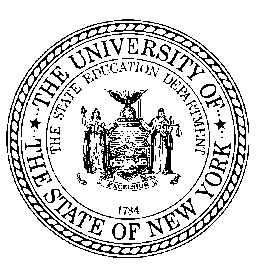
New York State Education Department

Local Assistance Plan Self-Reflection Plan Template

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| **Name of Principal:** | **Paula Eastman** |
| **Name of School:** | **John T. Waugh** |
| **School Address:** | **100 High Street, Angola, NY 14006** |

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 2017-18 school year. The identification is based on the performance of certain groups of students in the school on state assessments and/or the school’s participation rate on state assessments. Local Assistance Plan Schools are required to conduct a Self-Reflection, which 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 the 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 the school’s academic performance and/or participation rate. 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.

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| **SCHOOL OVERVIEW** |
| Name of School: John T. Waugh |
| Individuals Who Assisted in the Development of the LAP Plan:  Michele Amoia, Melissa Bergler, Paula Eastman, Jen Philarom, Kellie Rooth, Elizabeth Schamberger, Kevin Schamberger, Ron Tonelli, Sara Ware |
| The school has been identified for (identify all that apply):  x Performance of the following subgroups\*:   * Students with Disabilities – ELA, Math * White – ELA * Native American - Math   x Participation Rate for the following subgroups\*\*   * All Students – ELA, Math * American Indian – ELA, Math * White – ELA, Math * Students with Disabilities – ELA, Math * Economically Disadvantaged – ELA, Math   \*Schools identified for Performance shall complete Parts 1 and 2.  \*\*Schools identified for Participation Rate shall complete Part 3. |

**Part I: Whole School Reflection**

***Directions:***

**ALL SCHOOLS IDENTIFIED FOR PERFORMANCE: *Review the information gathered using the Local Assistance Plan Self-Reflection Document and any additional information about the school to answer question 3 to 5.***

1. Please identify three to five things that the school believes it does well for the identified sub-group(s):
2. Human Resources for Native American Students (Title VI, JOM, Culture)
3. Human Resources for Economically Disadvantaged Students (Title I)
4. Resources and supplies provided (school supplies, equitable services across all buildings)
5. Teacher and Principal Leadership
6. Articulated ELA and Math curriculum
7. 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):
8. Inconsistent use of data to drive decisions and few collaborative meetings to review data (in team meetings)
9. Location (outer ring of resources in Erie County) – social and emotional development barrier
10. Communication and transparency of resources
11. Rigid curriculum
12. Overburden placed on teacher and principal leadership which leads to a lack of flexibility
13. Attendance
14. Please identify three to five things that the school believes must happen (needs) for the identified subgroup(s) that are currently not happening
    1. Research-based programs for social and emotional support
    2. Collaborative data work
    3. Curriculum revision
    4. Assessment revision
    5. Family/community engagement
    6. Review of administrative roles

**SCHOOLS THAT COMPLETED A LOCAL ASSISTANCE PLAN LAST YEAR*:* If you completed a Local Assistance Plan last year AND you are identified for the same subgroups this year as you were last year, complete questions 6 and 7 designed for Re-Identified LAP SCHOOLS ONLY.**

**RE-IDENTIFIED LAP SCHOOLS ONLY:** Please indicate the three to five things the school identified as barriers in the 2016-17 Local Assistance Plan and, when applicable, briefly indicate the strategies the school used in 2016-17 to address each barrier.

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| --- | --- | --- |
|  | Barrier identified in 2016-17 LAP | Strategies used in 2016-17 to remove barrier |
| 1. | Inconsistent use of data to drive decisions | Data spreadsheets K-8, data specialists, use of data (STAR, SED assessments, classroom performances), tracking student data for 14-15 performance) |
| 2. | Location (outer ring of resources in Erie County) – social and emotional development barrier | CPS worker on site, K-12 Social Worker, attendance tracking and incentive, Trauma Infused Teaching Committee and infusion of strategies, updates to School Counseling Plan |
| 3. | Communication and transparency of resources | CPS worker presented opening day 2016, School Counseling Plan updates and plan for sharing |
| 4. | Rigid curriculum | ELA curriculum updated 6-8 to include Social and Emotional piece |
| 5. | Lack of substitute teachers | Recruitment and monthly addition of subs to substitute pool |
| 6. | Overburden placed on leadership | Review of administrative assignments and roles |

