administrators have developed and implemented a system for frequently observing targeted teacher practices throughout the school year that result in relevant feedback and teacher improvement plans. b) The school leader and other school administrators use student data, feedback from formal and informal observations, and professional development opportunities connected to improvement plans and conversations to provide supports to teachers and other staff members. c) The school leader conducts periodic check-ins of other school administrators (especially administrators supervising subgroups of students who are experiencing achievement and developmental lags, i.e., special education and English language learner supervisors) and staff members that lead to an understanding of the next steps that are necessary to be able to yield a positive year-end evaluation rating.
☐	**Developing**	a) The school leader and other school administrators are planning to develop a system for frequently observing teachers that will result in relevant feedback and teacher improvement plans. b) The school leader and other school administrators use feedback from formal and informal observations to provide supports to teachers and other staff members. c) The school leader conducts check-ins of specific staff members, but does not align the findings of the check-ins to improvement steps necessary to yield a positive year-end evaluation rating.
☐	**Ineffective**	a) The school leader and other school administrators have no formal plans for frequently observing teachers, do not have teacher improvement plans or conversations about teacher improvement plans are not prioritized. b) The school leader and other school administrators do not connect information about student data or former feedback to the development of supports provided to teachers and other staff members. c) The school leader does not conduct periodic check-ins of staff and administrators, and the steps necessary for positive year-end evaluation ratings are not known or communicated.
Please indicate the evidence used to determine the rating. *Check all that apply.*	☒ Classroom Observations – # Visited: 19 ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ ☒ Interviews with Teachers – #: 29 ☐ Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☒ Documents Reviewed: • APPR Schedule • APPR lesson plan • Data agendas • District APPR plan
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.	• Utilize observation process of clinical and unannounced observations along with pre- and post-conferences to provide specific and relevant feedback to teachers • Meet with teacher three times per year to develop individual goals for students and analyze student progress toward those goals • Building leader will work with colleagues and district administration to develop a walk-through process to that will provide staff with informal and non-evaluative feedback
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	• Time to work with district administration and colleagues to develop an appropriate walk-through process through the review of various walk-through protocols
Describe the professional development activities planned to support the implementation of the actions in this area.	• Continued PD for the building leader on effectively utilizing the Danielson rubric to support and evaluate instructional practices and student learning • Book study – Data-Driven Instruction and Engaging Students with Poverty in Mind

Tenet 3 - Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are ***appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.		
Rating	**Statement of Practice 3.2:** The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	
☐	**Highly Effective**	a) The school leader and staff provide consistent, systematic, and timely individualized and group professional development support to all teachers across grades and subjects to ensure that pertinent decisions are made about the delivery of the curricula. b) The school leader fosters a culture where teachers ensure that the implemented CCLS curricula are dynamic and address what students need to know in order for the school-wide goals to be achieved. c) The school uses cohesive and comprehensive curricula that include clear, descriptive units of studies appropriately aligned to the CCLS and consider what students need to know across all grades to become college and career ready.
☒	**Effective**	a) The school leader and staff provide consistent and systematic support to all teachers across grades and subjects appropriately aligned to rigorous and coherent CCLS curricula. b) The school leader and teachers work to ensure that the implemented curricula are appropriately aligned to the CCLS. c) The school uses cohesive and comprehensive curricula that include clear, descriptive units of studies appropriately aligned to standards and consider what students need to know across all grades.
☐	**Developing**	a) The school leader and staff provide curriculum support that does not target the expectations set forth in the CCLS. b) The school leader and staff use of curricula focuses on standards that are not CCLS-appropriately aligned. c) The school uses curricula that consider standards and what students need to know.
☐	**Ineffective**	a) The school leader and staff do not provide curriculum support to teachers. b) The school leader and staff use of curricula are static and are not appropriately aligned to standards. c) The school has plans for teaching students that are not aligned to any standards.
Please indicate the evidence used to determine the rating. *Check all that apply.*	☒ Classroom Observations – # Visited: <u>19</u> ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ ☒ Interviews with Teachers – #: <u>29</u> ☐ Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☒ Documents Reviewed: • Instructional methodologies • Copy of Atlas map • Types of instructional resources used • Lesson Plans • Teacher Planning notes • PGP's • PLC meeting minutes • Progress monitoring data • F&P data • Pre-assessment data
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.	• School leader and staff will continue to implement Common Core Learning Standards Shifts • Continue to implement and revise District Curriculum Maps and Formative and Summative Assessment to align with CCLS	

	• K - 5 PLC meetings to provide greater articulation of curricula across grade levels to assure rigorous achievement
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	• Disctrict ELA and Math Coaches through Generation Ready • BOCES/ Race to the Top in-service • Atlas • Distribution of math modules
Describe the professional development activities planned to support the implementation of the actions in this area.	• DC BOCES in-service on CCLS shifts and expectations • PLC meeting with focus on ELA and Math shifts • Staff in-service book club aligned with CCLS standards <u>Reading for Meaning</u>

