



Local Assistance Plan Self-Reflection Plan

Name of principal:	Peter Mahan
Name/number of school:	Scott M. Ellis Elementary School
School address:	PO Box 129 Greenville, New York
Identified Subgroup(s):	Students with IEPs

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: July 6, 2016

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

1. Marcia Atwood, Questar III SESIS
2. Brook VanFleet, GCSD PPS Director
3. Amy Latham, GCSD Special Education Teacher
4. Carrie Caputi, GCSD Curriculum Specialist
5. Peter Mahan, GCSD Elementary Principal

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. Adopted a CCLS-aligned instructional resource for ELA
2. Implemented Fountas and Pinnell intervention programming (LLI) for at-risk learners
3. Implemented benchmarking systems via AIMSWEB
4. Aligned IEPs with CCLS
5. Initiated progress monitoring systems

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. Ambiguous grade level curriculum expectations regarding content, skills, and assessment
2. A curriculum culture that is activity-based rather than explicit literacy and math skills
3. Inadequate collaboration opportunities between special education and general education colleagues regarding students' math and ELA skills

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

1. Explicit instructional plans that include clear objectives, high engagement (ex: I-do, we-do, you-do), and assessment for mastery
2. Increase use of skill based progress monitoring to enhance instruction and identify/remediate specific skill deficits
3. Increase student engagement in lesson content via peer contacts and student oral/written/action responses
4. Provide consistent collaborative opportunities for classroom and special education teachers of students with disabilities
5. Complete and use ELA and Math curriculum maps (K-5) to guide skill-based (core and targeted) instruction

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 Purchase 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, Sept – June – implementation of ELL program, classroom observations conducted by ELL Director. October/January/April/June – evaluation of progress based on mid-year and end of year goals.

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:
Complete ELA and Math Curriculum Maps	Release grade level curricular point people to complete curricular maps (including priority standards for at-risk learners)	Use substitute coverage for two days per person eDoctrina unit planning template	Curriculum Specialist to assist in map completion	Curriculum Maps are to be completed prior to the end of the first semester (January 2017)	N/A	N/A	Elementary Principal, K-12 Principal, Director of Special Education and PPS, QIII Instructional Coaches, QIII SESIS, Curriculum Specialist	Release curricular point people to complete maps, October 2016 - January 2017

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:
<p>Use grade level curriculum maps to guide (core and targeted) skill-based instruction</p>	<p>Provide collaborative instructional planning time for general/special education teaching teams</p> <p>Use collaborative faculty meetings to review skills focus for upcoming month</p> <p>Use Team meetings with principal to monitor students' skill development</p> <p>Review curriculum maps and adjust interventions at RTI progress monitoring meetings</p>	<p>Completed ELA/Math Curriculum Maps</p> <p>Calendar of release time for general/special education teams (up to three days per teacher)</p> <p>Calendar of Principal and RTI meetings</p>	<p>Use of skill-based curriculum map, that includes priority standards</p> <p>Questar III ELA and Math School Improvement Specialists</p>	<p>General/Special Education Teams will meet up to three days each October - March. Instructional coaches and Elementary Principal will observe and provide feedback.</p>	<p>Literacy skill acquisition for SWDs will increase by 5% on January AIMSweb benchmark as compared to the previous June benchmark.</p> <p>Math skill acquisition for SWDs will increase by 5% on January AIMSweb M-COMP benchmark as compared to the previous June benchmark.</p>	<p>Literacy skill acquisition for SWDs will increase by at least two levels on spring Fountas & Pinnell benchmark as compared to fall benchmark and by 10% on June AIMSweb benchmark as compared to the previous June benchmark.</p> <p>Math skill acquisition for SWDs will increase by 10% on June AIMSweb M-COMP benchmark as compared to the previous June benchmark.</p>	<p>Elementary Principal, K-12 Principal, Director of Special Education and PPS, QIII Instructional Coaches, QIII SESIS, Curriculum Specialist</p>	<p>October - March - collaborative meetings/observations/feedback</p> <p>September - June - Fountas & Pinnell and AIMSweb benchmarking as per established 2016-17 schedule / collaborative faculty meetings, quarterly Team meetings, and monthly RtI meetings as per established schedule</p>

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:
<p>Implement Professional Development plans that support explicit, instructional plans and practices</p> <p>Example components: lesson introduction, active teaching, guided practice, Independent practice, lesson closure, student engagement, and explicit corrective feedback</p>	<p>Provide embedded instructional coaching for general and special education teams</p> <p>Consistently use specially designed, high engagement instruction</p> <p>Consistently use special education team meetings to collaborate regarding use of explicit, instructional plans</p> <p>Align Technology PD to the needs of curriculum mapping and progress monitoring</p>	<p>Purchase one unit of Questar-III ELA and Math School Improvement Services</p> <p>Schedule Questar-III SESIS to support teachers who serve students with disabilities</p>	<p>Embedded professional coaching regarding use of best practices</p>	<p>Observations with the RSE-TASC Walk Through Tool will indicate an average 3 (of 5) examples of explicit student engagement during a 30-minute period</p>	<p>Literacy skill acquisition for SWDs will increase by 5% on January AIMSweb benchmark as compared to the previous June benchmark.</p> <p>Math skill acquisition for SWDs will increase by 5% on January AIMSweb M-COMP benchmark as compared to the previous June benchmark.</p>	<p>Literacy skill acquisition for SWDs will increase by at least two levels on spring Fountas & Pinnell benchmark as compared to fall benchmark and by 10% on June AIMSweb benchmark as compared to the previous June benchmark.</p> <p>Math skill acquisition for SWDs will increase by 10% on June AIMSweb M-COMP benchmark as compared to the previous June benchmark.</p>	<p>Elementary Principal, K-12 Principal, Director of Special Education and PPS, QIII Instructional Coaches, QIII SESIS, Curriculum Specialist</p>	<p>Coaching will occur September 2016 - March 2017</p> <p>RSE-TASC Walk Through Tool will be administered in September/October, December/January, and May/June</p>

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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?

*Update the Parent Resources section (specifically the Common Core Resources and NYS Testing Information sections) of the GCSD website

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?

*Hold PTA and parent informational session(s)

*Review 2015-16 student performance data

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

*Superintendent letter