



Name of principal:	Brett W. Barr
Name/number of school:	Joseph B. Radez Elementary School
School address:	319 Main Street, Richmondville, NY 12149
Identified Subgroup(s):	White Students

**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 29, 2016

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

The following are members of our building-level Strategic Planning Team or our K-5 ELA Committee. Both groups have engaged in various levels of reflection and strategic planning.

1. Brett Barr
2. Kate Elder
3. Chris Thaxter
4. Katie Sill
5. Tara Coppolo
6. Donna Pacatte
7. Will Beekman
8. Amory Lawler
9. Jessica Waterstram
10. Stacey Betts
11. Regina Anderson

***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. All students participate in a consistent and robust guided reading program. The district hosted a guided reading “refresher” prior to the 15-16 school year to ensure consistency amongst classrooms. Teachers express a consistent level of comfort with guided reading. Benchmark data from the 15-16 school year shows an improvement in the % of students who met their reading benchmark.
2. All students are exposed to complex text via the modules on EngageNY. Each grade level (3-5) has strategically selected 2-3 mods to utilize as a method of exposing students to complex text and teaching students how to attack complex text.
3. Teachers consistently differentiate ELA instruction based on the needs of each student. Evidence of this includes grouping in each class based on benchmark assessments (NWEA, F&P, 2 different writing benchmarks). Teachers also utilize the district approved RTI process to further probe learning difficulties of individual students when needed.

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 spelling program differs between classrooms creating a lack of consistency.
2. The method of teaching writing differs between classrooms creating a lack of consistency.
3. Professional development is not directly aligned with the individual needs of our teachers.
4. Many students lack the social and emotional skills necessary to be successful in the school setting.

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

1. Students must be engaged in a consistent and effective spelling curriculum. Doing so will directly impact students' reading and writing abilities in a positive way.
2. Students must be engaged in a consistent and effective writing curriculum. Doing so will create a level of consistency and vertical alignment that we currently lack.
3. Professional development must be aligned to the individual needs of our teachers. Doing so will utilize district resources more effectively and arm teachers with the tools and strategies necessary to maximize students' potential.
4. The school must take measures to account for the social and emotional needs of our student body. Doing so will help students be in a frame of mind that allows them to learn and maximize their potential.

**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:
EXAMPLE  Low language acquisition for ELL students.	EXAMPLE  Purchase ELL phonics program. Hire ELL Director	EXAMPLE  ELL phonics program PD on ELL phonics program for Director and teachers	EXAMPLE  PD offered by curriculum developer on ELL phonics (September and November)	EXAMPLE  Teachers will attend two training sessions by December . Program will be implemented in all classrooms. Director will have	EXAMPLE:  Language acquisition for ELL students on January assessment will increase by 5% compared to Fall benchmark	EXAMPLE  Language acquisition for ELL students will increase by 10% on May assessment compared to Fall	EXAMPLE  Principal ELL Director	EXAMPLE  July/Aug – Review and purchase program, hire Director  Sept – June – implementation of ELL program, classroom observations conducted by ELL Director.  October/January/April/June – evaluation of

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				observed implementation and provided feedback.		benchmark.		progress based on mid-year and end of year goals.
Lack of consistent spelling curriculum	Research, select, and implement a spelling curriculum/program that will be utilized in every classroom in grades 3-5	A sub-committee of the K-5 ELA Committee will be tasked with researching spelling programs. A program will then be selected by the K-5 ELA committee and implemented during the 16-17 school year.	After the curriculum/program is selected, PD specific to the program will be implemented to support the initiative.	Staff members will have received an initial training over the summer as well as ongoing professional development at least one time so far during the school.	Students will take the WTW spelling inventory three times a year, including mid-year. Students will increase one "column" from the fall to winter on the WTW assessment	Students will increase two columns from their fall to spring WTW assessment	Brett Barr, Principal  Colleen Ferrone, Literacy Coordinator  K-5 ELA Committee  Strategic Planning Team	Select program by July, 2016  Provide initial PD by the beginning of September, 2016  Provide ongoing PD in October, 2016 after initial spelling inventory  Utilize literacy coach to provide individualized PD as needed  Fully implement by June 2016  Continuous evaluation and progress monitoring by K-5 ELA Committee