Rating	Statement of Practice 3.3:
	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.
☐	**Highly Effective** — a) Teachers are supported so that their instructional expertise is developed and nurtured during regularly scheduled grade-level meetings, which are guided by targeted agendas based on student and school data to ensure that all unit plans across their grade/subject are appropriately aligned to the CCLS coherent curriculum and meet students' needs. b) Teachers use pacing calendars and unit plans across all grades, content areas and classes that expose students to a progression of sequenced and scaffolded complex materials appropriately aligned to the CCLS that meet the learning needs of pertinent groups of students (i.e., special education and English language learners) so that they are able to achieve at high consistent rates. c) Teachers use CCLS appropriately aligned lesson plans that promote higher-order thinking skills in all groups of students and develop analytical, evaluative and reflective skills across content areas by providing supports and extensions necessary for student achievement.
☐	**Effective** — a) Teachers formally participate in grade-level or other meetings to collaboratively create and examine coherent CCLS-appropriately aligned curriculum unit plans across their grade/subject. b) Teachers use appropriately aligned CCLS pacing calendars and unit plans across all grades, content areas and classes that expose students to a progression of sequenced complex materials. c) Teachers use CCLS-appropriately aligned lesson plans that promote higher-order thinking skills and help students analyze information.
☒	**Developing** — a) Teachers formally participate in grade-level or other meeting opportunities to discuss unit plans across their grade/subject areas. b) Teachers use unit plans in classes that expose students to materials aligned to their grade. c) Teachers use lesson plans that are aligned to standards and appropriate for the grade and subject.
☐	**Ineffective** — a) Teachers meet informally and/or have no systems or protocols for working on unit plans. b) Teachers use grade/subject materials that are not aligned to unit plans or pacing calendars. c) Teachers do not consistently use lesson plans to instruct students that are aligned to the standards or appropriately addresses the grade and subject.

Please indicate the evidence used to determine the rating. *Check all that apply.*	☒ Classroom Observations – # Visited: 19 ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ ☒ Interviews with Teachers – #: 29 ☐ Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☒ Documents Reviewed: • PLC meeting minutes • ATLAS maps • Lesson plans • Instructional resources • Professional development opportunities • Generation Ready coach agendas and minutes

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.	• Targeted agendas in faculty and PLC meetings which examine student data and inform instruction and provide greater articulation of curricula across grade levels • On-going data committees to continue to collect, analyze, and develop action plans using Continuous Improvement Model • Communication of expectations with parents through parent conferences and Edline web site
Describe the district resources to be used to implement the actions in this area to improve the identified	• Common Core Learning Standards -NYS math modules • Building level math and literacy leaders, as well as district level curriculum directors • EngageNY and other online resources

		subgroup(s) student performance levels.		

Describe the professional development activities planned to support the implementation of the actions in this area.	• DC BOCES in-service • PLC meeting with focus on ELA and Math shifts • Staff in-service book club aligned with CCLS standards-Reading for Meaning

Rating	**Statement of Practice 3.4:** The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.
☐	**Highly Effective**	a) The school has a culture where all teachers work in partnerships within and across grades and subjects vertically and horizontally on a regular basis targeting student development, what is taught and why it is taught. b) The school leader and teachers ensure that students are exposed to a rich CCLS-appropriately aligned academic curriculum that enables them to develop and demonstrate high cognitive abilities/competency in discovering, creating and communicating information using the arts, technology and other enrichment areas.

☐	**Highly Effective**	a) The school has a culture where all teachers work in partnerships within and across grades and subjects vertically and horizontally on a regular basis targeting student development, what is taught and why it is taught. b) The school leader and teachers ensure that students are exposed to a rich CCLS-appropriately aligned academic curriculum that enables them to develop and demonstrate high cognitive abilities/competency in discovering, creating and communicating information using the arts, technology and other enrichment areas.
☒	**Effective**	a) The school leader and staff create opportunities for all teachers to work in partnerships within and across grades and subjects vertically and horizontally on a regular basis targeting what is taught and why it is taught. b) The school leader and teachers ensure that students are exposed to a standards-based aligned curriculum that enables students to discover, create and communicate information using the arts, technology and other enrichment areas.
☐	**Developing**	a) The school leader creates opportunities for specific teams of teachers to work horizontally across grades or subjects on a regular basis. b) The school leader has not ensured that students' exposure to the arts and technology is aligned to the implemented academic curriculum, which limits how students fully benefit from using the arts, technology and other enrichment areas.
☐	**Ineffective**	a) Formal opportunities for teachers to meet across grades or subjects to plan and discuss strategies do not exist. b) The school leader has not taken measures to ensure that students are exposed to the arts, technology and other enrichment areas.

Please indicate the evidence used to determine the rating. *Check all that apply.*	☒ Classroom Observations – # Visited: 19 ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ ☒ Interviews with Teachers – #: 29 ☐ Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☒ Documents Reviewed: • PLC meeting minutes • Faculty meeting agendas • Lesson plans • School master schedule • ATLAS maps • PLC embedded schedule

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.	• Bi-weekly grade level PLC meetings • Continuation of the Arts-in-Ed building level programs and Reflections program • Access to a robust curriculum which incorporates the arts, technology, and enrichment programs • K-5 meetings to provide greater articulation of curricula across grade levels
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 showcase • Technology trainings - MHRIC, DCBOCES, and District in-service
Describe the professional development activities planned to support the implementation of the actions in this area.	• Technology trainings - MHRIC, DCBOCES, and District in-service • District Summer Literacy Institute

Rating	Statement of Practice 3.5:

		The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.
☐	**Highly Effective**	a) The school leader cultivates exemplary practices and models the collection and use of timely data (formative and summative assessments including screening, interim measures and progress monitoring) to assess school-wide effectiveness, identify student needs, and promote high levels of student learning and success. b) The school leader and teachers actively develop multiple points of assessments for students that immerse school teams in an in-depth analysis of assessment results and lead to the adaptation of instruction that is empirically/evidence based. c) The school leader and teachers collaboratively analyze collected data, leading to the development of comprehensive instructional plans for groups of students that capture current levels of student achievement, map out a clear and timely path for progress and growth, and engage students as active participants in their own learning.
☒	**Effective**	a) The school leader collects timely data (formative and summative assessments including screening, interim measures and progress monitoring) and shares it with teachers and instructional staff so they can assess school effectiveness, identify student needs, and promote high levels of student learning and success. b) The school leader and teachers use assessment tools to identify patterns of student learning that lead to the adaptation of instruction. c) The school leader and teachers analyze collected data, leading to the development of instructional plans for groups of students that capture current levels of student achievement and map out a clear and timely path for progress and growth.
☐	**Developing**	a) The school leader reviews limited data and informs teachers and instructional staff of student achievement levels. b) The school leader and teachers use summative assessments to identify patterns of student learning and inform instruction. c) The school leader and teachers' analysis of data leads to an adaptation of instructional plans based on the performance of specific students, which causes a misalignment of instruction for other students.
☐	**Ineffective**	a) The school leader does not use data as a mechanism to assess student achievement levels. b) The school leader and teachers do not utilize assessment tools as a vehicle to identify patterns of student learning. c) The school leader and teachers struggle with the use of data, which impedes their ability to inform the development of instructional plans for students.

Please indicate the evidence used to determine the rating. *Check all that apply.*	☒ Classroom Observations – # Visited: _19_ ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ ☒ Interviews with Teachers – #: _29_ ☐ Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☒ Documents Reviewed: • Data meeting spreadsheets • F&P data • Pre-assessment data

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.	• On-going progress monitoring of all students • Data meetings to discuss each student and their placement in intervention groups three times per year • Continue to interpret and monitor data using AIMS Database • Implementation of effective Enrichment/Intervention blocks • School leader planning for Driven by Data professional development using Continuous Improvement Model
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	• Data meetings three times per year with coverage • Language Arts Support teachers and Math Support teachers • BOCES PD on data driven instruction and progress monitoring
Describe the professional development activities planned to support the implementation of the actions in this area.	• Use patterns to identify needs - ongoing staff meetings and APPR process via Danielson • Book discussion and staff PD using techniques from Driven by Data • DCBOCES/RACE TO THE TOP staff development through PLC and Superintendent Conference Day • Explore implementation of RtI Direct.

	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:** Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.
☐	**Highly Effective** a) Teachers have a transparent, targeted plan that is informed by data (summative, interim, attendance, IEPs, NYSESLAT, etc.), grade-level and school-wide goals for all groups of students. b) Teachers use instructional practices and strategies that are aligned to plans and include accommodations for groups of students with disabilities and linguistic needs of English language learners/limited English proficient students to provide timely and appropriate instructional interventions and extensions for all students. c) Teachers create short- and long-term goals based on data with learning trajectories for groups of students based on identified and timely needs that lead to student involvement in their own learning.
☐	**Effective** a) Teachers have a plan that is informed by data (summative, interim, attendance, IEPs, NYSESLAT, etc.) and grade-level goals for all groups of students. b) Teachers use instructional practices and strategies that are aligned to plans and include accommodations for groups of students with disabilities and linguistic needs of English language learners/limited English proficient students and provide instructional interventions to students that lead to inquiry and engagement. c) Teachers create short- and long-term goals for groups of students based on grade-level benchmarks and leads to student involvement in their own learning.
☒	**Developing** a) Teachers have a plan and are learning how to align it to class data. b) Teachers use instructional practices and strategies that are aligned to plans and provide instructional interventions to students. c) Teachers' established goals for groups of students are static and do not consider students' short- or long-term progress.
☐	**Ineffective** a) Teachers do not have plans that are based on data. b) Teachers use instructional practices and strategies that are neither aligned to a plan nor provide instructional interventions to students. c) Teachers have not established short or long-term goals for groups of students.

Please indicate the evidence used to determine the rating. *Check all that apply.*	☒ Classroom Observations – # Visited: 19 ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ ☒ Interviews with Teachers – #: 29 ☐ Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☒ Documents Reviewed: • Pre/Post assessment • RtI Progress Monitoring • APPR Lesson • IEP • Status of the class • Raz-Kids Progress Report • Behavior plans • Classroom Rules • Bucket Filling • PLC

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.	• 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
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	• Data driven instruction training • Intervention Central • Floating subs for RTI Meetings • District created formative assessments • Fountas and Pinnell assessments • Atlas • PD from Generation Ready, District ELA/ Math/ Special Education Directors and Literacy/Math • Leaders from District Core Curriculum Committees
Describe the professional	• Summer Literacy Institute

development activities planned to support the implementation of the actions in this area.	• PD opportunities through MyLearningPlan • <u>Driven by Data</u> book study	

Rating	**Statement of Practice 4.3:** Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.
☐ **Highly Effective**	a) Teachers use instructional practices that are systematic and explicit, based on sequential lesson plans appropriately aligned to CCLS curriculum maps to instruct students, leading to high levels of achievement. b) Teachers use data and multiple strategies to provide students with a wide variety of ways to engage in learning so that the students can achieve their targeted goals.
☐ **Effective**	a) Teachers use instructional practices appropriately aligned to CCLS curriculum maps to instruct students, leading to student achievement. b) Teachers provide students with a wide variety of ways to engage in learning that enable students to achieve their targeted goals.
☒ **Developing**	a) Teachers use instructional practices that are aligned to standards but do not lead to increased student achievement. b) Teachers provide generic instruction to students that limit the ways in which students are able to access learning and achieve goals.
☐ **Ineffective**	a) Teacher instruction is incoherent and not based on any lesson plans. b) Teachers' instruction is not purposeful or adaptive.

