



Name of principal:	Mrs. Rebecca Dalrymple
Name/number of school:	Maynard P Wilson Elementary School / 220101040003
School address:	13180 US Route 11, Adams Center, NY 13606
Identified Subgroup(s):	White Subgroup, ELA 3-5

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: The self-review has been an on-going process given Wilson was a LAP school during the 15-16 school year. Self-reflection was completed on 8/15/2016.

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

1. Rebecca Dalrymple, Principal
2. Jim Pelton, Vice Principal
3. Scott Slater, Assistant Superintendent
4. Kimberly Hayes, School Improvement Specialist

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. Our system of support through Response to Intervention has been a focus since June 2015. Tier 1 supports were strengthened over the course of the 15-16 school year. Tiers 2 and 3 support will be the focus for the 16-17 school year.
2. The building has a Pupil Services Team that works together to address the social, emotional, and behavioral needs of students.
3. The building has an Instructional Support Team that works together to address the instructional and academic needs of students.
4. Incorporating guided reading instruction into the Common Core curriculum has been an ongoing focus since the spring of 2015 for grades K-2.
5. All teachers in the Wilson Building are Responsive Classroom trained. RC focuses on school engagement, connectedness and the academic, social and emotional needs of students.

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. Data from the 15-16 NYS ELA assessment indicate the need to support students in the area of writing in grades 3-5. While writing is being taught, there is a need for a more comprehensive and cohesive approach between grade levels.
2. There is not enough time in the school day to summarize and analyze data collected to drive instructional decisions.
3. There is not enough time in the school day to have teachers collaborate on instructional strategies.
- 4.
- 5.

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

1. Initiate a representative leadership team to use data and strengthen/create a vertical, cohesive research-based writing curriculum in grades 3-5.
2. Create an action plan to roll-out a cohesive, research-based writing curriculum.
3. Create opportunities for staff to review data and focus on ELA instructional strategies, especially as they relate to writing.
4. Provide professional development and resources to Tier 1, 2 and 3 interventions and continued Responsive Classroom training.
5. Continue with Responsive Classroom training and refreshers for all staff

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:
<p>The district will create a 3-5 ELA Leadership Team. This team will work to address all barriers/needs outlined above. The culmination of the teams’ work will be a three year action/implementation plan that will strengthen the scope and sequence of curriculum between grades 3-5, develop and roll-out a comprehensive approach to teaching writing, and contribute to the targeted interventions used during the RtI process.</p>								

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. Use of data and collaboration to research, strengthen and create a cohesive approach to writing in grades 3-5	<ul style="list-style-type: none"> *Create a 3-5 Leadership Team that will focus on vertical curriculum alignment with a focus on writing *Develop a 3 year action plan *Begin implementation of the 3year plan during the 2016-17 school year 	<ul style="list-style-type: none"> *Assistant Superintendent as team facilitator *Principal and Assistant Principal *BOCES School Improvement Specialist *Building Reading Specialist *The district will apply for a SIG to support staffing needs to cover the costs of substitutes or to pay staff contractual stipends to participate on the leadership team 	<ul style="list-style-type: none"> *Training in team norms and outcomes for the leadership team *Training in cohesive writing approach for all staff 	<ul style="list-style-type: none"> * A leadership team will be established by 10/01/2016 *The leadership will meet a minimum of three times by 1/31/2017 *A benchmark writing assessment will be identified for use by staff 	<ul style="list-style-type: none"> *Students will engage in specific Tiers 1, 2 and 3 interventions as evidenced by the RtI Process and record keeping 	<ul style="list-style-type: none"> * All students in grades 3-5 will have been instructed in writing using the approach recommended by the leadership team by June 2017 *Students will participate in the benchmark writing assessment 	<ul style="list-style-type: none"> *Principal *Vice-Principal *Assistant Superintendent *Leadership Team *BOCES School Improvement Specialist 	<ul style="list-style-type: none"> Fall 2016: Work with the association to identify members of the leadership team by 10/1/16 Develop and roll-out a writing program for staff to pilot by 3/15/17 On-going staff development at faculty meetings and contractually required quarterly meetings throughout the 16-17 school year Benchmark writing assessment will be created/selected by April 30, 2017 Students will pilot the benchmark writing assessment by June 26, 2017. January, April, June: Evaluate progress

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?

Not Applicable

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?

Not Applicable

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

Not Applicable