



<b>Name of principal:</b>	Susan Prince
<b>Name/number of school:</b>	McGraw Elementary School
<b>School address:</b>	50 West Academy Street, McGraw NY 13101
<b>Identified Subgroup(s):</b>	ELA, white

**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:**

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

1. Susan Prince- Principal
2. Karen Genzel- Director of Special Education/Curriculum
3. Jessica Latta- Teacher
4. Jenna Sourwine- Special Education
5. Kim Mackey- SESIS

***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. It is a safe, positive, and caring environment where learning is encouraged by staff members.
2. When students are having difficulties- school staff work together as a team to problem solve strategies to improve.
3. Collaboration time is well utilized by staff members.
4. Collaboration time and professional development is seen as important by the staff members.

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. The need for more staff development for support staff who work with students who have high needs.
2. Scheduling flexibility
3. The need for additional literacy interventions and resources for students at all levels
4. The lack of a vertically aligned curriculum with uniform curriculum mapping.

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

1. Provide time for collaboration- grade levels and teams, vertical and horizontal curriculum alignment
2. Schedule and provide time for staff development in targeted areas: DDI, Daily 3/5, writing, curriculum alignment, etc.
3. Assessments to inform and modify curriculum and provide feedback that ensures student ownership, leading to improved achievement

**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. Time for collaboration-grade levels and teams- curriculum alignment vertical/horizontal	Collaboration time built into teacher's weekly schedule and monthly Department Meetings	Curriculum map template, CCLS, Engage NY, Common Formative Assessment Books, SESIS, e-Doctrina	Literacy Coach, SESIS	Each teacher will have participated in at least 10 hours of curriculum work by January 1, 2017.	Mid-year STAR benchmark assessment would show ½ year's growth in Reading compared to fall benchmark	End of year STAR benchmark assessment would show one year's growth in Reading	Susan Prince, Karen Genzel, all Elementary teachers	Sept. 2016– June 2017, end of year benchmark will be done in May 2017 <ul style="list-style-type: none"> <li>• Weekly Collaboration time</li> <li>• Monthly staff and department meetings</li> <li>• 4 Staff Development</li> </ul>

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:
								Days <ul style="list-style-type: none"> <li>• Other time as scheduled</li> </ul>
2. Scheduled time for staff development in targeted areas	Professional development in targeted areas: DDI, Daily 3/5, writing, curriculum alignment, etc.	BOCES Professional Development Providers, Conferences, Data Coordinator, Staff and Department Meetings, On-line webinars	Literacy Coach, SESIS, Data Coordinator, other	Staff will receive staff development on at least two of the targeted areas by January 1, 2017	Mid-year STAR benchmark assessment would show ½ year's growth in Reading compared to fall benchmark	End of year STAR benchmark assessment would show one year's growth in Reading	Susan Prince, Karen Genzel, all Elementary teachers	Sept. 2016 – June 2017, end of year benchmark will be done in May 2017 <ul style="list-style-type: none"> <li>• Weekly Collaboration time</li> <li>• Monthly staff and department meetings</li> <li>• 4 Staff Development Days</li> <li>• Other time as scheduled</li> </ul>
3. Assessments to inform and modify curriculum and provide feedback that ensures student ownership, leading to improved	- ELA Assessment review/audit and revise as needed -Develop mid-year ELA benchmark assessments	NYS ELA Assessments-released questions Engage NY STAR Curriculum template	Literacy Coach, SESIS Data Coordinator	Review assessments for skill/standard alignment by January 2017	Mid-year STAR benchmark assessment would show ½ year's growth in Reading compared to	End of year STAR benchmark assessment would show one year's growth in Reading	Susan Prince, Karen Genzel, all Elementary teachers	-Sept. 2016- January 2017- writing ELA benchmarks -Administer ELA benchmark in January 2017 -Review data after benchmark is given and use data to inform

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:
achievement					fall benchmark			instruction and improve student outcomes and achievement