



Name of principal:	Amy Bird
Name/number of school:	Harrisville Elementary School
School address:	14371 Pirate Lane, Harrisville, NY 13648
Identified Subgroup(s):	White (ELA)

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.

Part I: Whole School Reflection

Identify the date the Local Assistance Plan Self-Reflection Document was completed: June 28, 2016

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

Name of those assisting in the completion of the Self-Reflection (add rows if necessary)	Title
Amy Bird	Principal
Troy Hebert	Teacher-5 th grade
Julie Wick	Teacher-2 nd grade
Dana Jackson	Teacher-1st grade
Dave Stevens	Psychologist
Sonja Chartrand	AIS/Special Ed
Erin Woods	SLL BOCES SESIS
Roberta Stillin-Dowman	Title I Coordinator
Marilyn Trainor, Ed.D	District OEE

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. Providing specific professional development to staff focused on curricular and instructional needs. Using the faculty meetings and coaching support to strengthen the instructional program for all students.
2. Closing gaps in the CCLS instruction and working toward common expectations across grade levels, and collaboratively implementing a horizontally and vertically aligned curriculum.
3. Frequent and purposeful communication between the staff and individual families.

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. Current special education placement and practices do not provide students an opportunity to succeed in the least restrictive environment with full access to the general education curriculum.
2. The relative isolation of the community, and the nature of life in rural areas (low expectations for academic achievement).
3. The lack of adequate time for collecting, analyzing, and using data to focus on instructional changes.

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

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.
2. Identify and implement student engagement strategies to strengthen learning and increase student achievement (i.e. the workshop model).
3. Create a welcoming school climate and strengthen the social-emotional health of students through the implementation of the Responsive Classroom program.
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.

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:
1.Lack of a consistent written curriculum in Grades PK-6 in ELA	The development of a CCLS aligned curriculum for ELA with common	CCLS, Literacy Coach, School Leader, SIG Funds for teacher stipends	Summer Curriculum Work Staff Development days (two	100% of ELA Curriculum maps developed and implemented ELA classroom visits by school leader	ELA Interim Assessments based on the grade level expectations will show a 10% increase in student achievement levels	A minimum of 10% growth from the previous year for	School Leader, Literacy Coach, all grade level teachers	In July the school leader and literacy coach will plan a two-day summer curriculum

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:
	grade level expectations for each trimester		during the year) to review and adjust curriculum Monthly grade level meetings to monitor implementation of the curriculum	and coach to monitor implementation and provide feedback Quarterly ELA committee review of curriculum	from September	90% of the students. The NYS assessment for ELA will be used grades 3-6. Locally developed summative assessments will be used in grades PK-2.		session including developing a school template In July the school leader and the literacy coach will conduct a two-day ELA Curriculum Development program for PK-Grade 6 classroom teachers
2. Lack of a consistent written curriculum in Grades PK-6 in math	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	100% of math curriculum maps developed and implemented Math classroom visits by school leader and coach to monitor implementation and provide feedback	Math Interim Assessments based on the grade level expectations will show a 10% increase in student achievement levels from September	A minimum of 10% growth from the previous year for 90% of the students. The NYS assessment for Math will be	School Leader, Math Coach, all grade level teachers	In July the school leader and coach will plan a two-day summer curriculum session including a developing a school template In July the

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:
			Monthly grade level meetings to monitor implementation of the curriculum	Quarterly math committee review of curriculum		used in grades 3-6. Locally developed assessments will be used PK-2.		school leader and the coach will conduct a two-day Math Curriculum Development program for PK-Grade 6 classroom teachers
3.Lack of consistent staff knowledge and implementation of workshop model for instruction (ELA and math)	Consistent implementation of the workshop model for instruction	ELA & math curriculums, Interim Assessments, Instructional coaches, SIG Funds for teacher stipends for summer staff development	Teacher attendance at PD for implementing the workshop model of instruction (math and ELA) Summer of 2016	Classroom visits by school leader and coaches to monitor implementation and provide feedback Implementation in all PK-Grade 6 classrooms	Increased achievement of 10% by 90% of the students on interim ELA and math assessments	A minimum of 10% growth from the previous year for 90% of the students. The NYS assessments for ELA will be used grades 3-6. Locally developed summative assessments will be used in	School Leader, Instructional Coaches, all grade level teachers	September of 2016 with full implementation by January of 2017 (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:
						grades PK-2		
4. Lack of a school wide system of grade level expectations- and a lack of common understanding of the school culture and climate	The implementation on the Responsive Classroom Program PK-6	SIG funding for teacher stipends and presenter costs for Responsive Classroom Supplies and materials to support Responsive Classroom implementation	Teacher attendance at PD for implementation of the Responsive Classroom program Teacher attendance at follow-up PD for responsive classroom during the year	100% of classrooms will be engaged in the implementation of the Responsive Classroom model.	Office referrals will decrease by 5%	Office referrals will decrease by 10%	School leader, all grade level teachers, support staff, and special area teachers	Summer PD Follow-up PD during scheduled staff days and at faculty and grade level meetings.
5. Limited access to grade level curriculum for special education students	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	Integrated co-teaching model PD	All staff will use the general education CCLS aligned curriculum with appropriate support/modifications and accommodations for all SWDs.	All SWDs will be receiving instruction using the general education CCLS aligned curriculum with appropriate support/modifications and accommodations Student progress	A minimum of 10% growth from the previous year for 90% of the students. The NYS assessments for ELA	School leader, classroom and special education teachers	Summer PD Follow-up PD during scheduled staff days and at faculty and grade level meetings Students with SWDs will be

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:
					will be measured using interim assessments	will be used grades 3-6. Locally developed summative assessments will be used in grades PK-2.		identified for program delivery adjustments and specified adjustments communicated to families and recorded on the IEP

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