



Name of principal:	Julie Woolson
Name/number of school:	Altmar Parish Williamstown Elementary School
School address:	640 County Route 22 Parish, NY 13131
Identified Subgroup(s):	Identified Students, Students in Poverty

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: September 2014.

The preceding plan was put into place during the 2014 – 2015 school year as a 5 year plan of improvement. The plan was implemented by every teacher and administrator in the APWCSD and with the help of parents throughout the district. APWES has an active elementary PTSA that includes a subcommittee specially formed for parents of exceptional children (the Special Education Parent and Teacher Association). In addition the district has created an Excellence in Student Achievement Committee that monitors all academic(s) in the district that is comprised of board members and community members. In the last year:

- 76.7% of students in ES had one or more years' worth of growth and 84.4% of MS students had one or more years' worth of growth on ELA.
- 62.6% of students in ES had one or more years' worth of growth in math and 63.4% of MS students had one or more years' worth of growth in math 8 and 95% of grade 8 students had one or more years' worth of growth on CC Algebra 1.
- The 15 – 16 NYS 3 – 8 math and ELA examinations yielded a growth score that was effective for both the elementary and secondary schools and that were both one point away from Highly Effective.
- Over the past two years the percent of students scoring proficient on the 3 – 6 ELA examination rose by 29% in grades 3 and 4 and in math by 40% in mathematics in grades 3 and 4.
- A full range of summative standards based assessments has been put into place for all students Pre-K – 2 district wide that informs instruction and services for students entering grade 3.
-

Three years ago a full continuum of services was not in place for students with special needs in the APWCSD. Since that time a full continuum of services has been put into place districtwide, teachers have received professional learning in everything from writing IEP goals (which were all totally redone with the aid of parents and the CSE committee) to transition. Last year APW had 100% compliance in all indicators audited by NYSED. Finally two years ago the district spearheaded a county wide effort to create a program for children with autism. The program is a resounding success with students attending APWES from three counties currently.

Additionally APW has had an approved §3012-D plan in place since August of 2015. The plan includes walkthrough's for all teachers by both district and building administrative staff as well as Independent Evaluators on all components of the Danielson Instructionally Focused Rubric. The plan also includes formal observations on all components of the rubric by district and building administrative staff. All administrators and teachers have been trained in the rubric in an effort to continue to offer excellent teaching to all students in the APWCSD.

Finally during the summer of 2016 the district began an enrichment program open to all students in the APWCSD. More than 200 students attended the summer enrichment program this summer which was focused on project based learning. The program has been continued throughout the 2016 – 2017 school year and offers activities for students at all levels before and after school. This was planned utilizing during the 2015 – 2016 school year by a committee of teachers, administrators and parents. In addition a link to the professional development plan (also

created by a committee of parents, teachers and administrators can be found at

<http://www.apwschools.org/tfiles/folder150/APW%202016%20%2D%202017%20Professional%20Development%20Plan%20Final.pdf>

Identify the individuals who helped plan for the Local Assistance Plan:

1. Anita Murphy – Superintendent of Schools
2. Julie Woolson – Building Principal
3. Heather Costello – Building Assistant Principal
4. Laura Kelley – Director of Special Services
5. MJ Hart – Oswego County SESIS Representative
6. Chris Wiesenberger – Teacher and instructional coach
7. Jill Parker – Teacher former instructional coach
8. Diane Harvey – Teacher (former intervention teacher)
9. Andre Swan – Elementary Guidance Counselor
10. Jamie Eipp – Parent (SEPTA)

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. A full continuum of services has been established at APWCSD.
2. Teacher Generated Standards based curriculum for all students has been established over the past two years has been developed in Math and ELA.
3. Individual Student Academic Plans have been established for all students at APWES.

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. Specially designed instruction for all students (not only students in the 6:1; 8:1; 12:1 and 15:1 program) must be developed and implemented.
2. Planning for programming must be long term for those things put into place for all children to be successful. Work with Central Office on critical funding initiatives must continue well out into the future.
3. Teacher generated standards based curriculum for in all subjects must be created in order to maximize student achievement
4. There are social and emotional problems that MUST be addressed for students in order for them to be academically successful.

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

1. Continue working on a total APW curriculum P-6 (math and ELA are completed and implemented) for science and social studies and lesson plans that utilize standards based units

2. Continue to implement a systematic and rigorous AIS/Enrichment plan for all students based on specific standards where students are not proficient.
3. Continue to prioritize curriculum and insert specially designed instruction in lesson plans based on standards based curriculum.
4. Social and Emotional support for all students in need must be available and implemented.