Please indicate the evidence used to determine the rating. *Check all that apply.*	☒ Classroom Observations – # Visited: <u>19</u> ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ ☒ Interviews with Teachers – #: <u>29</u> ☐ Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☒ Documents Reviewed: • Reading A-Z • Post Assessment • Behavior expectations • Evidence of differentiation • PLC meeting minutes • Atlas Unit • Exit Tickets • RtI Progress Monitoring • Pictures of the classroom • Examples of teaching models • Leveled book bins • Anchor Charts

If the SOP rating is <u>Effective</u>, **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.	• Implement district curriculum maps based on Common Core Learning Standards • Differentiated instruction in all academic areas • Use of modules to support the CCLS • Full implementation of gradual release of responsibility model; inquiry-based learning; higher order questioning and discussion techniques (<u>Teach Like a Champion</u>); critical thinking
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	• 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).
Describe the professional development activities planned to support the implementation of the actions in this area.	• Summer curriculum mapping • Staff RtI meetings to discuss student goals and interventions • Generation Ready Coaching

Rating	**Statement of Practice 4.4:** Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.
☐ **Highly Effective**	a) Teachers and students create environments by which students are citizens of their class and there is a common understanding of how one is treated, treats others and contributes to positive reinforcements of behaviors by using behavioral expectations that are explicitly taught. b) Teachers across the school use strategies that acknowledge diverse groups of students, provide access to learning and social opportunities, and encourage students to have a voice in their educational

		experience. c) Teachers and students stimulate deep levels of thinking and questioning through the use of instructional materials that contain high levels of text and content complexity.
☒	**Effective**	a) Teachers create environments by which there is a common understanding and recognition of acceptable and safe behaviors by using behavioral expectations that are explicitly taught. b) Teachers use strategies that are sensitive to diverse groups of students and their needs, which provide access to learning and social opportunities. c) Teachers stimulate student thinking by asking questions that relate to instructional materials that contain high levels of text and content complexity.
☐	**Developing**	a) Teachers put forth a plan for acceptable student behaviors that is inconsistently recognized by students. b) Some teachers provide opportunities to acknowledge diverse groups of students. c) Teachers ask questions that relate to generic instructional materials and foster a compliant classroom environment.
☐	**Ineffective**	a) Teachers do not have an established set of expectations for student behavior. b) Teachers' strategies are not sensitive to students' needs and limit learning and social opportunities. c) Teachers ask lower-order thinking questions that do not garner student engagement.

Please indicate the evidence used to determine the rating. *Check all that apply.*	☒ Classroom Observations – # Visited: _19_ ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ ☒ Interviews with Teachers – #: _29_ ☐ Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☒ Documents Reviewed: • Behavior expectations • Classroom behavior/plans/rules/ expectations • Bucket Filling Pledge • Student created learning goal • Atlas maps • Higher order thinking • Student writing checklist • Atlas Launch unit

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.	• Continue with school wide initiative of Bucket Filling • Continue to implement Atlas Launch unit • Monthly school-wide assemblies to address positive bucket filling behaviors • Classroom rules and expectations made and discussed, giving students a voice in their learning experience • Staff will use strategies to meet the needs of diverse groups of students using Engaging Students with Poverty in Mind as a resource • Students will have a voice in choosing their own social/emotional goals • Staff will use techniques and strategies from professional resources such as Teach Like a Champion to lead to high levels of student engagement
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	• District Mission Statements are posted in classrooms, hallways, cafeteria and buses. • Bucket Filling Initiative
Describe the professional development activities planned to support the implementation of the actions in this area.	• Book Study-Engaging Students with Poverty in Mind, Teach Like a Champion and Power of Words

Rating	**Statement of Practice 4.5:** Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.
☐	**Highly Effective** — a) 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. b) Teachers use a wide variety of relevant data sources to create robust lesson plans that account for student grouping and to determine the appropriate intensity and duration of instruction. 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, adjust and assess their own progress.

☐	**Effective**	a) Teachers utilize data sources and analyze the information provided from such sources to inform instructional decision-making, including student grouping and instructional strategies. b) Teachers use targeted plans to adjust student grouping and instructional strategies based on data for most students. c) Teachers provide frequent feedback to students based on the analysis of timely data and provide students with their next steps.
☒	**Developing**	a) Teachers utilize data sources to inform instructional decision-making. b) Teachers have action plans for adjusting student groupings, but the plans lack specificity and do not provide targeted intervention for students requiring additional support. c) Teachers provide data-based feedback to students.
☐	**Ineffective**	a) Teachers do not use assessments to inform instructional decision-making. b) Teachers do not use their action plans for grouping and adjusting their instruction, or they do not have action plans. c) Teachers do not use data to provide feedback to students, which makes the feedback inadequate.

