



Name of principal:	Adam Rundell
Name/number of school:	South Seneca Elementary School
School address:	8326 Main St. Interlaken, NY 14847
Identified Subgroup(s):	3-8 ELA 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: 9/30/16

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

1. Adam Rundell – Elementary Principal
2. Stacey Clark – Director of Special Programs
3. Amanda Creeden – K-5 ELA Curriculum Leader, Grade 4 ELA Teacher
4. Shared Decision Making Team (SDMT) – Adam Rundell, Amanda Creeden, Brenda Szymanski (Grade 1 Teacher), Tina Hallock (Family Navigator), Julie Swank (Teaching Assistant/Parent), Jennifer Sharp (Parent), Fawn Updike (Parent)
5. 5 anonymous teachers via survey

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. Creation of the 3-5 ELA Departments. These ELA teachers participate in our TST BOCES Literacy Leaders workshops throughout each school year.
2. Creation of the elementary ELA Curriculum Leader. This leader facilitates monthly meetings to ensure understanding; best practices in curriculum, instruction and assessment; provides resources and additional PD opportunities; ensures K-5 alignment in ELA; and has led to the creation of the K-5 Writing Rubric.
3. Development of the K-5 Writing Rubric. This work was led by the ELA Curriculum Leader, but created by every elementary classroom teacher. This will be shared with all parents in the Fall of 2016 and fully implemented to guide instruction and assessment in student writing.

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. Time to input student data and communicate between teachers, as well as to parents.
2. Staffing – limited elementary staffing to fulfill all student needs.
3. Cross-curricular integration of ELA in other content areas

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

1. Revamp of the RTI schedule to meet the needs of all students as well as increase communication between teachers, as well as to parents. Master schedule will be changed for the 2016-17 school year to include time for bi-weekly meetings between RTI providers and classroom teachers to discuss individual student data and instructional strategies/interventions to help close gaps in learning. The schedule will also provide time for RTI teachers to input data into RTIm Direct and allow for constant communication now between teachers and parents.
2. The building leader has made changes to the look of skills groups, so that the subgroup grade levels all work as a team during our 1 hour Skills block. The building leader also made changes to the teaching assistants schedules to allow them to work with students in Skills times. The result – grade level teachers are now able to break up students in much smaller group sizes and provide individualized instruction to very small groups or even 1:1 on a daily basis.
3. The district has approved the purchase of the Soar to Success Reading Intervention program for all grades, K-8. The goal is to provide training in the program and ensure alignment throughout the students' elementary and middle school experience in an effort to close gap and improve student reading levels.
4. The school has purchased the Putnam Northern Westchester Social Studies/ELA Curriculum as a guide to increase the cross-circular integration of ELA skills within Social Studies. Math and Science teachers are also provided training and meet within grade-levels and departments to increase reading and writing (daily journals) within their respective content areas.

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:
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

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:
								of year goals.
1. Time to input student data and communicate between teachers, as well as to parents.	Change in RTI scheduling within master schedule for 2016-17	Master schedule; RTI Teachers; Classroom Teachers; RTIm Direct; Soar to Success; ELA Curriculum Leader STAR Reading	TST BOCES Literacy Leadership; ELA Curriculum Leader monthly PD; RTIm Direct Training from OCM BOCES	10 RTI meetings for ELA/Reading between RTI teachers and classroom teachers; STAR used as Universal screener 2 x's; Minimum of 2-3 parent letters from RTI teachers sharing data/progress;	STAR scores will show above a half year's growth for all students; More students will have exited Tier II and III services than entered – 10%	Building SGP will increase from 52 to 60 or above in STAR Reading; RTI Tier II and III groups will be 20% smaller than start of school year	Elementary Principal RTI Teachers	September 2016 and ongoing throughout the 2016-17 school year
2. Staffing – limited elementary staffing to fulfill all student needs.	Change design of Skills groups in subgroup, 3-5 so grade levels working together and not within own	Classroom Teachers; Teaching Assistants; RTI Teachers; Master Schedule	TST BOCES Literacy Leadership; ELA Curriculum Leader monthly PD; Daily common	All Tier II Groups are no larger than 3-5 and Tier III 1-3 students. Student group sizes for Tier I students no larger than 6-7	STAR scores will show above a half year's growth for all students; More students will have exited	Building SGP will increase from 52 to 60 or above in STAR Reading; RTI Tier II and III groups will be 20%	Elementary Principal Classroom Teachers RTI Teachers Teaching	Skills Groups begin September 2016 ELA/Reading RTI meetings every two weeks. Will result in flexible groupings, change in instruction/interventions on-going basis throughout

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:
	classroom; revamp teaching assistant schedules to provide more instruction in Skills groups		planning time to meet; Bi-weekly RTI meetings	students	Tier II and III services than entered – 10%. Result in small reduction of Tier II and III groups	smaller than start of school year. Result in student centered and led work for all students at/above grade level. Very small groups of 2-3 for Tier II and 1-2 for Tier III students	Assistants	school year STAR Reading – Universal Screening 3 x's: September, January and May
3. Cross-curricular integration of ELA in other content areas	Purchase of PNW BOCES SS/ELA Curriculum for identified subgroup; Increase in cross-curricular integration of ELA skills in Science, Math	PNW BOCES SS/ELA Curriculum; PD Time/Faculty Meetings; 3-5 Departments and Teachers TST BOCES	TST BOCES Literacy Leaders, Math Coaches Network, Social Studies Network, and Science PD; ELA Curriculum Leaders; Summer 2016	Full implementation of SS/ELA Curriculum in SS departments; 3-5 Math, Science/SS teachers using writing rubric to assess journal entries	STAR scores will show above a half year's growth for all students;	Building SGP will increase from 52 to 60 or above in STAR Reading; Increase of 10% of students achieving a 3 or 4 on NYS ELA Assessments	Elementary Principal Classroom Teachers	Summer 2016- purchase PNW BOCES SS/ELA Curriculum Summer 2016- Provide PD time for 3-5 teachers to begin reviewing and planning with new curriculum September 2016- Full implementation of PNW BOCES SS/ELA Curriculum TST BOCES PD

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:
			PD/Planning Time					opportunities on going throughout the 2016-17 school year.

Part III: Promoting Participation in State Assessments -N/A

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