

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



<b>Name of Principal:</b>	Mr. Gerald Trietley and Mr. Joel Whitcher
<b>Name of School:</b>	Olean Intermediate-Middle School
<b>School Address:</b>	401 Wayne Street, Olean NY 14760

**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 Friday, August 25, 2017.***

Please note:

1. All schools shall complete the School Overview on Page 2.
2. Schools that have been identified for performance shall complete Part 1 and Part 2.
3. Schools that have been identified for participation rate will need to complete Part 3: "Promoting Participation in State Assessments."
4. Schools that are identified for both performance and participation rate shall complete Part 1, Part 2 and Part 3.
5. Within Part 1 and Part 3 there are questions that are specifically designed for schools that have the same identification this year as last year.

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 2017-18 school year. The identification is based on the performance of certain groups of students in the school on state assessments and/or the school's participation rate on state assessments. Local Assistance Plan Schools are required to conduct a Self-Reflection, which 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 the 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 the school's academic performance and/or participation rate. 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.

SCHOOL OVERVIEW
Name of School: Olean Intermediate-Middle School
Individuals Who Assisted in the Development of the LAP Plan: Joel Whitcher Gerald Trietley Angelina Marconi Lacey Hill Maureen DiCerbo Jennifer Kless Jennifer Mahar
The school has been identified for (identify all that apply):  <input checked="" type="checkbox"/> Performance of the following subgroups*: <ul style="list-style-type: none"><li>• Gr 4-7 ELA – Subgroups: Students with Disabilities, Black, White</li><li>• Gr 4-7 Math – Subgroups: Students with Disabilities, Black, White, Economically Disadvantaged</li><li>•</li></ul> <input type="checkbox"/> Participation Rate for the following subgroups** <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul> *Schools identified for Performance shall complete Parts 1 and 2. **Schools identified for Participation Rate shall complete Part 3.

## **Part I: Whole School Reflection**

### ***Directions:***

**ALL SCHOOLS IDENTIFIED FOR PERFORMANCE: Review the information gathered using the Local Assistance Plan Self-Reflection Document and any additional information about the school to answer question 3 to 5.**

1. Please identify three to five things that the school believes it does well for the identified sub-group(s):
  1. Implement a formative assessment in literacy that helps teachers to pinpoint a student's reading level (all subgroups).
  2. Provide independent reading practices that engage students in reading for pleasure and for learning, substantially increasing students' volume of reading (all subgroups).
  3. Provide a range of opportunities to meet students' needs such as alternate core ELA, co-teaching classes, small group interventions, guided study hall (all subgroups).
  4. Use data, targeted feedback, collaborative planning, and professional development to improve instructional practices that impact student achievement (all subgroups).
2. 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(s):
  1. A fully implemented balanced literacy framework providing CCLS ELA curriculum is not yet in place.
  2. Instructional strategies designed to assist all 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.
3. Please identify three to five things that the school believes must happen (needs) for the identified subgroup(s) that are currently not happening
  1. Improve the accuracy of students' literacy levels and learning targets while promoting student agency and ownership.
  2. Design effective, instructional components in ELA and math class schedule to meet all students' needs.
  3. Create a systematic approach to promote positive behavior in order to increase student engagement and to improve social, emotional, and academic outcomes for all students.

**SCHOOLS THAT COMPLETED A LOCAL ASSISTANCE PLAN LAST YEAR: If you completed a Local Assistance Plan last year AND you are identified for the same subgroups this year as you were last year, complete questions 6 and 7 designed for Re-Identified LAP SCHOOLS ONLY.**

4. **RE-IDENTIFIED LAP SCHOOLS ONLY:** Please indicate the three to five things the school identified as barriers in the 2016-17 Local Assistance Plan and, when applicable, briefly indicate the strategies the school used in 2016-17 to address each barrier.

	Barrier identified in 2016-17 LAP	Strategies used in 2016-17 to remove barrier
1.	Gr 4 & 5 data-driven, differentiated small group literacy instruction	Professional development in formative assessment, data collection in literacy assessment tool, setting student targets, and conducting small group lessons; Purchase of foundational

		skills toolkits.
2.	Gr 6 & 7 formative assessment, target skill setting, and conferencing for differentiated literacy instruction	Professional development in formative literacy assessment, target setting and conferencing best practices.
3.	Instructional resources for students lacking foundational math skills.	Professional development in curriculum and intervention strategies; Purchase of Front Row Math subscription; Expanded after school activities in STEM.
4.	Systematic plan for identifying and addressing issues relating to chronic absenteeism.	Established monthly tracking system to identify at-risk and emergency levels of absenteeism; Implemented strategies to educate students and parents on the importance of attendance; Coordinated interventions through attendance support partnership.

