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

Name of Principal:	**Kimberly Patterson**
Name/Number of School:	**K.L. Rutherford Elementary School**
School Address:	**26 Patricia Place, Monticello, New York 12701**
School Telephone Number:	**845-794-4240**
Principal's Direct Phone Number:	**845-796-5082**
Principal's E-Mail:	**kpatterson@k12mcsd.net**
District Telephone Number:	**845-794-7700**
Superintendent's Direct Phone Number:	**845-794-7700**
Superintendent's E-Mail:	**tmangus@k12mcsd.net**
Reason for LAP Designation:	**Failure to make adequate progress: Students with Disabilities, Black** **Combination of ELA & Math Scores Below the Cut Points**
Website Link for Published Report:	**Monticelloschools.net**

School Principal's Signature _____ Date _____

I certify that the information provided above and in the attached documents is true and accurate to the best of my knowledge. I understand that the accountability status determination reported in the Information Reporting Services (IRS) portal/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 _____
For New York City schools, the Community School District Superintendent must sign the self-assessment.

A Message to School/District Leaders:

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

Guidance

The Diagnostic Self-Review Document provides an opportunity for the school, with the assistance of the district, to assess 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.

Completing This Form

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

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

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

School Information Sheet							
Grade Configuration	K-5	Total Enrollment students	475	Title 1 Population	100%	Attendance Rate	94%

Free Lunch	100%	Reduced Lunch	%	Student Sustainability	76%	Limited English Proficient	6 %	Students with Disabilities	13 %

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	3	#Consultant Teaching	0	#Integrated Collaborative Teaching	6
# Resource Room	0				

Types and Number Special Classes

#Visual Arts	1	#Music	1	#Drama	0	# Foreign Language	0	# Dance	0	CTE	# 0

Racial/Ethnic Origin

American Indian or Alaska Native	0%	Black or African American	24%	Hispanic or Latino	32%	Asian or Native Hawaiian/Other Pacific Islander	0%	White	38%	Multi-racial	6%

Personnel

Years Principal Assigned to School	20 years	# of Assistant Principals	1	# of Deans	0	# of Counselors / Social Workers	2
% of Teachers with No Valid Teaching Certificate	0%	% Teaching Out of Certification	0%	% Teaching with Fewer Than 3 Yrs. of Exp.	15%	Average Teacher Absences	91%

Overall Accountability Status

ELA Performance at levels 3 & 4	**18**	Mathematics Performance at levels 3 & 4	**43**	Science Performance at levels 3 & 4	**59**	4 Year Graduation Rate (HS Only)	

Credit Accumulation (High School Only)

% of 1st yr. students who earned 10+ credits		% of 2nd yr. students who earned 10+ credits		% of 3rd 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)

ELA	*Mathematics*	*Science*	*Graduation Rate*	*Subgroup*
				American Indian or Alaska Native
				Hispanic or Latino
				White
x	x			Students with Disabilities
x	x			Economically Disadvantaged
x	x			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.
[X]	**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: _40__ ☒ Interviews with Students – #: _27____ ☒ Interviews with Support Staff – #: __2___ ☒ Interviews with Teachers – #: ___42__ ☒ Interviews with Parents/Guardians – #: _295___ ☐ Other: _____	☒ Documents Reviewed: Parent Surveys Faculty and Staff Surveys
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.	• Alignment and implementation of Common Core Curriculum for ELA and Math to fidelity with rigorous and coherent curriculum and assessments. • Common assessments will be administered and reviewed by all stakeholders, and appropriate action plans reviewed and updated based on findings, at every meeting. Writing benchmarks will be administered 3 times yearly in grades 3-5. • Formal Data collected for ELA and Math will be used to drive instruction building wide. • Use of variety of data sources for progress monitoring for all students and closely monitoring of sub groups, strategic actions plans complete and data shared regularly with all stake holders. • Development of district-wide Integrated Co-teaching Team to define district integrated co-teaching model, to improve student achievement and to improve teacher delivery of lessons in integrated co-teaching classroom. ICT members will be trained in integrated co-teaching to serve as coaches and to support integrated co-teaching teaching dyads. Identification of best practices and strategies for use within the classroom. • Special education services provide for fulltime inclusion classrooms for grades 2-5 and part time inclusion for grades K-1 This will allow for teaching dyads to have common planning time on a daily basis to design effective lessons and support student learning.	

	• Continued emphasis on Explicit Direct Instruction (EDI) to improve lesson preparation, lesson delivery and student learning. • Focus on student engagement best practices to improve inquiry based learning. • Aligning instruction to the Common Core with the ESL focus on vocabulary building, reading comprehension and close reading. • Common Collaborative planning time in grades K-5. • NYSESLAT testing data shared and analyzed by ESL and general education teachers to drive targeted instruction. • Implementation of Super Kids Reading Program K-2 with Professional Development directly from Rowland Reading Foundation. • Aligning and implementation of Common Core Curriculum for ELA and Math. • Revision of and implementation of New Teacher Mentor program. • Adoption of Reading Horizons phonics based program k-5. This is a formal reading intervention program to improve fluency, vocabulary and decoding. • District representation at Network Team Institute conferences. • Focus on weekly professional goals communicated by building leaders through the Rutherford Review. • Weekly instructional/behavioral goals developed collaboratively for each student with their teacher. • District adoption of APPR which includes use of Marshall's Rubric and the Four Square. • Creation of Model Schools Team. • Emphasis on student accountability through initiatives such as data notebooks, student led conferences and slogans such as "one more". • Teams formed within the building with specific focus areas including: Building Inquiry Team, Safety Team, PBIS,RTI. • Adoption of Go Math Program • Creation of transition first grade for struggling learners. • Implemented Support Learning Environment Classes for students who need emotional support and crisis interventions. Grades K-2 and 3-5, • Focus on ELA weekly targets and learning objectives.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	• Support of Special Education Coordinator to problem solve and work with instructional coaches in sharing "best practices". • Instructional Coaches and Grade Level Leaders to support teachers. • ESL Coordinator to network with Instructional Coaches. • Data analysis specialist employed through BOCES. • Behavior analysis specialist. • Addition of a Social Emotional Wellness Facilitator. • Two full time social workers at Rutherford. • District homeless liaison. • Strengthening our partnership with EPIC. • Updating safety and security systems. • 1:1 I Pad initiatives in grades 4 and 5 • Shared lap top carts for grade 3. • Rotating I pads for grades K-2. • NWEA testing. • Moby Max. • CDEP team to drive professional development opportunities for faculty and staff.
Describe the professional development activities planned to support the implementation of the actions in this area.	• On-going professional development and coaching for Super Kids curriculum in all grades K-2 • Integrated Co-teaching work sessions throughout the year; sharing best practices in each building • Daily common planning time for each grade level to collaborate to design common core lessons • Two hour sessions for each grade led by instructional coaches to examine NYS ELA and Math curriculum to support effective planning. • 2 hour delay sessions for teachers to analyze assessment data for instructional gaps. • Professional development provided directly from Reading Horizons to support implementation of program. • Eric Jensen provides information directly to staff regarding student engagement. As well as providing strategies and tools to work with students from poverty. • Professional development workshops created based on specific needs identified within the building.

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: 40 ☒ Interviews with Students – #: 27 ☒ Interviews with Support Staff – #: 2 ☒ Interviews with Teachers – #: 42 ☒ Interviews with Parents/Guardians – #: 295 ☐ Other: _____	☒ Documents Reviewed: Parent Surveys Faculty and Staff Surveys

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.	• Alignment and implementation of Common Core Curriculum for ELA and Math to fidelity with rigorous and coherent curriculum and assessments. • Common assessments will be administered and reviewed by all stakeholders, and appropriate action plans reviewed and updated based on findings, at every meeting. Writing benchmarks will be administered 3 times yearly in grades 3-5. • Formal Data collected for ELA and Math will be used to drive instruction building wide. • Use of variety of data sources for progress monitoring for all students and closely monitoring of sub groups, strategic actions plans complete and data shared regularly with all stake holders. • Development of district-wide Integrated Co-teaching Team to define district integrated co-teaching model, to improve student achievement and to improve teacher delivery of lessons in integrated co-teaching classroom. ICT members will be trained in integrated co-teaching to serve as coaches and to support integrated co-teaching teaching dyads. Identification of best practices and strategies for use within the classroom. • Special education services provide for fulltime inclusion classrooms for grades 2-5. This will allow for teaching dyads to have common planning time on a daily basis to design effective lessons and support student learning. • Continued emphasis on Explicit Direct Instruction (EDI) to improve lesson preparation, lesson delivery and student learning.

