

New York State Education Department  
Local Assistance Plan (LAP)  
Diagnostic Self-Review Document and Report Template



<b>Name of Principal:</b>	Kate Mathews
<b>Name/Number of School:</b>	Claremont School
<b>School Address:</b>	2 Claremont Road, Ossining, NY 10520
<b>School Telephone Number:</b>	(914) 762-5830
<b>Principal's Direct Phone Number:</b>	(914) 762-5830, ext 4303
<b>Principal's E-Mail:</b>	kmathews@ossining.k12.ny.us
<b>District Telephone Number:</b>	(914) 941-7700
<b>Superintendent's Direct Phone Number:</b>	(914) 941-7700, ext 1318
<b>Superintendent's E-Mail:</b>	rsanchez@ossining.k12.ny.us
<b>Reason for LAP Designation:</b>	Did not make AYP for SWD in ELA Assessments
<b>Website Link for Published Report:</b>	

School Principal's Signature Kathryn Mathews Date 11/22/13

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 [Signature] Date 11/22/13  
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.

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](mailto:accountinfo@mail.nysed.gov).

School Information Sheet																							
Grade Configuration		3 <sup>rd</sup> -4 <sup>th</sup>		Total Enrollment		757		Title 1 Population		0%		Attendance Rate		95.8 %									
Free Lunch		39 %		Reduced Lunch		12 %		Student Sustainability		%		Limited English Proficient		14%		Students with Disabilities		13%					
<b>Types and Number of English Language Learner Classes</b>																							
#Transitional Bilingual		0		#Dual Language		8		#Self-Contained English as a Second Language								0							
<b>Types and Number of Special Education Classes</b>																							
#Special Classes		3		#Consultant Teaching				#Integrated Collaborative Teaching								2							
# Resource Room		1																					
<b>Types and Number Special Classes</b>																							
#Visual Arts		1		#Music		1		#Drama		0		# Foreign Language		0		# Dance				CTE		#	
<b>Racial/Ethnic Origin</b>																							
American Indian or Alaska Native		.13%		Black or African American		12%		Hispanic or Latino		53%		Asian or Native Hawaiian/Other Pacific Islander		5.5%		White		28.1%		Multi-racial		1.3%	
<b>Personnel</b>																							
Years Principal Assigned to School		First year		# of Assistant Principals		1		# of Deans		0		# of Counselors / Social Workers				1							
% of Teachers with No Valid Teaching Certificate		0		% Teaching Out of Certification		0		% Teaching with Fewer Than 3 Yrs. of Exp.		2		Average Teacher Absences											
<b>Overall Accountability Status</b>																							
ELA Performance at levels 3 & 4		3 <sup>rd</sup> 27% 4 <sup>th</sup> 28%		Mathematics Performance at levels 3 & 4		3 <sup>rd</sup> 33% 4 <sup>th</sup> 28%		Science Performance at levels 3 & 4				4 Year Graduation Rate (HS Only)											
<b>Credit Accumulation (High School Only)</b>																							
% of 1 <sup>st</sup> yr. students who earned 10+ credits				% of 2 <sup>nd</sup> yr. students who earned 10+ credits				% of 3 <sup>rd</sup> yr. students who earned 10+ credits				6 Year Graduation Rate											

Reason for LAP (Indicate under the Category) Achievement Gap (AG), Cut Point (CP), and/or Did Not Meet Adequate Yearly Progress (AYP)				
<i>ELA</i>	<i>Mathematics</i>	<i>Science</i>	<i>Graduation Rate</i>	<i>Subgroup</i>
				American Indian or Alaska Native
				Hispanic or Latino
				White
Did not meet AYP				Students with Disabilities
				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.

