Local Assistance Plan Self-Reflection Plan Template

Name of Principal:	Kathleen Moore
Name of School:	Morrisonville Elementary School
School Address:	47 Sand Road Morrisonville, NY 12962

Directions: Please complete this template using the information collected with the Local Assistance Plan Self-Reflection document. The Plan Template must be shared with the local board of education, be *approved by the local board of education, and be posted to the district's website by no later than Friday, August 25, 2017.*

Please note:
1. All schools shall complete the School Overview on Page 2.
2. Schools that have been identified for performance shall complete Part 1 and Part 2.
3. Schools that have been identified for participation rate will need to complete Part 3: "Promoting Participation in State Assessments."
4. Schools that are identified for both performance and participation rate shall complete Part 1, Part 2 and Part 3.
5. Within Part 1 and Part 3 there are questions that are specifically designed for schools that have the same identification this year as last year.

A Message to Parents, the Local Board of Education, and Community Members:

This school has been identified as a Local Assistance Plan School for the 2017-18 school year. The identification is based on the performance of certain groups of students in the school on state assessments and/or the school's participation rate on state assessments. Local Assistance Plan Schools are required to conduct a Self-Reflection, which provides school-based teams with the opportunity to reflect on the practices that exist within the school in preparation for identifying the appropriate next steps for the school. The results of this Self-Reflection have been reviewed by the school and the district, and have been used to create this plan to improve the school's academic performance and/or participation rate. If you have any questions regarding the identification of the school as LAP, or the plan described within this Template, please contact the school or district directly.

SCHOOL OVERVIEW
Name of School:

Individuals Who Assisted in the Development of the LAP Plan:
 	
   1. **Kathleen Moore**
   2. **Connie Garman**

The school has been identified for (identify all that apply):
 	
  ☐ Performance of the following subgroups*:
 	
     • Math
     • White
 	
  ☐ Participation Rate for the following subgroups**
 	
     • Math
     • White

*Schools identified for Performance shall complete Parts 1 and 2.
**Schools identified for Participation Rate shall complete Part 3.

Part I: Whole School Reflection

Directions:
ALL SCHOOLS IDENTIFIED FOR PERFORMANCE: *Review the information gathered using the Local Assistance Plan Self-Reflection Document and any additional information about the school to answer question 3 to 5.*

1. Please identify three to five things that the school believes it does well for the identified sub-group(s):

   1. Social/emotional needs of our students are being met.
   2. Dedicated faculty and staff who are invested in the education of the students.
   3. Consistent collaboration exists between staff members to improve student outcomes.

2. Please identify three to five things that the school believes are barriers that are making it difficult for the school to reach its potential for the identified subgroup(s):

   1. Locating effective products that address skill development and pacing of material with time constraints of school day do not allow students to master material.
   2. Understanding the data gleaned from iReady and knowing what steps to take next.
   3. Students have a lack of skills in the area of goal setting.
   4. Students have limited ownership in decisions that affect their learning.

3. Please identify three to five things that the school believes must happen (needs) for the identified subgroup(s) that are currently not happening

   1. Align/adjust pacing of current math resources in use to CCLS and explore changes (math materials in use, grouping options, intervention programing).
   2. Fully utilize the iReady program to globally analyze and develop action plans for subgroups and individual students.
   3. Provide opportunities for students to take ownership in their learning.

SCHOOLS THAT COMPLETED A LOCAL ASSISTANCE PLAN LAST YEAR: If you completed a Local Assistance Plan last year AND you are identified for the same subgroups this year as you were last year, complete questions 6 and 7 designed for Re-Identified LAP SCHOOLS ONLY.

** Morrisonville Elementary School was identified for a new performance indicator for the 2017-18 school year.

5. **RE-IDENTIFIED LAP SCHOOLS ONLY:** Please indicate the three to five things the school identified as barriers in the 2016-17 Local Assistance Plan and, when applicable, briefly indicate the strategies the school used in 2016-17 to address each barrier.

	Barrier identified in 2016-17 LAP	Strategies used in 2016-17 to remove barrier
1.		
2.		
3.		
4.		
5.		

6. **RE-IDENTIFIED LAP SCHOOLS ONLY:** Please review the three to five things the school identified as needing to occur in the 2016-17 Local Assistance Plan and compare these things to what was identified in Question 5 above. Indicate if any of the things are the same for both 2016-17 and 2017-18.

	Actions needed to occur identified in 2016-17 LAP	Actions needed to occur identified in 2017-18 LAP	Same both years? (Y/N)
1.			
2.			
3.			
4.			
5.			