	• Focus on student engagement best practices to improve inquiry based learning. • Aligning instruction to the Common Core with the ESL focus on vocabulary building, reading comprehension and close reading. • Common Collaborative planning time in grades K-5. • NYSESLAT testing data shared and analyzed by ESL and general education teachers to drive targeted instruction. • Implementation of Super Kids Reading Program K-2 with Professional Development directly from Rowland Reading Foundation. • Aligning and implementation of Common Core Curriculum for ELA and Math. • Revision of and implementation of New Teacher Mentor program. • Adoption of Reading Horizons phonics based program k-5. This is a formal reading intervention program to improve fluency, vocabulary and decoding. • District representation at Network Team Institute conferences. • Focus on weekly professional goals communicated by building leaders through the Rutherford Review. • Weekly instructional/behavioral goals developed collaboratively for each student with their teacher. • District adoption of APPR which includes use of Marshall's Rubric and the Four Square. • Creation of Model Schools Team. • Emphasis on student accountability through initiatives such as data notebooks, student led conferences and slogans such as "one more". • Teams formed within the building with specific focus areas including: Building Inquiry Team, Safety Team, PBIS,RTI. • Adoption of Go Math Program • Creation of transition first grade for struggling learners. • Implemented Support Learning Environment Classes for students who need emotional support and crisis interventions. Grades K-2 and 3-5, • Focus on ELA weekly targets and learning objectives.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	• Support of Special Education Coordinator to problem solve and work with instructional coaches in sharing "best practices". • Instructional Coaches and Grade Level Leaders to support teachers. • ESL Coordinator to network with Instructional Coaches. • Data analysis specialist employed through BOCES. • Behavior analysis specialist. • Addition of a Social Emotional Wellness Facilitator. • Two full time Social Workers at Rutherford. • District homeless liaison. • Strengthening our partnership with EPIC. • Updating safety and security systems. • 1:1 I Pad initiatives in grades 4 and 5. • Shared lap top carts for grade 3. • Rotating I pads for grades K-2 • NWEA testing. • Moby Max. • CDEP team to drive professional development opportunities for faculty and staff.
Describe the professional development activities planned to support the implementation of the actions in this area.	• On-going professional development and coaching for Super Kids curriculum in all grades K-2 • Integrated Co-teaching work sessions throughout the year; sharing best practices in each building • Daily common planning time for each grade level to collaborate to design common core lessons • Two hour sessions for each grade led by instructional coaches to examine NYS ELA and Math curriculum to support effective planning. • 2 hour delay sessions for teachers to analyze assessment data for instructional gaps. • Professional development provided directly from Reading Horizons to support implementation of program. • Eric Jensen provides information directly to staff regarding student engagement. As well as providing strategies and tools to work with students from poverty. • Professional development workshops created based on specific needs identified within the building.

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: _40_ ☒ Interviews with Students – #: _27____ ☒ Interviews with Support Staff – #: __2___ ☒ Interviews with Teachers – #: _42_ ☒ Interviews with Parents/Guardians – #: _295_ ☐ Other: _____	☒ Documents Reviewed: Parent Surveys Teacher and Staff Surveys

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.	• Alignment and implementation of Common Core Curriculum for ELA and Math to fidelity with rigorous and coherent curriculum and assessments. • Common assessments will be administered and reviewed by all stakeholders, and appropriate action plans reviewed and updated based on findings, at every meeting. Writing benchmarks will be administered 3 times yearly in grades 3-5. • Formal Data collected for ELA and Math will be used to drive instruction building wide. • Use of variety of data sources for progress monitoring for all students and closely monitoring of sub groups, strategic actions plans complete and data shared regularly with all stake holders. • Development of district-wide Integrated Co-teaching Team to define district integrated co-teaching model, to improve student achievement and to improve teacher delivery of lessons in integrated co-teaching classroom. ICT members will be trained in integrated co-teaching to serve as coaches and to support integrated co-teaching teaching dyads. Identification of best practices and strategies for use within the classroom. • Special education services provide for fulltime inclusion classrooms for grades 2-5. This will allow for teaching dyads to have common planning time on a daily basis to design effective lessons and support student learning. • Continued emphasis on Explicit Direct Instruction (EDI) to improve lesson preparation, lesson delivery and student learning. • Focus on student engagement best practices to improve inquiry based learning. • Aligning instruction to the Common Core with the ESL focus on vocabulary building, reading comprehension and close reading.

	• Common Collaborative planning time in grades K-5. • NYSESLAT testing data shared and analyzed by ESL and general education teachers to drive targeted instruction. • Implementation of Super Kids Reading Program K-2 with Professional Development directly from Rowland Reading Foundation. • Aligning and implementation of Common Core Curriculum for ELA and Math. • Revision of and implementation of New Teacher Mentor program. • Adoption of Reading Horizons phonics based program k-5. This is a formal reading intervention program to improve fluency, vocabulary and decoding. • District representation at Network Team Institute conferences. • Focus on weekly professional goals communicated by building leaders through the Rutherford Review. • Weekly instructional/behavioral goals developed collaboratively for each student with their teacher. • District adoption of APPR which includes use of Marshall's Rubric and the Four Square. • Creation of Model Schools Team. • Emphasis on student accountability through initiatives such as data notebooks, student led conferences and slogans such as "one more". • Teams formed within the building with specific focus areas including: Building Inquiry Team, Safety Team, PBIS,RTI. • Adoption of Go Math Program • Creation of transition first grade for struggling learners. • Implemented Support Learning Environment Classes for students who need emotional support and crisis interventions. Grades K-2 and 3-5, • Focus on ELA weekly targets and learning objectives.
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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: __40 ☒ Interviews with Students – #: __27___ ☒ Interviews with Support Staff – #: __2___ ☒ Interviews with Teachers – #: 42__ ☒ Interviews with Parents/Guardians – #: _295 ☐ Other: _____	☒ Documents Reviewed: Parent Surveys Teacher and support staff surveys

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.	• Alignment and implementation of Common Core Curriculum for ELA and Math to fidelity with rigorous and coherent curriculum and assessments. • Common assessments will be administered and reviewed by all stakeholders, and appropriate action plans reviewed and updated based on findings, at every meeting. Writing benchmarks will be administered 3 times yearly in grades 3-5. • Formal Data collected for ELA and Math will be used to drive instruction building wide. • Use of variety of data sources for progress monitoring for all students and closely monitoring of sub groups, strategic actions plans complete and data shared regularly with all stake holders. • Development of district-wide Integrated Co-teaching Team to define district integrated co-teaching model, to improve student achievement and to improve teacher delivery of lessons in integrated co-teaching classroom. ICT members will be trained in integrated co-teaching to serve as coaches and to support integrated co-teaching teaching dyads. Identification of best practices and strategies for use within the classroom.

	• Special education services provide for fulltime inclusion classrooms for grades 2-5. This will allow for teaching dyads to have common planning time on a daily basis to design effective lessons and support student learning. • Continued emphasis on Explicit Direct Instruction (EDI) to improve lesson preparation, lesson delivery and student learning. • Focus on student engagement best practices to improve inquiry based learning. • Aligning instruction to the Common Core with the ESL focus on vocabulary building, reading comprehension and close reading. • Common Collaborative planning time in grades K-5. • NYSESLAT testing data shared and analyzed by ESL and general education teachers to drive targeted instruction. • Implementation of Super Kids Reading Program K-2 with Professional Development directly from Rowland Reading Foundation. • Aligning and implementation of Common Core Curriculum for ELA and Math. • Revision of and implementation of New Teacher Mentor program. • Adoption of Reading Horizons phonics based program k-5. This is a formal reading intervention program to improve fluency, vocabulary and decoding. • District representation at Network Team Institute conferences. • Focus on weekly professional goals communicated by building leaders through the Rutherford Review. • Weekly instructional/behavioral goals developed collaboratively for each student with their teacher. • District adoption of APPR which includes use of Marshall's Rubric and the Four Square. • Creation of Model Schools Team. • Emphasis on student accountability through initiatives such as data notebooks, student led conferences and slogans such as "one more". • Teams formed within the building with specific focus areas including: Building Inquiry Team, Safety Team, PBIS,RTI. • Adoption of Go Math Program • Creation of transition first grade for struggling learners. • Implemented Support Learning Environment Classes for students who need emotional support and crisis interventions. Grades K-2 and 3-5, • Focus on ELA weekly targets and learning objectives.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	• Support of Special Education Coordinator to problem solve and work with instructional coaches in sharing "best practices". • Instructional Coaches and Grade Level Leaders to support teachers. • ESL Coordinator to network with Instructional Coaches. • Data analysis specialist employed through BOCES. • District Behavior analysis specialist. • Addition of a Social Emotional Wellness Facilitator. • Two full time social workers at Rutherford • District homeless liaison. • Strengthening our partnership with EPIC. • Updating safety and security systems. • 1:1 I Pad initiatives in grades 4 and 5. • Shared lap top carts for grade 3 • Rotating I pads for gradesK-2 • NWEA testing. • Moby Max. • CDEP team to drive professional development opportunities for faculty and staff.
Describe the professional development activities planned to support the implementation of the actions in this area.	• On-going professional development and coaching for Super Kids curriculum in all grades K-2 • Integrated Co-teaching work sessions throughout the year; sharing best practices in each building • Daily common planning time for each grade level to collaborate to design common core lessons • Two hour sessions for each grade led by instructional coaches to examine NYS ELA and Math curriculum to support effective planning. • 2 hour delay sessions for teachers to analyze assessment data for instructional gaps. • Professional development provided directly from Reading Horizons to support implementation of program.