5. **RE-IDENTIFIED LAP SCHOOLS ONLY:** Please review the three to five things the school identified as needing to occur in the 2016-17 Local Assistance Plan and compare these things to what was identified in Question 5 above. Indicate if any of the things are the same for both 2016-17 and 2017-18.

	Actions needed to occur identified in 2016-17 LAP	Actions needed to occur identified in 2017-18 LAP	Same both years? (Y/N)
1.	Implement data-driven, differentiated small group literacy instruction to address student achievement needs at Grades 4 and 5.	Design effective, instructional components in ELA and math class schedule to meet all students' needs.	No
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.	Improve the accuracy of students' literacy levels and learning targets while promoting student agency and ownership.	No
3.	Increase use of instructional strategies to assist students in accessing grade level standards in ELA (SWD) and math (ED).	Design effective, instructional components in ELA and math class schedule to meet all students' needs.	No
4.	Create a systematic plan to identify and address the needs of chronically absent students to positively impact their school participation.	Create a systematic approach to promote positive behavior in order to increase student engagement and to improve social, emotional, and academic outcomes for all students.	No

Note: While not identical, the actions selected in 2016-17 and 2017-18 are intentionally aligned as part of progressive goal setting. For example, where new approaches were introduced last year, school and district teams collected data to monitor implementation and established 2017-18 goals to expand on the school's progress.

## **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:
1. Improve the accuracy of students' literacy levels and learning targets while promoting student agency and ownership.	<p>-Increase students' volume of reading of texts at independent reading levels.</p> <p>-Increase the accuracy of literacy levels and student targets (Power Goals).</p> <p>-Promote reading culture throughout the building.</p> <p>-Collect and analyze reader engagement data.</p>	<p>-Leveled Libraries (ELA)</p> <p>-SchoolPace Online Formative Assessment Tool</p> <p>-Accountable Talk Rubrics</p> <p>-Content-Based Leveled Libraries (SS)</p>	<p>-PD/ coaching provided by consultant for literacy instruction monthly</p> <p>-Levels checks and coaching provided by school instructional coach monthly</p>	<p>-100% of ELA teachers in Gr 4-6 will increase independent reading within the literacy block as part of core instruction.</p> <p>-100% of ELA teachers in Gr 7 will engage students for 20% of class in independent reading and conferencing.</p> <p>-Social Studies department will explore use of content-based libraries to expand independent reading opportunities.</p> <p>-Grade level teams will review reader engagement data and identify additional strategies to promote reading practice and a love for reading.</p>	<p>-Students at/above grade level on the IRLA formative literacy assessment in January will increase 10% over the fall baseline.</p> <p>-90% of students will be able to identify their Power Goal and describe how they are practicing to reach their goal.</p>	<p>-Students at/above grade level on the IRLA formative literacy assessment in May will increase 20% over the fall baseline.</p> <p>-90% of students will be able to identify their Power Goal and describe how they are practicing to reach their goal.</p>	<p>-Principals</p> <p>-Coordinator of Curriculum &amp; Instruction</p> <p>-Instructional Coach</p>	<p>-August: Literacy Leadership Professional Development</p> <p>-September-May: Provide PD with Consultant; Principal Observations</p> <p>-Oct/Feb/Jun: Evaluation of progress based on three benchmark periods and mid-year/end of year goals</p>

