



<b>Name of Principal:</b>	Julie Woolson
<b>Name of School:</b>	Altmar Parish Williamstown Elementary School
<b>School Address:</b>	640 County Route 22 Parish New York 13131

**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.

<b>SCHOOL OVERVIEW</b>
Name of School: Altmar Parish Williamstown Elementary School
Individuals Who Assisted in the Development of the LAP Plan: Julie Woolson (Principal), Heather Costello (Assistant Principal), Laura Kelley (Director of Special Education), MJ Hart (Oswego County SESIS Representative), Chris Weisenburger (Teacher/Instructional Coach), Jill Parker (Teacher/Instructional Coach), Diane Harvey (Teacher/Instructional Coach), Andrea Swan (Guidance Counselor), Rosemary Place (School Psychologist), Karen Quartz (Reading Interventionist), Krista Alsworth (Reading Interventionist)

The school has been identified for (identify all that apply):

Performance of the following subgroups\*:

- Failing to make AYP with the Students with Disabilities subgroup in 3-8 ELA and Math
- The students with disabilities subgroup was identified for having a large gap (over 100 points) on Performance Index when compared to non-SWD students.

Participation Rate for the following subgroups\*\*

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\*Schools identified for Performance shall complete Parts 1 and 2.

\*\*Schools identified for Participation Rate shall complete Part 3.

## **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. A full continuum of services has been established at APWCSD.
  2. Teacher generated standards based units and lesson plans has been a continuous work in progress for Math, ELA, Social Studies, and Science
  3. Individual student academic plans have been established for each student—complete with individualized goals based on data.
  4. Standards based report cards are in place for all grade levels for both general education and special education
  5. Units and lessons continue to be monitor and adjusted using data to inform the revisions
  6. The district implemented the practice of Student Lead IEPs with a small subgroup of Students With Disabilities during the 2016-17 school year, and this practice will continue to be implemented and grow.
  7. Special Education staff members are provided opportunities to attend Professional Development trainings and receive embedded follow-up support by the SESIS.

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. Specially designed instruction for all students—not just special classes—must be developed and implemented.
  2. Long-term planning for programming must continue to be a focus—with data driving the programming.
  3. Teacher generated units and lessons must continue to be developed and revised using data to inform the revisions.
  4. The social and emotional needs of students must continue to be addressed in order for students to be academically successful.
  5. Putting effective interventions in place that address the needs of individual students based on data and effectively progress monitoring to make necessary adjustments must occur consistently and building-wide.
  
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. Continuous work on the APW curriculum P-6 for all content areas is critical.
  2. Consistent and productive evaluation of data is essential.
  3. Development and adjustment of instruction based on data.
  4. Continuation of a systematic and rigorous AIS/Enrichment plan for all students based on specific standards where students are lacking proficiency.
  5. Social and emotional support for all students must continue to be available and implemented.
  6. Professional development on Specially Designed Instruction, scaffolding, and addressing barriers for Students With Disabilities, for both Special and General Education Teachers.
  7. Increase in the use of formative assessments and curriculum based measures.

**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.**

8. **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.	Specially designed instruction for all identified students.	Continuous work on P-6 curriculum—including ELA, math, social studies, and science as well as individualized academic plans for all students.
2.	Long-term planning for programming must continue to be a focus—with data driving the programming. Teacher generated units and lessons must continue to be developed and revised using data to inform the revisions.	Continuous work on standards based units and lesson plans with a focus on data. Data analysis and application to current curriculum as well as the creation of culminating assessments for content areas. Formulation and implementation of a Data Wise team to assist in looking at the right data.

3.	The social and emotional needs of students must continue to be addressed in order for students to be academically successful.	There is a full-time guidance counselor as well as a full-time school psychologist at the elementary school. In addition, a social worker and an additional part-time counselor was added to assist in meeting the needs of students. New alternative programming was added through Citi for students who do not have IEPs that addresses the social and emotional needs of the students.
4.	Continuation of a systematic and rigorous AIS/Enrichment plan for all students based on specific standards where students are lacking proficiency.	Putting effective interventions in place that address the needs of individual students based on data and effectively progress monitoring to make necessary adjustments.