	• Eric Jensen provides information directly to staff regarding student engagement. As well as providing strategies and tools to work with students from poverty. • Professional development workshops created based on specific needs identified within the building.

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: _40__ ☒ Interviews with Students – #: __27___ ☒ Interviews with Support Staff – #: __2___ ☒ Interviews with Teachers – #: __42_ ☒ Interviews with Parents/Guardians – #: _295_ ☐ Other: _____	☒ Documents Reviewed: Parent Surveys Teacher and support staff surveys
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.	• Alignment and implementation of Common Core Curriculum for ELA and Math to fidelity with rigorous and coherent curriculum and assessments. • Common assessments will be administered and reviewed by all stakeholders, and appropriate action plans reviewed and updated based on findings, at every meeting. Writing benchmarks will be administered 3 times yearly in grades 3-5. • Formal Data collected for ELA and Math will be used to drive instruction building wide. • Use of variety of data sources for progress monitoring for all students and closely monitoring of sub groups, strategic actions plans complete and data shared regularly with all stake holders. • Development of district-wide Integrated Co-teaching Team to define district integrated co-teaching model, to improve student achievement and to improve teacher delivery of lessons in integrated co-teaching classroom. ICT members will be trained in integrated co-teaching to serve as coaches and to support integrated co-teaching teaching dyads. Identification of best practices and strategies for use within the classroom. • Special education services provide for fulltime inclusion classrooms for grades 2-5. This will allow for teaching dyads to have common planning time on a daily basis to design effective lessons and support student learning. • Continued emphasis on Explicit Direct Instruction (EDI) to improve lesson preparation, lesson delivery and student learning.	

	• Focus on student engagement best practices to improve inquiry based learning. • Aligning instruction to the Common Core with the ESL focus on vocabulary building, reading comprehension and close reading. • Common Collaborative planning time in grades K-5. • NYSESLAT testing data shared and analyzed by ESL and general education teachers to drive targeted instruction. • Implementation of Super Kids Reading Program K-2 with Professional Development directly from Rowland Reading Foundation. • Aligning and implementation of Common Core Curriculum for ELA and Math. • Revision of and implementation of New Teacher Mentor program. • Adoption of Reading Horizons phonics based program k-5. This is a formal reading intervention program to improve fluency, vocabulary and decoding. • District representation at Network Team Institute conferences. • Focus on weekly professional goals communicated by building leaders through the Rutherford Review. • Weekly instructional/behavioral goals developed collaboratively for each student with their teacher. • District adoption of APPR which includes use of Marshall's Rubric and the Four Square. • Creation of Model Schools Team. • Emphasis on student accountability through initiatives such as data notebooks, student led conferences and slogans such as "one more". • Teams formed within the building with specific focus areas including: Building Inquiry Team, Safety Team, PBIS,RTI. • Adoption of Go Math Program • Creation of transition first grade for struggling learners. • Implemented Support Learning Environment Classes for students who need emotional support and crisis interventions. Grades K-2 and 3-5, • Focus on ELA weekly targets and learning objectives.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	• Support of Special Education Coordinator to problem solve and work with instructional coaches in sharing "best practices". • Instructional Coaches and Grade Level Leaders to support teachers. • ESL Coordinator to network with Instructional Coaches. • Data analysis specialist employed through BOCES. • Behavior analysis specialist. • Addition of a Social Emotional Wellness Facilitator. • Two full time social workers at Rutherford. • District homeless liaison. • Strengthening our partnership with EPIC. • Updating safety and security systems. • 1:1 I Pad initiatives in grades 4-5. • Shared lap top carts for grade 3. • Rotating I pads for grades K-2. • NWEA testing. • Moby Max. • CDEP team to drive professional development opportunities for faculty and staff.
Describe the professional development activities planned to support the implementation of the actions in this area.	• On-going professional development and coaching for Super Kids curriculum in all grades K-2 • Integrated Co-teaching work sessions throughout the year; sharing best practices in each building • Daily common planning time for each grade level to collaborate to design common core lessons • Two hour sessions for each grade led by instructional coaches to examine NYS ELA and Math curriculum to support effective planning. • 2 hour delay sessions for teachers to analyze assessment data for instructional gaps. • <u>Professional development provided directly from Reading Horizons to support implementation of program.</u> • <u>Eric Jensen provides information directly to staff regarding student engagement. As well as providing strategies and tools to work with students from poverty</u>. • <u>Professional development workshops created based on specific needs identified within the building</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: 40 ☒ Interviews with Students – #: 27 ☒ Interviews with Support Staff – #: 2 ☒ Interviews with Teachers – #: 42 ☒ Interviews with Parents/Guardians – #: 295 ☐ Other: _____	☒ Documents Reviewed: Parent Surveys Teacher and Staff Surveys

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.	• Alignment and implementation of Common Core Curriculum for ELA and Math to fidelity with rigorous and coherent curriculum and assessments. • Common assessments will be administered and reviewed by all stakeholders, and appropriate action plans reviewed and updated based on findings, at every meeting. Writing benchmarks will be administered 3 times yearly in grades 3-5. • Formal Data collected for ELA and Math will be used to drive instruction building wide. • Use of variety of data sources for progress monitoring for all students and closely monitoring of sub groups, strategic actions plans complete and data shared regularly with all stake holders. • Development of district-wide Integrated Co-teaching Team to define district integrated co-teaching model, to improve student achievement and to improve teacher delivery of lessons in integrated co-teaching classroom. ICT members will be trained in integrated co-teaching to serve as coaches and to support integrated co-teaching teaching dyads. Identification of best practices and strategies for use within the classroom. • Special education services provide for fulltime inclusion classrooms for grades 2-5. This will allow for teaching dyads to have common planning time on a daily basis to design effective lessons and support student learning. • Continued emphasis on Explicit Direct Instruction (EDI) to improve lesson preparation, lesson delivery and student learning. • Focus on student engagement best practices to improve inquiry based learning. • Aligning instruction to the Common Core with the ESL focus on vocabulary building, reading comprehension and close reading. • Common Collaborative planning time in grades K-5. • NYSESLAT testing data shared and analyzed by ESL and general education teachers to drive

	targeted instruction. • Implementation of Super Kids Reading Program K-2 with Professional Development directly from Rowland Reading Foundation. • Aligning and implementation of Common Core Curriculum for ELA and Math. • Revision of and implementation of New Teacher Mentor program. • Adoption of Reading Horizons phonics based program k-5. This is a formal reading intervention program to improve fluency, vocabulary and decoding. • District representation at Network Team Institute conferences. • Focus on weekly professional goals communicated by building leaders through the Rutherford Review. • Weekly instructional/behavioral goals developed collaboratively for each student with their teacher. • District adoption of APPR which includes use of Marshall's Rubric and the Four Square. • Creation of Model Schools Team. • Emphasis on student accountability through initiatives such as data notebooks, student led conferences and slogans such as "one more". • Teams formed within the building with specific focus areas including: Building Inquiry Team, Safety Team, PBIS,RTI. • Adoption of Go Math Program • Creation of transition first grade for struggling learners. • Implemented Support Learning Environment Classes for students who need emotional support and crisis interventions. Grades K-2 and 3-5, • Focus on ELA weekly targets and learning objectives.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	• Support of Special Education Coordinator to problem solve and work with instructional coaches in sharing "best practices". • Instructional Coaches and Grade Level Leaders to support teachers. • ESL Coordinator to network with Instructional Coaches. • Data analysis specialist employed through BOCES. • Behavior analysis specialist. • Addition of a Social Emotional Wellness Facilitator. • Two full time Social Workers at Rutherford • District homeless liaison. • Strengthening our partnership with EPIC. • Updating safety and security systems. • 1:1 I Pad initiatives in grades 4-5. • Shared lap top carts for grade 3. • Rotating I pads for grades K-2 • NWEA testing. • Moby Max. • CDEP team to drive professional development opportunities for faculty and staff.
Describe the professional development activities planned to support the implementation of the actions in this area.	• On-going professional development and coaching for Super Kids curriculum in all grades K-2 • Integrated Co-teaching work sessions throughout the year; sharing best practices in each building • Daily common planning time for each grade level to collaborate to design common core lessons • Two hour sessions for each grade led by instructional coaches to examine NYS ELA and Math curriculum to support effective planning. • 2 hour delay sessions for teachers to analyze assessment data for instructional gaps. • Professional development provided directly from Reading Horizons to support implementation of program. • Eric Jensen provides information directly to staff regarding student engagement. As well as providing strategies and tools to work with students from poverty. • Professional development workshops created based on specific needs identified within the building.