Please indicate the evidence used to determine the rating. *Check all that apply.*	☒ Classroom Observations – # Visited: 19 ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ ☒ Interviews with Teachers – #: 29 ☐ Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☒ Documents Reviewed: • APPR Lesson • Raz-Kids Progress report • PLC minutes • IEP • RTI progress monitoring • Behavior Plans

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.	• 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 • Plans of action plans for student interventions
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	• District supplied reading, writing and math curriculum materials (ie: Comprehention 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) • AIMS and other diagnostic tools used to assess student progress • <u>Continuum of Literacy Learning</u> to identify appropriate student goals in the area of literacy • Recommend RtI Direct and the use of interventioncentral.com
Describe the professional development activities planned to support the implementation of the actions in this area.	• PLC Meetings to analyze state tests and local assessments to help staff increase rigor in class lessons • PD opportunities through MyLearningPlan • PD on use of interventioncentral.com

Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.		
Rating	**Statement of Practice 5.2:** The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	
☐	**Highly Effective**	a) A deliberate system has been established that allows each child to be well known by a designated adult who coordinates social and emotional developmental health needs in a system that positively reinforces academic success for all students. b) There is a strategic and comprehensive system for referral and support for all students that effectively addresses barriers to social and emotional developmental health and academic success. c) The school strategically uses data to identify areas of need and leverages internal or external resources and cultivates partnerships that strongly impact the social and emotional developmental health of students.
☐	**Effective**	a) A system has been established that allows each child to be known by a designated adult who coordinates social and emotional developmental health needs.

		b) There is a system for referral and support for all students that addresses barriers to social and emotional developmental health and academic needs. c) The school uses data to identify areas of need and cultivates partnerships that impact student social and emotional developmental health.
☒	**Developing**	a) The school is developing a system to address the social and emotional developmental health needs of students. b) The school is developing a system of referral and support that addresses the social and emotional developmental health and academic success of students. c) The school use of data identifies surface areas of need connected to the social and emotional developmental health of students.
☐	**Ineffective**	a) The school does not have a system to coordinate the social and emotional developmental health needs of students. b) The school does not have a system of referral and support, or the system in place is ineffective. c) The school does not use data to identify 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: 19 ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ ☒ Interviews with Teachers – #: 29 ☐ Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☒ Documents Reviewed: • Advisory Team agendas • RtI Documents • Social Histories (available through Psychologist) • BASC and BRIEF • Check and Connect • Behavior Plans • Classroom Observations • Attendance • Number of referrals • IDT Referral • Parental Agreement form • Request for social worker services • GEMS (Girls Empowered and Motivated to Succeed) group • Parental contact logs and reports

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.	• Data team meetings that include the social worker to track academic, behavioral, and emotional progress of all economically disadvantaged students • Create student support and referral form folder in Teacher Tools that includes referrals for social work services, parental consent forms for social work services in English and Spanish, consents for releases of information with outside providers, speech screening forms, OT screening forms, and other pertinent forms • Mandate that all request for social work services be done in written form unless in emergency situations • Screenings and counseling support for all economically disadvantaged students identified as at-risk through data meetings and referrals • Establish a check and connect program with economically disadvantaged and at-risk students. • Referrals to and collaborate with outside agencies for mental health, clothing, food, housing, and other supports. School supplies given to students as needed • Add social emotional screening component to kindergarten screening • Re-establish character education and social skills push in program
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 psychologist and social workers to develop a community resource guide • Cost of Engaging Students with Poverty in Mind book • Data meetings (three times per year with coverage) • Partnerships with the Arlington Reformed Church and the Town of Poughkeepsie police department to provide food, gifts, and necessities to economically disadvantaged families for the holidays • Creation of a guide of age appropriate expectations for social and emotional development to

		be given to all kindergarten families and new students
Describe the professional development activities planned to support the implementation of the actions in this area.		• Use of <u>Engaging Students with Poverty in Mind</u> or similar book to provide professional development

Rating		Statement of Practice 5.3: The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.
☐	**Highly Effective**	a) All school constituents can articulate a shared understanding of skills and behaviors that demonstrate social and emotional developmental health and how those behaviors are linked and lead to academic success. b) There is a rigorous and coherent curriculum/program in place that teaches, supports and measures social and emotional developmental health for students that results in all students demonstrating these skills and articulating a sense of belonging and ownership in the school community. c) There is a deliberate professional development plan that builds adult capacity to facilitate learning experiences and to support social and emotional developmental health for all students, resulting in a safe and healthy environment that is conducive to learning across the school community and impacts student academic success.
☐	**Effective**	a) All school constituents can articulate the skills and behaviors that demonstrate social and emotional developmental health and lead to academic success. b) There is a curriculum/program in place that teaches, supports and measures social and emotional developmental health for students that results in a significant number of students demonstrating these skills. c) There is professional development in place that builds adult capacity in supporting students' social and emotional developmental health that results in a safe, respectful learning community.
☒	**Developing**	a) The school is developing an understanding of the skills and behaviors connected to social and emotional developmental health and how those behaviors are linked to academic success. b) The school is developing a curriculum/program to teach, support, and measure social and emotional developmental health for students, or there is a curriculum in place that is not clearly aligned to defined outcomes. c) The school is developing supports to build adult capacity in terms of supporting students' social and emotional developmental health.
☐	**Ineffective**	a) The school has not identified skills and behaviors connected to social and emotional developmental health. b) The school does not have a curriculum or program in place to support social and emotional developmental health. c) The school does not provide professional development to support staff and faculty in supporting the social and emotional developmental health of students.
Please indicate the evidence used to determine the rating. *Check all that apply.*	☒ Classroom Observations – # Visited: <u>19</u> ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ ☒ Interviews with Teachers – #: <u>29</u> ☐ Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☒ Documents Reviewed: • DASA documents • Referrals for services • RtI documents • 504's and IEPs • Bucket Filling program