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 :
Teacher generated standards based curriculum for in all subjects must be created in order to maximize student achievement.	Continue working on a total APW curriculum P-6 Standards Based Curriculum. (Math and ELA 15 – 15 and 15- 16 school year) for science and social studies (16 – 17 school year) and lesson plans that utilize standards based units	District developed standards based unit templates for all subjects. Title IID funds for release time for staff planning. General fund, Title IV funds and special aid budgets for instructional materials needed to implement standards based curriculum.	PD for all teachers in unpacking and understanding standards. PD for all teachers in distinguishing content from skills that must be taught using standards based curriculum. Monthly PD by building principal in instructional walk through focus. Summer and release work time for all teachers with instructional coaches to created teacher generated curriculum.	All math and ELA units will be approved by the Superintendent of schools by December 2016. All science and social studies units will be approved by the Superintendent of schools by July 1, 2017.	All students will have access to high quality standards based instruction for all subjects.	All students will be instructed using teacher generated standards based units in all subjects. Lessons will be planned utilizing standards based curriculum developed.	Superintendent of Schools; Building Principal; Instructional coaches; APWES interventionists. All teachers at APWES.	Teacher generated standards based curriculum in Math and ELA 14 – 15 and 15 – 16 school year. Science and Social Studies 16 – 17.

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 :
Provide all classified students with specially designed instruction.	Specially designed instruction for all students (not only students in the 6:1; 8:1; 12:1 and 15:1 program) must be developed and implemented	IDEA 611 and 619 funding. Title 11D funding for staff release time and professional development. SESSIS. Director of Special Education and SESSIS representative s based on QIP plan. Implement QIP plan which includes a plan to train all teachers in specially designed instruction.	PD in responsive classroom and leader in me programs, Continued Professional learning in understanding students in poverty and students with specialized needs.	Number of teachers trained in specially designed instruction will increase by 20%.	Classified students in all classroom settings will have plans for specially designed instruction (or specially designed instruction by January 2017).	Specially designed instruction will be fully implemented (as evidenced by teacher lesson plans and curriculum unit plans) by July 1, 2017. All goals on QIP plan will be met by July 1, 2017.	Director of Special Education; SESSIS	June 2015 all self contained special education teachers; June 2016 all co-teachers; June 2017 all teachers.

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 :
There are social and emotional problems that MUST be addressed for students in order for them to be academically successful.	A full time school guidance counselor is in place at APWES, a social worker was hired this year to deal with social and emotional issues. A new elementary alternative education through Oswego BOCES program was put into place for students who do not have IEP's to support specific student's social and	General fund, BOCES CoSer's. Community Schools Funding. The building will continue to build and implement the Leader in Me program for all students at APWES. There is a character education committee in place at APWES working on system wide social and emotional concern. Class sizes are small in all grades to	PD in responsive classroom and leader in me programs, Continued Professional learning in understanding students in poverty and students with specialized needs will continue through PD developed in accordance with the district wide professional development plan.	20% decrease in referrals for discipline referrals from June 2015 to December 2016.	20% decrease in referrals for discipline referrals from June 2015 to December 2016.	All students needing social and emotional support will be identified with supports included by June 2017. Alternative education programs for students with social and emotional needs will be developed and implemented by June 30, 2017.	Building principal; elementary guidance counselor; school social worker. Director of Special Education; BOCES staff.	September 2014 – June 2016.

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 :
	emotional concerns. FBA's and BIP's are done on a regular basis.	accommodate social and emotional student needs.						
Continue to implement a systematic and rigorous AIS/Enrichment plan for all students based on specific standards where students are not proficient.	Create enrichment programming to be available to all students based on NCTL planning during the 2015 – 2016 school year. Redesign Response to intervention team based on data and information collected in individual student achievement plans. Implement AIS blocks into student	Community schools funding. Title 1 funding. General fund.	Professional development will be offered to the RTI team on proper protocols and procedures during the 2015 – 2016 school year. RTI team and building administrators will identify and train other relevant staff in process and procedures. Increase co-teaching for tier II interventions for all students identified. Utilize standards based curriculum in AIS planning	All students qualifying or in need of AIS programming will have this programmed into their schedule by August 2016. Training in RTI process will be complete for RTI team by September 2016. Individual Student Achievement plans will be in place for all students and updated	All students needing (or wanting) enrichment will have the opportunity to participate in summer programming July – August 2016. Enrichment offerings will be available to 200 students during the school year by January 2017.	All students will have access to high quality enrichment and AIS opportunities for summer 2017. All students will have access to high quality enrichment and AIS opportunities during the school day (or in extended day activities) by June 2017. Full day pre-K for all 4 year old students	Building Principal; Superintendent of Schools; Intervention Teachers; Instructional coaches; RTI team members.	September 2014 – June 30, 2017.

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>schedules that includes enrichment and intervention activities. Utilize all three interventionist teachers for push in and pull out activities. Implement full day pre-K for all 4 year olds in the district.</p>		and implementation.	with previous year(s) data by August 2016.		will be fully implemented by September 2015.		

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? The district's participation rate was between 93 and 100% for all elementary groups. The district (with the assistance of the PTSA) actively informs parents of the importance of testing. Flyers on "opt in" are sent out to all families every year before testing. In addition parents who have exercised "refusal" are contacted by the principal and district office personally. The PTSA also actively supports "opt in" and holds meetings and maintains a Facebook page where education on the importance of the state assessments is stressed.

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? We will continue to utilize current methods of communication and support of parents to opt their children into state testing.

1. What other strategies or activities are you planning to implement with students, parents and community members that will encourage participation in state assessments? We will continue to utilize current methods of communication and support of parents to opt their children into state testing.