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.
☐	**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: 40 ☒ Interviews with Students – #: 27 ☒ Interviews with Support Staff – #: 2 ☒ Interviews with Teachers – #: 42 ☒ Interviews with Parents/Guardians – #: 295 ☐ Other: _____	☒ Documents Reviewed: Parent Surveys Teacher and staff Surveys

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	• Adoption of Reading Horizons phonics based program k-5. This is a formal reading intervention program to improve fluency, vocabulary and decoding. • District representation at Network Team Institute conferences. • Focus on weekly professional goals communicated by building leaders through the Rutherford Review. • Weekly instructional/behavioral goals developed collaboratively for each student with their teacher. • District adoption of APPR which includes use of Marshall's Rubric and the Four Square. • Creation of Model Schools Team. • Emphasis on student accountability through initiatives such as data notebooks, student led conferences and slogans such as "one more". • Teams formed within the building with specific focus areas including: Building Inquiry Team, Safety Team, PBIS,RTI. • Adoption of Go Math Program • Creation of transition first grade for struggling learners. • Implemented Support Learning Environment Classes for students who need emotional support and crisis interventions. Grades K-2 and 3-5, • Focus on ELA weekly targets and learning objectives.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	• Support of Special Education Coordinator to problem solve and work with instructional coaches in sharing "best practices". • Instructional Coaches and Grade Level Leaders to support teachers. • ESL Coordinator to network with Instructional Coaches. • Data analysis specialist employed through BOCES. • Behavior analysis specialist. • Addition of a Social Emotional Wellness Facilitator. • Creation of two social worker positions. One is employed full time at KLR. • District homeless liaison. • Strengthening our partnership with EPIC. • Updating safety and security systems. • 1:1 I Pad initiatives in grades 4-5. • Shared lap top carts for grade 3. • Rotating I pads for grades K-2. • NWEA testing. • Moby Max. • CDEP team to drive professional development opportunities for faculty and staff.
Describe the professional development activities planned to support the implementation of the actions in this area.	• On-going professional development and coaching for Super Kids curriculum in all grades K-2 • Integrated Co-teaching work sessions throughout the year; sharing best practices in each building • Daily common planning time for each grade level to collaborate to design common core lessons • Two hour sessions for each grade led by instructional coaches to examine NYS ELA and Math curriculum to support effective planning. • 2 hour delay sessions for teachers to analyze assessment data for instructional gaps. • Professional development provided directly from Reading Horizons to support implementation of program. • Eric Jensen provides information directly to staff regarding student engagement. As well as providing strategies and tools to work with students from poverty. • Professional development workshops created based on specific needs identified within the building.

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: 40 ☒ Interviews with Students – #: 27 ☒ Interviews with Support Staff – #: 2 ☒ Interviews with Teachers – #: 42 ☒ Interviews with Parents/Guardians – #: 295 ☐ Other: _____	☒ Documents Reviewed: Parent Surveys Teacher and Staff Surveys

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

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	• Aligning instruction to the Common Core with the ESL focus on vocabulary building, reading comprehension and close reading. • Common Collaborative planning time in grades K-5. • NYSESLAT testing data shared and analyzed by ESL and general education teachers to drive targeted instruction. • Implementation of Super Kids Reading Program K-2 with Professional Development directly from Rowland Reading Foundation. • Aligning and implementation of Common Core Curriculum for ELA and Math. • Revision of and implementation of New Teacher Mentor program. • Adoption of Reading Horizons phonics based program k-5. This is a formal reading intervention program to improve fluency, vocabulary and decoding. • Focus on weekly professional goals communicated by building leaders through the Rutherford Review. • Weekly instructional/behavioral goals developed collaboratively for each student with their teacher. • District adoption of APPR which includes use of Marshall's Rubric and the Four Square. • Creation of Model Schools Team. • Emphasis on student accountability through initiatives such as data notebooks, student led conferences and slogans such as "one more". • Teams formed within the building with specific focus areas including: Building Inquiry Team, Safety Team, PBIS,RTI. • Adoption of Go Math Program • Creation of transition first grade for struggling learners. • Implemented Support Learning Environment Classes for students who need emotional support and crisis interventions. Grades K-2 and 3-5, • Focus on ELA weekly targets and learning objectives.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	• Support of Special Education Coordinator to problem solve and work with instructional coaches in sharing "best practices". • Instructional Coaches and Grade Level Leaders to support teachers. • ESL Coordinator to network with Instructional Coaches. • Data analysis specialist employed through BOCES. • Behavior analysis specialist. • Addition of a Social Emotional Wellness Facilitator. • Two full time social workers at Rutherford. • Strengthening our partnership with EPIC. • Updating safety and security systems. • 1:1 I Pad initiatives in grades 4-5. • Shared lap top carts for grade 3. • Rotating I pads for grades K-2 • NWEA testing. • Moby Max. • CDEP team to drive professional development opportunities for faculty and staff.
Describe the professional development activities planned to support the implementation of the actions in this area.	• On-going professional development and coaching for Super Kids curriculum in all grades K-2 • Integrated Co-teaching work sessions throughout the year; sharing best practices in each building • Daily common planning time for each grade level to collaborate to design common core lessons • Two hour sessions for each grade led by instructional coaches to examine NYS ELA and Math curriculum to support effective planning. • 2 hour delay sessions for teachers to analyze assessment data for instructional gaps. • Professional development provided directly from Reading Horizons to support implementation of program. • Eric Jensen provides information directly to staff regarding student engagement. As well as providing strategies and tools to work with students from poverty. • Professional development workshops created based on specific needs identified within the building.

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: 40 ☒ Interviews with Students – #: 27 ☒ Interviews with Support Staff – #: 2 ☒ Interviews with Teachers – #: 42 ☒ Interviews with Parents/Guardians – #: 295 ☐ Other: _____	☒ Documents Reviewed: Parent Surveys Teacher and Staff Surveys
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.	• Alignment and implementation of Common Core Curriculum for ELA and Math to fidelity with rigorous and coherent curriculum and assessments. • Common assessments will be administered and reviewed by all stakeholders, and appropriate action plans reviewed and updated based on findings, at every meeting. Writing benchmarks will be administered 3 times yearly in grades 3-5. • Formal Data collected for ELA and Math will be used to drive instruction building wide. • Use of variety of data sources for progress monitoring for all students and closely monitoring of sub groups, strategic actions plans complete and data shared regularly with all stake holders. • Development of district-wide Integrated Co-teaching Team to define district integrated co-teaching model, to improve student achievement and to improve teacher delivery of lessons in integrated co-teaching classroom. ICT members will be trained in integrated co-teaching to serve as coaches and to support integrated co-teaching teaching dyads. Identification of best practices and strategies for use within the classroom. • Special education services provide for fulltime inclusion classrooms for grades 2-5. This will allow for teaching dyads to have common planning time on a daily basis to design effective lessons and support student learning. • Continued emphasis on Explicit Direct Instruction (EDI) to improve lesson preparation, lesson delivery and student learning. • Focus on student engagement best practices to improve inquiry based learning. • Aligning instruction to the Common Core with the ESL focus on vocabulary building, reading comprehension and close reading. • Common Collaborative planning time in grades K-5. • NYSESLAT testing data shared and analyzed by ESL and general education teachers to drive	