9. **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.	Continuous work on P-6 curriculum—including ELA, math, social studies, and science as well as individualized academic plans for all students.	Continuous work on P-6 curriculum—including ELA, math, social studies, and science as well as individualized academic plans for all students.	Yes
2.	Continuous work on standards based units and lesson plans with a focus on data.	Continuous work on standards based units and lesson plans with a focus on data and the inclusion of Specially Designed Instruction	Yes
3.	Data analysis and application to current curriculum as well as the creation of culminating assessments for content areas.	Data analysis and application to current curriculum as well as the creation of culminating assessments for content areas With an increase is the use of formative assessments and curriculum based measures to identify and address skill gaps in a more timely and systematic manner.	Yes and No
4.	There is a full-time guidance counselor as well as a full-time school psychologist at the elementary school. In addition, a social worker and an additional part-time counselor was added to assist in meeting the needs of students. New alternative programming was added through Citi for students who do not have IEPs that addresses the social and emotional needs of the students.	There is a full-time guidance counselor as well as a full-time school psychologist at the elementary school. In addition, a social worker and an additional part-time counselor was added to assist in meeting the needs of students. New alternative programming was added through Citi for students who do not have IEPs that addresses the social and emotional needs of the students. We are also going to be taking part in the NYS School Counseling Program.	Yes
5.	Continuation of a systematic and rigorous	Putting effective tier two interventions in place that address the needs of	Yes

	AIS/Enrichment plan for all students based on specific standards where students are lacking proficiency.	individual students based on data and effectively progress monitoring to make necessary adjustments.	
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**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 :
Specially designed instruction for all students	Specially designed instruction for all students (not just students in the 6:1, 8:1, 12:1:1, and 15:1 programs) must be developed and implemented.	IDEA 611 and 619 funding for staff release time and professional development. SESIS. Director of special education and SESIS representatives based on QIP plan which includes a plan	PD for Specially Designed Instruction provided by the SESIS PD in PBIS and responsive classroom strategies as well as leader in me. Continued professional development	Increase in the number of teachers trained in specially designed instruction.	Classified students in all classroom settings will have plans for specially designed instruction  Students with Disabilities in all settings will consistently utilize	Assessment and progress monitoring data along with the determination of whether or not students met the academic goals included in the student academic plan	Director of special education, SESIS.	September 2014 – June 2018

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 :
		to train all teacher in specially designed instruction.	in understanding students in poverty and students with specialized needs. Cross-grade level PD that focuses a continuum of learning based on the standards.		Accommodations that increase access and progress, and will experience a decrease in barriers.			
The social and emotional needs of students must continue to be addressed in order for students to be academically successful.	There is a full-time guidance counselor as well as a full-time school psychologist at the elementary school. In addition, a social worker and an additional part-time counselor was added to assist in	General fund, BOCES CoSers, Community School funds. The building will continue to build and support Leader in Me for all students at APWES as well as develop and implement a PBIS team designed to provide staff with classroom	PD in PBIS, responsive classroom and leader in me as well as PBIS will be a focus. Continuing to educate staff on understanding the effects of poverty on learning. District-wide PD plan based on data and student needs	A building team will engage in the planning process to build a schoolwide behavior system. Decrease in discipline referrals from December 2017 to December 2018 as well as a decrease	Decrease in discipline referrals from December 2017 to December 2018 as well as a decrease in time students spend outside of the classroom for discipline reasons.	Additional students needing social and emotional supports will be identified with supports in place by June 2018 or sooner. Alternative education programs will continue to be in place and utilized.	Building principal, building assistant principal, guidance counselor, school psychologist, school social worker, director of special education, Citi staff.	September 2014-June 2018



