



Name of Principal:	Susanne Driscoll
Name of School:	Maple Hill Elementary School
School Address:	491 County Route 78, Middletown NY

Directions: Please complete this template using the information collected with the Local Assistance Plan Self-Reflection document.

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.

SCHOOL OVERVIEW

Name of School: **Maple Hill Elementary School**

Individuals Who Assisted in the Development of the LAP Plan:

- Susanne Driscoll
- Elizabeth Boller
- Karen Marconi
- Linda Bradt
- Matthew Kelly
- Jennifer DunLavey

The school has been identified for (identify all that apply): N/A

Performance of the following subgroups*: N/A

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Participation Rate for the following subgroups** N/A

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*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. Our Crisis-Interventionist and Social Worker pushed into classrooms to conduct lessons on decision making, peer interactions, stress relief strategies and coping strategies. They also conducted more targeted lessons based upon the needs of the class dynamic.
 2. There was an afterschool program offered for all students K-5 who were identified as at risk for ELA performance. This program was after school two days a week for 8 weeks during the spring semester. Students were provided with a snack and a brief activity period before returning to the classroom for an extra hour of targeted ELA instruction in a small group setting. Data driven instruction was utilized to ensure that student needs were focused on during instruction.
 3. There were many opportunities for students to become engaged in extracurricular activities including Crazy 8's Math Club, Girls On the Run, 5th Grade Boys Basketball Team, Cursive Club, Chess Club,
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. Consistent approach to using data to drive instruction
 2. Student gaps in academic knowledge, in particular for ENL's and SPED students
 3. Weakness in student foundational skills
 4. Student behavior
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. Data driven instruction professional development
 2. Designing academic programs that meet each student's individual needs - a personalized prescriptive approach
 3. Consistent approach to foundational skills at grades K-2
 4. Build a strong sense of community within the school which supports positive student behavior

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.

5. **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 2017-18 to address each barrier.

	Barrier identified in 2017-18 LAP	Strategies used in 2018-19 to remove barrier
1	Gaps in student reading ability.	<ul style="list-style-type: none"> ● A continuation of Literacy Framework training for all new ELA teachers and a reset of Literacy Framework PD for teachers at all grade levels. ● Addition of a more focused vocabulary instructional method. (Marzano’s 6 Steps Approach) ● Continued Data conversations at the building level.
2	Inconsistent reading support within the home.	<ul style="list-style-type: none"> ● A continuation of the “Book Baggie Project” in which parents of all Kindergarten students will receive high quality books to read at home with their children. Parents will be offered annual workshops to educate them not only on the importance of reading at home with their children, but on how to have meaningful discussions to improve comprehension, background knowledge, and vocabulary. ● A continuation of “Parent Academy” offering additional topics based on parent interest and need.
3	Inconsistent practices around phonics instruction.	<ul style="list-style-type: none"> ● Staff development to reset the district’s philosophy around the use of Fountas and Pinnell phonics lessons on a daily basis for all K-2 students.

6. **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.

For our planning purposes only - have not been identified

	Actions needed to occur identified in 2017-18 LAP	Actions needed to occur identified in 2018-19 LAP	Same both years? (Y/N)
1.	A continuation of Literacy Framework training for all new ELA teachers and a reset of Literacy Framework PD for teachers at all grade levels.	Professional development to promote the consistent use of NWEA data in planning for instruction.	No
2.	Addition of a more focused vocabulary instructional method. (Marzano's 6 Steps Approach)	Designing academic programs that meet each student's individual needs by utilizing blended learning to provide each student with a personalized playlist driven by data. Strategies will incorporate digital content, small group instruction, student reflection, data-driven decisions, environment and engagement	No
3.	Continued Data conversations at the building level.	Consistent approach to foundational skills at grades K-2 for literacy and mathematics which will include increased targeted professional development for specific curriculum and skills areas, as well as increased frequency of administration walkthroughs and feedback provided to teachers. .	No
4.	A continuation of the "Book Baggie Project" in which parents of all Kindergarten students will receive high quality books to read at home with their children. Parents will be offered annual workshops to educate them not only on the importance of reading at home with their children, but on how to have meaningful discussions to improve comprehension, background knowledge, and vocabulary.	Build a strong sense of community within the school which supports positive student behavior by continuing to offer a rich variety of clubs and extracurricular activities for students to engage with the school community in a positive way. Develop skills of monitors to better address student needs and provide more structured activities during recess times	No
5.	A continuation of "Parent Academy" offering additional topics based on parent interest and need.		No
6.	Staff development to reset the district's philosophy around the use of Fountas and Pinnell phonics lessons on a daily basis for all K-2 students.		No

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 Implement new ELL phonics program. Hire ELL Director.	EXAMPLE ELL phonics program PD on ELL phonics program for	EXAMPLE PD offered by curriculum developer on ELL phonics (September and	EXAMPLE Teachers will attend two training sessions by December. Program will be implemented in all classrooms. Director will have observed implementation	EXAMPLE: Language acquisition for ELL students on January assessment will increase by 5% compared to	EXAMPLE Language acquisition for ELL students will increase by 10% on May assessment compared	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.