<b>Tenet 2 - School Leader Practices and Decisions:</b> 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.		
<b>Rating</b>	<b>Statement of Practice 2.2:</b> <input type="checkbox"/> 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).	
	<b>Highly Effective</b>	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. <input type="checkbox"/> 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. <input type="checkbox"/> 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.
	<b>Effective</b>	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. <input type="checkbox"/> 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. <input type="checkbox"/> 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.
<b>X</b>	<b>Developing</b>	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. <input type="checkbox"/> b) The vision created is gaining more support with the staff, families and students across the community. <input type="checkbox"/> 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.
	<b>Ineffective</b>	a) The school community has a vision, but it is misaligned to student achievement and well-being based on the school's data. <input type="checkbox"/> b) The vision is unknown, not commonly understood and/or has not been shared with the staff, families and students across the community. <input type="checkbox"/> 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: _____ Interviews with Students – #: _____ Interviews with Support Staff – #: _____ Interviews with Teachers – #: _____ Interviews with Parents/Guardians – #: _____ Other: _____
		Documents Reviewed: Balanced Scorecard District Mission Agendas for Superintendent's Conference Days, Faculty Meetings, Professional Development sessions Ossining District Website Claremont School Website
If the SOP rating is <b>Effective</b> , <b>Developing</b> or <b>Ineffective</b> , please provide a response in the areas below.		
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.		Develop a school vision with faculty, staff, students, parents and community.

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 Statement; Monday Faculty Meeting Time; Long Range Plan; District Goals
Describe the professional development activities planned to support the implementation of the actions in this area.	Professional development for Effective Leadership will be provided for the Principal and Assistant Principal. Review District Mission Statement as a faculty, break into small groups to develop a common vision using Thinking Maps. Review Danielson Framework and District Initiatives.

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.
X	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: _____ Interviews with Students – #: _____ Interviews with Support Staff – #: _____ Interviews with Teachers – #: _____ Interviews with Parents/Guardians – #: _____ Other: _____
		Documents Reviewed: Review of RtI Data Review of Professional Development materials for Effective Leadership. CBM I-Ready ELA/Math Assessment

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 principal will model a clear focus on baseline criteria for RtI services, using data from a variety of sources, such as CBM's IReady, Reading levels, EngageNY Assessments, ELA Assessment Scores. The Intervention Team will meet on a regular basis to review data, target interventions, and communicate this information with classroom teachers and parents via notifications of entrance and exit services. Review with RTI Team to conduct an audit of our system for continuous improvement.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Claremont has a RTI program which is well supported by the district level Program Evaluation Team. Collaborate with RTI Coach from Brookside School (RTI Pilot School) Collaborate with Special Education consultant Patty Slobogan, and Rob March, RTI Consultant to provide support to the RTI Team Meet with the district wide Program Evaluation Team
Describe the professional development activities planned to support the implementation of the actions in this area.	The Intervention Team and teachers who deliver RtI services will work with Dr. Rick Dale, school psychologist, Ms. Ferzeen Shamsi, Assistant Principal, Kate Mathews, Principal and Maureen Boozang Hill, Director of Pupil Personnel. Monthly meetings will include professional development on using data to drive instruction. Each meeting will include time to review student data and make appropriate decisions about interventions.

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.	
	<b>Highly Effective</b>	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.
	<b>Effective</b>	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.

X	<b>Developing</b>	a) The school leader encourages the staff to use systems that lead to the collection and analysis of outcomes. <input type="checkbox"/> b) The school leader expects staff to use best practices related to school and student progress and achievement. <input type="checkbox"/> c) The school leader is working on developing school goals and putting steps into place to communicate them to all stakeholders.	
	<b>Ineffective</b>	a) The school leader does not encourage the staff to use systems that lead to the collection and analysis of outcomes. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <i>Check all that apply.</i>		Classroom Observations – # Visited: _____ Interviews with Students – #: _____ Interviews with Support Staff – #: _____ Interviews with Teachers – #: _____ Interviews with Parents/Guardians – #: _____ Other: _____	Documents Reviewed:
<b>If the SOP rating is <u>Effective</u>, <u>Developing</u> or <u>Ineffective</u>, please provide a response in the areas below.</b>			
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.		Communicate systems to make them transparent and widely available. Document systems clearly for faculty	
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.		Principal directs building funds to support needs of all students for textbooks and supplies Individual teacher meetings to discuss data and effective strategies Intervention Team Meetings Grade Level Meetings Problem Solving Team Meetings Data Team Meetings	
Describe the professional development activities planned to support the implementation of the actions in this area.		Work with teams to develop and communicate effective systems and reevaluate them quarterly to ensure continuous improvement	



