New York State Education Department

Local Assistance Plan Self-Reflection Plan Template

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| **Name of principal:** | **Donna M. Simmons** |
| **Name/number of school:** | **Fitzhugh Park Elementary School**  |
| **School address:** | **195 East 10th and Bridge Street, Oswego, New York 13126** |
| **Identified Subgroup(s):** | **Students with Disabilities in ELA & Math, Economically Disadvantaged in ELA & Math** |

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: 7-05-16**

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

1. **Donna M. Simmons**
2. **Tim Barbeau**
3. **Judy Osetek**
4. **Rebecca James**
5. **Tracy Moshier**

***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. Positive Behavioral Interventions & Supports (PBIS)
2. Blessings in a Backpack
3. Professional Learning Communities
4. Grade Level Data Collaboration Meetings /Vertical Grade Collaboration
5. Walk to Read (Skills) Groups

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. Large range of academic ability levels of students
2. Wide variety of needs related to socio-economic status (background knowledge, vocabulary)
3. Lack of structured communication between all school community teams/committees

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

1. Structured communication protocol between all school community teams/committees
2. Differentiation of instruction
3. Differentiation of strategies based on the Social-Emotional Developmental Health characteristics of students

**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:** |
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| 1. Large range of academic ability levels of students | Differentiation of Instructional Practices in all academic areas  | Technology(e.g. smart response system) Resource Guides for Core Knowledge Language Arts and for the ELA and Math modules Literature for staff related to differentiation of instruction  | PD offered by building leader/team leaders and Special Education School Improvement Specialist (CITI SESIS) on differentiation of instruction, resource guides, and technology.  | Teachers will have attended two staff meetings by December where differentiated strategies will be taught and modeled. Strategies will be implemented in all classrooms. Building Leader/SESIS will have observed teachers’ use of differentiation strategies during walk-throughs and have provided feedback. | By January using STAR Reading Data, SWD’s and Economically disadvantaged students will increase by 5 months or more compared to Fall STAR Equivalent Data. | By June using STAR Reading Data, SWD’s and Economically disadvantaged students will increase by 10 months or more compared to Fall STAR Equivalent Data. | Staff Building LeaderSESIS  | Sept-June: PD, Classroom ObservationsJan and June: Gather and analyze STAR Data results  |
| 2.Wide variety of needs related to socio-economic status (background knowledge and vocabulary)  | Explicit Direct Instruction of Vocabulary  | Teaching Critical Vocabulary of the Common Core by Marilee SprengerFrayer Model Strategy Poster for Vocabulary Vocabulary Notebooks  | Building Leader will facilitate teacher to teacher collaboration for teaching critical vocabulary using the Frayer Model strategy and vocabulary notebooks. | Staff will review and explicitly teach 50% of the critical vocabulary of the common core for their grade level and previous grade levels.  | By January students will have mastered 80% of the critical vocabulary taught using a common grade level assessment.  | By June students will have mastered 80% of the critical vocabulary taught using a common grade level assessment. | Staff Data TeamsProfessional Learning Communities  | September-October: Share resources with all staff. Teach and model the Frayer Model Strategy to all staff. Sept-January: Staff will pre-assess, explicitly teach and progress monitor 50% of the critical vocabulary of the common core. Jan-June: Staff will pre-assess, explicitly teach and progress monitor the next 50% of the critical vocabulary of the common core.  |
| 3.Lack of structured communication between all school community teams/committees  | Use a structured communication protocol  | Inquiry Team Leadership Improvement Team School Wide Data  | Building Leader, Director of Data Management, and SESIS provide continued PD on data analysis, smart goals, and Professional Learning Communities  | PD will have been provided and the structured communication protocol will be created.  | By January there will be a 10% decrease in number of multiple individual student discipline major referrals for specified subgroups.By January using STAR Reading Data, SWD’s and Economically disadvantaged students will increase by 5 months or more compared to Fall STAR Equivalent Data. | By June there will be a 10% decrease in number of multiple individual student discipline major referrals for specified subgroups.By June using STAR Reading Data, SWD’s and Economically disadvantaged students will increase by 10 months or more compared to Fall STAR Equivalent Data. | Building LeaderCommittee Representatives | September –October:Inquiry Team will meet to analyze the building-wide data. Leadership Improvement Team will meet to develop the structured communication protocol.September – December: Provide PD on data analysis, smart goals, Professional Learning CommunitiesJanuary-June: Analysis of Benchmark Data  |

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?
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?

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