



Local Assistance Plan Self-Reflection Plan Template

Name of principal:	Susan Short
Name/number of school:	Presidential Park Elementary School
School address:	50 Roosevelt Ave, Middletown, NY 10940
Identified Subgroup(s):	NA

Plan created for ELL and SWD students.

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

Part I: Whole School Reflection

Identify the date the Local Assistance Plan Self-Reflection Document was completed:

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

1. Susan Short
2. Lauren Broadbelt
3. Nicole Brookins
4. Elizabeth Boller
5. Karen Marconi
6. Linda Bradt

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-groups:

1. Teachers are able to implement Blended Learning Instruction in ELA and math. Data provided from various content providers is used in the classroom to guide instruction. Emphasis will be given to ELL and SWD subgroups.
2. Writing and math samples are collected for administrators to review for Accountability Meetings. Feedback is provided by administrators, which the teachers use to implement further instruction in their classrooms.
3. Small group instruction is utilized to meet the needs of all learners in the classroom. This is completed through guided reading and guided math.
4. Teachers use NWEA assessments, quarterlies, benchmark, and various classroom assessments to help differentiate and guide instruction for all learners. They use this data to create lessons and future assessments to help students become proficient. Emphasis will be given to ELL and SWD subgroups
5. ENL teachers, classroom ELA/math teachers, and support teachers are provided with professional development from UCLA to support ENL teachers to help these students become proficient. This enables ELL students to acclimate to the academic expectations and rigors of the ELA and math curriculum.
6. Using SDI/EDI to target instruction in order to better meet the needs of our classified population. Apply strategies to lesson plans Analyzing data/creating SDI/EDI strategies based on NWEA data. Special Education teachers creating assessments specific to the skills individual classified students are currently working on. Fluid Math and Reading Guided Groups based on skill being worked on. Teach and instill the Growth Mindset. Special Education Teachers and AIS Teachers collecting data in real-time based on individual skills/allowing for immediate feedback to students and aid Teachers in designing individualized instruction for students.

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 subgroups:

1. Lack of Parental Involvement
2. There is an inconsistency between reading levels for students in the same grade cohort
3. There is an inconsistency between social language and academic language
4. Lack of foundational skills in math and ELA (reading and writing)
5. Most students that are classified as 15:1 in the school are reading approximately two levels below reading expectations benchmark. Over 75% of 15:1 students are performing below grade level benchmarks in math.

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

1. Activities incorporating parent/community members
2. Using Fountas and Pinnell benchmark data to inform instruction, as well as , Blended Learning, ENL/AIS support, personalized learning
3. Increased vocabulary instruction, introducing tiered vocabulary into daily instruction, word talks, using UCLA PD as support, use of language and content objectives
4. Math- Number talks , Daily Data, CPA model, Blended Learning data
ELA- Daily use of alphabet linking chart, Blended Learning data
5. Increased use of SDI/EDI to greater meet the needs of the SWD population to close learning gaps.

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. Lack of Parental Involvement	A variety of activities including breakfast meetings, guest speakers, Curriculum Night	Staff, TOSA's, Community Members, Curriculum	Welcome Information, Curriculum Info Session, Parenting Skills	-Increased parent involvement in meetings, parent teachers conferences, and Open House. -Increased Parent communication efforts via flyers , messenger texts and emails			All staff	School Year 2018 - 2019
2. There is an inconsistency between reading levels for students in the same grade cohort	Consistent use of new reading program given to ENL & Bilingual teachers	Reading series, ENL & Bilingual teachers	Continued literacy framework alongside new ENL reading program (Flying Start) & Bilingual Program (Despegando) (Estrellita)	Review benchmark and MAPs data (If applicable in both languages)	Increase the number of students who score proficient	Increase in the number of students who score proficient on Benchmark exam	Teachers (ENL and classroom)	School Year 2018 - 2019

3. There is an inconsistency between social language and academic language	-Including a language and content area academic goal/objectives on lesson plans	TOSAS, Bilingual/ ENL Director	-Bi-Monthly UCLA meetings - Monthly ENL & Bilingual Department Meetings	Review quarterlies, MAPS, and benchmark data	-Increase number of students who score proficient	-Increase number of students proficient on MAPs (math and ELA), quarterly, DRP exams	Teachers (ENL and classroom)	School Year 2018 - 2019
4. Lack of foundational skills in math and ELA (reading and writing)	A continuation of Literacy framework for all new ELA teachers. Continuation of Mathworks training for new math teachers	TOSAs, Coordinator of literacy, ELA core leader, RTI committee	Literacy Framework Mathworks Training/Routines ENL/ PD (math and ELA) Lexia, iReady, MyOn, Dream Box, TenMarks, IXL, Khan Academy	MAPs Data Review	Increase the number of students who are proficient	Increase the number of students who score proficient on MAPs test	Teachers (ENL and classroom)	School Year 2018 - 2019
5. Deficiency in Bilingual & ENL student levels of proficiency and performance in understanding of academic vocabulary	-Use of glossaries on a daily basis. -Build list of academic vocabulary and high frequency words to enhance English	-Glossaries available in multiple languages for daily student use. - High Frequency Word Walls &	-Coordinated professional development workshops, meetings and planning time between ENL and content area teachers throughout the school year.	-Bilingual & ENL classrooms will have the necessary word to word glossaries and reading collections. This will reflect a 50% increase in	-Fluent understanding of 50%-70% of academic vocabulary appropriate to grade level & NYSESLAT proficiency level of student.	-Fluent understanding of 71%=100% of academic vocabulary appropriate to grade level & NYSESLAT proficiency level of student.	-Principal, Assistant Principals, Director of ENL/ Bilingual. ENL TOSA, Teachers	School Year 2018 - 2019