If the SOP rating is <u>Effective</u>, **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.	• Bucket Filling, Responsive Classroom, class-wide and individual behavior programs and plans to teach and reinforce expectations • School-wide assemblies to focus on character building and social emotional health • Walking trail to promote fitness, healthy lifestyle, and stress management • Hoops for Heart, Jump Rope for Heart, and Relay for Life to promote citizenship and philanthropy • Data team meetings to include the social worker to track academic, behavioral, and emotional progress of all economically disadvantaged students • Screenings and counseling support for all economically disadvantaged students identified as at-risk through data meetings and referrals • Positive Bus Program • Personal Safety Program

Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	• Kindergarten readiness program funded by PTA • School Resource Office and Security Greeter • Altaris Training • Dignity Coordinator • DERT and BERT teams • School supplies provided to students as needed • Time to conduct assemblies
Describe the professional development activities planned to support the implementation of the actions in this area.	• Use of Engaging Students with Poverty in Mind or similar book to provide professional development • PD provided by social workers regarding community resources • DASA PD for all staff and parents

Rating	Statement of Practice 5.4: All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	
☐	**Highly Effective**	a) Across the school community, students are able to express that they feel safe, supported in their social and emotional developmental health growth, and have a voice in decisions that impact their lives as students (as developmentally appropriate). b) Across the school community, teachers articulate their investment in the school vision and how they have a voice in decisions that impact the school environment and student learning. c) Across the school community, parents are able to express how their children have demonstrated growth as a result of the school's social and emotional developmental health support and how this support is tied to the school's vision and students' needs.
☐	**Effective**	a) Across the school community, students express that they feel safe and supported in their social and emotional developmental health growth. b) Across the school community, teachers are able to articulate the school vision and how it is connected to student social and emotional developmental health and the role teachers play in achieving that vision. c) Across the school community, parents are able to express the work the school does that is linked to the social and emotional developmental health of their children and how this support is tied to the school's vision.
☒	**Developing**	a) Students express that the school supports their social and emotional developmental health, but they do not consistently feel safe—or students express that they feel safe but are unaware of where to turn for social and emotional supports. b) Among teachers, there is uncertainty regarding their role in supporting students' social and emotional developmental health, and how it ties into the school vision or the limited awareness of the vision hinders teachers from making meaningful connections to student support. c) Parents are able to express how the school provides levels of social and emotional developmental health supports to students, but there isn't a clear understanding of how the support connects to the school's vision.
☐	**Ineffective**	a) Students express that they do not feel safe and supported in their school community. b) Teachers are unable to articulate the school's vision connected to social and emotional developmental health and/or do not express their role in supporting students. c) Parents are unable to express the school vision connected to social and emotional developmental health and/or express that they do not feel their children are supported.
Please indicate the evidence used to determine the rating. *Check all that apply.*	☒ Classroom Observations – # Visited: 19 ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ ☒ Interviews with Teachers – #: 29 ☐ Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☒ Documents Reviewed: • Counseling referrals • Parental referrals • School-wide safety plan • Climate surveys • Recess expectations and procedures • School-wide expectations posters
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.	• Climate survey for students, staff, and parents • Bucket Filling Pledge • Increase consistency of implementation of Responsive classroom and school-wide expectations • Creation of social work link to website	
Describe the district resources to be used to implement the actions in this area to improve the identified	• Use of PLC time by psychologist and social workers to develop a community resource guide • Release time for Building-wide Responsive Classroom PD • School Resource Officer and Safety Greeter	

subgroup(s) student performance levels.	
Describe the professional development activities planned to support the implementation of the actions in this area.	• Use of <u>Engaging Students with Poverty in Mind</u> or similar book to provide professional development • PD provided by social workers regarding community resources • Responsive Classroom PD