	targeted instruction. • Implementation of Super Kids Reading Program K-2 with Professional Development directly from Rowland Reading Foundation. • Aligning and implementation of Common Core Curriculum for ELA and Math. • Revision of and implementation of New Teacher Mentor program. • Adoption of Reading Horizons phonics based program k-5. This is a formal reading intervention program to improve fluency, vocabulary and decoding. • District representation at Network Team Institute conferences. • Focus on weekly professional goals communicated by building leaders through the Rutherford Review. • Weekly instructional/behavioral goals developed collaboratively for each student with their teacher. • District adoption of APPR which includes use of Marshall's Rubric and the Four Square. • Creation of Model Schools Team. • Emphasis on student accountability through initiatives such as data notebooks, student led conferences and slogans such as "one more". • Teams formed within the building with specific focus areas including: Building Inquiry Team, Safety Team, PBIS,RTI. • Adoption of Go Math Program • Creation of transition first grade for struggling learners. • Implemented Support Learning Environment Classes for students who need emotional support and crisis interventions. Grades K-2 and 3-5, • Focus on ELA weekly targets and learning objectives.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	• Support of Special Education Coordinator to problem solve and work with instructional coaches in sharing "best practices". • Instructional Coaches and Grade Level Leaders to support teachers. • ESL Coordinator to network with Instructional Coaches. • Data analysis specialist employed through BOCES. • Behavior analysis specialist. • Addition of a Social Emotional Wellness Facilitator. • Two full time Social Workers at Rutherford. • District homeless liaison. • Strengthening our partnership with EPIC. • Updating safety and security systems. • 1:1 I Pad initiatives in grades 4-5. • Shared lap top carts for grade 3. • Rotating I pads for gradesK-2 • NWEA testing. • Moby Max. • CDEP team to drive professional development opportunities for faculty and staff.
Describe the professional development activities planned to support the implementation of the actions in this area.	• On-going professional development and coaching for Super Kids curriculum in all grades K-2 • Integrated Co-teaching work sessions throughout the year; sharing best practices in each building • Daily common planning time for each grade level to collaborate to design common core lessons • Two hour sessions for each grade led by instructional coaches to examine NYS ELA and Math curriculum to support effective planning. • 2 hour delay sessions for teachers to analyze assessment data for instructional gaps. • Professional development provided directly from Reading Horizons to support implementation of program. • Eric Jensen provides information directly to staff regarding student engagement. As well as providing strategies and tools to work with students from poverty. • Professional development workshops created based on specific needs identified within the building.

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: 40 ☒ Interviews with Students – #: 27 ☒ Interviews with Support Staff – #: 2 ☒ Interviews with Teachers – #: 42 ☒ Interviews with Parents/Guardians – #: 295 ☐ Other: _____	☒ Documents Reviewed: Parent Surveys Teacher and Staff Surveys

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.	• Alignment and implementation of Common Core Curriculum for ELA and Math to fidelity with rigorous and coherent curriculum and assessments. • Common assessments will be administered and reviewed by all stakeholders, and appropriate action plans reviewed and updated based on findings, at every meeting. Writing benchmarks will be administered 3 times yearly in grades 3-5. • Formal Data collected for ELA and Math will be used to drive instruction building wide. • Use of variety of data sources for progress monitoring for all students and closely monitoring of sub groups, strategic actions plans complete and data shared regularly with all stake holders. • Development of district-wide Integrated Co-teaching Team to define district integrated co-teaching model, to improve student achievement and to improve teacher delivery of lessons in integrated co-teaching classroom. ICT members will be trained in integrated co-teaching to serve as coaches and to support integrated co-teaching teaching dyads. Identification of best practices and strategies for use within the classroom. • Special education services provide for fulltime inclusion classrooms for grades 2-5. This will allow for teaching dyads to have common planning time on a daily basis to design effective lessons and support student learning. • Continued emphasis on Explicit Direct Instruction (EDI) to improve lesson preparation, lesson delivery and student learning. • Focus on student engagement best practices to improve inquiry based learning. • Aligning instruction to the Common Core with the ESL focus on vocabulary building, reading comprehension and close reading. • Common Collaborative planning time in grades K-5. • NYSESLAT testing data shared and analyzed by ESL and general education teachers to drive targeted instruction. • Implementation of Super Kids Reading Program K-2 with Professional Development directly from Rowland Reading Foundation. • Aligning and implementation of Common Core Curriculum for ELA and Math. • Revision of and implementation of New Teacher Mentor program. • Adoption of Reading Horizons phonics based program k-5. This is a formal reading intervention program to improve fluency, vocabulary and decoding. • District representation at Network Team Institute conferences. • Focus on weekly professional goals communicated by building leaders through the Rutherford Review. • Weekly instructional/behavioral goals developed collaboratively for each student with their teacher.

	• District adoption of APPR which includes use of Marshall's Rubric and the Four Square. • Creation of Model Schools Team. • Emphasis on student accountability through initiatives such as data notebooks, student led conferences and slogans such as "one more". • Teams formed within the building with specific focus areas including: Building Inquiry Team, Safety Team, PBIS,RTI. • Adoption of Go Math Program • Creation of transition first grade for struggling learners. • Implemented Support Learning Environment Classes for students who need emotional support and crisis interventions. Grades K-2 and 3-5, • Focus on ELA weekly targets and learning objectives.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	• Support of Special Education Coordinator to problem solve and work with instructional coaches in sharing "best practices". • Instructional Coaches and Grade Level Leaders to support teachers. • ESL Coordinator to network with Instructional Coaches. • Data analysis specialist employed through BOCES. • Behavior analysis specialist. • Addition of a Social Emotional Wellness Facilitator. • Two full time Social Workers at Rutherford. • District homeless liaison. • Strengthening our partnership with EPIC. • Updating safety and security systems. • 1:1 I Pad initiatives in grades 4-5. • Shared lap top carts for grade 3. • Rotating I pads for grades K-2. • NWEA testing. • Moby Max. • CDEP team to drive professional development opportunities for faculty and staff.
Describe the professional development activities planned to support the implementation of the actions in this area.	• On-going professional development and coaching for Super Kids curriculum in all grades K-2 • Integrated Co-teaching work sessions throughout the year; sharing best practices in each building • Daily common planning time for each grade level to collaborate to design common core lessons • Two hour sessions for each grade led by instructional coaches to examine NYS ELA and Math curriculum to support effective planning. • 2 hour delay sessions for teachers to analyze assessment data for instructional gaps. • Professional development provided directly from Reading Horizons to support implementation of program. • Eric Jensen provides information directly to staff regarding student engagement. As well as providing strategies and tools to work with students from poverty. • Professional development workshops created based on specific needs identified within the building.

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: 40 ☒ Interviews with Students – #: 27 ☒ Interviews with Support Staff – #: 2 ☒ Interviews with Teachers – #: 41 ☒ Interviews with Parents/Guardians – #: 295 ☐ Other: _____	☒ Documents Reviewed: Parent Surveys Teacher and Staff Surveys

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.	• Alignment and implementation of Common Core Curriculum for ELA and Math to fidelity with rigorous and coherent curriculum and assessments. • Common assessments will be administered and reviewed by all stakeholders, and appropriate action plans reviewed and updated based on findings, at every meeting. Writing benchmarks will be administered 3 times yearly in grades 3-5. • Formal Data collected for ELA and Math will be used to drive instruction building wide. • Use of variety of data sources for progress monitoring for all students and closely monitoring of sub groups, strategic actions plans complete and data shared regularly with all stake holders. • Development of district-wide Integrated Co-teaching Team to define district integrated co-teaching model, to improve student achievement and to improve teacher delivery of lessons in integrated co-teaching classroom. ICT members will be trained in integrated co-teaching to serve as coaches and to support integrated co-teaching teaching dyads. Identification of best practices and strategies for use within the classroom. • Special education services provide for fulltime inclusion classrooms for grades 2-5. This will allow for teaching dyads to have common planning time on a daily basis to design effective lessons and support student learning. • Continued emphasis on Explicit Direct Instruction (EDI) to improve lesson preparation, lesson delivery and student learning. • Focus on student engagement best practices to improve inquiry based learning. • Aligning instruction to the Common Core with the ESL focus on vocabulary building, reading comprehension and close reading. • Common Collaborative planning time in grades K-5. • NYSESLAT testing data shared and analyzed by ESL and general education teachers to drive targeted instruction. • Implementation of Super Kids Reading Program K-2 with Professional Development directly from Rowland Reading Foundation. • Aligning and implementation of Common Core Curriculum for ELA and Math. • Revision of and implementation of New Teacher Mentor program.

