



Local Assistance Plan Self-Reflection Plan Template

Name of principal:	Kathleen Jensen
Name/number of school:	William A. Carter
School address:	435 East Main St. Middletown, NY
Identified Subgroup(s):	District Initiative

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. Kathleen Jensen
2. Wendy DeGeorge
3. Liz Boller
4. Karen Marconi
5. Melissa Picariello
6. Mike Feeney
7. Danielle Schatz
8. Amanda Ashcraft
9. Brian Leary
10. Claudia Donahue

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. **Analyzes Data** to drive instruction as intervention or enrichment for students
2. **Provide Professional Development** from Literacy Coaches/ Math Coaches within district for Teachers.
3. **Monitor Data** as a group of invested stakeholders.
4. **Provide a plethora of resources** for student learning including technology, Mathworks Resources, Literacy Framework Resources
5. **Professional Learning Community** Meetings to provide opportunities to collaborate and share on best practices

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. Large gaps in Learning for students within programs such as Midpoint, Transition, ENL and Special Education.
2. More Parental Support, Engagement and Collaboration is desired within Home/School Connection.
3. Increase in Social and Emotional Behaviors in Students that is Impacting Learning and is impacting academic growth for individuals and students within the classroom setting.

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

1. Restructure Data Meetings to include all stakeholders including classroom teachers, AIS, ENL and Building Administration.
2. All stakeholders together at Data Meetings will examine data and learning gaps to create a Skill Based Action Plan and Timeline.
3. Follow Up Data Meetings will examine growth or lack of and reset Action Plans.
4. Work in collaboration with School PTO to plan During and After School Events throughout the school year to offer students and their families opportunities to come to school for fun, enjoyable events.
5. Implementation of Growthmind Set
- 6.

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:
<i>1. Large Gaps in learning for students in Midpoint, Transition, ENL and SPED</i>	Continuation of Literacy Framework / Mathworks and Personalized Learning through Blended Learning	Literacy/Math TOSAs, Director of Literacy, ELA & Math Core Leaders, AIS, ENL TOSA, Director of Special Education & ENL	Directors, TOSAs, UCLA, Regional SPED Tech Assistance Support Center	Continuous Data Tracking & Analysis through Data Binders, Data Meetings, Quarterlies, MAPS, Benchmarks	Language Acquisition for ENL and SWD students will increase by 5% on Spring MAPS Proficiency Levels	Language Acquisition for ENL and SWD students will increase by 10% on Spring MAPS Proficiency Levels	Principal, Instructional Leaders for Special Education, Director of Literacy and Director of ENL/Bilingual	September- June
<i>2. Cont. Large Gaps in learning for students in Midpoint, Transition, ENL and SPED,</i>	Skill planning based on MAP RIT Scores & Skills gaps viewed in classroom & group assessments	Specialized created planning template for classroom, ENL & AIS teachers working together with shared students	Building Admin in Grade Level Meetings & Data Meetings	Continuous Data Tracking & Analysis through Data Meetings, monitoring Quarterlies, MAPS & Benchmark Data for Student Increase in proficiency levels	Language Acquisition for ENL and SWD students will increase by 5% on Spring MAPS Proficiency Levels	Language Acquisition for ENL and SWD students will increase by 10% on Spring MAPS Proficiency Levels	Principal	September- June
<i>2. Parental Support</i>	Increase Parent Involvement through planned monthly topic workshop sessions	Perent Workshops, PTO Meetings, Increase Percentage P/T Confer., Attendance at Curriculum Nights, After	PTO Meetings P/T Conference, Principal Meetings, Curriculum Night, After School Events by Calendar	Home-School Communications including Newsletters, Email & Text Reminders, Front Board Messages	Increased level of Winter MAPS Proficiency by 10% Grade Level and increase Parent Attendance at All School Meetings & Events	Increased level of Spring MAPS Proficiency by 15% Grade Level and increase Parent Attendance at All School Meetings & Events	Principal, Assistant Principals, PTO, Teachers	September- June