Rating	Statement of Practice 5.5: The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.	
☐	**Highly Effective**	a) The school leader and student support staff work collaboratively to develop a strategic plan to incentivize teachers' use of a wide variety of data to address students' social and emotional developmental health needs that align to academic and social success. b) The school leader provides time and space for teachers to work with other staff members so that a comprehensive action plan is developed and implemented, so students can become academically and socially successful.
☐	**Effective**	a) The school leader and student support staff work with teachers to develop an understanding of how to use data to address students' social and emotional developmental health needs that align to academic and social success. b) The school leader and student support staff expect staff members to use data to effectively address student needs.
☒	**Developing**	a) The school leader encourages specific teachers to use data to address students' social and emotional developmental health needs. b) The school leader is developing support systems to address the staff's ability to meet student needs.
☐	**Ineffective**	a) The school leader has not prioritized the need for systems that address how teachers and other staff use data to address students' social and emotional developmental health needs. b) The school has no specific plan to support staff efforts to address student needs.
Please indicate the evidence used to determine the rating. *Check all that apply.*	☒ Classroom Observations – # Visited: <u>19</u> ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ ☒ Interviews with Teachers – #: <u>29</u> ☐ Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☒ Documents Reviewed: • Classroom Observations • Attendance • Health Office records • Behavioral referrals • Incident forms
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.	• Data team meetings to include the social worker to track academic, behavioral, and emotional progress of all economically disadvantaged students • Sreenings and counseling support for all economically disadvantaged students identified as at-risk through data meetings and referrals • Continue parent meetings, teacher conferences, social work consultation with parents and teachers • Individualized student behavior monitoring, checklists, and behavioral charting for at-risk students	
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	• Consideration of full-time social worker to adequately meet the needs of our students and families in need and crisis	
Describe the professional development activities planned to support the implementation of the actions in this area.	• Use of <u>Engaging Students with Poverty in Mind</u> or similar book to provide professional development • PD provided by social workers regarding community resources	

Rating	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 atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently

☐	**Highly Effective**	a) The school is a welcoming space and is responsive to families and community members and collaboratively designs an open-door policy to ensure appropriate access to school leaders and staff. b) The school community proactively cultivates trusting and respectful relationships with diverse families and community stakeholders. c) The school provides support to families by creating diverse and meaningful opportunities for volunteering and engaging with the school using multiple points of entry focused on student learning and development.
☒	**Effective**	a) The school is a welcoming space and is responsive to families and community members and designs an open-door policy to ensure appropriate access to school leaders and staff. b) The school community espouses a trusting and respectful relationship with diverse families and community stakeholders. c) The school offers families opportunities for volunteering and engaging with the school focused on student learning and development.
☐	**Developing**	a) The school welcomes families and provides opportunities to engage with staff during select times throughout the year. b) The school community encourages relationships with families and community stakeholders who are consistently visible/vocal at the school or whose children are in immediate need. c) The school delegates promoting volunteer opportunities to the parent association or other involved families at the school.
☐	**Ineffective**	a) The school is welcoming to parents who can access English and parents who initiate the relationship. b) The school community does not prioritize relationships with families or the community. c) There are no efforts made to promote volunteers opportunities.
Please indicate the evidence used to determine the rating. *Check all that apply.*	☒ Classroom Observations – # Visited: <u>19</u> ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ ☒ Interviews with Teachers – #: <u>29</u> ☐ Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☒ Documents Reviewed: • PTA events • List of events / Calendar • Class newsletter • Teacher correspondence with parents • PTA meeting agendas /minutes • Building use calendar • School sign-in/out log

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.	• A parent and/or community member will be invited to join the Bucket-filling committee • Community members will be encouraged to assist in translating, interpreting, and explaining school communications • Parents (particularly those with students in the focus group) will be invited and encouraged to participate in volunteer activities, including one-time programs, before and after school programs , and elsewhere as deemed appropriate • Parents will be encouraged to participate in curriculum events, Arts-in-Ed, PTA programs, school concerts and activities • New student orientation • Title I and III Parent Nights • Kindergarten Screening days and brochure
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	• The services of a coordinator of volunteers • Training for volunteers • Arts-in-Ed • School website • PTAs • Math and ELA Directors • Title I funds to provide resources for students
Describe the professional development activities planned to support the implementation of the actions in this area.	• PD for staff members who will interface with volunteers • PD and support in website development for the school and staff pages

Rating	**Statement of Practice 6.3:** The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.

☐	**Highly Effective**	a) The school staff respects, acknowledges, and validates the diversity of the existing knowledge and culture held by families and community members and provides a space to celebrate the diversity. b) The school staff provides opportunities for purposeful, strategic and authentic dialogue about school achievement, development and improvement in all pertinent languages so that all parents can participate in the dialogue. c) The school staff regularly communicates and solicits family feedback concerning student achievement, needs, issues and concerns using multiple, interactive communication paths in all pertinent languages so that student achievement is increased.
☐	**Effective**	a) The school staff respects and acknowledges the diversity of the existing knowledge and culture held by families and community members. b) The school staff communicates about school issues and concerns in all languages so that all parents are aware of the communication. c) The school staff regularly communicates with families concerning student achievement information using multiple tools in all pertinent languages so that student achievement is increased.
☒	**Developing**	a) The school staff is aware of the diverse culture and is developing a plan to cultivate an understanding of the diversity and needs of the community. b) The school staff sends communications out to families and provides translations upon request. c) The school disseminates information to families about students during scheduled parent-teacher conferences and provides translations upon request.
☐	**Ineffective**	a) The school staff has not made efforts toward recognizing all cultural groups that makeup their community. b) The school staff communicates with families without considering translation needs. c) The school sends summative student information to families at the end of the year and does not consider translation needs.
Please indicate the evidence used to determine the rating. *Check all that apply.*	☒ Classroom Observations – # Visited: <u>19</u> ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ ☒ Interviews with Teachers – #: <u>29</u> ☐ Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☒ Documents Reviewed: • Building use calendar • Teachers' communication with parents • Teachers' parent teacher conference schedules • School calendar • Report cards • Behavior Reports • Progress report • Teacher web page