Part II: Plan for Overcoming Barriers and Addressing Needs

Directions: Please complete the following chart to create a plan for overcoming barriers for the identified subgroup and/or addressing any needs that must be met for the identified subgroup.

Barrier/Need to be addressed – Choose from the barriers or needs identified in Part 1.
Strategy to be implemented - Describe the strategy that will be used to address the barrier/need.
Resources to be used – Describe what resources (human capital, funding, etc.) will be used to support the strategy.
Specialized PD involved – Describe any necessary professional development that must happen to ensure effective implementation of the strategy.
Mid-year Benchmark Goal (staff efforts) – Describe what will have been accomplished by the middle of the school year in terms of staff efforts.
Mid-year Benchmark Goal (student outcomes) – Describe what will have been accomplished by the middle of the school year in terms of student outcomes.
End of the Year Quantifiable Goal - Describe what will have been accomplished by the end of the school year in terms of student outcomes.
Person(s) responsible for strategy implementation –Determine who will be responsible for implementation of the strategy.
Time period for implementation – List key dates for the planning, implementation, and evaluation of the strategy.

Barrier or need to be addressed:	Strategy to be implemented:	Resources to be used:	Specialized PD involved:	Mid-year Benchmark Goal: (STAFF EFFORTS)	Mid-year Benchmark Goal (STUDENT OUTCOMES):	End of the Year Quantifiable Goal: (STUDENT OUTCOMES)	Person(s) Responsible for Strategy Implementation:	Time Period for implementation:
EXAMPLE Low language acquisition for ELL students.	EXAMPLE Implement new ELL phonics program. Hire ELL Director.	EXAMPLE ELL phonics program PD on ELL phonics program for Director and teachers	EXAMPLE PD offered by curriculum developer on ELL phonics (September and November)	EXAMPLE Teachers will attend two training sessions by December. Program will be implemented in all classrooms. Director will have observed implementation and provided feedback.	EXAMPLE: Language acquisition for ELL students on January assessment will increase by 5% compared to Fall benchmark.	EXAMPLE Language acquisition for ELL students will increase by 10% on May assessment compared to Fall benchmark.	EXAMPLE Principal ELL Director	EXAMPLE July/Aug – Review and purchase program, hire Director Sept – June – implementation of ELL program, classroom observations conducted by ELL Director. October/January/April/June – evaluation of

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								progress based on mid-year and end of year goals.
1. Align and make adjustments to current resources (pacing/scope and sequence)	Curriculum development to adjust scope and sequence for current math series, including the addition of fluency development, with representative stakeholders.	CCLS, Go Math Series, K-5 staff	Math Curriculum Development Workshop	Faculty members will have an understanding and utilize the data from the winter iReady benchmark to drive instruction and note further curriculum revision.	Increased performance on iReady Winter benchmark

Go Math program monitoring- chapter tests. | Increased performance on iReady Spring benchmark

Go Math program monitoring- chapter tests. | All K-5 staff | September/October- Fall benchmark, Go Math scope and sequence PD, investigation of new resources

October – December Continue to implement new scope and sequence changes, continued use of iReady to drive instruction and integration of fluency lessons

January/February – winter benchmark, integration of fluency lessons (con't)

March-May Continue to implement new scope and sequence changes, continued use of iReady to drive instruction |

Barrier or need to be addressed:	Strategy to be implemented:	Resources to be used:	Specialized PD involved:	Mid-year Benchmark Goal: (STAFF EFFORTS)	Mid-year Benchmark Goal (STUDENT OUTCOMES):	End of the Year Quantifiable Goal: (STUDENT OUTCOMES)	Person(s) Responsible for Strategy Implementation:	Time Period for implementation:
								May/June – Spring benchmark, evaluation of new scope and sequence changes, planning for further revisions.
2. Understanding the data gleaned from iReady and knowing what steps take next.	PD focused on how to use the data from iReady and continued teacher collaboration to share best practices	Curriculum Associates PD, internal trained staff, iReady data	Curriculum Associates PD and data conversations led by internal trained staff	Faculty members will have an understanding and utilize the data from the winter benchmark to drive instruction.	Increased performance on iReady Winter benchmark	Increased performance on iReady Spring benchmark	All staff	September/October- Fall benchmark October – December continued use of iReady to drive instruction Following the PD offering for using iReady data, survey to staff to see what topics they need further development regarding the use of data to drive instruction January/February – winter benchmark March-May continued use of iReady to drive instruction May/June – Spring benchmark

