New York State Education Department

Local Assistance Plan Self-Reflection Plan Template

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 July 29, 2016. Please note: If your school has subgroup(s) that have been solely identified for failing to meet the participation rate requirement, please ensure that you complete “Part III: Promoting Participation in State Assessments” found on page 6 of this plan template. If your school has more than one subgroup identified as a result of performance on state assessments or gaps in performance between the groups and the all students group, please use the results of the Self-Reflection to guide creation of a Local Assistance Plan to address all identified subgroups.

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 2016-17 school year. The identification was based upon the academic performance of either all students or particular groups of students on state assessments during the 2014-15 school year. Local Assistance Plan Schools are required to conduct a Self-Reflection on the educational program, leadership and instructional practices. The Self-Reflection 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 their 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 student academic performance. 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.

<table>
<thead>
<tr>
<th>Name of principal:</th>
<th>Jennifer McDonald</th>
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</thead>
<tbody>
<tr>
<td>Name/number of school:</td>
<td>Mount Markham Elementary School/212001040002</td>
</tr>
<tr>
<td>School address:</td>
<td>500 Fairground Road West Winfield, NY 13491</td>
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<tr>
<td>Identified Subgroup(s):</td>
<td>White; CSE</td>
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</table>
Part I: Whole School Reflection

Identify the date the Local Assistance Plan Self-Reflection Document was completed: June 30, 2016

Identify the individuals who helped complete the Local Assistance Plan Self-Reflection Document:

1. Paul Berry, Superintendent
2. Jennifer McDonald, Principal
3. Russel Kissinger, Director of Curriculum and Instruction
4. Laura Nelson, Director of Pupil Personnel
5. Janet Bunce, Elementary Teacher
6. Lori Engle, Elementary Teacher
7. Jodie Quest-Urtz, Elementary Teacher
8. Kathleen Enders-Berg, Elementary Teacher
9. Lisa Garafalo, MORIC Data Specialist
10. Becky Nugent, MORIC Data Specialist

Directions: In thinking about the information gathered using the Local Assistance Plan Self-Reflection Document, and the school as the whole, please answer the following prompts.

Please identify three to five things that the school believes it does well for the identified sub-group:

1. Support a love for reading
2. More consistent reading instruction (focus on higher standards; alignment of instruction to rigorous standards)
3. Intervention support is a strength
4. Introduction of Columbia Reading and Writing Program
5. Up/Down meetings

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:

1. Efforts to differentiate instruction in each classroom
2. Efforts toward greater focus on consistent instructional practice supporting ELA standards
3. Efforts to support Tier II reading intervention by regular ed teachers
4. Time—there is so much happening so much to do; how do we sustain these initiatives
5. Consistent support for and sustaining efforts
Please identify three to five things that the school believes must happen (needs) for the identified subgroup that are currently not happening:

1. Grade level benchmark assessments/data review/reteaching/retooling/assessment cycle
2. Develop an action plan based on SMART goals (building; grade level) that can focus and guide our work
3. Develop curriculum maps that align ELA standards to operational curriculum
4. Form an SBIT Team (School Based Inquiry Team) that reviews progress, includes a member from each grade level; could this be BLT?
5. Focus on Tier II intervention by regular ed teachers; help with the interventions and the application in the classroom; help find the time!

**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.

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

**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.
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<tr>
<td>1. Consistent use of whole group differentiated instruction</td>
<td>-use of DI protocols (to be distributed)</td>
<td>-EngageNY Appendix 1 &amp; 2 -RTI binder -Assessment binder -ELA binder</td>
<td>-gradual release; “Teach Like A Champion” Lemov Or “Engaging students with poverty in mind” Jensen</td>
<td>Each classroom teacher will incorporate 5 DI protocols into whole group instruct</td>
<td>All Students will raise initial benchmark scale score to half way mark for their target</td>
<td>All Students will raise initial benchmark scale score by one grade level or more</td>
<td>-Classroom Teachers -Principal -Dir. Of Curriculum and Instruction</td>
<td>August-June</td>
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<tr>
<td>2. Consistent use of Tier II intervention strategies</td>
<td>-Grouping Tier II to deliver instruction to close skill gap</td>
<td>-STAR data -Dashboard lessons (STAR 360) -AR Guide (EngageNY) RTI binder -Assessment binder -ELA binder -Florida Resource-FCRR website (<a href="http://www.fcrr.org/">http://www.fcrr.org/</a>)</td>
<td>-STAR 360 DDI -STAR Dashboard &amp; lessons -Model Schools</td>
<td>Each classroom teacher will incorporate 5 Tier II intervention strategies</td>
<td>Tier II students will raise initial benchmark scale score to half way mark for their target</td>
<td>Tier II students will raise initial benchmark scale score by one grade level or more</td>
<td>-STAR support (Liz Meuller) -Model Schools -Classroom Teachers -Reading teachers -Principal -Dir. Of Curriculum and Instruction</td>
<td>August-June</td>
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<td>3. Consistent instructional practice supporting ELA standards</td>
<td>Unpack the ELA Modules; develop curriculum maps; adapt/adopt rubrics</td>
<td>-EngageNY -Social Studies Integration resources -BrainHoney -release questions</td>
<td>-Brainhoney -Focus on the standards -K-2 Listening and Learning support</td>
<td>All grade levels will have unpacked two ELA modules</td>
<td>All Students will raise initial benchmark scale score to half way mark for their target</td>
<td>All Students will raise initial benchmark scale score by one grade level or more</td>
<td>-Classroom Teachers -Reading teachers -Principal -Dir. Of Curriculum and Instruction</td>
<td>August-January</td>
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<td>4. Time—there is so much happening/so much to do; how do we sustain these initiatives?</td>
<td>-Use of common planning time; morning meetings; Planning time; summer PD</td>
<td>-master schedule -Summer Curriculum -Professional time -Instructional Coaching</td>
<td>-K-12 conversations</td>
<td>All grade levels will have unpacked two ELA modules</td>
<td>All Students will raise initial benchmark scale score to half way mark for their target</td>
<td>All Students will raise initial benchmark scale score by one grade level or more</td>
<td>-Classroom Teachers -Reading teachers -Principal -Dir. Of Curriculum and Instruction</td>
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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.

As you are aware, 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 inform the USDE regarding the efforts of districts to promote participation in state assessments, the New York State Education Department is asking 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. 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?

   Open House on October 17th. There will be a powerpoint and hand-outs available to them. It will follow SED information. In addition, information will be shared via the school website and through the local newspaper the West Winfield Star. The school newsletter will also share updates with parents and stakeholder groups.

2. 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?

   We are having a curriculum night that will focus on interpreting state assessments and their role in supporting learning outcomes for their children. One of the areas we will focus on is the importance of participation. In addition, information will be shared with parents during open house as well as on our website and social media methods.

3. What other strategies or activities are you planning to implement with students, parents and community members that will encourage participation in state assessments?

   We will provide the above two informational nights for parents and also will be sending home a newsletter in February outlining the information from Open House and the curriculum night.