Rating	<b>Statement of Practice 2.5:</b> <input type="checkbox"/> 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.			
X	<b>Highly Effective</b>	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. <input type="checkbox"/> 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. <input type="checkbox"/> 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.		
	<b>Effective</b>	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. <input type="checkbox"/> 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. <input type="checkbox"/> 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.		
	<b>Developing</b>	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. <input type="checkbox"/> b) The school leader and other school administrators use feedback from formal and informal observations to provide supports to teachers and other staff members. <input type="checkbox"/> 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.		
	<b>Ineffective</b>	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. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <i>Check all that apply.</i>	<table border="0"> <tr> <td>           Classroom Observations – # Visited: _____            Interviews with Students – #: _____            Interviews with Support Staff – #: _____            Interviews with Teachers – #: _____            Interviews with Parents/Guardians – #: _____            Other: _____         </td> <td>           Documents Reviewed:            Teachscape: Danielson Rubric            APPR Professional growth plan            I Ready Data            AIMSWEB, CBM data            Data Warehouse         </td> </tr> </table>		Classroom Observations – # Visited: _____ Interviews with Students – #: _____ Interviews with Support Staff – #: _____ Interviews with Teachers – #: _____ Interviews with Parents/Guardians – #: _____ Other: _____	Documents Reviewed: Teachscape: Danielson Rubric APPR Professional growth plan I Ready Data AIMSWEB, CBM data Data Warehouse
Classroom Observations – # Visited: _____ Interviews with Students – #: _____ Interviews with Support Staff – #: _____ Interviews with Teachers – #: _____ Interviews with Parents/Guardians – #: _____ Other: _____	Documents Reviewed: Teachscape: Danielson Rubric APPR Professional growth plan I Ready Data AIMSWEB, CBM data Data Warehouse			
If the SOP rating is <b>Effective</b> , <b>Developing</b> or <b>Ineffective</b> , please provide a response in the areas below.				
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.				



Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	
Describe the professional development activities planned to support the implementation of the actions in this area.	

**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: <input type="checkbox"/> 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.	
	<b>Highly Effective</b>	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. <input type="checkbox"/> 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. <input type="checkbox"/> 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.
X	<b>Effective</b>	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. <input type="checkbox"/> b) The school leader and teachers work to ensure that the implemented curricula are appropriately aligned to the CCLS. <input type="checkbox"/> 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.
	<b>Developing</b>	a) The school leader and staff provide curriculum support that does not target the expectations set forth in the CCLS. <input type="checkbox"/> b) The school leader and staff use of curricula focuses on standards that are not CCLS-appropriately aligned. <input type="checkbox"/> c) The school uses curricula that consider standards and what students need to know.
	<b>Ineffective</b>	a) The school leader and staff do not provide curriculum support to teachers. <input type="checkbox"/> b) The school leader and staff use of curricula are static and are not appropriately aligned to standards. <input type="checkbox"/> 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.		<div>Classroom Observations – # Visited: _____</div> <div>Interviews with Students – #: _____</div> <div>Interviews with Support Staff – #: _____</div> <div>Interviews with Teachers – #: _____</div> <div>Interviews with Parents/Guardians – #: _____</div> <div>Other: _____</div> <div>Documents Reviewed: Engage NY ELA Modules Rtl program Professional Development Plan/Agendas</div>

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 building principal and assistant principal will work with instructional coaches, teacher leaders, special education teachers and RtI specialists to analyze the Engage NY ELA modules and scaffold instruction to best support students with disabilities.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Engage NY ELA Modules RtI Interventions: Great Leaps, Quick Reads, Language! Assessments for data driven placement and instruction: AIMSWEB (CBM's)
Describe the professional development activities planned to support the implementation of the actions in this area.	PD on integrating best practices for students with disabilities and the CCSS will be designed by building principal, assistant principal and literacy coach in collaboration with Assistant Superintendent, Intervention Team and Teacher leaders who were trained in ELA Modules. Teachers will have input on these sessions through feedback.

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.
X	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.

