



Local Assistance Plan Self-Reflection Plan Template

Name of principal:	Michael Smith
Name/number of school:	Orenda Elementary School
School address:	970 Route 146, Clifton Park, NY 12065
Identified Subgroup(s):	Economically disadvantaged in 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: July 18, 2016.

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

1. Michael Smith
2. Kathleen Strangis
3. Dr. Elizabeth Wood
4. Dr. Deborah Shea

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. Teachers recognize the need to support students within this sub-group beyond the school day.
2. Teachers have made efforts to meet the students and parents in community settings to further support student performance.
3. Teachers recognize that this sub-group benefits from supports in areas beyond academics and have instituted programs that support hygiene and proper nutrition.
4. Teachers have collaborated with multiple social service agencies to address family issues and times of crisis.
5. Teachers have made a concerted effort to make sure students within this sub-group are genuinely part of the Orenda community by encouraging and supporting participation in extracurricular activities, i.e. school play, chorus, and intramurals.

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. There is the need for ongoing, classroom-embedded coaching for differentiation in Tier I instruction to further support students within this sub-group and support teachers with ongoing implementation of the Journeys literacy series **and support in teaching writing.**
2. Past building schedules have not permitted all students to receive targeted instruction based on precise areas of need. For example, students receiving special education services did not receive the additional AIS support as outlined in district guidelines. **The AIS program will be targeted and based on best practices.**
3. There is a need for consistent progress monitoring for all students, and specifically students within this sub-group targeting the skill deficits.

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

1. The students in this subgroup require additional targeted instruction in both AIS and within the classroom, with both areas in alignment with each other.
2. Collaboration and communication among all teachers who provide instruction to students within this sub-group, needs to increase with consistency and purpose.
3. Professional development is required in Tier I differentiated instruction, Tier II and Tier III intervention programs, strategies, and progress monitoring.
4. Data Team meetings need to occur, with fidelity to process and protocols, to closely monitor student performance data and student work samples.
5. All meetings, teams, committees, plans, etc. need to be scheduled and communicated well in advance with agendas and followed up with meeting minutes in order to improve on building wide communication and community.

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:
<p>1. There is the need for ongoing, classroom embedded coaching for differentiation in Tier I instruction to further support students within this sub-group and support teachers with ongoing implementation of the Journeys literacy series and support in teaching writing.</p>	<p>Ensure all aspects of ELA curriculum are being used (district non-negotiables and all available Journeys resources)</p> <p>Peer Coaching</p>	<p>Professional development with Journeys classroom tools and assessments</p> <p>District Literacy Coach will be housed in sister school and allocated for peer coaching to Orenda.</p>	<p>PD on supporting students below grade level standards will be delivered through building specific training and peer coaching sessions offered to all teachers. Guided Reading PD and Writing process/ workshop PD will be prioritized.</p>	<p>Teachers will attend two PD sessions during the first half of the year and take part in coaching conversations and peer feedback review sessions with district Literacy Coach.</p>	<p>Students in this subgroup will see an increase in their F & P scores by no less than one level.</p>	<p>Students in this subgroup will have achieved an aggregate score of 75% on the end of year Achievement test</p>	<p>AA for ELA Coach Principal Classroom teachers</p>	<p>September-Teachers attend Elementary Summits</p> <p>September -June Meeting with Literacy Coach in PD, model lessons, coaching conversations</p> <p>September -May Classroom observations by administrators</p>

<p>2. Past building schedules have not permitted all students to receive all their targeted deficit skill instruction. Students receiving special education services will also receive the additional AIS support as outlined in district guidelines. The AIS program will be targeted and based on best practices.</p>	<p>Building scheduling team has grade level representation and collaboration High needs students and special education student needs drive scheduling View the available intervention programs and allocate staff as well as ensuring needs of all students aligns with intensity of service</p>	<p>Representatives from all grade levels and groups Pre-schedules made up from Special Ed teachers and AIS providers Program availability</p>	<p>Presentation on intervention programs and the skills targeted for all faculty. Journeys progress Monitoring presentation</p>	<p>All students eligible for AIS support will receive all services as outlined in the district guidelines. All Sped students within this population that meet the AIS criteria as receiving instruction in addition to their IEP goals.</p>	<p>Students in this subgroup will see an increase in their F & P scores by no less than one level.</p>	<p>Students in this subgroup will have achieved an aggregate score 75% on the end of year Achievement test.</p>	<p>Principal AA for ELA AA for Special Education</p>	<p>June-Scheduling team representing all stakeholders build the master schedule. September/October-identify students in this population on rosters to design classroom groupings (Tier I delivery) and offer supportive materials. October-Journeys progress monitoring presentation November/February/April- Quarterly data meetings with intervention providers to assess program and student outcomes. October-May-Classroom observations as per APPR June-End of year progress meeting based on goals-duplicate efforts with new scheduling team for the following year.</p>
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<p>3. There is a need for consistent progress monitoring for all students, and specifically students within this sub-group targeting the skill deficits.</p>	<p>Implementation of Data Team calendar</p> <p>Use of Data walls</p> <p>Increase membership of IST on Data team</p> <p>Define progress monitoring schedule and mode of assessment for each student based on skill deficit</p> <p>Recalibrate training for staff as required by the program</p>	<p>Classroom Teachers/Substitutes</p> <p>Dedicated meeting space</p> <p>Resources/protocols utilized</p> <p>Scholastic Coach for Read 180 and Systems 44 to return and analyze program data</p> <p>District LLI trainer to provide PD to those new to program and recalibrate those existing users</p>	<p>Data protocol training</p> <p>DIBELS training and program recalibration for intervention programs such as: LLI, Read 180/System 44</p>	<p>Progress monitoring will take place, proportionate to intensity of service with increased consistency within classrooms, and an intervention programs</p>	<p>Students in this subgroup who participate in AIS programs will all meet their mid year growth expectations based on entry points: F & P- more than one level if starting at M or above. More than 2 levels if starting below M</p>	<p>Students will increase their outcome score from last year to this year by 10%.</p>	<p>LAP Consultant Principal AA for ELA IST Intervention providers Classroom teachers</p>	<p>September Data Team Calendar created for meetings in September, November, February, April and June</p> <p>September/October Comprehensive assessment calendar shared with all with expectations for outcomes</p> <p>Read 180/System 44 Coach (Scholastic) to conduct observations and provide feedback by November.</p> <p>October-June Monitor the use of PM tools as per intensity of support for formative feedback</p>
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Part III: Promoting Participation in State Assessments

To be completed only by LAP Schools with sub-group(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?

Multiple communications have happened with families, promoting the NY state assessment program. Most notably, the superintendent of school informs all parents in the district of the value of the assessments and the use of assessment data in (1) monitoring individual learning and (2) measuring the quality of the District's academic program. Additionally, the Assistant Superintendent for Curriculum has presented to parents annually on the value of the NY state assessments and their importance as part of the cycle of instruction. The building principal has supported students taking the tests and the effective use of data in the school. These efforts will continue.

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?

The District arranged to have Individual Student Reports produced in color for all families to ease readability of the enhanced reports. Information pertaining the ISRs will be posted on the District website so families who did not take the assessment are able to see the value of the information other families received.

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

The data remains valuable within Shenendehowa and to the teachers. We will continue to do the aforementioned items and continue engaging parents in multiple ways to see the value of participation.