



Name of principal:	Paula Eastman
Name/number of school:	John T. Waugh, 716-926-2370
School address:	100 High Street, Angola, NY 14006
Identified Subgroup(s):	Native Americans, Economically Disadvantaged

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:

- | | | |
|--------------------|--------------------------|----------------------|
| 1. Michele Amoia | 5. Trudy Jackson | 9. Kevin Schamberger |
| 2. Joel Blasdell | 6. Jennifer Philarom | 10. Ronald Tonelli |
| 3. Melissa Bergler | 7. Kellie Rooth | 11. Sara Ware |
| 4. Paula Eastman | 8. Elizabeth Schamberger | |

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(s):

1. Human Resources for Native American Students (Title VII, JOM, Culture Teacher)
2. Human Resources for Economically Disadvantaged Students (Title I)
3. Resources and supplies provided (school supplies, field trips, equitable services across all buildings)
4. Teacher and Principal Leadership
5. Articulated ELA & Math curriculum

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. Inconsistent use of data to drive decisions and few collaborative meetings to review data
2. Location (outer ring of resources in Erie County) – social and emotional development barrier
3. Communication and transparency of resources
4. Rigid curriculum
5. Lack of substitute teachers
6. Overburden placed on leadership

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

- | | |
|---|-----------------------------------|
| 1. Research-based programs for Social and Emotional Developmental Support | 5. Family/Community Engagement |
| 2. Collaborative Data Work | 6. Review of administrative roles |
| 3. Curriculum revision | |
| 4. Assessment revision | |

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. Collaborative data work to track individual student achievement, identify strengths and weaknesses and intervene	<ul style="list-style-type: none"> Identify data to be used. Identify stakeholder groups (JTW Grade 5, MS Grade 6,7) Identify our process Disaggregate Fall STAR data 	Multiple Data Points: <ul style="list-style-type: none"> NYSED STAR Classroom Assessments Report Card Rtl Attendance Historical Data Discipline Poverty data Anecdotal data Standardized testing (normed nationally) Data Collection Spreadsheet Data Literature, best practices 	Data protocols Google Docs/Sheets Data Study/Book Study	The data will be collected. The process will be identified. Data review completed. Goal set and define interventions.	STAR Data for subgroups (Sept.-June) <ul style="list-style-type: none"> number of students who have reached proficiency % of students who have reached proficiency Increased attendance rate	STAR Data for subgroups (Sept.-June) <ul style="list-style-type: none"> number of students who have reached proficiency % of students who have reached proficiency Increased attendance rate NYSED 3-8 testing data	Data Teacher Leader Data Principal Leader JTW Principal Stakeholder Group JTW Data Facilitator and other Data Facilitators as needed	September – Administer STAR; prepare data spreadsheet Oct./Nov./Dec. – Stakeholder Group is formed, meets, reviews data, sets SMART Goals & defines interventions ; professional development January – STAR administration; provide intervention Feb/Mar/Apr –Progress monitoring, interventions provided; professional development May/June – STAR administration sets SMART Goals & define interventions for 17-18
2. Assessments to inform and modify curriculum and provide feedback that ensures student ownership, leading to improved achievement	<ul style="list-style-type: none"> ELA/Math Assessment Review/Audit and Revise as needed Develop common formative assessments 	e-Doctrina IXL Reading A-Z STAR	By grade level, with leader/facilitator	Identify standards and skills for each curriculum unit. Review assessments for skill/standard alignment.	STAR Data for subgroups (Sept.-June) <ul style="list-style-type: none"> number of students who have reached proficiency % of students who have reached proficiency Increased attendance rate	STAR Data for subgroups (Sept.-June) <ul style="list-style-type: none"> number of students who have reached proficiency % of students who have reached proficiency Increased attendance rate	Elementary Core Leaders Principal Core Leaders Teacher Leaders	August/September – Design the process and develop a calendar Oct./Nov./Dec. – Stakeholder Groups form, meets, reviews data, assessment audits January – Begin assessment revision Feb/Mar/Apr –Continue assessment revision May/June – Set SMART goals for 17-18