	<b>Ineffective</b>	a) Teachers meet informally and/or have no systems or protocols for working on unit plans. <input type="checkbox"/> b) Teachers use grade/subject materials that are not aligned to unit plans or pacing calendars. <input type="checkbox"/> 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: _____ Interviews with Students – #: _____ Interviews with Support Staff – #: _____ Interviews with Teachers – #: _____ Interviews with Parents/Guardians – #: _____ Other: _____	Documents Reviewed: Faculty Meeting/PD/Intervention Team Agendas Engage NY ELA Modules/Training Workshops
If the SOP rating <u>is</u> <b>Effective</b> , <b>Developing</b> or <b>Ineffective</b> , please provide a response in the areas below.			
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.		Teacher leaders will analyze the Engage NY ELA Modules to develop appropriate pacing calendars that expose students to a progression of sequenced and scaffolded complex materials appropriately aligned to the Common Core that meet the learning needs of students with disabilities. Teacher leaders will work with Diane Cunningham from Learner Center Initiatives to develop formative assessments.	
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.		New Engage NY ELA Modules I Ready Research based interventions for reading comprehension supported by the RtI program BOCES Workshops	
Describe the professional development activities planned to support the implementation of the actions in this area.		RtI providers will work with the building principal, assistant principal, literacy coach and Intervention team members to use data to inform instruction in the areas of placement and interventions. Students will be progress monitored using CBMs and the Intervention Team will review data from progress monitoring, I-Ready, and assessments from the modules to determine whether an intervention is successful. The Intervention Team will meet monthly to review this data so that changes in interventions are timely.	

<b>Rating</b>	<b>Statement of Practice 3.4:</b> <input type="checkbox"/> 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.	
	<b>Highly Effective</b>	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. <input type="checkbox"/> 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.
X	<b>Effective</b>	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. <input type="checkbox"/> 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.
	<b>Developing</b>	a) The school leader creates opportunities for specific teams of teachers to work horizontally across grades or subjects on a regular basis. <input type="checkbox"/> 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.
	<b>Ineffective</b>	a) Formal opportunities for teachers to meet across grades or subjects to plan and discuss strategies do not exist. <input type="checkbox"/> 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: _____ Interviews with Students – #: _____ Interviews with Support Staff – #: _____ Interviews with Teachers – #: _____ Interviews with Parents/Guardians – #: _____ Other: _____
If the SOP rating is <b>Effective</b> , <b>Developing</b> or <b>Ineffective</b> , please provide a response in the areas below.		
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.		Teacher leaders will work together to ensure alignment of curriculum within and 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.		ELA and Math Modules
Describe the professional development activities planned to support the implementation of the actions in this area.		Teacher leaders will facilitate professional development workshops using ELA and Math Modules.

<b>Rating</b>	<b>Statement of Practice 3.5:</b> <input type="checkbox"/> 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.	
	<b>Highly Effective</b>	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. <input type="checkbox"/> 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. <input type="checkbox"/> 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.
<b>X</b>	<b>Effective</b>	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. <input type="checkbox"/> b) The school leader and teachers use assessment tools to identify patterns of student learning that lead to the adaptation of instruction. <input type="checkbox"/> 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.
	<b>Developing</b>	a) The school leader reviews limited data and informs teachers and instructional staff of student achievement levels. <input type="checkbox"/> b) The school leader and teachers use summative assessments to identify patterns of student learning and inform instruction. <input type="checkbox"/> 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.
	<b>Ineffective</b>	a) The school leader does not use data as a mechanism to assess student achievement levels. <input type="checkbox"/> b) The school leader and teachers do not utilize assessment tools as a vehicle to identify patterns of student learning. <input type="checkbox"/> 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: _____ Interviews with Students – #: _____ Interviews with Support Staff – #: _____ Interviews with Teachers – #: _____ Interviews with Parents/Guardians – #: _____ Other: _____
		Documents Reviewed: RtI and Intervention Team meeting agendas Faculty/PD Meeting agendas
If the SOP rating is <b>Effective</b> , <b>Developing</b> or <b>Ineffective</b> , please provide a response in the areas below.		
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.		While much data is collected on student performance, more time needs to be devoted to analyzing this data and making quick recommendations for improved performance, particularly with our students with disabilities. Teachers will be trained in keeping data from mid unit and end of unit assessments from the ELA Modules. This data will be analyzed to determine if students are working at grade level proficiency.

Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	AIMSWEB (CBM's), I-Ready, Research based interventions, Teacher/Administration data meetings
Describe the professional development activities planned to support the implementation of the actions in this area.	All teachers will be immersed in training on the Engage NY Modules. RtI Specialists and Special Education specialists will focus on using data to support their students' progress on this curriculum. Principal will review data of students.

**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.	
	<b>Highly Effective</b>	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.
X	<b>Effective</b>	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.
	<b>Developing</b>	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.
	<b>Ineffective</b>	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: _____ Interviews with Students – #: _____ Interviews with Support Staff – #: _____ Interviews with Teachers – #: _____ Interviews with Parents/Guardians – #: _____ Other: _____
		Documents Reviewed: Engage NY Modules Suggested Scaffolds



If the SOP rating is <u>Effective</u> , <u>Developing</u> or <u>Ineffective</u> , please provide a response in the areas below.	
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	Increased number of Data Meetings, where teachers across grade levels meet to develop both grade level and school wide goals.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	ATLAS; ELA and Math Modules; Danielson Lesson Plan Format; CBM; IEP's
Describe the professional development activities planned to support the implementation of the actions in this area.	Use Intervention Team to review data with teachers; Teacher/Administrative Meetings to discuss individual student data and align it with rigorous and scaffolded instruction;

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.	
	<b>Highly Effective</b>	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.
	<b>Effective</b>	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.
<b>X</b>	<b>Developing</b>	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.
	<b>Ineffective</b>	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. <i>Check all that apply.</i>		Classroom Observations – # Visited: _____ Interviews with Students – #: _____ Interviews with Support Staff – #: _____ Interviews with Teachers – #: _____ Interviews with Parents/Guardians – #: _____ Other: _____
		Documents Reviewed: NYS Assessment data Ready Data Engage NY ELA Modules

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.	As teachers become more familiar with the Engage NY modules, they will need to develop multiple strategies to provide students with a wide variety of ways to engage in learning so that the students can achieve their targeted goals.
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Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Engage NY Modules, ATLAS curriculum maps, AIMSWEB, formative and summative assessments, Thinking Maps PD; Professional Development Workshops
Describe the professional development activities planned to support the implementation of the actions in this area.	Teachers will have “Data Meetings” with building principal and/or assistant principal to review student progress and set targets based on a variety of measures: Mid Unit and End Unit Assessments, CBM’s and I Ready.

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.	
X	<b>Highly Effective</b>	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.
	<b>Effective</b>	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.
	<b>Developing</b>	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.
	<b>Ineffective</b>	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: _____ Interviews with Students – #: _____ Interviews with Support Staff – #: _____ Interviews with Teachers – #: _____ Interviews with Parents/Guardians – #: _____ Other: _____
Documents Reviewed: PBIS, OLWEUS, Arts in Education programs, Common Core texts, Engage NY ELA Modules, Danielson Rubrics.		
If the SOP rating is <u>Effective</u> , <b>Developing</b> or <b>Ineffective</b> , please provide a response in the areas below.		

Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	
Describe the professional development activities planned to support the implementation of the actions in this area.	

Rating	Statement of Practice 4.5: <input type="checkbox"/> 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.	
	<b>Highly Effective</b>	<p>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.</p> <p>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.</p> <p>c) Teachers provide frequent and relevant feedback to students based on the analysis of timely data, and students draw on the feedback so that they can reflect, adjust and assess their own progress.</p>
	<b>Effective</b>	<p>a) Teachers utilize data sources and analyze the information provided from such sources to inform instructional decision-making, including student grouping and instructional strategies.</p> <p>b) Teachers use targeted plans to adjust student grouping and instructional strategies based on data for most students.</p> <p>c) Teachers provide frequent feedback to students based on the analysis of timely data and provide students with their next steps.</p>
<b>X</b>	<b>Developing</b>	<p>a) Teachers utilize data sources to inform instructional decision-making.</p> <p>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.</p> <p>c) Teachers provide data-based feedback to students.</p>
	<b>Ineffective</b>	<p>a) Teachers do not use assessments to inform instructional decision-making.</p> <p>b) Teachers do not use their action plans for grouping and adjusting their instruction, or they do not have action plans.</p> <p>c) Teachers do not use data to provide feedback to students, which makes the feedback inadequate.</p>
Please indicate the evidence used to determine the rating. Check all that apply.		<p>Classroom Observations – # Visited: _____</p> <p>Interviews with Students – #: _____</p> <p>Interviews with Support Staff – #: _____</p> <p>Interviews with Teachers – #: _____</p> <p>Interviews with Parents/Guardians – #: _____</p> <p>Other: _____</p> <p>Documents Reviewed: _____</p>