If the SOP rating <u>is</u> **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.	• An International Festival/Family Night will be instituted • Interpreters will be made available as needed • Parent Survey • Continue to collaborate with PTA to distribute PTA Newsletter • All school communications with parents will be translated into appropriate languages
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	• Translation/interpretation services for written and oral communications • Website development
Describe the professional development activities planned to support the implementation of the actions in this area.	• Cultural Diversity Awareness—<u>The Light in Their Eyes</u> book study • <u>Engaging Students with Poverty in Mind</u> book study • Continue to offer Edline PD

Rating	**Statement of Practice 6.4:** The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.
☐ **Highly Effective**	a) The school builds partnerships and creates opportunities that link and engage all families with the community to support student learning and growth. b) The school provides professional development for all school staff on how to actively seek and sustain healthy partnerships with families and community organizations that is linked to student needs.
☐ **Effective**	a) The school makes connections between families and the community to support student learning and growth.

		b) The school provides professional development for targeted school staff on how to actively seek and sustain healthy partnerships with families and community organizations that is linked to student needs.
☒	**Developing**	a) The school shares information with families regarding community resources. b) The professional development for targeted school staff is inclusive of information on how staff can seek partnerships with families.
☐	**Ineffective**	a) The school does not have partnerships that link families with the community and does not share community resources to support student learning. 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: 19 ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ ☒ Interviews with Teachers – #: 29 ☐ Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☒ Documents Reviewed: • Social worker and psychologist documentation • List of outside agencies referred to families • Charitable events • Faculty Bulletin

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.	• The school will link families with community organizations to support student learning and growth, in a resource guide format • "The school/district will provide professional development for all staff members on how to actively seek and sustain healthy partnerships with families and community organizations that are linked to student needs." • Parent meetings to connect families with supports outside of school • Parent meetings when there are chronic attendance issues • Social Worker and psychologist PLC to focus on mental health and connecting with outside resources
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	• A minimum of one full-time Social Worker at ASM every day • More support staff time to provide resource counseling to families as needed • Cost of Engaging Students with Poverty in Mind • School Resource Officer and Safety Greeter • Town of Poughkeepsie Police Dept.
Describe the professional development activities planned to support the implementation of the actions in this area.	• Resource availability and referral process training for all school staff • Engaging Students with Poverty in Mind book study

Rating	Statement of Practice 6.5: The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students, and school constituents centered on student learning and success.	
☐	**Highly Effective**	a) The school community provides a wide range of learning opportunities for families and community members to elevate their understanding of student and school data. b) The entire school community shares data in a way in which families can understand student learning needs and successes so that they can proactively advocate and partner with the school around student support and sustainability.
☐	**Effective**	a) The school community provides a wide range of learning opportunities for families to elevate their understanding of student data. b) The school community shares data in a way in which families can understand student learning needs and successes and are encouraged to advocate around student support and sustainability.
☒	**Developing**	a) The school community provides learning opportunities for families who actively seek to understand their student data. b) The school community shares data and families can access it to understand student learning needs and successes.
☐	**Ineffective**	a) The school community does not provide learning opportunities for families to understand student data. b) The school community shares data in a way that limits the way in which families understand student learning and needs.
Please indicate the evidence used to	☒ Classroom Observations – # Visited: 19	☒ Documents Reviewed:

determine the rating. *Check all that apply.*	☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ ☒ Interviews with Teachers – #: <u>29</u> ☐ Interviews with Parents/Guardians – #: _____ ☐ Other: _____	• Parent-teacher conference schedules • Building calendar • Curriculum night materials • Monthly newsletter
If the SOP rating <u>is</u> 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.	• In cooperation with the District, the school will provide a report card that summarizes individual student data such that the parents are able to understand their child's learning needs and successes. • The school will provide access to data and to explanations of data in group presentations in the district and in the school, in face-to-face individual meetings, in written communications from teachers, and via Internet • Maintain parent-teacher conference schedule • Continue monthly newsletter in collaboration with PTA • Improve RtI process and notifications • Math and ELA Directors to assist with curriculum nights	
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	• Redesigned report card • Resources for designing and implementing curriculum nights • RtI meeting times with coverage • NYS Math, ELA and Science parent reports sent home by District office	
Describe the professional development activities planned to support the implementation of the actions in this area.	• Staff training in how to present and explain data to parents to facilitate their understanding and empower them to participate actively in goal setting and progress monitoring for their child • Parent PD during curriculum nights • RtI PD	

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

The Local Assistance Plan (LAP) was developed by a team of twelve Arthur S. May staff members (School Leader, Social Worker, Librarian, Music teacher, K-2 Reading teacher, 1st/2nd grade Special Education teacher, 3rd grade Special Education teacher, two Grade 1 teachers, one Grade 2 teacher and two Grade 4 teachers).

- Building-level administration met with district-level administration to plan and schedule required meetings and tasks.
- The building-level team met as a whole to discuss each tenet and rate the school.
- The team then broke into teams of 2 and 3 to collect evidence, re-evaluate ratings and develop action plans related to their assigned tenet and each Statement of Practice under each tenet.
- The whole team came back together to share plans and make suggestions.
- The smaller teams then went back to work to refine and align evidence.
- Building-level and district-level administration met to review document, rubric and process. Team provided feedback and guidance.
- Building-level team met again to finalize action plans and organize evidence.
- Building-level and district-level administration met to finalize and submit document to Dr. Lyons, Superintendent.

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