		School Activities						
<i>3. Increase of Social and Emotional Behaviors that are impacting learning</i>	Building Admin, Support staff, Crisis Interventionist to hold pre-intervention "get-togethers" with "at risk" students to help	Crisis Interventionist, CPI Training & Techniques Administration Intervention, Crisis Intervention Team as needed	CPI Training, Weekly debriefing of building student and improvements, concerns and sharing of ideas	Decrease the amount of disruptive behaviors needing intervention in classrooms by 10% -work with students and families	Continue to decrease the amount of disruptive behaviors needing intervention in classrooms by 15% -work with students and families.	To have no student that has behaviors so disruptive that they have to be removed from their classroom-if so Intervention Planning	Administrators, Crisis Interventionist, Teachers, Social Worker, School Psychologist	September- June
<i>4. Cont. Increase of Social and Emotional Behaviors that are impacting learning</i>	Presentation of books <i>Lost in School & Creating Trama Free Classrooms</i> to staff to assist with strategies for social emotional issues impacting learning	Power Point Presentation to be shared with staff Resources/idea for teachers	Faculty Meeting Grade Level Meeting sharing sessions for ideas and share out sessions	Decrease the amount of disruptive behaviors needing intervention in classrooms by 10% -work with students and families	Continue to decrease the amount of disruptive behaviors needing intervention in classrooms by 15% -work with students and families.	To have no student that has behaviors so disruptive that they have to be removed from their classroom-if so Intervention Planning	Administrators, Crisis Interventionist, Teachers, Social Worker, School Psychologist	September- June
<i>5. Deficiency in academic vocabulary and phonemic awareness in S'WD Students</i>	-SDI/EDI WEbpage -IEP Analysis -Action Planning for SDI/EDI	Website links and resources	SPED Director Led Professional Development	-Review skills required to achieve grade-level academic standards	-Review relationship among present levels of performance (PLP), annual goals, accommodations /modifications programs/ services as related to the skills required to achieve the	-Annual Reviews ensure that IEPs include specially-designed instruction necessary to support the SWDs in developing the skills needed to achieve the grade-level	SPED Director, SPED Teachers, SPED CSE Chairs	September- June

					grade-level academic standards	academic standards		
6. <i>Deficiency in academics of SWD Students</i>	Monthly planning/goal setting meetings with SWD Teachers & principal	Student IEPs, student data, student work samples	Collaboration between SWD Teachers & principal	To monitor and track growth of each SWD student	To monitor and track growth of each SWD student	To monitor and track growth of each SWD student	Principal & SWD Teachers	September- June
7. <i>Deficiency in ENL student levels of proficiency and performance in understanding of academic vocabulary</i>	<ul style="list-style-type: none"> -Use of glossaries on a daily basis. -Build list of academic vocabulary and high frequency words to enhance English Language Acquisition -Inservice training by UCLA on Dynamic Language Learning Progressions (DLLPs) and Academic Language Instruction for All Students (ALIAS) method of vocabulary acquisition for ELLS 	<ul style="list-style-type: none"> -Glossaries available in multiple languages for daily student use. - High Frequency Word Walls & Notebooks/ Journals - UCLA DLLP booklets w/ ongoing trainings, ALIAS model w/ professional development 	<ul style="list-style-type: none"> -Coordinated professional development workshops, meetings and planning time between ENL and content area teachers throughout the school year. - Director of ENL/Bilingual, ENL TOSA, UCLA- Center X 	<ul style="list-style-type: none"> -ENL classrooms will have the necessary word to word glossaries and reading collections. This will reflect a 50% increase in the number of materials that match the areas to be addressed. -Classroom word walls that deepen student understanding of vocabulary will be evident. 	<ul style="list-style-type: none"> -Fluent understanding of 50%-70% of academic vocabulary appropriate to grade level & NYSESLAT proficiency level of student. -Performance on district Quarterlies , NWEA MAPS & formative classroom assessments 	<ul style="list-style-type: none"> -Fluent understanding of 71%=100% of academic vocabulary appropriate to grade level & NYSESLAT proficiency level of student. -Performance on the NYSESLAT 	<ul style="list-style-type: none"> -Principal, Assistant Principals, Director of ENL/ Bilingual. ENL TOSA, Teachers 	September- June

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?

Written communication are sent home to parents explaining the importance and meaning of testing. Also, a Parent Presentation Session is held by school administration with a question and answer session at the end.

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?

Results are sent home to parents and informational sessions for parents are held to explain assessments and how assessments are used to personalize and plan instruction.

3. What other strategies or activities are you planning to implement with students, parents and community members that will encourage participation in state assessments?