If the SOP rating is <b>Effective</b> , <b>Developing</b> or <b>Ineffective</b> , please provide a response in the areas below.	
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	<p>Teachers will use summative and formative assessments from the Engage NY modules, including screening, progress monitoring, and I-Ready assessments to develop highly dynamic and responsive plans, based on students' strengths and deficits. These plans will be supported by building coaches, teacher leaders, and RtI specialists. Teachers will provide frequent and relevant feedback to students allowing them to adjust their own learning.</p> <p>In addition, the building principal will conduct frequent learning walks with a the Assistant Principal or the Assistant Superintendent during ELA and RtI blocks to ensure that targeted plans and appropriate feedback are on-going.</p>
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Danielson Framework; Instructional Premiums; SIOP; TESA; ELA/MATH Modules
Describe the professional development activities planned to support the implementation of the actions in this area.	<p>Teachers will work together to use formative assessments and design systems to ensure student participation on their own learning.</p> <p>Teachers will work with Literacy Coach skillful administration of Running Records and Conferring Notes.</p>

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.	
	<b>Highly Effective</b>	<p>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.</p>
X	<b>Effective</b>	<p>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.</p>
	<b>Developing</b>	<p>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.</p>

	<b>Ineffective</b>	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: _____ Interviews with Students – #: _____ Interviews with Support Staff – #: _____ Interviews with Teachers – #: _____ Interviews with Parents/Guardians – #: _____ Other: _____	Documents Reviewed: PBIS Data/Notes Intervention Team Binder

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.	As part of the RtI framework, our Problem Solving team supports students academically and behaviorally. Working with the School Social Worker and School Psychologist, this team will look at not only the academic needs of a child, but also the social and emotional developmental health needs of a child.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	PBIS, OLWEUS, Problem Solving Team, Behavior Referrals
Describe the professional development activities planned to support the implementation of the actions in this area.	On-going training will continue with our school wide PBIS and OLWEUS anti bullying programs. Meet with Bus Drivers to work on PBIS Program on the bus.

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.	
X	<b>Highly Effective</b>	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.

	<b>Effective</b>	a) All school constituents can articulate the skills and behaviors that demonstrate social and emotional developmental health and lead to academic success. <input type="checkbox"/> 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. <input type="checkbox"/> 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.	
	<b>Developing</b>	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. <input type="checkbox"/> 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. <input type="checkbox"/> c) The school is developing supports to build adult capacity in terms of supporting students' social and emotional developmental health.	
	<b>Ineffective</b>	a) The school has not identified skills and behaviors connected to social and emotional developmental health. <input type="checkbox"/> b) The school does not have a curriculum or program in place to support social and emotional developmental health. <input type="checkbox"/> 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. <i>Check all that apply.</i>		Classroom Observations – # Visited: _____ Interviews with Students – #: _____ Interviews with Support Staff – #: _____ Interviews with Teachers – #: _____ Interviews with Parents/Guardians – #: _____ Other: _____	Documents Reviewed: OLWEUS PBIS
If the SOP rating is <b>Effective</b> , <b>Developing</b> or <b>Ineffective</b> , please provide a response in the areas below.			
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.			
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.			
Describe the professional development activities planned to support the implementation of the actions in this area.			