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Lack of consistent writing curriculum and strategies	<p>Continue implementing Lucy Calkins Units of Study, beginning with the narrative unit in each class</p> <p>Implement the CEEC (Claim, Evidence, Evidence, Conclusion) writing strategy for constructed response questions in each class</p>	<p>Expertise possessed by certain faculty members who will assist with training</p> <p>Lucy Calkins Units of Study</p> <p>CEEC framework</p>	<p>Lucy Calkins Units of Study Narrative Writing Workshop</p> <p>Ongoing and embedded PD throughout the school year</p>	<p>Staff members will have attended summer workshop and will have received ongoing PD at least one time so far during the school year.</p> <p>Lucy Calkins Narrative Writing unit will be taught in each classroom.</p>	<p>Student raw score on narrative writing assessment will increase by 10% compared to the fall benchmark .</p> <p>The number of students scoring a 3 or higher on the constructed response assessment will increase by 10%</p>	<p>The number of students scoring a 3 or higher on the constructed response assessment will increase by 20%</p>	<p>Brett Barr, Principal</p> <p>Colleen Ferrone, Literacy Coordinator</p> <p>K-5 ELA Committee</p> <p>Strategic Planning Team</p>	<p>Lucy Calkins Narrative Writing Workshop in August of 2016</p> <p>Lucy Calkins Narrative Writing unit taught in each class, October—November of 2016</p> <p>Embedded Lucy Calkins PD at faculty and grade level meetings, September—November of 2016 (At least once)</p> <p>Embedded Constructed Response strategies at grade-level and faculty meetings, September—June of 2016</p> <p>Continuous evaluation and progress monitoring by K-5 ELA Committee</p>

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<p>PD is not always aligned with the individual needs of our teachers and strengths/weaknesses of our students</p>	<p>Utilize various data sources (scores, surveys, etc) to determine PD needs of our faculty</p>	<p>K-5 ELA Survey (already given)</p> <p>PGC survey (already given)</p> <p>Embedded ELA Coach (Regina Anderson)</p> <p>Facilitators as needed (in and outside of the district)</p>	<p>PD will be individualized based on the needs of faculty members</p> <p>Our embedded coach will provide ongoing PD that correlates with summer workshops in WTW and Lucy Calkins, as well as other district initiatives</p>	<p>75% of our faculty will have worked with our embedded coach at least one time</p>	<p>Student benchmark data will show an improvement from 15-16 school year based on teacher participation in ELA coaching. Will vary by teacher based on individual need.</p>	<p>In the specific area that individual teachers have been coached, students will show a 10% increase on year-end benchmark assessments</p>	<p>Brett Barr, Principal</p> <p>Regina Anderson, ELA Coach</p> <p>K-5 ELA Committee</p>	<p>WTW and Lucy Calkins workshops, summer of 2016</p> <p>Provide release time for Regina Anderson to perform ELA coaching duties beginning in September of 2016</p> <p>Identify individual needs of faculty based on survey and self-disclosure, October of 2016</p> <p>Provide ongoing and embedded individualized PD throughout the 16-17 school year</p> <p>Determine success of program by assessing student benchmark data, June of 2016</p> <p>K-5 ELA committee and Strategic Planning Team will continuously evaluate and monitor</p>

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Many students lack the social and emotional skills necessary to succeed in school	Teachers will be trained in the Responsive Classroom approach	Responsive Classroom facilitator  Responsive Classroom resource books	Responsive Classroom workshop	50% of faculty will have participated in the Responsive Classroom workshop  Student removals from class will decrease by 10% compared to this point last school year	The number of discipline referrals will decrease by 5% from this point last school year	The number of discipline referrals will decrease by 10% from this point last school year	Brett Barr, Principal  Strategic planning team	Responsive Classroom workshop, August of 2016  Responsive Classroom approach will be used in classrooms beginning in September of 2016  Responsive Classroom follow-up workshop, February of 2017  Strategic Planning Team will continuously evaluate and monitor the effectiveness of Responsive Classroom



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?