	• Adoption of Reading Horizons phonics based program k-5. This is a formal reading intervention program to improve fluency, vocabulary and decoding. • District representation at Network Team Institute conferences. • Focus on weekly professional goals communicated by building leaders through the Rutherford Review. • Weekly instructional/behavioral goals developed collaboratively for each student with their teacher. • District adoption of APPR which includes use of Marshall's Rubric and the Four Square. • Creation of Model Schools Team. • Emphasis on student accountability through initiatives such as data notebooks, student led conferences and slogans such as "one more". • Teams formed within the building with specific focus areas including: Building Inquiry Team, Safety Team, PBIS,RTI.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	• Support of Special Education Coordinator to problem solve and work with instructional coaches in sharing "best practices". • Instructional Coaches and Grade Level Leaders to support teachers. • ESL Coordinator to network with Instructional Coaches. • Data analysis specialist employed through BOCES. • Behavior analysis specialist. • Addition of a Social Emotional Wellness Facilitator. • Two social worker positions at Rutherford. • District homeless liaison. • . • Strengthening our partnership with EPIC. • Updating safety and security systems. • 1:1 I Pad initiatives in grades 4-5. • Shared lap top carts for grade 3. • Rotating I pads for grades K-2 • NWEA testing. • Moby Max. • CDEP team to drive professional development opportunities for faculty and staff.
Describe the professional development activities planned to support the implementation of the actions in this area.	• On-going professional development and coaching for Super Kids curriculum in all grades K-2 • Integrated Co-teaching work sessions throughout the year; sharing best practices in each building • Daily common planning time for each grade level to collaborate to design common core lessons • Two hour sessions for each grade led by instructional coaches to examine NYS ELA and Math curriculum to support effective planning. • 2 hour delay sessions for teachers to analyze assessment data for instructional gaps. • Professional development provided directly from Reading Horizons to support implementation of program. • Eric Jensen provides information directly to staff regarding student engagement. As well as providing strategies and tools to work with students from poverty. • Professional development workshops created based on specific needs identified within the building.

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: 40 ☒ Interviews with Students – #: __27___ ☒ Interviews with Support Staff – #: _2____ ☒ Interviews with Teachers – #: 42 ☒ Interviews with Parents/Guardians – #: 295_ ☐ Other: _____	☒ Documents Reviewed: Parent Surveys Teacher and Staff Surveys

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.	• Alignment and implementation of Common Core Curriculum for ELA and Math to fidelity with rigorous and coherent curriculum and assessments. • Common assessments will be administered and reviewed by all stakeholders, and appropriate action plans reviewed and updated based on findings, at every meeting. Writing benchmarks will be administered 3 times yearly in grades 3-5. • Formal Data collected for ELA and Math will be used to drive instruction building wide. • Use of variety of data sources for progress monitoring for all students and closely monitoring of sub groups, strategic actions plans complete and data shared regularly with all stake holders. • Development of district-wide Integrated Co-teaching Team to define district integrated co-teaching model, to improve student achievement and to improve teacher delivery of lessons in integrated co-teaching classroom. ICT members will be trained in integrated co-teaching to serve as coaches and to support integrated co-teaching teaching dyads. Identification of best practices and strategies for use within the classroom. • Special education services provide for fulltime inclusion classrooms for grades 2-5. This will allow for teaching dyads to have common planning time on a daily basis to design effective lessons and support student learning. • Continued emphasis on Explicit Direct Instruction (EDI) to improve lesson preparation, lesson delivery and student learning. • Focus on student engagement best practices to improve inquiry based learning. • Aligning instruction to the Common Core with the ESL focus on vocabulary building, reading comprehension and close reading. • Common Collaborative planning time in grades K-5. • NYSESLAT testing data shared and analyzed by ESL and general education teachers to drive targeted instruction. • Implementation of Super Kids Reading Program K-2 with Professional Development directly from Rowland Reading Foundation. • Aligning and implementation of Common Core Curriculum for ELA and Math. • Revision of and implementation of New Teacher Mentor program. • Adoption of Reading Horizons phonics based program k-5. This is a formal reading intervention program to improve fluency, vocabulary and decoding. • District representation at Network Team Institute conferences. • Focus on weekly professional goals communicated by building leaders through the Rutherford Review. • Weekly instructional/behavioral goals developed collaboratively for each student with their teacher. • District adoption of APPR which includes use of Marshall's Rubric and the Four Square. • Creation of Model Schools Team. • Emphasis on student accountability through initiatives such as data notebooks, student led

	conferences and slogans such as “one more”. • Teams formed within the building with specific focus areas including: Building Inquiry Team, Safety Team, PBIS,RTI. • Adoption of Go Math Program • Creation of transition first grade for struggling learners. • Implemented Support Learning Environment Classes for students who need emotional support and crisis interventions. Grades K-2 and 3-5, • Focus on ELA weekly targets and learning objectives.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	• Support of Special Education Coordinator to problem solve and work with instructional coaches in sharing “best practices”. • Instructional Coaches and Grade Level Leaders to support teachers. • ESL Coordinator to network with Instructional Coaches. • Data analysis specialist employed through BOCES. • Behavior analysis specialist. • Addition of a Social Emotional Wellness Facilitator. • Two social worker positions at Rutherford. • District homeless liaison. • Strengthening our partnership with EPIC. • Updating safety and security systems. • 1:1 I Pad initiatives in grades 4-5. • Shared lap top carts for grade 3. • Rotating I pads for grades K-2 • NWEA testing. • Moby Max. • CDEP team to drive professional development opportunities for faculty and staff.
Describe the professional development activities planned to support the implementation of the actions in this area.	• On-going professional development and coaching for Super Kids curriculum in all grades K-2 • Integrated Co-teaching work sessions throughout the year; sharing best practices in each building • Daily common planning time for each grade level to collaborate to design common core lessons • Two hour sessions for each grade led by instructional coaches to examine NYS ELA and Math curriculum to support effective planning. • 2 hour delay sessions for teachers to analyze assessment data for instructional gaps. • Professional development provided directly from Reading Horizons to support implementation of program. • Eric Jensen provides information directly to staff regarding student engagement. As well as providing strategies and tools to work with students from poverty. • Professional development workshops created based on specific needs identified within the building.

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: _40 ☒ Interviews with Students – #: __27___ ☒ Interviews with Support Staff – #: __2___ ☒ Interviews with Teachers – #: 42_ ☒ Interviews with Parents/Guardians – #: _295 ☐ Other: _____	☒ Documents Reviewed: Parent Surveys Teacher and Staff Surveys

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.	• Rutherford is working to make students and parents aware of bullying policies and procedures.
	• Zero tolerance on bullying, teachers are encouraged to fill out the necessary reporting documentation.
	• Weekly class meetings take place to discuss bullying.
	• Building leader incentives to encourage goal achievement (principal taxi, mission addition).
	• Rutherford has an active PBIS team to promote positive behavior and social/emotional awareness.
	  ➢ Fall Festival
	  ➢ Fun Friday
	  ➢ Bus Behavior Incentives
	  ➢ Behavior Plans
	  ➢ Weekly behavior drawings
	• District has a DASA coordinator in each building. All staff and faculty were trained. Reports are easily accessible to all. District has implemented RTI programs where students receive interventions.
	• Social workers work with students in small groups to focus on specific issues. A new social worker was added. A therapy dog program has been implemented as well as a beginning yoga program to support relaxation and self-regulation. As well as provide information to link families to outside agencies for support.
	• Creation of Social Emotional Wellness program.
	• A random acts of kindness initiative has been taken throughout the building.
	• District THINK before you speak philosophy. Is it truthful? Is it helpful? Is it inspiring? Is it necessary? Is it kind?
	• PRASAD dental program
	• Eric Jensen workshops on engaging students from poverty.
	• District homeless liaison.
	• Behavior specialist available for direct and indirect consultation.
	• Positive communication to Parents/Staff
	  ➢ Weekly Rutherford Review
	  ➢ Parent Meetings
	  ➢ PTO
	  ➢ Email
	  ➢ Parent letters/phone conversations
	• Every Person Influences Children (EPIC) program (parents/community)
	• Kiwanis Club book program.
	• Code of Conduct assembly.
	• PTO sponsored assemblies to encourage positive character traits.
	• Back to school meet and greet time for families prior to opening day.