**RE-IDENTIFIED LAP SCHOOLS ONLY:** Please review the three to five things the school identified as needing to occur in the 2016-17 Local Assistance Plan and compare these things to what was identified in Question 5 above. Indicate if any of the things are the same for both 2016-17 and 2017-18.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Actions needed to occur identified in 2016-17 LAP | Actions needed to occur identified in 2017-18 LAP | Same both years? (Y/N) |
| 1. | Research-based programs for social and emotional support | Research-based programs for social and emotional support continued | Y |
| 2. | Collaborative data work | Collaborative data work (data teams JTW) | Y |
| 3. | Curriculum revision | ELA Curriculum Review | N |
| 4. | Assessment revision | Assessment revision | Y |
| 5. | Family/community engagement | Family/community engagement | Y |
| 6. | Review of administrative roles | Review of administrative roles | Y |

**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 | * Identify data to be used. * Identify stakeholder groups (JTW Grade 3, 4, 5, MS Grade 6,7) * Identify our process   Disaggregate Fall STAR data | Multiple Data Points:   * NYSED * STAR * Classroom   Assessments   * Report Card * RtI * 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)   * number of students who have reached proficiency * % of students who have reached proficiency   Increased attendance rate | STAR Data for subgroups (Sept.-June)   * 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 18-19 |
| 2. Assessments to inform and modify curriculum and provide feedback that ensures student ownership, leading to improved achievement | * ELA/Math Assessment Revision * Develop common formative assessments Math K-8 * Collaboration with Erie 2 BOCES - ELA formative assessments * Use of Reading A-Z, K-2 Headsprout, Lexia, Running records – JTW * Read Live - MS | eDoctrina  IXL  Reading A-Z  STAR  Headsprout  Lexia  Running Records  Read Live | 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)   * number of students who have reached proficiency * % of students who have reached proficiency   Increased attendance rate | STAR Data for subgroups (Sept.-June)   * number of students who have reached proficiency * % of students who have reached proficiency   Increased attendance rate  NYSED 3-8 testing data | 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 18-19  sets SMART Goals & interventions |
| 3. Review K-8 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  Use of Native American books | 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)   * number of students who have reached proficiency * % of students who have reached proficiency   Increased attendance rate | STAR Data for subgroups (Sept.-June)   * 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 18-19 |
| 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  Literacy Events  Parent College  Literacy Clubs | 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)   * number of students who have reached proficiency * % of students who have reached proficiency   Increased attendance rate | STAR Data for subgroups (Sept.-June)   * 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 at JTW to use multiple, interactive communication tools to provide families regular opportunities for purposeful, strategic, and authentic dialogue about school and student issues and concerns; clearly understood and shared commitment for student progress, achievement and needs. | Development of a communication plan in collaboration with teachers, partners, families and administrators  Use Social Media and Video to educate and promote  Revise Open House | Research pieces of an effective communication plan | NA | Communication plan survey to teachers, partners and families | STAR Data for subgroups (Sept.-June)   * number of students who have reached proficiency * % of students who have reached proficiency   Increased attendance rate | STAR Data for subgroups (Sept.-June)   * number of students who have reached proficiency * % of students who have reached proficiency   Increased attendance rate  NYSED 3-8 testing data | 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  Feb/Mar/Apr – Rollout the plan for feedback period  May/June – gather feedback and formally present plan |
| 6. Attendance | Attendance Plan at JTW | Incentive program  Data tracking | NA | Review attendance data in grade level groups and individual data  Collaborate with School Counselors, Title VI, Native American School Counselor and JOM | Attendance Data for subgroups (Sept.-June)   * number of students who have fewer than 10 absences * % of students who have increased attendance rate   Increased attendance rate | Attendance Data for subgroups (Sept.-June)   * number of students who have fewer than 10 absences * % of students who have increased attendance rate   Increased attendance rate  NYSED 3-8 testing data | Building Principal  Data Teams  Data Specialist  Data Leader | 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 18-19 |

