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| Name of Principal: | Susan Prince |
| Name of School: | McGraw Elementary School |
| School Address: | 50 West Academy Street, McGraw, NY 13101 |

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.

| SCHOOL OVERVIEW |
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| Name of School: McGraw Elementary School |
| Individuals Who Assisted in the Development of the LAP Plan: <ol style="list-style-type: none">1. Susan Prince- Principal2. Karen Genzel- Director of Special Education/Curriculum3. Jessica Latta- Teacher4. Heather Frink- Teacher5. Jenna Sourwine- Special Education6. Kim Mackey- SESIS |

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

X Performance of the following subgroups*:

- ELA- White, ED
- Math- White

NA- Participation Rate for the following subgroups**

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*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.*

7. Please identify three to five things that the school believes it does well for the identified sub-group(s):
 1. Our school is a safe, positive, and caring environment where learning is encouraged by all 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 utilized by staff members to discuss students and cross-grade level planning.
 4. Collaboration time and professional development is seen as very important and essential by the staff members.
8. 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. The need for additional literacy and writing interventions and resources for students at all levels
 2. The need for a K-5 writing rubric
 3. The need for vertically aligned curriculum with uniform curriculum mapping.
 4. The lack of a consistent math program/series for grades K-5.

9. Please identify three to five things that the school believes must happen (needs) for the identified subgroup(s) 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. Develop a common writing rubric with specific grade level expectations for grades K-5.
 4. Develop a common and consistent math program/series for grades K-5.

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.

1. **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 |
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| 1. | The need for more staff development for support staff who work with students who have high needs. | Staff development opportunities through staff meetings and outside sources such as BOCES took place throughout the school year. |
| 2. | Scheduling flexibility | Extensive work has been completed on the schedule to allow as much support as possible in the classrooms during academic time. |
| 3. | The need for additional literacy interventions and resources for students at all levels | Staff development opportunities with OCM BOCES support. Additional materials were purchased to assist with this barrier. |
| 4. | The lack of a vertically aligned curriculum with uniform curriculum mapping. | Work has been started on curriculum alignment (vertically and horizontally)- summer 2017 |

2. **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) |
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| 1. | Provide time for collaboration- grade levels and teams, vertical and horizontal curriculum | Continuing to provide time for collaboration- updating the schedule to allow for improved collaboration time (specifically scheduled from 8:00- 8:40 | Yes |

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| | alignment. | daily). Additional curriculum alignment time will be provided during staff development days and summer work. | |
| 2. | Schedule and provide time for staff development in targeted areas: DDI, Daily 3/5, writing, curriculum alignment, etc. | Continue to schedule and provide time for staff development in targeted areas: DDI, Daily 3/5, writing, curriculum alignment, etc. Extend the staff development on these topics- going deeper into the content. Also focus on higher order questioning and differentiated instruction. | Yes |
| 3. | Assessments to inform and modify curriculum and provide feedback that ensures student ownership, leading to improved achievement | Develop a common writing rubric with specific grade level expectations for grades K-5 | No |

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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| 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 daily/weekly schedule and monthly Department Meetings | Curriculum map template, CCLS, Engage NY, SESIS, e-Doctrina | Curriculum map template, CCLS, Engage NY, SESIS, e-Doctrina BOCES | Each teacher will have participated in at least 10 hours of curriculum work by January 1, 2018. | 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. 2017– June 2018, end of year benchmark will be done in May 2018 <ul style="list-style-type: none"> • Weekly Collaboration time • Monthly staff and department meetings • 4 Staff Development Days |
| 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, 2018 | 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. 2017 – June 2018, end of year benchmark will be done in May 2018 <ul style="list-style-type: none"> • Weekly Collaboration time • Monthly staff and department meetings • 4 Staff Development Days • Other time as scheduled |

| 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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| 3. Develop a common writing rubric with specific grade level expectations for grades K-5 | Professional development in various writing strategies as well as K-5 aligned rubric | BOCES professional development, writing strategies resources | Literacy Coach, SESIS, other | Staff will receive staff development on the targeted areas by January 1, 2018 | Mid-year STAR benchmark assessment would show ½ year's growth in Reading compared to fall benchmark. Mid-year writing checks-writing rubrics. | End of year STAR benchmark assessment would show one year's growth in Reading. Evidence of written pieces in writing folders. | Susan Prince, Karen Genzel, all Elementary teachers | Fall 2017-Spring 2018 <ul style="list-style-type: none"> • Weekly Collaboration time • Monthly staff and department meetings • 4 Staff Development Days • Other time as scheduled |
| 4. Develop a common and consistent math program/series for grades K-5 | Professional development in various math programs and strategies | BOCES professional development, math strategies and resources | Math Coach, SESIS, other | Staff will receive staff development on the targeted areas by January 1, 2018 | Mid-year STAR benchmark assessment would show ½ year's growth in Math compared to fall benchmark. | End of year STAR benchmark assessment would show one year's growth in Math. | Susan Prince, Karen Genzel, all Elementary teachers | Fall 2017-Spring 2018 <ul style="list-style-type: none"> • Weekly Collaboration time • Monthly staff and department meetings • 4 Staff Development Days • Other time as scheduled |