



<b>Name of Principal:</b>	Amy Bird
<b>Name of School:</b>	Harrisville Elementary School
<b>School Address:</b>	1437 Pirate Lane, Harrisville, NY 13648

**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.

<b>SCHOOL OVERVIEW</b>
Name of School: Harrisville Elementary School
Individuals Who Assisted in the Development of the LAP Plan: Sonja Chartrand – Special Education Teacher/Instructional Coach John Pratt – Teacher Aubrey Thayer – Grade 6 Teacher Amy Bird – Principal Marilyn Trainor – OEE Roberta Stillin-Dowman – Title I Coordinator

The school has been identified for (identify all that apply):

Performance of the following subgroups\*:

- ELA Grades 3-5 White students

Participation Rate for the following subgroups\*\*

\*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. Increased motivation for reading including a celebration of reading for both students and their parents.
  2. Use of age-appropriate reading logs with goals
  3. Expanded libraries of leveled books – increased time on reading in school
  4. Increased communication with parents to encourage reading to their children at home
  5. Use of google docs for sharing information and more use of data to guide instruction throughout the school
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. Not all students have full access to the general education curriculum as a result of the first year of implementation of the inclusion model
  2. The relative isolation of the community and the nature of life in this rural area (low expectations for academic achievement)
  3. The lack of adequate time for collecting, analyzing, and using data to focus on instructional changes
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. Refine and prioritize a common curriculum PK-6 for ELA and math that is aligned to CCLS, and adjusted using student achievement data

2. Strengthen and improve consistency of the implementation of the workshop model in ELA and math
3. Identify and implement intellectually engaging strategies to strengthen learning and increase student achievement
4. Continue to develop a welcoming school climate and strengthen the social-emotional health of students through the implementation of the Responsive Classroom
5. Monitor and adjust the implementation of the least restrictive environment with access to the general education curriculum through the use of co-teaching

**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.**

6. **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.	Lack of Common curriculum	Consultant support for teachers, coaching, summer and ongoing professional development, consultant met with teachers individually and in teams to develop maps
2.	Inconsistent implementation of Workshop Model of Instruction	BOCES for 1.8 million words staff development; ELA consultant led book studies for staff
3.	Social emotional gaps	Extensive training for implementation of Responsive Classroom initiative, Levels 1 and 2 training; resources and articles provided, parent information night
4.	Lack of Co-teaching	Syracuse conference on Leading Inclusive Schools, SESIS provided ongoing support, Consultant provided additional – group and individual, Resources provided, common planning time

7. **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.	Develop and implement a common curriculum PK-6 for ELA and math that is aligned to CCLS, which includes grade level expectations for each trimester.	Refining and prioritizing a common curriculum PK-6 for ELA and math that is aligned to CCLS, and adjusted based on student achievement data	Yes
2.	Identify and implement student engagement strategies to strengthen learning and increase student achievement (i.e. the workshop model).	<ul style="list-style-type: none"> <li>• Strengthen and improve consistency of the implementation of the workshop model in ELA and math</li> <li>• Identify and implement intellectually engaging strategies to strengthen learning and increase student achievement</li> </ul>	Yes
3.	Create a welcoming school climate and strengthen the social-emotional health of students through the implementation of the Responsive Classroom program.	Continue to develop a welcoming school climate and strengthen the social-emotional health of students through the implementation of the Responsive Classroom program.	Yes
4.	Explore and implement strategies for shifting SWDs using the Integrated co-teaching (ICT) model to provide instruction in a less restricted environment with access to the general education curriculum.	Monitor and adjust the implementation of the least restrictive environment with access to the general education curriculum through the use of co-teaching	Yes



