



Name of principal:	Howard Seamans
Name/number of school:	Millard Fillmore Elementary School 051-301-040001
School address:	24 South Main St, Moravia, New York
Identified Subgroup(s):	White

**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: June 1<sup>st</sup>, 2016

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

1. Kathy Granelli – Special Education School Improvement Specialist
- 2.

***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. Staff / personnel builds strong relationships with students
2. The staff is responsive to the needs of students and the community
3. Effective use of resources
4. Curricular alignment horizontally and vertically
5. Active character ed implementation

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. Poverty / mental health issues
2. Curricular – module implementation has not adequately prepared students for NYS assessments
3. Budget constraints -
- 4.
- 5.

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

1. Poverty – improve awareness / access to quality agencies / research and implement approaches that effectively support students-PBIS / Erik Genson
2. Curriculum – Identify and use supplemental materials outside of modules / ongoing alignment meetings / Improve writing instruction
3. Budget constraints
- 4.
- 5.

**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  Purchase ELL phonics program. Hire ELL Director	EXAMPLE  ELL phonics program PD on ELL phonics program for Director and teachers	EXAMPLE  PD offered by curriculum developer on ELL phonics (September and November)	EXAMPLE  Teachers will attend two training sessions by December. Program will be implemented in all classrooms. Director will have observed implementation and provided feedback.	EXAMPLE:  Language acquisition for ELL students on January assessment will increase by 5% compared to Fall benchmark	EXAMPLE  Language acquisition for ELL students will increase by 10% on May assessment compared to Fall benchmark.	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.  October/January/April/June – evaluation of progress

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:
								based on mid-year and end of year goals.
1. Curricular	Curricular Supplemental materials developed during alignment. -Improve writing instruction -Sci / SS -DDI for 3 <sup>rd</sup> grade	BOCES P.D.	Tracy Musso  Developing high level questions  Effective re-teach strategies	Assess existing interim tests	80% of students will achieve 3 or 4 on interims in grades 4 and 5	% of 3 and 4 On NYS asst's will increase by 15 %	Grade level teams	Develop sched. Jan-Jun  Implement and reassess  July-Dec rollout of STEM and SS
2. Poverty	Improve awareness- book study, simulations, workshops.  Jenson/Hattie/ Dweck workshop at PD day	Erik Jenson book  Dept. Chair Dialogue  Faculty dialogue	E. Genson research  Turnkey teacher trainers  Strategy walk through "look fors"	Implement strategies  Assess effectiveness	Increase 10% from baseline engagement in all students ("look for" list)	Increase engagement to 50%	Bld principal  Grade level chairs	July – team attends Jenson training  Sept – Dec Book study – Poor students –rich teaching  Implement E. Jenson strategies Jan - Jun

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:
3. Lack of school-wide common language for behavioral expectations	PBIS -Contact Erin Simmons -Select team -Select coach Implementation Time line Reassess Include pre-school and non-instructional staff	Erin Simmons OCM BOCES workshop  Other districts  Character ed committee  Grade level chairs	Intro to the PBIS approach?  How to implement?  Time lines?  When / how to Train non-instructional staff	PBIS team developed  Coaches identified  Time line established	Students and staff aware of common expectations and language	Students ready for PBIS kickoff  Language Expectations Matrix	Bld principal  Grade level chairs	Sept – Jun Year 1 to establish teams, designate coaches, attend P.D.
4.								
5.								



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?