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 :
	meeting the needs of students. New alternative programming was added through Citi for students who do not have IEPs that addresses the social and emotional needs of the students.	strategies. A committee focused on school climate and culture has been formed. An effort is made to keep class sizes small in an effort to meet the needs of the children. FBAs and BIPs are completed and reviewed on a regular basis.		in time students spend outside of the classroom for discipline reasons.				
Continuation of a systematic and rigorous AIS/Enrichment plan for all students based on specific standards where students are lacking proficiency.	Continue to review and revise the Rtl team practices and procedures to ensure efficiency and productivity. Continue to support teachers in implementing tiered	Community Schools funding. We will be involved in the NYS School Counseling Program	PD will continue for the Rtl team to ensure proper protocols. Interventionists will continue to assist teachers in getting effective intervention in place in their classrooms	All students qualifying or in need of AIS programming will continue to have this time programmed into their schedules. Rtl team process will continue to review and revise its	Benchmarks will be ongoing throughout the year in five week intervals where teachers will submit data about AIS for the purposes of monitoring and adjusting interventions.	An increase in students achieving their individual goals.	Building principal, superintendent of schools, interventionists, Rtl team members	September 2014-June 2018

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 :
	interventions and instruction based on data. Utilize all three interventionist teachers for push in and pull out activities and services. Implement full day pre-k for 4-year-olds in the district.		that are based on data. Blocks of time in the master schedule specifically for RtI will continue to take place.	procedures to assure efficiency and productivity. Individualized student academic plans will continue to be used tailor instruction to fit the needs of each student.				
Long-term planning for programming must continue to be a focus—with data driving the programming. Teacher generated units and lessons must continue to be developed and revised using	Continued work to monitor and adjust the curricula based on the data.	N/A	Staff meeting PD that focuses on data review and application to current curricula. Grade level PD that focuses on the need for a continuum of learning across the grade levels. Continuous review of data	Beginning stages of EOY culminating assessments as well as the establishment of individual student goals and student academic plans based on data.	Review and revision of units throughout the course of the school year with	Assessments throughout the year, mastery of standards, 3-8 assessments, K-2 assessments	Principal, assistant principal, director of special education	September 2014-June 2018

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 :
data to inform the revisions.			including a Data Wise team.					

Part III: Promoting Participation in State Assessments – Don't complete.

**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>Economically Disadvantaged</b>						
<b>English Language Learners</b>						
<b>Hispanic</b>						
<b>Multiracial</b>						
<b>Native American</b>						
<b>Students with Disabilities</b>						
<b>White</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?**

***If yes, please skip questions 2, 3, and 4 and proceed to question 5. Be sure to complete the prompts for "Re-Identified Participation Rate LAP Schools ONLY"***

***If no, please proceed to question 2-4 and be sure to complete the prompts for "Newly Identified Participation Rate LAP Schools ONLY"***

**NEWLY IDENTIFIED LAP SCHOOLS ONLY**

2. 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)*

*Proceed to question 3*

3. 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)*

*Proceed to question 4*

4. 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)*

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

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

5. 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)? Yes.

If you answered “YES,” proceed to questions 11 - 13.

If you answered “NO,” proceed to questions 6-10.

6. 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)*

*Proceed to question 7*

7. 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)*

*Proceed to question 8*

8. 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)*

*Proceed to question 9*

9. 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)*

*Proceed to question 10*

10. 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)*

*RE-IDENTIFIED PARTICIPATION RATE LAP SCHOOLS THAT ANSWERED “NO” FOR QUESTION 5: Your submission is complete. Thank you.*

11. 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? Will this communication differ from last year? *(Re-identified Participation Rate LAP Schools that Answered YES to Question 5)* The district's participation rate was between 95-100% for all elementary groups. The district, with 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 state assessments is stressed. Additional literature for parents is sent home in an effort to educate parents on the valuable information obtained from assessment data.

*Proceed to question 12*

12. 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? Will this training differ from last year? *(Re-identified Participation Rate LAP Schools that Answered YES to Question 5)* We will continue to utilize current methods of communication and support of parents to opt their children into state testing as well as continue to communicate the importance of the data obtained from the assessments that provides information used to inform instruction.

*Proceed to question 13*

13. What other strategies or activities are you planning to implement with students, parents and community members that will encourage participation in state assessments? Will these strategies or activities differ from last year? *(Re-identified Participation Rate LAP Schools that Answered YES to Question 5)* We will continue to utilize current methods of communication and support of parents to opt their children into state testing as well as continue to communicate the importance of the data obtained from the assessments that provides information used to inform instruction.

*RE-IDENTIFIED PARTICIPATION RATE LAP SCHOOLS THAT ANSWERED "YES" FOR QUESTION 5: Your submission is complete. Thank you.*