<b>Rating</b>	<b>Statement of Practice 5.4:</b> <input type="checkbox"/> 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.
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	<b>Highly Effective</b>	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). <input type="checkbox"/> 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. <input type="checkbox"/> 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.	
X	<b>Effective</b>	a) Across the school community, students express that they feel safe and supported in their social and emotional developmental health growth. <input type="checkbox"/> 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. <input type="checkbox"/> 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.	
	<b>Developing</b>	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. <input type="checkbox"/> 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. <input type="checkbox"/> 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.	
	<b>Ineffective</b>	a) Students express that they do not feel safe and supported in their school community. <input type="checkbox"/> 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. <input type="checkbox"/> 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: _____ Interviews with Students – #: _____ Interviews with Support Staff – #: _____ Interviews with Teachers – #: _____ Interviews with Parents/Guardians – #: _____ Other: _____	Documents Reviewed: Safety Plan Communications Task Force OLWEUS Bully Survey Results
If the SOP rating is <b>Effective</b> , <b>Developing</b> or <b>Ineffective</b> , 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 to work with parent and community groups to ensure that 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. Hold a parent night to share OLWEUS.	



Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	OLWEUS; PBIS; Behavior Referrals; Bully Survey Results
Describe the professional development activities planned to support the implementation of the actions in this area.	Parent Night to share OLWEUS; Parent Survey

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.	
	<b>Highly Effective</b>	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.
X	<b>Effective</b>	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.
	<b>Developing</b>	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.
	<b>Ineffective</b>	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: _____ Interviews with Students – #: _____ Interviews with Support Staff – #: _____ Interviews with Teachers – #: _____ Interviews with Parents/Guardians – #: _____ Other: _____
Documents Reviewed:		
If the SOP rating is <b>Effective</b> , <b>Developing</b> or <b>Ineffective</b> , 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 order 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, the building principal will work with the assistant principal, school psychologist, social worker and other members of the Intervention Team to communicate the importance and impact that data driven instruction provides our students.



Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Behavior Referral Data OLWEUS Data Building PBIS Team District PBIS Team
Describe the professional development activities planned to support the implementation of the actions in this area.	Monthly meetings with faculty and staff regarding PBIS and OLWEUS data; use of weekly memo's to share data.

**Tenet 6 - Family and Community Engagement:** The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.

Rating	Statement of Practice 6.2: <input type="checkbox"/> The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	
	<b>Highly Effective</b>	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. <input type="checkbox"/> b) The school community proactively cultivates trusting and respectful relationships with diverse families and community stakeholders. <input type="checkbox"/> 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.
X	<b>Effective</b>	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. <input type="checkbox"/> b) The school community espouses a trusting and respectful relationship with diverse families and community stakeholders. <input type="checkbox"/> c) The school offers families opportunities for volunteering and engaging with the school focused on student learning and development.
	<b>Developing</b>	a) The school welcomes families and provides opportunities to engage with staff during select times throughout the year. <input type="checkbox"/> 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. <input type="checkbox"/> c) The school delegates promoting volunteer opportunities to the parent association or other involved families at the school.
	<b>Ineffective</b>	a) The school is welcoming to parents who can access English and parents who initiate the relationship. <input type="checkbox"/> b) The school community does not prioritize relationships with families or the community. <input type="checkbox"/> c) There are no efforts made to promote volunteers opportunities.
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>		<div>Classroom Observations – # Visited: _____</div> <div>Interviews with Students – #: _____</div> <div>Interviews with Support Staff – #: _____</div> <div>Interviews with Teachers – #: _____</div> <div>Interviews with Parents/Guardians – #: _____</div> <div>Other: _____</div> <div>Documents Reviewed: PTA Parent Communication from previous school year</div>
If the SOP rating is <b>Effective</b> , <b>Developing</b> or <b>Ineffective</b> , 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 Principal and Assistant Principal, who are both new to the school, will engage in meaningful communications with the PTA, SEPTA, and other community based groups through BLOGS; and evening events.

Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	District Curriculum and Programs
Describe the professional development activities planned to support the implementation of the actions in this area.	The school community will partner with Manhattanville College as a Professional Development School to plan evening events on curriculum for families.

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.	
	<b>Highly Effective</b>	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.
	<b>Effective</b>	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.
<b>X</b>	<b>Developing</b>	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.
	<b>Ineffective</b>	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.		<div>Classroom Observations – # Visited: _____</div> <div>Interviews with Students – #: _____</div> <div>Interviews with Support Staff – #: _____</div> <div>Interviews with Teachers – #: _____</div> <div>Interviews with Parents/Guardians – #: _____</div> <div>Other: _____</div> <div>Documents Reviewed: Communication surveys Class Pages Website</div>
If the SOP rating is <b>Effective</b> , <b>Developing</b> or <b>Ineffective</b> , please provide a response in the areas below.		

Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	Improved communication with families concerning student achievement in English and Spanish. Improved focus on celebrating the diversity of our students and families.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	School Report Cards Parent Conference Days Key Communicator Class Pages, School Website, OBLAST Parent Groups
Describe the professional development activities planned to support the implementation of the actions in this area.	Professional Development on section 4C of the Danielson Rubric

Rating	Statement of Practice 6.4: <input type="checkbox"/> 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.	
	<b>Highly Effective</b>	a) The school builds partnerships and creates opportunities that link and engage all families with the community to support student learning and growth. <input type="checkbox"/> 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.
X	<b>Effective</b>	a) The school makes connections between families and the community to support student learning and growth. <input type="checkbox"/> 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.
	<b>Developing</b>	a) The school shares information with families regarding community resources. <input type="checkbox"/> b) The professional development for targeted school staff is inclusive of information on how staff can seek partnerships with families.
	<b>Ineffective</b>	a) The school does not have partnerships that link families with the community and does not share community resources to support student learning. <input type="checkbox"/> 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. <i>Check all that apply.</i>		<div> Classroom Observations – # Visited: _____  Interviews with Students – #: _____  Interviews with Support Staff – #: _____  Interviews with Teachers – #: _____  Interviews with Parents/Guardians – #: _____  Other: _____ </div> <div> Documents Reviewed:  Manhattanville PD's </div>
If the SOP rating is <b>Effective</b> , <b>Developing</b> or <b>Ineffective</b> , please provide a response in the areas below.		
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	Develop professional development on how to sustain healthy partnerships with families and community organizations as it relates to student needs.	

Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	
Describe the professional development activities planned to support the implementation of the actions in this area.	Work with Manhattanville College, the district Key Communicator and a group of teachers and support staff on how to actively seek and sustain parent and community Involvement.

Rating	Statement of Practice 6.5: <input type="checkbox"/> 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.	
	<b>Highly Effective</b>	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. <input type="checkbox"/> 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.
	<b>Effective</b>	a) The school community provides a wide range of learning opportunities for families to elevate their understanding of student data. <input type="checkbox"/> 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.
<b>X</b>	<b>Developing</b>	a) The school community provides learning opportunities for families who actively seek to understand their student data. <input type="checkbox"/> b) The school community shares data and families can access it to understand student learning needs and successes.
	<b>Ineffective</b>	a) The school community does not provide learning opportunities for families to understand student data. <input type="checkbox"/> 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 determine the rating. <i>Check all that apply.</i>		Classroom Observations – # Visited: _____ Interviews with Students – #: _____ Interviews with Support Staff – #: _____ Interviews with Teachers – #: _____ Interviews with Parents/Guardians – #: _____ Other: _____
Documents Reviewed:		
If the SOP rating is <b>Effective</b> , <b>Developing</b> or <b>Ineffective</b> , 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 will share Tier 2 and Tier 3 data with families via notification letters and graphs that are clear and easy to understand.	
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Collaboration with Manhattanville College (PDS) to develop Parent Curriculum Nights. Science/Math Fair	
Describe the professional development activities planned to support the implementation of the actions in this area.	Professional Development on how to share data to help elevate parent understanding. Parent Report Card and i-Ready Meeting.	

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

As a new principal to this building, I met with Dr. Angela White, Assistant Superintendent of Curriculum and Instruction, and Mrs. Ferzeen Shamsi, Assistant Principal, to review data, including the QIP (Quality Improvement Process) from 2012. We reviewed district goals and created building goals based on feedback from the QIP and from faculty and parents.

In addition, I met with a team to review the Self-Assessment. The Team included:

Assistant Superintendent

Director of Pupil Personnel

Building Principal

Professional Development School/Manhattanville College Liaison

Literacy Coach

Parent

ESL Teacher

Special Education Teacher

Reading Teacher

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

Claremont School is a vibrant learning community where teachers and administrators are committed to the success of every student. The structures already in place will help us reach our goals of helping students reach proficiency on the New York State Assessments.