



<b>Name of Principal:</b>	Joel Freer
<b>Name of School:</b>	Highland Elementary School
<b>School Address:</b>	16 Lockhart Lane, Highland, NY 12528

**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 Friday, August 25, 2017.**

Please note:

1. All schools shall complete the School Overview on Page 2.
2. Schools that have been identified for performance shall complete Part 1 and Part 2.
3. Schools that have been identified for participation rate will need to complete Part 3: "Promoting Participation in State Assessments."
4. Schools that are identified for both performance and participation rate shall complete Part 1, Part 2 and Part 3.
5. Within Part 1 and Part 3 there are questions that are specifically designed for schools that have the same identification this year as last year.

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.

SCHOOL OVERVIEW	
Name of School:	Highland Elementary School
Individuals Who Assisted in the Development of the LAP Plan:	<b>Joel Freer</b> <b>Kathleen Sickles</b> <b>Patrick Boyd</b> <b>Dr. Jodie Mackrell</b> <b>Sarah Dudley-Lemek</b>
The school has been identified for (identify all that apply):	<input checked="" type="checkbox"/> Performance of the following subgroups*: <ul style="list-style-type: none"><li>• Students with Disabilities, Math and ELA</li><li>• Hispanic, Math</li><li>• Economically Disadvantaged, Math</li></ul> <input checked="" type="checkbox"/> for the following subgroups**** <ul style="list-style-type: none"><li>• Elementary School</li></ul> <p>*Schools identified for Performance shall complete Parts 1 and 2. **Schools identified for Participation Rate shall complete Part 3.</p>

## **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):
  1. Constantly evolving professional development for teachers of students with disabilities
  2. Continuous and on-going research and development of math benchmarks focusing on NYS math standards
  3. A positive school culture that encompasses students of all subgroups
  4. Maintaining tracking sheets of pertinent data for each Student with Disabilities in the school
  5. Inclusion of translation and interpretation services for parents who speak Spanish
  
2. 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. Lack of explicit professional development on effective teaching strategies for Economically Disadvantaged students
  2. Questions regarding strategies for blending Teachers College Reading program with Special Education reading
  3. Ongoing need for comprehensive and targeted analysis of district and individual NYS assessment results
  
3. Please identify three to five things that the school believes must happen (needs) for the identified subgroup(s) that are currently not happening
  1. District wide professional development in strategies for Economically Disadvantaged students
  2. Alignment of Special Education vision and goals for Students with Disabilities, K-12
  3. Schoolwide adoption and implementation of a specific reading program, such as Teachers College Reading.
  4. District wide professional development in understanding the Hispanic culture
  5. Continue creation of math tutorials for parents and staff in Common Core Learning Standards

**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.**

6. **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.

	Barrier identified in 2016-17 LAP	Strategies used in 2016-17 to remove barrier
1.	Parent participation in mathematics and AIS workshops	Creation of video resources - available to all parents that teach key common core math strategies to parents
2.	Inconsistent awareness of k-5 instructional strategies for students with disabilities	Creation of student focused videos of key math strategies at each grade level, integration of videos into special education classrooms
3.	Inconsistent awareness of k-5 math instructional strategies for teachers	Collaborative sharing of instructional practices to strengthen awareness and practice teaching others

7. **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.	Continued targeted professional development in math instructional strategies for students with disabilities	District wide professional development in strategies for Economically Disadvantaged students	N
2.	Rich variety of math manipulatives in each special education classroom	Alignment of Special Education vision and goals for Students with Disabilities, K-12	N
3.	Research and professional development on iPad applications specific to students with disabilities and math	Schoolwide adoption and implementation of a specific reading program, such as Teachers College Reading	N
4.	Creation of "flipped" lessons for parents that explain the important concepts in common core math	District wide professional development in understanding the Hispanic culture	N
5.	Creation of best practices video and professional development by teachers for colleagues	Creation of best practices math videos by teachers for parents and colleagues	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:
District wide professional development in strategies for Economically Disadvantaged students	<b>District-wide book study, “Poor Students, Rich Teaching” to address the needs of our economically disadvantaged students</b>	“Poor Students, Rich Teaching” by Eric Jensen text  Online platform, Schoology for sharing insights and information	PD in running book study discussions	All teaching staff engaged in at least 2 1-hr. book discussions	Evidence of teaching strategies aligned to students in poverty in every classroom	All teaching staff read the entire book and engage in 4 book discussions.  Evidence of teaching strategies aligned to students in poverty in	HCSD Administrative Team  HCSD teacher leaders (instructional council members)	School year 2017-18  Instructional Council meetings used to plan district wide discussions  Fall Faculty meeting October and December used for book discussion