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2. Design effective, instructional components in ELA and math class schedule to meet all students' needs.	<ul style="list-style-type: none"> <li>-Foster teachers' knowledge of standards based learning progressions.</li> <li>-Strengthen standards based small group work to support/guide students at their instructional level.</li> <li>-Use evidence-based best practices and student data to guide adjustments to curriculum components.</li> <li>-Develop effective intervention planning and monitoring.</li> </ul>	<ul style="list-style-type: none"> <li>-Literacy Foundation-al Skills Toolkits (FSTKs)</li> <li>-SchoolPace Online Formative Assessment Tool</li> <li>-Accountable Talk Rubrics</li> <li>-Singapore Math Resources</li> <li>-Front Row Math</li> </ul>	<ul style="list-style-type: none"> <li>-PD/ coaching provided by consultant for literacy instruction monthly</li> <li>-PD/ coaching provided by consultant for math instruction quarterly</li> <li>-PD on UbD principles for curriculum team (Sept)</li> <li>-PD on Front Row for targeted and adaptive practice (Oct, Jan, May)</li> </ul>	<ul style="list-style-type: none"> <li>-100% of teachers will implement literacy and math components developed for each grade level (mini-lesson, guided practice, and independent practice, etc.).</li> <li>-100% of teachers will assess students using common assessment tasks for scheduled benchmarks and work with grade level teams to analyze students' learning and update curriculum.</li> <li>-Teachers providing ELA and math interventions will utilize designated interventions at the students' instructional level, conferencing with each student weekly.</li> </ul>	<ul style="list-style-type: none"> <li>-Students proficient or above in January on STAR Reading and Math will increase 4% over the fall baseline.</li> <li>-Students at/above grade level on the IRLA formative literacy assessment in January will increase 10% over the fall baseline.</li> <li>-Students at/above grade level on the Front Row Math benchmark in January will increase 5% over the fall baseline.</li> </ul>	<ul style="list-style-type: none"> <li>-Students proficient or above in May on STAR Reading and Math will increase 8% over the fall baseline.</li> <li>-Students at/above grade level on the IRLA formative literacy assessment in May will increase 20% over the fall baseline.</li> <li>-Students at/above grade level on the Front Row Math benchmark in May will increase 10% over the fall baseline.</li> </ul>	<ul style="list-style-type: none"> <li>-Principals</li> <li>-Coordinator of Curriculum &amp; Instruction</li> <li>-Instructional Coach</li> <li>-Title I Coordinator</li> <li>-Director of Special Education</li> </ul>	<ul style="list-style-type: none"> <li>-August: Literacy Leadership and Math Professional Development</li> <li>-September-May: Provide PD with Consultants; Principal Observations</li> <li>-Oct/Feb/Jun: Evaluation of progress based on three benchmark periods and mid-year/end of year goals</li> </ul>

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3. Create a systematic approach to promote positive behavior in order to increase student engagement and to improve social, emotional, and academic outcomes for all students.	<ul style="list-style-type: none"> <li>-Continue student and family awareness campaign and data tracking of attendance.</li> <li>-District wide implementation of growth mindset strategies.</li> <li>-Select evidence-based strategies and interventions to improve social and emotional outcomes (RTI/IST Committee).</li> </ul>	<ul style="list-style-type: none"> <li>-County Attendance Support Program</li> <li>-Frontline RTI</li> </ul>	<ul style="list-style-type: none"> <li>-PD on Growth Mindset (monthly)</li> <li>-PD on Addressing ADHD and Executive Function in Schools (Oct)</li> <li>-PD on Restorative Justice Practices and Trauma Sensitive Schools (Oct, Jan, May)</li> <li>-Nonviolent Crisis Prevention Intervention Training (Ongoing)</li> </ul>	<ul style="list-style-type: none"> <li>-100% of building staff will promote OIMS' 17-18 school wide focus on GRIT: (Growth Mindset, Resourcefulness, Initiative, and Total Commitment) by utilizing strategies from school wide plan.</li> <li>-Monthly faculty meetings will highlight GRIT bright spots and encourage new ideas.</li> <li>-RTI/IST meetings on student behavior identify specific intervention(s) and monitor results.</li> <li>-Principals, counselors, and teachers will explore the use of PBIS to improve social, emotional and academic outcomes for all students.</li> </ul>	<ul style="list-style-type: none"> <li>-Improvements to student chronic absenteeism rates from 16-17 will be maintained and continue to improve in January.</li> <li>-Student referrals for behavior will reduce by 3% by January.</li> </ul>	<ul style="list-style-type: none"> <li>-Improve-ments to student chronic absenteeism rates from 16-17 will be maintained and continue to improve in June.</li> <li>-Student referrals for behavior will reduce by 6% by June.</li> <li>-Overall building participation in 2017-18 NYS 3-8 assessments will increase by 5%.</li> </ul>	<ul style="list-style-type: none"> <li>-Principals</li> <li>-School Counselors</li> <li>-Teacher Turnkey Trainers</li> <li>-RTI/IST Chairperson</li> </ul>	<ul style="list-style-type: none"> <li>-August: Nonviolent CPI Training for Administrators</li> <li>-September-May: Provide PD with Turnkey Trainers/BOCES; Principal Observations</li> <li>-Oct/Feb/Jun: Evaluation of progress based on monthly attendance data, RTI/IST review, and mid-year/end of year goals</li> </ul>



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*