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:
						NYSED 3-8 testing data		sets SMART Goals & interventions
3. Adapt ELA curricula and lessons to meet the needs for identified subgroups to maximize teacher instructional practices, increase the relevancy and engagement of curriculum and increase success for students on student-learning outcomes	Review assessment data in grade level groups. Review strengths, weaknesses, instructional practices and relevancy.	NYS Standards IXL Lexia Common Assessments NYSED Data Data Warehouse AIS Teachers	Facilitators (BOCES or comparable source)	Review assessment data in grade level groups Review strengths, weaknesses, instructional practices and relevancy Identify text changes Identify lesson changes	STAR Data for subgroups (Sept.-June) <ul style="list-style-type: none"> number of students who have reached proficiency % of students who have reached proficiency Increased attendance rate	STAR Data for subgroups (Sept.-June) <ul style="list-style-type: none"> number of students who have reached proficiency % of students who have reached proficiency Increased attendance rate NYSED 3-8 testing data	ELA Department Chairs (middle school), Elementary ELA Core Leader, and LAP Committee representatives	September – Design process and develop a timeline Oct./Nov./Dec. – Implementation January – Monitor implementation plan and revise as needed Feb/Mar/Apr – Monitor implementation plan and revise as needed May/June – Monitor implementation plan and revise as needed; Full implementation for 17-18
4.A school community that identifies, promotes and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.	Review of counseling plan and fidelity to the curriculum Research-based practices will be explored. Professional development – what we can know; confidentiality restrictions year to year	Lake Shore Central Counseling Plan Research-based practices RtI Plan and Process	Workshop(s) on best practices including but not limited to: Trauma-informed teaching PBIS Sensitivity Training The effects of student-teacher relationships	Counseling plan reviewed and shared with all stakeholders Communication Plan (A sheet that includes all the programs that are available to our kids)	STAR Data for subgroups (Sept.-June) <ul style="list-style-type: none"> number of students who have reached proficiency % of students who have reached proficiency Increased attendance rate	STAR Data for subgroups (Sept.-June) <ul style="list-style-type: none"> number of students who have reached proficiency % of students who have reached proficiency Increased attendance rate NYSED 3-8 testing data	School Counselors JTW Building Principal School Counselor Administrator Assistant Superintendent for Instruction	August/September – Confidentiality 101; Trauma-Informed Teaching October/November/December – Rollout of available programs that are available to our children; Rollout of School Counseling Plan; January – August – December Program Review Feb/Mar/Apr – PBIS, Sensitivity Training and the effects of student-teacher relationships May/June – gather feedback on professional development experiences
5. A comprehensive plan to use multiple, interactive communication tools to provide families regular opportunities for purposeful, strategic, and	Development of a communication plan in collaboration with teachers, partners, families and administrators	Research pieces of an effective communication plan	NA	Communication plan survey to teachers, partners and families	STAR Data for subgroups (Sept.-June) <ul style="list-style-type: none"> number of students who have reached proficiency % of students who have reached 	STAR Data for subgroups (Sept.-June) <ul style="list-style-type: none"> number of students who have reached proficiency % of students who have reached 	District Office	August/September – Rollout of LAP October/November/December – Develop survey to assess best forms of communication for our community members; develop a committee January – Design Plan

Barrier or <u>need</u> 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:
authentic dialogue about school and student issues and concerns; clearly understood and shared commitment for student progress, achievement and needs.					proficiency Increased attendance rate	proficiency Increased attendance rate NYSESED 3-8 testing data		Feb/Mar/Apr – Rollout the plan for feedback period May/June – gather feedback and formally present plan

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?

Lake Shore has not been identified for participation but based on data, we expect that we will be identified in four of our five buildings for participation rate. The committee has reviewed these questions and is prepared to think about this and develop a LAP plan for four schools for 2017-18.

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?

Lake Shore has not been identified for participation but based on data, we expect that we will be identified in four of our five buildings for participation rate. The committee has reviewed these questions and is prepared to think about this and develop a LAP plan for four schools for 2017-18.

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

Lake Shore has not been identified for participation but based on data, we expect that we will be identified in four of our five buildings for participation rate. The committee has reviewed these questions and is prepared to think about this and develop a LAP plan for four schools for 2017-18.