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.***

***In the table below, for each group for which the school failed to meet the 95% participation requirement in the 2015-16 school year, enter the percent of test participation in the 2016-17 school year:***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| ***Group*** | ***2015-16 ELA*** | ***2016-17 ELA*** | ***Change (+/-)*** | ***2015-16 Math*** | ***2016-17 Math*** | ***Change (+/-)*** |
| ***Asian*** | ***NA*** | ***NA*** | ***NA*** | ***NA*** | ***NA*** | ***NA*** |
| ***Black*** | ***¾ = 75%*** | ***2/4 = 50%*** | ***-25%*** | ***¾ = 75%*** | ***¼ = 25%*** | ***-50%*** |
| ***Economically Disadvantaged*** | ***71/109 = 65%*** | ***90/154 = 58%*** | ***-7%*** | ***65/109 = 60%*** | ***88/154 = 57%*** | ***-3%*** |
| ***English Language Learners*** | ***NA*** | ***NA*** | ***NA*** | ***NA*** | ***NA*** | ***NA*** |
| ***Hispanic*** | ***5/7 = 71%*** | ***5/7 = 71%*** | ***0*** | ***5/7 = 71%*** | ***4/7 = 57%*** | ***-14%*** |
| ***Multiracial*** | ***3/6 = 50%*** | ***5/10 = 50%*** | ***0*** | ***3/6 = 50%*** | ***5/10 = 50%*** | ***0*** |
| ***Native American*** | ***41/56 = 73%*** | ***36/71 = 51%*** | ***-22%*** | ***37/56 = 66%*** | ***37/61 = 61%*** | ***-5%*** |
| ***Students with Disabilities*** | ***40/69 = 58%*** | ***40/69 = 58%*** | ***0*** | ***35/69 = 51%*** | ***36/68 = 53%*** | ***+2%*** |
| ***White*** | ***68/129= 53%*** | ***80/139 = 58%*** | ***+5%*** | ***62/129 = 48%*** | ***75/138 = 54%*** | ***+6%*** |
| ***ALL*** | ***120/202 = 59%*** | ***128/222 = 58%*** | ***-1%*** | ***110/202 = 54%*** | ***122/221 = 55%*** | ***+1%*** |

Pursuant to the provisions of the Elementary and Secondary Education Act (ESEA), 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 meet the requirements of New York’s approved ESEA flexibility waiver, the New York State Education Department requires 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. ***Did your school complete a Local Assistance Plan last year for Participation Rate? NO***

***If yes, please skip questions 2, 3, and 4 and proceed to question 5. Be sure to complete the prompts for “Re-Identified Participation Rate LAP Schools ONLY”***

***If no, please proceed to question 2-4 and be sure to complete the prompts for “Newly Identified Participation Rate LAP Schools ONLY”***

**NEWLY IDENTIFIED LAP SCHOOLS ONLY**

1. How do you plan to communicate with parents and other stakeholders regarding the purposes of the NY state assessment program and the revisions that have been recently made to the NY state assessment program? *(Newly Identified Participation Rate LAP Schools ONLY)*

There will be a JTW Committee that will develop talking points. Talking points will be disseminated via newsletters, personal phone calls about information nights, social media, all staff, parent nights, question and answer documents, to kids, Board of Education presentation, flyers, and all events.

*Proceed to question 3*

1. 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? *(Newly Identified Participation Rate LAP Schools ONLY)*

We will use this resource - <https://www.engageny.org/resource/interpreting-3-8-ela-mathematics-tests-results-score-reports>

* Flip videos if needed (YouTube) to share with parents
* Emails to parents
* Compare to SED, Bar Graphs, comparisons
* Parent nights and other dissemination resources as listed in #2

*Proceed to question 4*

1. What other strategies or activities are you planning to implement with students, parents and community members that will encourage participation in state assessments? *(Newly Identified Participation Rate LAP Schools ONLY)*

*Eagle Express*, Board of Education presentation, sample reports provided to staff and committee to build knowledge

*Newly Identified Participation Rate LAP Schools: Your submission is complete. Thank you.*