

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



Name of principal:	Mr. Brian Crawford
Name/number of school:	East View Elementary School
School address:	690 East Spring Street, Olean NY 14760
Identified Subgroup(s):	ELA – White and Economically Disadvantaged Subgroups

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 5, 2016**

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

1. **Brian Crawford**
2. **Patricia Howden**
3. **Jennifer Rodman**
4. **Jennifer Mahar**

***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. Establish a positive culture for reading.
2. Implement independent reading component of balanced literacy program with well-established routines, teacher-student conferencing, and formative assessment data collection.
3. Organize resources (teachers, materials, time, space, professional development, etc.) to focus on instructional priorities.
4. Provide frequent, multiple opportunities for reciprocal communication with families focused on supporting student achievement.

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 fully implemented balanced literacy framework providing CCLS ELA curriculum is not yet in place.
2. The Response to Intervention process is not yet fully integrated with small group targeted, supplemental interventions.
3. A strategic plan for working with families to remove barriers to learning is not yet fully implemented.

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

1. Implement data-driven, differentiated small group literacy instruction to address student achievement needs.
2. Use formative assessment data to strategically plan, monitor, and adjust targeted, supplemental literacy interventions.
3. Create a systematic plan to identify and address the needs of chronically absent students to positively impact their school participation.

**Part II: Plan for Overcoming Barriers and Addressing Needs**

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. Implement data-driven, differentiated small group literacy instruction to address student achievement needs.	<p>Purchase foundational skills toolkits.</p> <p>Implement differentiated small group instruction using foundational skills toolkits with plans informed by Independent Reading Level Assessment (IRLA) formative assessment data.</p>	<p>Foundational skills toolkits</p> <p>PD on use of foundational skills toolkits for small group instruction for teachers and administrators</p>	<p>PD to be provided by consultant coach through eight on-site PD days</p>	<p>Teachers and administrators will attend training sessions by October.</p> <p>Small group instruction utilizing the foundational skills toolkits will be implemented in all classrooms with follow-up coaching provided.</p> <p>Principal will have observed implementation and provided feedback.</p>	<p>Students leveled as proficient or above in January will increase by 5% compared to initial September level.</p>	<p>Students leveled as proficient or above in May will increase by 10% compared to initial September level.</p>	Principal Curriculum Coordinator	<p>July/Aug – Purchase foundational skills toolkits</p> <p>Sept/Oct – Provide initial PD (3 sessions) and begin implementing small group protocols.</p> <p>Nov-Apr – Classroom observations conducted by Principal; PD coaching follow-up (5 sessions)</p> <p>Oct/Feb/Jun – Evaluation of progress based on mid-year and end of year goals.</p>

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2. Use formative assessment data to strategically plan, monitor, and adjust supplemental literacy interventions.	<p>Use data to monitor reading level, independent reading time, target skills, and conferencing logs.</p> <p>Schedule flexible literacy interventions across grade:</p> <ul style="list-style-type: none"> <li>-Targeted, supplemental small group interventions based on skill needs</li> <li>-Intensive 1:1 or small group interventions to provide individualized instruction and/or additional conferencing with students</li> <li>-Reading practice "catch up" plans for students not meeting reading practice targets.</li> </ul>	<p>Supplemental library of highly engaging books for struggling readers</p> <p>PD on intervention strategies for teachers and administrators</p>	PD to be provided by consultant coach through eight on-site PD days	<p>Program for flexible literacy intervention will be implemented at all grade levels in September.</p> <p>Benchmark data meetings used to monitor school-wide data. Sept/Jan/May</p> <p>Monthly data meetings used to monitor impact of interventions.</p>	Students who are reading below grade level will demonstrate at least .6 year's growth between Sept and January and will maintain reading practice time within 10% of school reading practice targets at the end of January.	Students who are reading below grade level will demonstrate at least 1.2 year's growth between Sept and June and will maintain reading practice time within 10% of school reading practice targets at the end of June.	Principal Literacy Coach RTI Chair Title I Coordinator	<p>July/Aug – Establish grouping and data protocols</p> <p>Sept-June – Implementation of intervention program</p> <p>Sept/Jan/May – Grade level data meetings (all students)</p> <p>Sept-June - Monthly grade level meetings (intervention students)</p> <p>Oct/Feb/Jun – Evaluation of progress based on mid-year and end of year goals.</p>

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3. Create a systematic plan to identify and address the issues relating to chronic absenteeism to positively impact school participation.	<p>Establish a system of monitoring chronic absenteeism data and communication to families.</p> <p>Modify school sign-in process for tardy students that establishes direct contact with the principal to emphasize school expectations and build relationships.</p> <p>Implement strategies recognized to promote positive school expectations and experiences.</p>	Family Engagement resources – professional books, wall posters/ displays, handouts on the importance of attendance	<p>Building Level Team to complete book study and develop recommendations (July-Sept)</p> <p>Two training sessions on family engagement (Sept/Oct)</p> <p>Two training sessions on chronic absenteeism research, data, and strategies (Nov/Dec)</p>	<p>Principal will review chronic absenteeism data and notify families. (Sept)</p> <p>Front office/ principal will implement modified sign-in process for tardy students. (Sept)</p> <p>Staff will participate in four training sessions by the end of Dec.</p> <p>Staff will begin implementing strategies from each training, beginning in September and share results at monthly faculty meetings.</p>	Chronically absent student #'s will drop from 18% to 17% by the end of January.	Chronically absent student #'s will drop from 18% to 16% by the end of the school year.	Principal District Data Coordinator	<p>July-Sept – Book study and recommendations</p> <p>Sept-Dec – PD sessions with teachers</p> <p>Sept-June – Implement strategies identified as priorities from book study and PD sessions</p> <p>Oct/Jan/Apr/June – Evaluation of progress based on mid-year and end of year goals.</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.*

***Not Applicable***