		Director and teachers	November)	and provided feedback.	Fall benchmark.	to Fall benchmark.		October/January/April/June – evaluation of progress based on mid-year and end of year goals.
1. Consistent approach to using data to drive instruction	Work with teachers to put a timeline in place after the Fall testing window to use the student goal setting worksheet with students - build an action plan - accelerate growth	NWEA goal setting worksheet	provide targeted PD to support the use of exit tickets/student reflections, student goal setting and conferencing - give teachers choice over path and pace of PD	Targeted teacher pd around goal setting worksheets			Principal Assistant Principals Directors	Sept – June – implementation of data driven conversations with teachers - Fall & Spring Classroom observations conducted by building and District administration. .
2. Student gaps in academic knowledge, in particular for ELL's and SPED students		-New ENL phonics program -refresh of Fountas and Pinnell phonics	Structured consecutive 3 day professional development each month which is targeted	Targeted teacher pd around implementation of the new ELL phonics system.			Director of World Languages Principal	September - June

		program						
3. Weakness in student foundatio nal skills	More thorough and consistent approach/imple mentation of word work/word study, writer's workshop, reader's workshop --- monthly focus by grade band -Focus on teaching reading strategies by need, not level -Consistent approach to Number Talks -increased administrative walkthroughs with specific feedback provided			Targeted teacher pd around framework and pedagogical protocols.			Principal Assistant Principal TOSAS Director of Literacy Director of World Languages	September - June

Part III: Promoting Participation in State Assessments - Not Identified - N/A

To be completed only by LAP Schools with subgroup(s) identified solely for the failure to meet the 95% participation rate on state assessments.

In the table below, for each group for which the school failed to meet the 95% participation requirement in the 2015-16 school year, enter the percent of test participation in the 2016-17 school year:

<i>Group</i>	<i>2015-16 ELA</i>	<i>2016-17 ELA</i>	<i>Change (+/-)</i>	<i>2015-16 Math</i>	<i>2016-17 Math</i>	<i>Change (+/-)</i>
<i>Asian</i>						
<i>Black</i>						
<i>Economically Disadvantaged</i>						
<i>English Language Learners</i>						
<i>Hispanic</i>						
<i>Multiracial</i>						
<i>Native American</i>						
<i>Students with Disabilities</i>						
<i>White</i>						

Pursuant to the provisions of the Elementary and Secondary Education Act (ESEA), 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 meet the requirements of New York’s approved ESEA flexibility waiver, the New York State Education Department requires 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. Did your school complete a Local Assistance Plan last year for Participation Rate?

If yes, please skip questions 2, 3, and 4 and proceed to question 5. Be sure to complete the prompts for “Re-Identified Participation Rate LAP Schools ONLY”

If no, please proceed to question 2-4 and be sure to complete the prompts for “Newly Identified Participation Rate LAP Schools ONLY”

NEWLY IDENTIFIED LAP SCHOOLS ONLY

2. How do you plan to communicate with parents and other stakeholders regarding the purposes of the NY state assessment program and the revisions that have been recently made to the NY state assessment program? *(Newly Identified Participation Rate LAP Schools ONLY)*

Proceed to question 3

3. 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? *(Newly Identified Participation Rate LAP Schools ONLY)*

Proceed to question 4

4. What other strategies or activities are you planning to implement with students, parents and community members that will encourage participation in state assessments? *(Newly Identified Participation Rate LAP Schools ONLY)*

Newly Identified Participation Rate LAP Schools: Your submission is complete. Thank you.

RE-IDENTIFIED PARTICIPATION RATE LAP SCHOOLS ONLY:

5. In the 2016-17 Local Assistance Plan, your school identified the strategies it would use to communicate with parents 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.

Did your participation rate improve from last year (i.e., from 2015-16 to 2016-17)?

If you answered "YES," proceed to questions 11 - 13.

If you answered "NO," proceed to questions 6-10.

6. Even though you identified strategies last year, the school did not improve its participation rate and was once again identified for participation rate. Why do you believe that the strategies identified last year were unsuccessful in improving the 95% participation rate? *(Re-identified Participation Rate LAP Schools that Answered NO to Question 5)*

Proceed to question 7

7. Based on your answer above, what will you do differently this year 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? *(Re-identified Participation Rate LAP Schools that Answered NO to Question 5)*

Proceed to question 8

8. In the 2016-17 Local Assistance Plan, your school identified how it will 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. In spite of these trainings, the school was once again identified for participation rate. Why do you believe the training last year was unsuccessful in ensuring the participation rate improved and that the 95% participation rate was met? *(Re-identified Participation Rate LAP Schools that Answered NO to Question 5)*

Proceed to question 9

9. Based on your answer above, what will you do differently this year to provide trainings to parents in how to interpret state assessment results and how the assessments are used to support the learning of children? *(Re-identified Participation Rate LAP Schools that Answered NO to Question 5)*

Proceed to question 10

10. What other strategies or activities are you planning to implement with students, parents and community members that will encourage participation in state assessments? *(Re-identified Participation Rate LAP Schools that Answered NO to Question 5)*

RE-IDENTIFIED PARTICIPATION RATE LAP SCHOOLS THAT ANSWERED "NO" FOR QUESTION 5: Your submission is complete. Thank you.

11. 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? Will this communication differ from last year? *(Re-identified Participation Rate LAP Schools that Answered YES to Question 5)*

Proceed to question 12

12. 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? Will this training differ from last year? *(Re-identified Participation Rate LAP Schools that Answered YES to Question 5)*

Proceed to question 13

13. What other strategies or activities are you planning to implement with students, parents and community members that will encourage participation in state assessments? Will these strategies or activities differ from last year? *(Re-identified Participation Rate LAP Schools that Answered YES to Question 5)*

RE-IDENTIFIED PARTICIPATION RATE LAP SCHOOLS THAT ANSWERED "YES" FOR QUESTION 5: Your submission is complete. Thank you.