

New York State Education Department
Local Assistance Plan Self-Reflection Plan Template



Name of principal:	Susan Lohret
Name/number of school:	Lura M. Sharp Elementary School
School address:	2 Hinman Rd. Pulaski, NY 13142
Identified Subgroup(s):	ELA White Population

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: **June 17, 2016**

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

1. Susan Lohret
2. Kristen Foland

*****We utilized data from our prior, collaborative effort from our Year 1 LAP Plan (January-May 2016 meeting dates). Due to the late release of documents, a team meeting was not feasible within the timeline. However, a continuation of our current action plan is imperative due to timelines extending through the 2017 school year.*****

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. Use building wide benchmarking data to identify needs as well as celebrate growth.
2. A focus on guided reading was established in 2015-2016 and is being implemented in every K-5 classroom.
3. Recognize gaps in current curriculum and adjusting instruction while pulling in new resources.

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. A Significant number of students reading below their expected literacy level (Assessment used to measure was Fountas and Pinnell)
 - a. 2016-2017 EOY Kindergarten = 26% Below Level
 - b. 2016-2017 EOY First Grade = 25% Below Level
 - c. 2016-2017 EOY Second Grade = 28% Below Level
 - d. 2016-2017 EOY Third Grade = 32% Below Level
 - e. 2016-2017 EOY Fourth Grade = 23% Below Level
 - f. 2016-2017 EOY Fifth Grade = 45% Below Level
2. High level of poverty
3. Lack of an effective RtI plan that monitors all students continuously for academic, behavioral and social concerns.

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

1. Continue the efforts to make the new building vision/mission a part of the daily culture.
2. Reorganize and restructure the building PST team

3. Establish Tier I intervention best practices and monitor their use.
4. Establish building wide expectations for explicit writing instruction.

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. Literacy levels	Continue Guided Reading expectations that began in 2015-2016.	Book Room F&P Materials	Peer to peer sharing and support	Teachers will have been observed teaching guided reading groups and feedback will be provided on the effectiveness of the lesson.	Mid year benchmarking of F&P levels will show 100% of students will make growth and 20% will jump from red to yellow or yellow to green.	EOY benchmarking of F&P levels will show 100% of students will make growth. Comparing September to June data, each classroom will show a 10% increase in their "greens".	Classroom Teachers AIS Providers Building Principal Director of Instruction	September/January/June building wide benchmarking. Evaluation of Guided Reading protocols-ongoing
	Use of the LLI system for students Identified as reading two or more <i>years</i> below grade level. In house Training for new LLI users	LLI Kits	LMS Reading AIS –in house	LLI lessons and data will be reviewed to check for growth and correct grouping of students for effective lesson planning. New staff effectively planning LLI lessons	Mid year benchmarking of F&P levels will show 100% of students using LLI will make growth the recommended growth per the F and P Progress Monitoring chart. See appendix (4 to 7 levels depending on the grade level)	End of year benchmarking of F&P levels will show 100% of students using LLI will make the recommended growth per the F and P Progress Monitoring chart. See appendix (4 to 7 levels depending on the grade level)	AIS Providers/Spec Ed K-1) Building Principal	September/January/June building wide benchmarking.

Implement a building wide Literacy/PARP program to incorporate family involvement.	PARP materials		100% of classrooms will actively participate in PARP.	N/A Doesn't start until mid-year.	85% of the student body will participate in the PARP program.	PARP Coordinators PTG Classroom Ts. Building Principal	Planning/Calendar - Summer 2016 Implementation Winter of 2017
Exclusive use of a building TA to support early Kindergarten intervention services under direct AIS advisement.	F and P readers/ Phonics/vocab./phonemic awareness/ Manipulatives/ Sight Word Cards		TA and AIS provider will meet monthly to discuss groupings/instruction. Building principal will meet with the TA and assess the effectiveness of groupings and instruction being provided.	50% of our kindergarten students will be reading at a Level C by MOY benchmark.	85% of our kindergarten students will be reading at a Level D or higher by EOY benchmark.	Teaching Assistant AIS Provider *TBD Building Principal	Sept./Jan./Jun. building wide benchmarking
Use of speech and language professionals for speech improvement services for all kindergarten students.	Teacher Created Materials		Building principal will meet with the Speech teachers and assess the effectiveness of groupings and instruction being provided.	50% of our kindergarten students will be reading at a Level C by MOY benchmark.	85% of our kindergarten students will be reading at a Level D or higher by EOY benchmark.	Speech Teachers AIS Provider Building Principal	Sept./Jan./Jun. building wide benchmarking

<p>2. High level of poverty</p>	<p>Specially designed Professional Development around the impact of poverty and lifestyle differences.</p>	<p>Citi BOCES Professionals</p>	<p>BOCES poverty simulation training. Power struggle training/poverty strategies.</p>	<p>100% of the teachers will have attended the poverty simulation training and be implementing best practices daily in their classrooms.</p>	<p>MOY benchmarking data will indicate an increase in student achievement in the grade level monthly targets for F&P.</p>	<p>EOY NYS 3-5 assessment data will indicated a 15% increase of level 3&4 students over the 2015-2016 data.</p>	<p>DAC Building Principal</p>	<p>Fall Professional Development Day- OCTOBER 7 a.m. Poverty strategies – grade level meetings Nov to May</p>
<p>3. Lack of an effective Rtl plan that monitors all students continuously for academic, behavioral and social concerns.</p>	<p>In response to the data collected in a prior survey (LAP Year 1), we will define (tier 1,2,3 and RTI), evaluate, modify and establish an effective Rti system (PST). -Look at what we have currently -make the necessary changes -Implement new and improved practices to meet the needs of ALL students.</p>	<p>BOCES School Improvement CoSer Research from Mike Mattos NYS Rtl Guidance Document Rtl Action Network</p>	<p>BOCES offered PD around Rtl and effective implementation.</p>	<p>100% of staff understanding around the purpose of Rtl and their role in the process.</p>	<p>By MOY (Jan), new PST met at least 9 times regarding student referrals and establishing our PST process. (documents: checklist for teachers- why do I go to PST?, procedure, progress monitoring, goal setting, resources/interventions, definition tiers</p>	<p>BY EOY, team met at least 9 times for referrals and procedures. New survey administered to staff to measure knowledge of what RTi is and the PST process/roles. (May)</p>	<p>Building Principal PST Committee Citi BOCES</p>	<p>2016-2017 - Define and re-establish an effective Rtl system. September 23 PST committee trained-full day.</p>