



Local Assistance Plan

Name of principal:	Matthew Daley
Name/number of school:	Madrid-Waddington Elementary School
School address:	2582 State Highway 345, Madrid, NY 13660
Identified Subgroup(s):	Economically disadvantaged, White Population

APPROVED BY THE MADRID-WADDINGTON CENTRAL SCHOOL DISTRICT
BOARD OF EDUCATION
JUNE 14, 2016

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:

May 23, 2016

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

- 1. Lynn M. Roy**
- 2. Joanne Deleel**
- 3. Rebecca Walker**
- 4. Meghann Lyon**
- 5. Eric Burke**
- 6. Lisa Kitzman**
- 7. Matthew Daley**

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. Strategically used resources to support achievement***
- 2. Systems in place to track and monitor subgroups***
- 3. Timely Feedback to teachers on their instructional practice***
- 4. Teachers use a variety of assessments and students actively participate with feedback.***
- 5. Annual unit and daily lesson plans confirming instructional practices are informed by data and reflect students' needs.***
- 6. Effective Structures are in place for student social, emotional and health needs***

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. Inconsistent scope and sequenced ELA curriculum across and between grade levels.***
- 2. Inconsistent parent/guardian understanding, engagement and/or participation in K-5 curriculum and assessment program.***

3. ***Communication of specific Building educational goals to the community.***

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

1. ***Consistency of CCLS curriculum between and among grade levels***
 - a. ***Alignment of CCLS Curriculum to include interdisciplinary content across grade levels***
2. ***Alignment and Development of K-5 Vocabulary Curriculum***
 - i. ***Continue development of language of instruction for vocabulary***
3. ***Alignment and Development of K-5 Writing Curriculum***
 - ii. ***Development of consistent language of instruction for student writing***
4. ***Develop action plan to increase parental involvement with and support of the curriculum.***
 1. ***Communicate specific goals for the subgroup to the school community.***

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. Inconsistent scope and sequenced curriculum across and between grade levels.	a. Identification of ELA curriculum consistent with CCLS	K-2 Reading Series Gr. 3-5 Reading Series	PD offered by Reading Series curriculum developer	Teachers will attend two training sessions by December . Program will be implemented in all classrooms. Administrator will have observed implementation	EXAMPLE: Subgroup Students' ELA achievement on January assessment will increase by 5% compared to Fall benchmark	EXAMPLE Subgroup Students' ELA achievement on June assessment will increase by 10% compared to Fall benchmark	EXAMPLE Principal Elementary Instructional Staff,	EXAMPLE July/Aug – Review, develop and/or purchase program(s) Sept – June – implementation of ELA program, classroom observations conducted by Building Administrators October/January/April/June – assessment of student progress based on

				n and provided feedback.				mid-year and end of year goals.
	B. Consistent ELA vocabulary between and across grade levels	Reading program vocabulary list, Interactive vocabulary notebooks at each grade level	PD: Robust Vocabulary Instruction (F. Bishe), In-house training for interactive notebooks SLL BOCES Literacy Workshops	Teachers will receive grade level list/materials by Oct. Programs implemented in all classrooms by Nov.	Students will show 5% increase in ELA vocabulary knowledge by second interim assessment	Students will show 10% increase in ELA vocabulary knowledge by final interim assessment	Principals, K-5 Instructional Staff	July/Aug. Purchase and Development of material, Sept-June: Implementation of vocabulary program October/January/April/June - Assessment of student progress
2. Inconsistent Language of instruction across grade levels	Consistent Language of instruction among staff	6 Step Marzano List, 10 School Wide High Frequency Words Greek/Latin root word/interactive notebooks	Robust Vocabulary Instruction (F. Bishe), In-house training for interactive notebooks SLL BOCES Literacy Workshops	Supervisor will have observed implementation and provided feedback Each staff will complete 5 of 10 high frequency words. Up to 3 Greek/Latin words developed in notebook	Students will show increased comprehension assessment tasks. Measured by Informal and formal assessment/observation of student use.	Students will show increased comprehension assessment tasks. Measured by Informal and formal assessment/observation of student use.	Principal, K-5 Instructional Staff, Support Staff	July/Aug. List compilation, Sept-June: Implementation of Building wide use of words/strategies