	• School bus into the individual communities with faculty to welcome students and families to the new school year. • Creation of Model Schools Team. • Lunch and breakfast are provided with no charge to all students. • Backpack snack program to targeted families over the weekends. • Creation of district wide Parent University. • Numerous school activities to bridge the gap with external stakeholders. ➢ Food pantry ➢ Clothing drive ➢ SPCA (food/supplies) ➢ United Way
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	• Improve communication with all constituents – to continue to build the support of the community, and increase parent involvement. • Student data is analyzed (attendance, behavior, referrals, VADIR and DASA). Parent involvement and increased attendance at parent workshops. • Enforcement of school attendance with truancy officer.
Describe the professional development activities planned to support the implementation of the actions in this area.	• Teachers continue to be given articles to read and share their most important ideas in the article with their peers in order to facilitate the sharing of best practices. Teachers are asked to reflect upon how these articles affect their instruction for students. • Monthly meetings with PBIS. • Monthly Social/Emotional Wellness Committee meetings. • DASA training. • Behavior specialist workshops.

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: 40 ☒ Interviews with Students – #: __27___ ☒ Interviews with Support Staff – #: _2____ ☒ Interviews with Teachers – #: _42_ ☒ Interviews with Parents/Guardians – #: 295_ ☐ Other: _____	☒ Documents Reviewed: Parent Surveys Teacher and Staff Surveys
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.	• Rutherford is working to make students and parents aware of bullying policies and procedures.
	• Zero tolerance on bullying, teachers are encouraged to fill out the necessary reporting documentation.
	• Weekly class meetings take place to discuss bullying.
	• Building leader incentives to encourage goal achievement (principal taxi, mission addition).
	• Rutherford has an active PBIS team to promote positive behavior and social/emotional awareness.
	  ➢ Fall Festival
	  ➢ Fun Friday
	  ➢ Bus Behavior Incentives
	  ➢ Behavior Plans
	• District has a DASA coordinator in each building. All staff and faculty were trained. Reports are easily accessible to all. District has implemented RTI programs where students receive interventions.
	• Social workers work with students in small groups to focus on specific issues. A new social worker was added. A therapy dog program has been implemented as well as a beginning yoga program to support relaxation and self-regulation. As well as provide information to link families to outside agencies for support.
	• Social Emotional Wellness program.
	• A random acts of kindness initiative has been taken throughout the building.
	• District THINK before you speak philosophy. Is it truthful? Is it helpful? Is it inspiring? Is it necessary? Is it kind?
	• PRASAD dental program
	• Eric Jensen workshops on engaging students from poverty.
	• District homeless liaison.
	• Behavior specialist available for direct and indirect consultation.
	• Positive communication to Parents/Staff
	  ➢ Weekly Rutherford Review
	  ➢ Parent Meetings
	  ➢ PTO
	  ➢ Email
	  ➢ Parent letters/phone conversations
	• Every Person Influences Children (EPIC) program (parents/community)
	• Kiwanis Club book program.
	• Code of Conduct assembly.
	• PTO sponsored assemblies to encourage positive character traits.
	• Back to school meet and greet time for families prior to opening day.
	• School bus into the individual communities with faculty to welcome students and families to the new school year.
	• Creation of Model Schools Team.
	• Lunch and breakfast are provided with no charge to all students.
	• Backpack snack program to targeted families over the weekends.
	• Parent University.
	• Numerous school activities to bridge the gap with external stakeholders.
	  ➢ Food pantry
	  ➢ Clothing drive
	  ➢ SPCA (food/supplies)
	  ➢ United Way	

Describe the district resources to be	• Improve communication with all constituents – to continue to build the support of the	

used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	community, and increase parent involvement. • Student data is analyzed (attendance, behavior, referrals, VADIR and DASA). Parent involvement and increased attendance at parent workshops. • Enforcement of school attendance policy with truancy officer.
Describe the professional development activities planned to support the implementation of the actions in this area.	• Teachers continue to be given articles to read and share their most important ideas in the article with their peers in order to facilitate the sharing of best practices. Teachers are asked to reflect upon how these articles affect their instruction for students. • Monthly meetings with PBIS. • Monthly Social/Emotional Wellness Committee meetings. • DASA training. • Behavior specialist workshops.

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 40 ☒ Interviews with Students – #: __27___ ☒ Interviews with Support Staff – #: _2____ ☒ Interviews with Teachers – #: 42 ☒ Interviews with Parents/Guardians – #: 295_ ☐ Other: _____	☒ Documents Reviewed: Parent Surveys Teacher and Staff Surveys

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.	• Rutherford is working to make students and parents aware of bullying policies and procedures. • Zero tolerance on bullying, teachers are encouraged to fill out the necessary reporting documentation. • Weekly class meetings take place to discuss bullying. • Building leader incentives to encourage goal achievement (principal taxi, mission addition). • Rutherford has an active PBIS team to promote positive behavior and social/emotional awareness.

	➢ Fall Festival ➢ Fun Friday ➢ Bus Behavior Incentives ➢ Behavior Plans • District has a DASA coordinator in each building. All staff and faculty were trained. Reports are easily accessible to all. District has implemented RTI programs where students receive interventions. • Social workers work with students in small groups to focus on specific issues. A new social worker was added. A therapy dog program has been implemented as well as a beginning yoga program to support relaxation and self-regulation. As well as provide information to link families to outside agencies for support. • Social Emotional Wellness program. • A random acts of kindness initiative has been taken throughout the building. • District THINK before you speak philosophy. Is it truthful? Is it helpful? Is it inspiring? Is it necessary? Is it kind? • PRASAD dental program • Eric Jensen workshops on engaging students from poverty. • Hiring of a district homeless liaison. • Behavior specialist available for direct and indirect consultation. • Positive communication to Parents/Staff ➢ Weekly Rutherford Review ➢ Parent Meetings ➢ PTO ➢ Email ➢ Parent letters/phone conversations • Every Person Influences Children (EPIC) program (parents/community) • Kiwanis Club book program. • Code of Conduct assembly. • PTO sponsored assemblies to encourage positive character traits. • Back to school meet and greet time for families prior to opening day. • School bus into the individual communities with faculty to welcome students and families to the new school year. • Creation of Model Schools Team. • Lunch and breakfast are provided with no charge to all students. • Backpack snack program to targeted families over the weekends. • Creation of district wide Parent University. • Numerous school activities to bridge the gap with external stakeholders. ➢ Food pantry ➢ Clothing drive ➢ SPCA (food/supplies) ➢ United Way
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	• Improve communication with all constituents – to continue to build the support of the community, and increase parent involvement. • Student data is analyzed (attendance, behavior, referrals, VADIR and DASA). Parent involvement and increased attendance at parent workshops. • Enforcement of school attendance policy with truancy officer.
Describe the professional development activities planned to support the implementation of the actions in this area.	• Teachers continue to be given articles to read and share their most important ideas in the article with their peers in order to facilitate the sharing of best practices. Teachers are asked to reflect upon how these articles affect their instruction for students. • PBIS Professional development • DASA training

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: _40 ☒ Interviews with Students – #: __27___ ☒ Interviews with Support Staff – #: __2___ ☒ Interviews with Teachers – #: _42 ☒ Interviews with Parents/Guardians – #: 295 ☐ Other: _____	☒ Documents Reviewed: Parent Surveys Teacher and Staff Surveys

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.	

	• Rutherford is working to make students and parents aware of bullying policies and procedures.
	• Zero tolerance on bullying, teachers are encouraged to fill out the necessary reporting documentation.
	• Weekly class meetings take place to discuss bullying.
	• Building leader incentives to encourage goal achievement (principal taxi, mission addition).
	• Rutherford has an active PBIS team to promote positive behavior and social/emotional awareness.
	  ➢ Fall Festival
	  ➢ Fun Friday
	  ➢ Bus Behavior Incentives
	  ➢ Behavior Plans
	• District has a DASA coordinator in each building. All staff and faculty were trained. Reports are easily accessible to all. District has implemented RTI programs where students receive interventions.
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	• District THINK before you speak philosophy. Is it truthful? Is it helpful? Is it inspiring? Is it necessary? Is it kind?
	• PRASAD dental program
	• Eric Jensen workshops on engaging students from poverty.
	• Model and encourage Covey's 7 Habits.
	• Hiring of a district homeless liaison.
	• Behavior specialist available for direct and indirect consultation.
	• Positive communication to Parents/Staff
	  ➢ Weekly Rutherford Review
	  ➢ Parent Meetings
	  ➢ PTO
	  ➢ Email

	➢ Parent letters/phone conversations • Every Person Influences Children (EPIC) program (parents/community) • Kiwanis Club book program. • Code of Conduct assembly. • PTO sponsored assemblies to encourage positive character traits. • Back to school meet and greet time for families prior to opening day. • School bus into the individual communities with faculty to welcome students and families to the new school year. • Creation of Model Schools Team. • Lunch and breakfast are provided with no charge to all students. • Backpack snack program to targeted families over the weekends. • Creation of district wide Parent University. • Numerous school activities to bridge the gap with external stakeholders. ➢ Food pantry ➢ Clothing drive ➢ SPCA (food/supplies) ➢ United Way
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	• Improve communication with all constituents – to continue to build the support of the community, and increase parent involvement. • Student data is analyzed (attendance, behavior, referrals, VADIR and DASA). Parent involvement and increased attendance at parent workshops. • Enforcement of school attendance policy with truancy officer.
Describe the professional development activities planned to support the implementation of the actions in this area.	• Teachers continue to be given articles to read and share their most important ideas in the article with their peers in order to facilitate the sharing of best practices. Teachers are asked to reflect upon how these articles affect their instruction for students. • Monthly meetings with PBIS. • Monthly Social/Emotional Wellness Committee meetings. • DASA training. • Behavior specialist workshops.

Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.		
Rating	**Statement of Practice 6.2:** The school 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.	
☐	**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: 40 ☒ Interviews with Students – #: __27___ ☒ Interviews with Support Staff – #: __2___ ☒ Interviews with Teachers – #: 42 ☒ Interviews with Parents/Guardians – #: 295 Other: _____	☒ Documents Reviewed: Parent Surveys Teacher and Staff Surveys

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.	• Rutherford is working to make students and parents aware of bullying policies and procedures.
	• Zero tolerance on bullying, teachers are encouraged to fill out the necessary reporting documentation.
	• Weekly class meetings take place to discuss bullying.
	• Building leader incentives to encourage goal achievement (principal taxi, mission addition).
	• Rutherford has an active PBIS team to promote positive behavior and social/emotional awareness.
	  ➢ Fall Festival
	  ➢ Fun Friday
	  ➢ Bus Behavior Incentives
	  ➢ Behavior Plans
	• District has a DASA coordinator in each building. All staff and faculty were trained. Reports are easily accessible to all. District has implemented RTI programs where students receive interventions.
	• Social workers work with students in small groups to focus on specific issues. A new social worker was added. A therapy dog program has been implemented as well as a beginning yoga program to support relaxation and self-regulation. As well as provide information to link families to outside agencies for support.
	• Creation of Social Emotional Wellness program.
	• A random acts of kindness initiative has been taken throughout the building.
	• District THINK before you speak philosophy. Is it truthful? Is it helpful? Is it inspiring? Is it necessary? Is it kind?
	• PRASAD dental program
	• Eric Jensen workshops on engaging students from poverty.
	• District homeless liaison.
	• Behavior specialist available for direct and indirect consultation.
	• Positive communication to Parents/Staff
	  ➢ Weekly Rutherford Review
	  ➢ Parent Meetings
	  ➢ PTO
	  ➢ Email
	  ➢ Parent letters/phone conversations
	• Every Person Influences Children (EPIC) program (parents/community)
	• Kiwanis Club book program.
	• Code of Conduct assembly.
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	• Backpack snack program to targeted families over the weekends.
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	  ➢ Food pantry
	  ➢ Clothing drive
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Describe the district resources to be	• Improve communication with all constituents – to continue to build the support of the

used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	community, and increase parent involvement. • Student data is analyzed (attendance, behavior, referrals, VADIR and DASA). Parent involvement and increased attendance at parent workshops. • Enforcement of school attendance policy with truancy officer.
Describe the professional development activities planned to support the implementation of the actions in this area.	• Teachers continue to be given articles to read and share their most important ideas in the article with their peers in order to facilitate the sharing of best practices. Teachers are asked to reflect upon how these articles affect their instruction for students. • Monthly meetings with PBIS. • Monthly Social/Emotional Wellness Committee meetings. • DASA training. • Behavior specialist workshops.

Rating	**Statement of Practice 6.3:** The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strengths 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: 40 ☒ Interviews with Students – #: _27____ ☒ Interviews with Support Staff – #: _2____ ☒ Interviews with Teachers – #: 42 ☒ Interviews with Parents/Guardians – #: 295 Other: _____	☒ Documents Reviewed: Parent Surveys Teacher and Staff Surveys
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	➢ Behavior Plans • District has a DASA coordinator in each building. All staff and faculty were trained. Reports are easily accessible to all. District has implemented RTI programs where students receive interventions. • Social workers work with students in small groups to focus on specific issues. A new social worker was added. A therapy dog program has been implemented as well as a beginning yoga program to support relaxation and self-regulation. As well as provide information to link families to outside agencies for support. • Social Emotional Wellness program. • A random acts of kindness initiative has been taken throughout the building. • District THINK before you speak philosophy. Is it truthful? Is it helpful? Is it inspiring? Is it necessary? Is it kind? • PRASAD dental program • Eric Jensen workshops on engaging students from poverty. • District homeless liaison. • Behavior specialist available for direct and indirect consultation. • Positive communication to Parents/Staff ➢ Weekly Rutherford Review ➢ Parent Meetings ➢ PTO ➢ Email ➢ Parent letters/phone conversations • Every Person Influences Children (EPIC) program (parents/community) • Kiwanis Club book program. • Code of Conduct assembly. • PTO sponsored assemblies to encourage positive character traits. • Back to school meet and greet time for families prior to opening day. • School bus into the individual communities with faculty to welcome students and families to the new school year. • Creation of Model Schools Team. • Lunch and breakfast are provided with no charge to all students. • Backpack snack program to targeted families over the weekends. • Creation of district wide Parent University. • Numerous school activities to bridge the gap with external stakeholders. ➢ Food pantry ➢ Clothing drive ➢ SPCA (food/supplies) ➢ United Way
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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: 40 ☒ Interviews with Students – #: _27____ ☒ Interviews with Support Staff – #: _2____ ☒ Interviews with Teachers – #: 42 ☒ Interviews with Parents/Guardians – #: 295_ ☐ Other: _____	☒ Documents Reviewed: Parent Surveys Teacher and Staff Surveys

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	• District homeless liaison.
	• Behavior specialist available for direct and indirect consultation.
	• Positive communication to Parents/Staff
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	• PTO sponsored assemblies to encourage positive character traits.
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	• Backpack snack program to targeted families over the weekends.
	• Winter coat drive.
	• District wide Parent University.
	• Numerous school activities to bridge the gap with external stakeholders.
	  ➢ Food pantry
	  ➢ Clothing drive
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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.	• Improve communication with all constituents – to continue to build the support of the community, and increase parent involvement. • Student data is analyzed (attendance, behavior, referrals, VADIR and DASA). Parent involvement and increased attendance at parent workshops. • Enforcement of school attendance policy with truancy officer.
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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 determine the rating. *Check all that apply.*	☒ Classroom Observations – # Visited: 40 ☒ Interviews with Students – #: 27 ☒ Interviews with Support Staff – #: 2 ☒ Interviews with Teachers – #: 42 ☒ Interviews with Parents/Guardians – #: 295 ☐ Other: _____	☒ Documents Reviewed: Parent Surveys Teacher and Staff Surveys

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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.	• Improve communication with all constituents – to continue to build the support of the community, and increase parent involvement. • Student data is analyzed (attendance, behavior, referrals, VADIR and DASA). Parent involvement and increased attendance at parent workshops. • Enforcement of school attendance policy with truancy officer.
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actions in this area.	• Monthly meetings with PBIS. • Monthly Social/Emotional Wellness Committee meetings. • DASA training. • Behavior specialist workshops.

Describe the process used to develop this plan pursuant to CR100.11.
Local Assistance Information shared with faculty during September faculty meeting • Power Point – Information on Identification of LAP School • Rutherford Identified for Failing to make AYP and sub group below cut points • Procedures for LAP Schools – Self Review document Teachers completed Self Review document at grade level • Completed the six tenets • Agreed on highly effective, effective, developing, and ineffective at each grade level • Asked to submit any suggestions for improvement Building Level Inquiry Team met to finalize each tenet for the school • Building Inquiry Team met to correlate grade level information • Building Inquiry Team finalized the rating level for the school • Used district goals for action plans and to complete LAP Conducted Teacher/Staff and Parent Surveys: • Information was collected and used from 42 surveys completed by staff/faculty • BOCES conducted staff and teacher interviews • Parent surveys were sent home with all 529 students at Rutherford. 295 surveys were returned and information collected. • BOCES conducted interviews with 27 students. LAP Shared with faculty: • LAP emailed to all faculty • LAP shared at Professional Development meeting

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