	<p>Language Acquisition</p> <p>-Inservice training by UCLA on Dynamic Language Learning Progressions (DLLPs) and Academic Language Instruction for All Students (ALIAS) method of vocabulary acquisition for ELLS</p>	<p>Notebooks/ Journals</p> <p>- UCLA DLLP booklets w/ ongoing trainings, ALIAS model w/ professional development</p>	<p>- Director of ENL/Bilingual, ENL TOSA, UCLA- Center X</p>	<p>the number of materials that match the areas to be addressed.</p> <p>-Classroom word walls that deepen student understanding of vocabulary will be evident.</p>	<p>-Performance on district Quarterlies , NWEA MAPS & formative classroom assessments</p>	<p>-Performance on the NYSESLAT</p>		
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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:
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1. SWD students are below grade level reading benchmarks.	Consistent use of reading programs and initiatives implemented in the district.	Reading series, SWD teachers, AIS Support Staff, Blended Learning Digital Content, Orton Gillingham, Glass Analysis, Recipe for Reading, Explode the Code, Handwriting without Tears, Manipulatives for multisensory support.	Special Education Teachers from PPE are involved in a district wide to committee to research Explicit Direct Instruction and Specially Designed Instruction as well as Growth Mindset. Presentations were created and shared with all special education teachers	Review benchmark levels, Quarterlies and MAPs data for Mid-year growth	Increase the number of students who score proficient	Increase in the number of students who score proficient on Benchmark exam, Quarterlies and MAPS.	Teachers (SWD and classroom support staff)	School Year 2018 - 2019
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2. SWD students are below grade level expectations in mathematics.	Consistent use of Mathwork initiatives, Blended Learning Platforms that have been implemented by the district.	SWD teachers, AIS Support Staff, Blended Learning Digital Content, Manipulative multisensory support, Number Talks, Daily Data, Counting Jar and Estimation Jar, open ended questions for small group and partner work, numberless word problems, as well as CCLS strategies for Mathematics.	Special Education Teachers from PPE are involved in a district wide to committee to research explicit direct instruction as well as Growth Mindset. Presentations were created and shared with all special education teachers over several days.	Use Common grade level assessments, Quarterlies and MAPs data for Mid-year growth .	Increase the number of students who score proficient number sense and problem solving skills(CCLS Math Practices).	Increase in the number of students who score proficient on Quarterlies and MAPS.	Teachers (SWD and classroom support staff)	School Year 2018-2019
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3. Lack of foundational skills in math and ELA (reading and writing) for SWD.	A continuation of Literacy framework for all new SWD teachers	TOSAs, Math core leader, RTI committee	Literacy Framework Mathworks Training	MAPs Data Review	Increase the number of students who are proficient.	Increase the number of students who score proficient on MAPs and	Teachers (SWD and classroom support staff)	School Year 2018-2019
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	teaching ELA. Continuation of Mathworks training for new math teachers		Lexia, Freckle MyOn, Dream Box, TenMarks, IXL, Khan Academy Special Education held monthly with the Special Education Administrator.			Quarterly Assessments.		
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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?

PPE Student Growth/Teacher Performance Plan

Barrier or need to be addressed:	Strategies for Improvement/Resources to be utilized to support improvement	Describe the professional development activities planned to support the implementation of the actions in this area.	Evidence
<p>Low Performance on MAPS</p> <p>Low Student Performance</p>	<p>Small group study sessions with E. Boller and/or Admin using Lucy Calkin's units of study and NWEA Learning Continuum.</p> <p>Model/Demo lessons</p>	<p>Utilize resources to improve planning and classroom instruction.</p> <p>Research how to utilize the resource within the scope and sequence</p>	<p>Lesson Plans</p> <p>Fall to Spring MAPS</p>
<p>History of Low Performance on MAPS</p>	<p>One on one workshops with TOSA</p> <p>Data meetings with Admin</p>	<p>Meets monthly with TOSA to discuss best practices</p>	<p>Lesson Plans</p> <p>Walkthroughs</p> <p>Results of testing</p>
<p>Using the Learning Continuum to inform planning/instruc</p>	<p>Small group study sessions led by teacher leaders and TOSA's NWEA data</p>	<p>Faculty Meetings - Break into small groups personalized and selected by teachers:</p> <p>Where can I find the reports? What does each one tell me?</p> <p>How do I use the data/learning continuum to inform my planning?</p>	<p>Fall to Spring MAPS</p>

tion	NWEA Learning Continuum	How do I analyze the results to help my students meet and surpass their goals?	
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