

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



Name of principal:	Mr. Gerald Trietley and Mr. Joel Whitcher
Name/number of school:	Olean Intermediate-Middle School
School address:	401 Wayne Street, Olean NY 14760
Identified Subgroup(s):	ELA – SWD and White Subgroups; Math – Economically Disadvantaged Subgroup

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 7, 2016

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

1. **Joel Whitcher**
2. **Gerald Trietley**
3. **Melanie Meyers**
4. **Angelina Bello**
5. **Lacey Hill**
6. **Maureen DiCerbo**
7. **Jennifer Kless**
8. **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. Organize resources (teachers, materials, time, space, professional development, etc.) to focus on instructional priorities.
2. Provide a range of opportunities to meet students' needs (ex. alternate core ELA, co-teaching classes, small group interventions, guided study hall).
3. 1:1 devices available for all students.
4. Use of data, targeted feedback, collaborative planning, and professional development to improve instructional impact.

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. Instructional strategies designed to assist students in meeting grade level standards are not yet systematically applied.
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 at Grades 4 and 5.
2. Implement formative assessment data collection, target skill setting, and teacher-student conferencing to enhance the differentiation of literacy instruction to address student achievement needs at Grades 6 and 7.
3. Increase use of instructional strategies to assist students in accessing grade level standards in ELA (SWD) and math (ED).
4. 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 in Grades 4 & 5.	Purchase foundational skills toolkits. Implement differentiated small group instruction using foundational skills toolkits with plans informed by Independent Reading Level Assessment (IRLA) formative assessment data.	Foundational skills toolkits PD on use of foundational skills toolkits for small group instruction for teachers and administrators	PD to be provided by consultant coach through eight on-site coaching days	Teachers and administrators will attend training sessions by October. Small group instruction utilizing the foundational skills toolkits will be implemented in all classrooms with follow-up coaching provided. Principal and Curriculum Coordinator will have observed implementation and provided feedback.	Students leveled as proficient or above in January will increase by 5% compared to initial September level.	Students leveled as proficient or above in May will increase by 10% compared to initial September level.	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/Jan/Apr/Jun – Evaluation of progress based on mid-year and end of year goals.</p>

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2. Implement formative assessment data collection, target skill setting, and teacher-student conferencing to enhance the differentiation of literacy instruction to address student achievement needs at Grades 6 and 7.	Implement system of evidence collection in SchoolPace (IRLA), individualized target setting, and conferencing with students to differentiate literacy instruction.	PD on evidence collection, target setting (Power Goals), and conferencing best practices for teachers and administrators	PD to be provided by consultant coach through eight on-site coaching days	Administrators will participate in leadership training in August. Teachers will complete initial IRLA training with coaches in Aug/Sept. Teachers will implement formative assessment data collection, goal setting, and conferencing with students. Sept-June Principal will have observed implementation and provide feedback. Nov-Apr Coaching sessions will be used to monitor and adjust based on observations. Oct-Apr	Students leveled as proficient or above in January will increase by 5% compared to initial September level.	Students leveled as proficient or above in May will increase by 10% compared to initial September level.	Principal Curriculum Coordinator Instructional Coach	Aug/Sept – IRLA training Sept-June – IRLA data collection, Power Goals, and conferencing implemented Oct-May – Follow-up coaching and support PD Nov-Apr – Classroom observations conducted by Principal Oct/Jan/Apr/June – Evaluation of mid-year and end of year goals

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3. Provide additional supports for students lacking foundational math skills and increased resources to increase achievement.	<p>Modify curriculum to provide scaffolded instruction for students performing below grade level expectations.</p> <p>Expand use of technology (ex. videos for flipped/blended learning) to increase access to learning resources.</p> <p>Increase opportunities for students to receive academic support and enrichment experiences.</p>	<p>Curriculum development to add scaffolds into math units/lessons</p> <p>Technology Integrator (staff member)</p> <p>PD on technology tools and techniques</p> <p>After school programming for academic support and enrichment</p>	PD to be provided by Technology Integrator and through local/regional BOCES	<p>Teachers will analyze student performance on assessments to develop scaffolds to help students access math curriculum (July-Sept)</p> <p>Explore technology tools, participate in PD as required, and implement plan to increase learning resources. (July-May)</p> <p>Principals will establish increased school day and after school offerings for students (Sept-June)</p> <p>Principals will observe and provide feedback (Sept-June)</p>	<p>Math proficiency for students on January assessment will increase by 5% compared to fall benchmark.</p> <p>Student participation in after school programs will increase by 10% from 2015-16.</p>	<p>Math proficiency for students on May assessment will increase by 10% compared to fall benchmark.</p> <p>Student participation in after school programs will increase by 10% from 2015-16.</p>	Principals Curriculum Coordinator Community Schools Coordinator	<p>July-Sept – Data Analysis and Curriculum Modifications</p> <p>July-May - Technology PD</p> <p>Sept-June – School Day and After school programs</p> <p>Sept-June – Classroom observations conducted by Principals; feedback to teachers individually and through monthly faculty meetings.</p> <p>Oct/Jan/June – Evaluation of progress based on mid-year and end of year goals.</p>

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4. 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>Implement research-based strategies to educate families and build a community culture that positively impacts attendance.</p>	Family Engagement resources – professional books, wall posters/ displays, handouts on the importance of attendance	<p>Building Level Team (BLT) to study research-based resources and develop recommendations (July-Sept)</p> <p>Two training sessions on chronic absenteeism research, data, and strategies (Sept/Oct)</p> <p>Two training sessions on family engagement (Nov/Dec)</p>	<p>Principals will establish a system to review chronic absenteeism data and notify families. (Sept)</p> <p>Principals will introduce strategies from District/BLT to faculty and develop plan for implementation. (Oct/Nov)</p> <p>Staff will participate in four training sessions by the end of Dec.</p> <p>Staff will implement 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.	Principals District Data Coordinator	<p>July-Sept – District/BLT research and recommendations</p> <p>Sept-Dec – PD sessions with teachers</p> <p>Sept-June – Implement strategies identified as priorities from research 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