



Name of principal:	Sandra Olson
Name/number of school:	Brocton Elementary School
School address:	138 West Main St.
Identified Subgroup(s):	Economically disadvantaged, Students with Disabilities, 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:

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

Sandra Olson	Elementary Principal
Jason Delcamp	Superintendent
Jodi Huber	Elementary teacher & parent
Christine Barth	Director of Special Ed & Curriculum and Assessment
Travis Perry	MS/HS ELA teacher
Stephanie Giemek	MA/HS Special Ed teacher
Michelle Swanson	MS/HS LOTE teacher
Rachel O Smith	MS/HS Music/Chorus teacher
Carrie McCausland	HS teacher & parent
Dawn Bates	Elementary teacher & parent
Ann Lee	Elementary teacher

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. Teachers, at the direction of building leaders, devise units that focus on data-driven instruction (DDI), that align with the Common Core Learning Standards (CCLS), and incorporate differentiation and student needs into the individual lesson.
2. The leaders have facilitated, through the use of professional development days wherein faculty creates pacing calendars and unit guides, the implementation of an instructional framework for teachers to follow in the creation of annual, unit, and daily lesson plans that address a diverse variety of student goals and needs; this is reinforced and assessed in the observation process
3. Through the implementation of programs such as My Math and Reading Street, and the adoption of Math modules in the 2016-2017 school year with supplementation through external resources, teachers are able to provide instructional practices that incorporate higher-order questions, varied complexity of texts, and multiple opportunities to learn; these successfully lead to higher levels of engagement, with inconsistent levels of achievement at this present point. These instructional practices fit within the overarching framework provided by the Common Core Learning Standards (CCLS), and provide multiple points of access for all students to have the opportunity to succeed in the classroom setting.
4. Through the use of student support programs such as intramurals, a Character Education initiative that promotes positive behavior and includes a Character Ed. Student of the Month program, and the Brocton Elementary Enrichment Education Program (BEEEP), the Positive Behavioral Intervention & Supports (PBIS) program

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. Disparities in abilities and skills, as well as a generally low reading and writing level throughout the population and a culture that is low overall in literacy, provide difficulty in aligning these students with academic vernacular and higher concepts, with much attention devoted into reteaching and remediation of fundamental ideas and foundational skills. Teachers use individual student data to modify whole-group instruction, but more interdisciplinary support and cooperation would afford more opportunities to discuss student progress and adjust instructional and behavioral practices accordingly a Response To Intervention (RTI) team exists to track the process of classification in high-needs students, but more support is necessary in the form of adequate time allotted for meetings to accurately reflect on relevant data
2. Teachers and school leaders establish connections with student support staff to maintain infrastructure with the purpose of using data and anecdotal experience with individual students in order to respond to a varying degree of student social and emotional developmental health needs, all within the limited means available to the school and its leaders; there is a difficulty in collecting data in a small population of students, while also maintaining confidentiality.
3. There is a need for more targeted training for families and staff from the school, so that assessment opportunities may be realized. Data such as state rankings, achievement data, and news or data shared by local newspapers is communicated with families, but data can be misinterpreted resulting in numerous parents having their children refuse state assessments.

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

1. School leaders need to provide more framework and support in the implementation of curricula across grade levels and subject areas, while providing opportunities for teachers to create interdisciplinary plans that incorporate technology and enrichment opportunities, such as through the utilization of faculty meetings and targeted professional development days.
2. Teachers need to be provided with more opportunities for interdisciplinary cooperation and development, as school leaders and staff work together to establish a unified plan for feedback on student work and for giving students ownership in extracurricular and academic activities, while revisiting the RTI process in a way that better serves the needs of the student population
3. Targeted professional development needs to be used to achieve and encourage success, with a clear set of guidelines for staff and families regarding communication, strengthened coordination in the community, and a greater measure of control over the release of comprehensive data.
4. School leaders need to provide further support and avenues for school support staff and teachers to build upon existing social and emotional developmental health programs - and install further programming as the district is able to expand - while developing and sustaining further measures and opportunities for families and all school stakeholders to have input and share in ownership of the well-being of the school and students.

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 based on mid-year and end of year goals.
1. Disparities in abilities and skills	More interdisciplinary support and cooperation through RtI	Personnel	PD offered by curriculum director on RtI procedures	Sessions will occur with support staff in September for October implementation	Students assessment data to show growth in benchmark testing	Students assessment data to show 10% growth in benchmark testing	RtI Coordinator PD director Principal	Sept – June – implementation of RtI program

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2. Support staff for social-emotional health needs	Hire personnel that is a counselor and community outreach.	Personnel	New hire training	Fewer repeat referrals to the support staff.	Repeat referrals reduced by 10%	Repeat referrals reduced by 10%	Principal Social worker	Sept - June
3. Targeted training for families and staff from the school	Community outreach personnel to plan informational evenings for community	Personnel, Food, transportation , informational packets, technology	Training on dissemination of assessment information	Test refusal letters reduced by 20%	20% more students taking the assessments		Principal, Community outreach person, PD director	Sept.- 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?

Continued dissemination of correct information from the principal via newsletters, conversation. There is a need for more targeted training for families and staff from the school, so that outreach opportunities may be realized.

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?

Data such as state rankings, achievement data, and data shared by local newspapers is communicated with families, but there is room for expansion regarding what data is sent; much of the data and reputation of the school is easily distorted by local sources of journalism, with the district struggling to maintain agency in the establishment, maintenance, and cultivation of its own public image.

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

Continual efforts listed in #1 and #2.