Local Assistance Plan Self-Reflection Plan Template

Name of principal:	**Brian M. Archer**
Name/number of school:	**Sargent Elementary School/130200010000**
School address:	**29 Education Drive, Beacon NY 12508**
Identified Subgroup(s):	**ELA-SWD, Econ. Disadvantaged**

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: September 20, 1016

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

1. **Roberta Tighe-Special Education Teacher**
2. **Jessica Tomlin-Reading Teacher**
3. **Elizabeth Roche-General Education Teacher**
4. **Angela Zappella-Pyschologist**
5. **Martina Enschede-Parent**
6. **Gretchen Larson-Wolbrink-Parent**
7. **Michal Mart-Parent**
8. **Cecilia Dansereau-Rumley-Assistant Superintendent for Instructional Services**
9. **Brian Archer-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. Implementation of PBIS with fidelity.
2. Consistent co-teach models.
3. Consistent responsive classrooms in ICT and SC rooms.
4. Staff know and care about students and this is reciprocated from students to staff and support back needs (food pantry, backpack program, coat drive, giving tree and glasses).
5. Self-reflection the past two years with regards to how we engage our subgroups and demonstrate evidence of student learning i.e. chart your learning, word walls, etc.

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. Inconsistent parent engagement among SWD and Econ. Disadvantaged subgroups and its relation to subgroup attendance in the 4th quarter.
2. Lack of uniform school/district Progress Monitoring tool in building i.e. AIMSWEB, STAR, etc.
3. Limited student opportunities in areas such as STEAM that will enhance student ELA testing performance.
4. Lack of reading fluency and comprehension programs such as Max Scholar and Reading Plus.
5. Lack of common planning time for all grade levels has been an issue the past several years.

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

1. Adopt a progress monitoring tool for the building and implement staff development to track subgroup performance.
2. Adopt Max Scholar for grades 1-3 and allow for flexibility for ICT and SC grade 4 and 5 (if students do not reach 80%).
3. Continue RAZ Kids and Re-introduce Reading Plus for grade 4 students (and allow for use in 5th grade ICT an SC).
4. Revisit school mission and create vision that allows growth mindset and resiliency programs with our SWD and Econ. Disadvantaged subgroups.
5. Create master schedule that allows for common planning time to address interdisciplinary instruction and STEAM.
6. Create a data/LAP committee or team to review subgroup performance and progress/data.
7. Form partnerships and improve communication and with parents and families of students in the identified sub groups and the entire school.

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. Lack of Progress Monitoring tool	Adopt Progress Monitoring Tool Create and utilize a small group i.e. PPS/LAP team to strategically monitor and advocate success for subgroups (Data Team)	Grant Money Laptops Teacher chrome books Parent Communications	PD throughout year with support from RSE-Tasc Release Time	Faculty will attend PD's/webinars, self-reflection by Dec. 2016. Oct-Nov 2016-Creation of Data Team	Students will be able to self-identify needs and strengths by Dec. 2016 via progress monitoring tool. Dec 2016-two Data Team mtgs	May 2017-NYS testing, academic and behavioral performance May 2017-Anecdotal review from Data/LAP team, Surveys	Principal Exec. Dir. Of Curriculum and Instruction Asst. Superintendent of Curriculum and Instruction Sargent Leadership Team/Data Team	Oct. 2016-Adoption and of Progress Monitoring beginning of PD. Nov. 2016-June 2017-Im Progress Monitoring To May-June 2017-surveys results.
2. Lack of common planning time/interdisciplinary curriculum planning	Create, adopt, implement common planning time for grade level teachers and learning walks for teachers to colleagues' classrooms	Release time, monthly grade level meetings Purchase of Light Bulb Lab materials	Grade level meetings monthly to discuss LAP barriers, progress and needs of subgroups	Monthly faculty meeting discussion of grade level meetings/data Meeting minutes Nov-Dec. 2016	Increase in interdisciplinary lesson planning and delivery Light Bulb Lab Classes in operation Oct-Nov. 2016	Student Surveys by LBL teacher Sept. 2016 Monthly grade level meeting reports Monthly faculty reports	Principal Sargent Faculty Library and Media Specialist/Teacher	August 2016-Creation o Schedule with common Aug-Oct. 2016-Light Bul Curriculum work. Oct-Nov. 2016-Impleme classes.

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:
3. Student attendance among SWD and Econ. Disadvantaged in the 4th quarter and inconsistent parent engagement	Increase parent involvement/participation Increase student, parent and staff resiliency through PTO sponsored assemblies Increase parent/school communication Learn impact of expansion of Library and Media schedule impacts subgroups	PTO funding for assemblies School translation services School wide community communications	PTO sponsored parent assemblies	Progress Monitoring of student attendance Monthly 2016-17 Survey students regarding LBL Sept 2016 School wide PBIS celebrations-Dec. 2016	Progress Monitoring of student attendance-January 2017 School wide PBIS celebrations for students who meet goals-January 2017	Increased student attendance trends-June 2017 DTSDE Surveys-June 2017	Principal Social Worker Psychologist PTO Leadership Library and Media Specialist/Teacher	On-going monthly grade meetings PTO Sponsored Assembl March 2017 School Wide Celebration and March 2017 End of year Attendance report-June 2017
4. Improve Literacy Instruction and Interventions for Subgroups (and entire student body)	PD for students and staff Release time for staff to collaborate on DDI Increase Library and Media teacher from 50% to 100% at Sargent Create learning blocks for STEM. Create PD opportunities for teachers Add Reading Plus and Max Scholar Intervention Programs Increase Library and Media teacher from 50% to 100% at Sargent Create learning blocks for STEM.	Grant Laptop Carts Smart TV's On line Intervention subscriptions for students Purchase of Materials	Program PD for students and staff Sept-Oct 2016 PD for staff on how to review data for DDI	100% Implementation -Nov. 2016 DDI meetings with grade level-Nov. 2016	100% students provided feedback on progress-Dec. 2016 Report out to PTO	Student and class data reports-June 2017	Principal Exec. Dir. Of Curriculum and Instruction Asst. Superintendent of Curriculum and Instruction Sargent Leadership Team/Data Team	Oct 2016-Adoption of M and Reading Plus Dec 2016-DDI reports fo interventions and stude June 2017-DDI final repo
5. Lack of Subgroup Parent Involvement	Survey parents on how to foster relations, participation, communication and engagement Explore Pilot reverse parent teacher conference	Robocalls Surveys Release time Teaching with Poverty in Mind purchase Communication APP for staff	PD for staff on how to communicate differently or best with parents Faculty time for book discussion	Oct –Nov 2016-Create, conduct, collect, review and disaggregate data from parent surveys Oct 2016-March 2017-Book Read Dec. 2016-LAP Mtg	Jan 2016-PD with staff about how to foster better relations, participation, communication and engagement March 2017-LAP Mtg.	June 2017-Parent and staff end of year surveys, end of year LAP Mtg	PD person Principal LAP team Faculty	Oct 2016-June 2017

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?

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