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:
						every classroom  Improved performance on NYS assessment by ED students		Spring Faculty meeting February and April used for book discussion
District wide professional development in strategies for Economically Disadvantaged students	<b>Poverty Simulation PD provided by Ulster BOCES</b>	Ulster BOCES team  Missouri's Community Action Poverty Simulation	Poverty Simulation during Supt. Conf. days	All district staff & BOE will have participated in the simulation		Increased connection and engagement in ED students	Assistant Superintendent	Supt. Conference Days and Early Release Day, Semester I, 2017
Questions regarding strategies for blending Teachers College Reading program with Special Education	<b>Monthly meetings of Special Education Teachers with BOCES literacy consultant to integrate Teachers' College Reading program with Special</b>	Ulster BOCES literacy consultant  Teachers' College units of study  Substitute Teachers	Special Education strategies within Teachers' College	Four meeting with BOCES literacy consultant	Growth in reading level no less than 1 level	Growth in reading level no less than 2 levels	Assistant Principal  Ulster BOCES literacy consultant	One 1/2 –day release per month for Special Education teachers and collaborative general education teachers, Sept-May, 2017-18

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:
	Education instruction							
Questions regarding strategies for blending Teachers College Reading program with Special Education	<b>Collaborative Teacher pairs attend Teacher's College Institute: Special Education</b>	Teacher's College trainers and facilities	3 day institute specifically focused on Special Education and Teachers College	Attend the institute in January		Collaborative teaching pairs fully integrate Teacher's College curriculum for all students	Assistant Superintendent  Assistant Principal	January, 2018
Ongoing need for comprehensive and targeted analysis of district and individual NYS assessment results	<b>Continued refinement of Math Benchmark Assessments with emphasis on data comparisons, year 1-year 2,</b>	Math Benchmark Assessments, K-5	Data targeted instruction	Use results of first two benchmark assessments to make instructional decisions  Compare data between year 1 and year 2 to refine	Students demonstrate growth between test 1 & test 2	Compare data between year 1 and year 2 to refine overall curriculum	Classroom teachers  District Data Administrator  Principal	Quarterly benchmark assessments

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:
				overall curriculum				
Alignment of Special Education vision and goals for Students with Disabilities	<b>Special Education, K-12, "Cabinet" formed to discuss the alignment of curriculum with IEP goals</b>	Special Education teachers	Departmental vision & goal setting  Data informed instruction	K-12 Cabinet meets twice  Building level meetings	Progress monitoring IEP goals to inform the Annual Review process	Common vision and goals for SWD that aligns with IEP and Curriculum goals	District PPS Director	Quarterly after school cabinet meetings: Oct. Dec. Feb & April
Ongoing need for comprehensive and targeted analysis of district and individual NYS assessment results	<b>Curriculum Meetings focused on analysis of NYS Assessment standards &amp; released questions, ELA &amp; Math</b>	HCS D NYS Assessment score reports  Released questions from NYS Assessments	Data informed instruction	Bi-monthly curriculum meetings focused on data informed instruction	Continue to integrate assessment style thinking in the curriculum	5 curriculum meetings focused on data informed instruction	Principal  Asst. Principal  Director of Data & Assessment  Grade Level Coordinators	Sept. curriculum meeting focused on protocols for data driven meetings  Nov., Jan, March, May curriculum meetings focused on NYS Assessment data



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:
Continue creation of math tutorials for parents and staff in Common Core Learning Standards	<b>Continue to produce video tutorials that demonstrate CC Math Strategies to Parents</b>	Elementary School Math Teachers  Video equipment and software		Create at least 1 video at each grade level that addresses a core strategy	Greater support from parents at home for math instruction	Greater support from parents at home for math instruction	Elementary School Principal	6 videos created and posted on website by January, 2018 Total of 12 videos created and posted by June, 2018
Ongoing need for comprehensive and targeted analysis of district and individual NYS assessment results	<b>Continued professional development for administrators in data discussions</b>	District data coordinator  BOCES data co-ser	Participation in PLC at Work professional development by principal and PPS director  Data portion of weekly administrative cabinet meetings	Principal and PPS director attend PLC conference			Assistant Superintendent  District Data Administrator  Administrative team	Weekly data discussions at Administrative Cabinet  October-early November attendance at PLC conference