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:
		Coach and school leaders	MS-HS curriculum map work					December 7 & 8, 2017
1B. Lack of a consistent written curriculum in Grades PK-6 in math that is aligned to CCLS and based on student achievement data	The development of a CCLS aligned curriculum for math with common grade level expectations for each trimester	CCLS, Math Coach, School Leader, SIG Funds for teacher stipends	Summer Curriculum Work Staff Development days (two during the year) to review and adjust curriculum  Monthly grade level meetings to monitor implementation of the curriculum	100% of math curriculum maps reviewed and updated  Math classroom visits by school leader and coach to monitor implementation and provide feedback  Math committee review of curriculum after each trimester.	A 5% increase in students on grade level on I-Ready from September until February 1, 2018	A 10% increase in students on grade level on i-Ready from September until June 2018.	School Leader, Math Coach, all grade level teachers	September 1, 2017- August 31, 2018.  September 29, 2017 .5 day      December 7 & 8, 2017
2. Lack of consistent implementation of Workshop model for instruction (ELA and math)	Refining the implementation of the workshop model for instruction	ELA & math curriculums, reading and math assessment, instructional coaches, SIG Funds for teacher	PD for implementing the workshop model of instruction (math and ELA)  Teachers will visit classes in	Classroom visits by school leader and coaches to monitor implementation in all PK-Grade 6 classrooms	A 5% increase in students on grade level on I-Ready from September	A 10% increase in students on grade level on I-Ready from September	School Leader, Instructional Coaches, all grade level teachers	full implementation in ELA and math (includes small group instruction, and formative assessments)

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:
		stipends for summer staff development	neighboring districts to observe the implementation of writers workshop					
3. A lack of common understanding of the school culture and climate in the community	Continue developing a welcoming school climate and strengthening the social-emotional health of students through the implementation of the Responsive Classroom program	SIG funding for teacher stipends and presenter costs for Responsive Classroom PD  Supplies and materials to support Responsive Classroom implementation	New Teachers attendance at PD for implementation of the Responsive Classroom program  Follow-up PD for all teachers on Responsive Classroom during the year	100% of classrooms will be engaged in the implementation of the Responsive Classroom model as measured by class visits by school leader	Office referrals will decrease by 5%	Office referrals will decrease by 10%	School leader, all grade level teachers, support staff, and special area teachers	New teacher training in the fall of 2017.  Follow-up PD during scheduled staff days and at faculty and grade level meetings.
4. Limited access to grade level curriculum for special education students in the least restrictive environment	Develop the special education continuum of services to include Integrated co-teaching classrooms, and push-in support services	SEGIS, SIG Funding for PD and teacher stipends	PD on the least restrictive environment to access the full curriculum using the co-teaching model	All staff will use the general education CCLS aligned curriculum with appropriate support/modifications and accommodations for all SWDs as measured by class visits using a walk-through tool	All SWDs will be receiving instruction using the general education CCLS aligned curriculum with appropriate support/modifications and accommodations as measured by class visits using walkthrough tool and monitoring lesson plans	Growth on i-Ready assessments for SWD	School leader, classroom and special education teachers	Summer PD  Follow-up PD during scheduled staff days and at faculty and grade level meetings



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:
	Monitor and adjust the implementation of strategies for shifting SWDs using the integrated co-teaching model to provide instruction in a less restrictive environment with access to the general education curriculum in the least restrictive environment	<p>Special education consultant, Julie Causton</p> <p>Special education consultant, Julie Causton</p> <p>Special education consultant, Julie Causton</p> <p>Special education consultant, Julie Causton</p> <p>Special education consultant, Julie Causton</p>	<p>Co-teaching, inclusive teaming support, behavioral supports, access to the gen ed curriculum</p> <p>IEP writing support, co-teaching, access to the gen ed curriculum, inclusive teaming support, behavioral supports</p> <p>Co-teaching, access to the gen ed curriculum, inclusive teaming support, behavioral supports</p> <p>IEP writing support, inclusive teaming, curriculum</p> <p>Reflection, Revision of teaming</p>					<p>November 9, 2017 1.0 day</p> <p>January 26, 2018 1.0 day</p> <p>February 16, 2018 1.0 day</p> <p>March 29, 2018 1.0 day</p> <p>April 20, 2018 .5 day</p>