Barrier or need to be addressed:	Strategy to be implemented:	Resources to be used:	Specialized PD involved:	Mid-year Benchmark Goal: (STAFF EFFORTS)	Mid-year Benchmark Goal (STUDENT OUTCOMES):	End of the Year Quantifiable Goal: (STUDENT OUTCOMES)	Person(s) Responsible for Strategy Implementation:	Time Period for implementation:
3. Students have a lack of skills in the area of goal setting.	All teachers will focus on goal setting in the month of September. Students will be required to set individual academic goals.	Teachers are being provided with a variety of goal setting resources including learning surveys to utilize when working with their students.	Collaboration by staff within the Building Advisory committee, LIIFT meetings, PBIS meetings, and professional learning committee with The Innovator's Mindset book.	Set goals with each student with existing iReady fall benchmark data, classroom assessment data, or behavioral data.	Did the student achieve the personal academic goal they set for themselves? Measurement of acquisition of the goal (yes/no with resulting percentage)	Students identify strengths and weaknesses from various sources (i.e. iReady, content assessments, check in check out)	All Staff	September- begin roll-out to students. Establish goals by the end of the month.

Ongoing discussions to review progress through team meetings, LIIFT meetings and Building Advisory committee meetings.

January/February-iReady winter benchmark to assess gains as well as ongoing data through classroom observation, projects, etc.

May/June- iReady Spring benchmark to assess gains as well as ongoing data through classroom observation, projects, etc.

End of year conferencing with the students to review/assess goals met. |

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4. Students have limited ownership in decisions that affect their learning.	Students will take an active role in the development of their learning space. In addition, all students will identify their SPARK, which will be utilized within the work/learning occurring throughout the year.	The Innovator's Mindset by George Couros, all District staff	Author of the book will work with the LIIFT team, LIIFT team will establish professional learning goals based on ideas about empowering students within the book	Teachers/students will participate in class meetings as well as grade level/building meetings to ensure student voice is heard and utilized when making decisions that impact their learning.	Every teacher will reflect on the progress that has been made mid-year by conferencing with students.	Students will identify the actions that they were able to take that affected their individual learning experience throughout the year.	All District staff including the School building leader and Director of Curriculum	September-students will identify their SPARK. The SPARK will be posted on the wall in the primary and intermediate hallways for the entire school year. 5th graders will be assigned a SPARK advisor who will touch base with them once a cycle to discuss the connections they are making in their learning. Students/teachers will revisit the SPARK throughout the year when creating projects, collaborating with others and responding to learning challenges. June- Students will identify the actions that they were able to take that affected their individual learning experience throughout the year.

Barrier or need to be addressed:	Strategy to be implemented :	Resources to be used:	Specialized PD involved:	Mid-year Benchmark Goal: (STAFF EFFORTS)	Mid-year Benchmark Goal (STUDENT OUTCOMES):	End of the Year Quantifiable Goal: (STUDENT OUTCOMES)	Person(s) Responsible for Strategy Implementation:	Time Period for implementation:
5.								

Part III: Promoting Participation in State Assessments

To be completed only by LAP Schools with subgroup(s) identified solely for the failure to meet the 95% participation rate on state assessments.

In the table below, for each group for which the school failed to meet the 95% participation requirement in the 2015-16 school year, enter the percent of test participation in the 2016-17 school year:

Group	2015-16 ELA	2016-17 ELA	Change (+/-)	2015-16 Math	2016-17 Math	Change (+/-)
Asian						
Black						
Economically Disadvantaged						
English Language Learners						
Hispanic						
Multiracial						
Native American						
Students with Disabilities						
White						

Pursuant to the provisions of the Elementary and Secondary Education Act (ESEA), the United States Department of Education (USDE) requires that at least 95% of students in each accountability group for which a school is responsible must participate in the state's annual reading/language arts and mathematics assessments. To meet the requirements of New York's approved ESEA flexibility waiver, the New York State Education Department requires that districts with schools identified as Local Assistance Plan schools for failing to meet the 95% participation rate requirement for one or more accountability groups on an English language arts and/or mathematics accountability measure provide narrative responses to the questions below.