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:**

<b>Group</b>	<b>2015-16 ELA</b>	<b>2016-17 ELA</b>	<b>Change (+/-)</b>	<b>2015-16 Math</b>	<b>2016-17 Math</b>	<b>Change (+/-)</b>
<b>Asian</b>	-	-	-	-	-	-
<b>Black</b>	<b>71.4%</b>	<b>72.2%</b>	<b>+0.8%</b>	<b>71.4%</b>	<b>68.6%</b>	<b>-2.8%</b>
<b>Economically Disadvantaged</b>	<b>59.4%</b>	<b>56.5%</b>	<b>-2.6%</b>	<b>55.4%</b>	<b>53.3%</b>	<b>-2.1%</b>
<b>English Language Learners</b>	<b>75%</b>	<b>100%</b>	<b>+25%</b>	<b>75%</b>	<b>80%</b>	<b>5%</b>
<b>Hispanic</b>	<b>65%</b>	<b>55.2%</b>	<b>-9.8%</b>	<b>63.9%</b>	<b>53.4%</b>	<b>-10.5%</b>
<b>Multiracial</b>	<b>41.1%</b>	<b>40%</b>	<b>-1.1%</b>	<b>31.3%</b>	<b>33.3%</b>	<b>.2%</b>
<b>Native American</b>	-	-	-	-	-	-
<b>Students with Disabilities</b>	<b>44.3%</b>	<b>36.9%</b>	<b>-7.4%</b>	<b>41%</b>	<b>30.8%</b>	<b>-10.2%</b>
<b>White</b>	<b>46%</b>	<b>45%</b>	<b>-1%</b>	<b>42.6%</b>	<b>44.2%</b>	<b>1.6%</b>

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**

**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)*  
*We plan to use the NYS Commissioner of Education toolkit found on engage NY to educate parents about the recent changes to the 3-8 New York State Assessments in Math and ELA.*  
*Send a letter home to parents in September, 2017 that highlights the changes in the NYS Assessments.*

*Proceed to question 3*

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

*Provide a link on our school website to the video presentation that explains the assessment results. Take time during Open house night to give an explanation of results and direct people to the video link on the website further follow-up.*

*Proceed to question 4*

3. 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)*

Do a presentation at a PTA meeting in the early fall to explain the changes to the NYS Assessments and emphasize their contribution to the teacher's understanding of a student's learning.

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

**RE-IDENTIFIED PARTICIPATION RATE LAP SCHOOLS ONLY:**

2. In the 2016-17 Local Assistance Plan, your school identified the strategies it would use to communicate with parents 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.

Did your participation rate improve from last year (i.e., from 2015-16 to 2016-17)?

3. Even though you identified strategies last year, the school did not improve its participation rate and was once again identified for participation rate. Why do you believe that the strategies identified last year were unsuccessful in improving the 95% participation rate? *(Re-identified Participation Rate LAP Schools that Answered NO to Question 5)*
4. Based on your answer above, what will you do differently this year 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? *(Re-identified Participation Rate LAP Schools that Answered NO to Question 5)*

5. In the 2016-17 Local Assistance Plan, your school identified how it will 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. In spite of these trainings, the school was once again identified for participation rate. Why do you believe the training last year was unsuccessful in ensuring the participation rate improved and that the 95% participation rate was met? *(Re-identified Participation Rate LAP Schools that Answered NO to Question 5)*
  
6. Based on your answer above, what will you do differently this year to provide trainings to parents in how to interpret state assessment results and how the assessments are used to support the learning of children? *(Re-identified Participation Rate LAP Schools that Answered NO to Question 5)*
  
7. What other strategies or activities are you planning to implement with students, parents and community members that will encourage participation in state assessments? *(Re-identified Participation Rate LAP Schools that Answered NO to Question 5)*

**None**