



Name of principal:	Kevin J. Kelly
Name/number of school:	George D. Ryder Elementary School
School address:	143 Golding Drive, Cobleskill, NY 12043
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 (a combination of Grade Level Leaders, Inquiry Team Members, and Specialists).

1. Kevin Kelly
2. Lynn Bramski
3. Becky Dostie
4. Colleen Ferrone
5. Michele Hansen
6. Kathy Lumley
7. Faith Nadeau
8. Jeremiah Haslun
9. Trisha Ross
10. Dawn Townsend
11. Diane Truesdell

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 Ryder 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.
2. All students at Ryder began receiving systematic, comprehensive phonics and phonemic awareness instruction utilizing the Core Knowledge/Skills Strand this year. Benchmark data from the 15-16 school year shows improvement in the percentage of students of students who met the reading benchmark for their grade level. Data from NWEA/MAP assessments show similar improvement to percentage of students achieving their growth target.
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 historical emphasis on Guided Reading and Whole Language approaches as the primary means of literacy acquisition has resulted in an imbalance in our ELA curriculum.
2. Many students are chronically absent resulting in significant achievement gaps, particularly in Reading/Language Arts.
3. Professional development is not directly aligned with the individual needs of our teachers.
4. Many students at the earliest grade levels 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 from Pre-Kindergarten to Second grade and beyond must be provided with a balanced literacy program including Phonics/Phonemic Awareness Instruction, Guided Reading for differentiation, authentic experiences with rich text, and reading intervention when necessary.
2. Families and students with chronic attendance issues must be provided with additional resources including parent education utilizing a case management model to improve attendance.
3. Professional development must be aligned to the individual needs of our teachers. Doing so will utilize district resources more effectively and equip 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 youngest students. 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:
Lack of comprehensive, systematic phonics/phonemic awareness curriculum	Continue implementation of a phonics/phonemic awareness curriculum that will be utilized in every classroom in grades PK-2. Curriculum-based measures and WTW inventories will be utilized to assess	A sub-committee of the K-5 ELA Committee has been tasked with researching Core Knowledge/Skills strand was selected by the K-5 ELA committee and was	PD specific to the program has been provided to support the initiative. Ongoing, embedded PD will be provided by the Literacy Coordinator and an ELA	Staff members received initial training over the summer as well as ongoing professional development several times during the school year.	Students will take the WTW spelling inventory three times a year, including mid-year. Students will increase one "column" from the fall	Students will increase two columns from their fall to spring WTW assessment	Kevin Kelly, Principal Colleen Ferrone, Literacy Coordinator K-5 ELA Committee Strategic Planning Team	Provide ongoing PD in October, 2016 after initial spelling inventory Utilize literacy coach to provide individualized PD as needed Continue second year of

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	effectiveness. NWEA/MAP and Fountas and Pinnel reading levels will also be utilized for assessing the effectiveness of the plan.	implemented during the 15-16 school year.	Coach.		to winter on the WTW assessment			full implementation Continuous evaluation and progress monitoring by K-5 ELA Committee
Lack of adequate supports to address chronic absenteeism	<p>Attendance improvement plans/interventions developed for Tier 1 to Tier 4 intervention using the RTI Model</p> <p>Addition of a K-8 School Counselor for Attendance Improvement and Dropout Prevention</p> <p>Utilizing a Case Management model to address students with chronic absenteeism</p>	<p>Strategic Planning Team: Attendance Sub-Committee</p> <p>Guidance Counselor</p> <p>School Counselor for Attendance Improvement and Dropout Prevention</p>	<p>Faculty Meeting presentations</p> <p>Ongoing and embedded informational sessions throughout the school year</p> <p>Individual Consultation regarding specific students</p>	<p>Staff members will have utilized recognition efforts for perfect/excellent attendance at regular intervals</p> <p>Each student identified as needing additional resources will be assigned to the counselor and systematic interventions implemented</p>	Student chronic absenteeism will be 3% lower than previous year	Student chronic absenteeism will be 6% lower than previous year	<p>Kevin Kelly, Principal</p> <p>Becky Dostie, Strategic Planning Team: Attendance Sub-Committee</p> <p>Allison Atkins, School Counselor for Attendance Improvement and Dropout Prevention</p>	<p>Launch attendance initiatives Sept,2016</p> <p>Identify students in need of additional resources</p> <p>Assign families/students to School Counselor for Attendance Improvement and Dropout Prevention</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 (Kathy Lumley)</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>50% 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>Kevin Kelly, Principal</p> <p>Kathy Lumley, ELA Coach</p> <p>K-5 ELA Committee</p>	<p>WTW and Lucy Calkins workshops, summer of 2016</p> <p>Provide release time for Kathy Lumley 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</p>

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								<p>assessing student benchmark data and NWEA results, June of 2017</p> <p>K-5 ELA committee and Strategic Planning Team will continuously evaluate and monitor</p>
Many students lack the social and emotional skills necessary to succeed in school	Teachers will be trained in the Responsive Classroom approach	<p>Responsive Classroom facilitator</p> <p>Responsive Classroom resource books</p>	Four Day Responsive Classroom workshop	<p>At least 50% of faculty will have participated in the Responsive Classroom workshop</p> <p>Student removals from class will decrease by 10% compared to this point last school year</p>	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	<p>Kevin Kelly, Principal</p> <p>Strategic planning team: Discipline Sub-Committee</p>	<p>Responsive Classroom workshop, August of 2016</p> <p>Responsive Classroom approach will be used in classrooms beginning in September of 2016</p> <p>Responsive Classroom</p>

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								<p>follow-up workshop, February of 2017</p> <p>Strategic Planning Team: Discipline sub-committee will continuously evaluate and monitor the effectiveness of Responsive Classroom</p>

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?