1. *Did your school complete a Local Assistance Plan last year for Participation Rate?*

   If yes, please skip questions 2, 3, and 4 and proceed to question 5. Be sure to complete the prompts for "Re-Identified Participation Rate LAP Schools ONLY"

   If no, please proceed to question 2-4 and be sure to complete the prompts for "Newly Identified Participation Rate LAP Schools ONLY"

NEWLY IDENTIFIED LAP SCHOOLS ONLY

2. How do you plan to communicate with parents and other stakeholders regarding the purposes of the NY state assessment program and the revisions that have been recently made to the NY state assessment program? *(Newly Identified Participation Rate LAP Schools ONLY)*

Proceed to question 3

3. Some parents are unaware of how to interpret state assessments results and use them to support their children's learning, which may cause these parents to believe that state assessments do not provide valuable instructional information about their children. How do you plan to provide training to all parents in how to interpret state assessment results and how the assessments are used to support the learning of children? *(Newly Identified Participation Rate LAP Schools ONLY)*

Proceed to question 4

4. What other strategies or activities are you planning to implement with students, parents and community members that will encourage participation in state assessments? *(Newly Identified Participation Rate LAP Schools ONLY)*

Newly Identified Participation Rate LAP Schools: Your submission is complete. Thank you.

RE-IDENTIFIED PARTICIPATION RATE LAP SCHOOLS ONLY:

5. In the 2016-17 Local Assistance Plan, your school identified the strategies it would use to communicate with parents with parents and other stakeholders regarding the purposes of the NY state assessment program and regarding the revisions that have been recently made to the NY state assessment program.

Did your participation rate improve from last year (i.e., from 2015-16 to 2016-17)? YES

If you answered "YES," proceed to questions 11 - 13.

If you answered "NO," proceed to questions 6-10.

6. Even though you identified strategies last year, the school did not improve its participation rate and was once again identified for participation rate. Why do believe that the strategies identified last year were unsuccessful in improving the 95% participation rate? *(Re-identified Participation Rate LAP Schools that Answered NO to Question 5)*

Proceed to question 7

7. Based on your answer above, what will you do differently this year to communicate with parents and other stakeholders regarding the purposes of the NY state assessment program and regarding the revisions that have been recently made to the NY state assessment program? *(Re-identified Participation Rate LAP Schools that Answered NO to Question 5)*

Proceed to question 8

8. In the 2016-17 Local Assistance Plan, your school identified how it will plan to provide training to all parents in how to interpret state assessment results and how the assessments are used to support the learning of children. In spite of these trainings, the school was once again identified for participation rate. Why do you believe the training last year was unsuccessful in ensuring the participation rate improved and that the 95% participation rate was met? *(Re-identified Participation Rate LAP Schools that Answered NO to Question 5)*

Proceed to question 9

9. Based on your answer above, what will you do differently this year to provide trainings to parents in how to interpret state assessment results and how the assessments are used to support the learning of children? *(Re-identified Participation Rate LAP Schools that Answered NO to Question 5)*

Proceed to question 10

10. What other strategies or activities are you planning to implement with students, parents and community members that will encourage participation in state assessments? *(Re-identified Participation Rate LAP Schools that Answered NO to Question 5)*

RE-IDENTIFIED PARTICIPATION RATE LAP SCHOOLS THAT ANSWERED "NO" FOR QUESTION 5: Your submission is complete. Thank you.

11. How do you plan to communicate with parents and other stakeholders regarding the purposes of the NY state assessment program and regarding the revisions that have been recently made to the NY state assessment program? Will this communication differ from last year? *(Re-identified Participation Rate LAP Schools that Answered YES to Question 5)*

A notice will be sent to parents via email, Schoology, and a physical copy will be sent in the student communication folders.

Proceed to question 12

12. Some parents are unaware of how to interpret state assessments results and use them to support their children's learning, which may cause these parents to believe that state assessments do not provide valuable instructional information about their children. How do you plan to provide training to all parents in how to interpret state assessment results and how the assessments are used to support the learning of children? Will this training differ from last year? *(Re-identified Participation Rate LAP Schools that Answered YES to Question 5)*

Parent reports concerning student performance on the NYS assessments are mailed home with a letter explaining the purpose of the assessments. In addition, if a student qualified for academic intervention services based on their performance on the assessments (and other multiple measures within the District), letters form RTI providers are sent home explaining why the student qualified for services.

Proceed to question 13

13. What other strategies or activities are you planning to implement with students, parents and community members that will encourage participation in state assessments? Will these strategies or activities differ from last year? *(Re-identified Participation Rate LAP Schools that Answered YES to Question 5)*

- Sharing areas of strength and weakness with students
- Conferencing with students
- Establishing goals with students

RE-IDENTIFIED PARTICIPATION RATE LAP SCHOOLS THAT ANSWERED "YES" FOR QUESTION 5: Your submission is complete. Thank you.