<p>3. Alignment and Development of K-5 Writing Curriculum</p>	<p>After school programs, Implementation of K-5 Writing Curriculum (Journeys) Writers' Workshop in Differentiated Instructional Plan (DIPS) groups 1 day/week</p>	<p>Journeys Program Writers' Workshop materials</p>	<p>Writers' workshop PD and Follow up Support: A. Roche SLL BOCES Literacy workshops</p>	<p>All staff trained in writing' workshop strategies by January.</p>	<p>Students will show 5% increase over Fall benchmark in ELA writing skills by second interim assessment</p>	<p>Students will show 10% increase over Fall benchmark in ELA writing skills by second interim assessment</p>	<p>Principal, K-5 Instructional Staff</p>	<p>July/Aug: staff training, rubric development Sept- June Implementation of writing workshop strategies and new curriculum Oct/Jan/March/June Assessments</p>
<p>4. Inconsistent parental involvement with the curriculum</p>	<p>home-school communication Open House/Curriculum Night Provide resources to parents PTO/Staff Collaboration</p>	<p>Reading log Websites Social Media Connect with Engage NY Resources Lobby Displays during parent conferences, open house, etc. Summer Reading Incentives</p>	<p>In District Sharing of Parent Engagement Strategies Poverty Simulation Activity National PTA Workshop? Presentation?</p>	<p>100% of K-5 Teachers will have Implementation of Reading Logs Established Website and Social Media presence promoting Parent Engagement</p>	<p>80% of Students returning Reading Logs</p>	<p>90% of students returning reading logs</p>	<p>Principal, PTO, K-5 Instructional Staff, Superintendent</p>	<p>Sept. Open House/Curriculum Night/Lobby Displays Sept - June Reading Logs March : Poverty Simulation for Staff</p>

<p>5. Lack of community support for assessments</p>	<p>Communication of specific District educational goals to the community.</p> <p>All teachers will develop alternative testing options for end of year assessments</p> <p>Building Principal communication with individual parents regarding "Opt-Out" decisions.</p>	<p>Regularly scheduled Mass Communication reminders, ie email, one call now</p> <p>Refreshments, materials showing need and effective use, of assessment, ie Student Information Report, School Tool Parent Portal</p>	<p>Mass communication training for administrative staff</p>	<p>Parents informed of Expectations for End of year Student Assessment Participation by January</p> <p>Staff completion of alternative testing options for end of year assessments</p>	<p>95% Participation Rate on ELA Assessments in April</p>	<p>95% Participation on Math Assessments in May</p>	<p>Superintendent Building Principal Instructional Staff</p>	<p>Sept - Jan Teachers Development of alternative option, Multiple Communications to parents regarding participation expectations</p> <p>April: Direct parent contact for opt outs</p> <p>May : direct parent contacts for opt outs</p>
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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?

District Administrators will communicate with parents and other stakeholders through the use of social media, publication materials such as the newsletter and welcome back letters. Direct contact consisting of one to one meetings; phone conversations; emails and Open Houses presentations will also facilitate the communication to parents and the community regarding the changes recently made in the NY State testing program. Emphasis will be on the importance and District utilization of the test results to drive student instruction.

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?

The District will provide information to all parents on access and interpretation of state test results through publication material such as the newsletter and welcome back letters. The information will also be provided at the annual Title I presentation and be made available at Open House. The District will schedule training for parents to successfully read the Individual Student Reports that are available via the School Tool Parent Portal.

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

Teachers will be developing new alternate assessments that will be identical in format and length to the State assessments. These will be given alongside the State exams in the same room to students who are opting out of the State exams. This will allow the district to have similar assessment data to adapt instruction for all students. Parents and community members will be reminded that the State Assessment results are now un-linked from teacher evaluation systems. The tests are created and assessed by NY State Teachers. The District will also reinforce that the Data is not utilized for grade placement, but rather to adapt curriculum and meet student's needs.