



Name of Principal:	Tania Dalley, Ed.D.
Name of School:	River Elementary School
School Address:	46 River Avenue Patchogue, NY 11772

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.

SCHOOL OVERVIEW	
Name of School: River Elementary School	
Individuals Who Assisted in the Development of the LAP Plan:	
Tania Dalley, Amanda Celikors, Jeff Peterson, Greg DeSario, Jacklyn Ensel, Dan Sohal	
The school has been identified for (identify all that apply):	
<input checked="" type="checkbox"/> Performance of the following subgroups*: <ul style="list-style-type: none">• Hispanic	
<input checked="" type="checkbox"/> Participation Rate for the following subgroups** <ul style="list-style-type: none">• Asian• Black• Economically Disadvantaged• English Language Learners• Hispanic• Multiracial• Students with Disabilities• White	
*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. Review and discuss disaggregated data identify areas that are in need of improvement.
 2. Provide intense targeted intervention for our identified sub-groups.
 3. Meet with members of the data team to create RTI plans and implement with efficacy.
 4. Social and emotional support for out struggling learners.

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. Length of focused instructional time within the confines of the school day.
 2. Lack of parental involvement and limited resources in the home to support academic deficiencies.
 3. Lack of academic language acquisition for our new ENLs and SWDs.
 4. Instructional efficacy in Reading, specifically guided reading and ensuring that students are receiving instruction at their identified reading level.

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. Increase the focused instructional time within the confines of the school day. Implement reading fluency lab.
 2. More parent participation and support.
 3. Professional development in literacy more specifically, guided reading for our teachers and a system of accountability that ensures efficacy in this instructional approach.
 4. Professional development in math more specifically, how to unpack math practices and ensure our students are aware of them.
 5. Dedicated and uninterrupted professional collaboration time for our staff.

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.

6. **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.	Lack of parental involvement and limited resources in the home to support academic deficiencies.	Invited parents to attend parent academies to provide support and resources which could be used to help their child in the home.
2.	Length of focused instructional time within the confines of the school day.	Implemented extended day instructional program for 20 weeks. Targeted students were exposed to ELA and Math instruction.
3.	Instructional efficacy in Reading, specifically, guided reading and ensuring that students are receiving instruction at their identified reading level.	Provided professional development for staff from Dr. Linda Bausch literacy trainer and expert.

7. **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.	Increase the focused instruction time within the confines of the school day.	Implement extended day instruction in the areas of Math and ELA. Implement reading fluency lab.	N
2.	More parent participation and support.	Implement parent academies for the purpose of increasing parent support and participation.	Y
3.	Ongoing professional development in literacy.	Dedicated and uninterrupted professional collaboration time for our staff.	Y

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 Implement new 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 of year goals.

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. Length of focused instructional time within the confines of the school day.	Extended Day Program and Extra Help opportunities to enhance social and academic growth for SWDs & ELLs.	Title 1 Funds Materials that are content and skill specific will be purchased from various vendors and used during the after school program.	Teachers to attend workshop that addresses ‘Effective Instructional Strategies for ELLS with Suspected or Identified Disabilities’	Teachers teaching the afterschool program will meet to discuss growth of students with Principal and collaborate on next steps.	Students will gain an additional 15 hours of focused ELA & Math targeted skill based instruction.	Students will receive approx. an additional 60 hours of focused ELA & Math instruction time.	Gen Ed, Special Ed, Reading Certified and Physical Education Teachers	20 weeks during the 2017-2018 school year. Implementation to take place Mid-October 2017 – Mid March 2018
2. Lack of parental involvement and limited resources in the home to support academic deficiencies.	Increase outreach to parents via Bilingual Information Nights to support all ELL’s with/ or without disabilities.	In district bilingual staff members along with support staff.	Collaboration time for our teachers to plan workshop for our parents.	Increased participation in parent information events.	Students will experience increased parental involvement.	Students will benefit from parent support.	Principal, Social Worker, Speech, Gen Ed, & ENL Teachers	September – June 4x Parent Academies

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:
3. Lack academic language acquisition for our new ENLs and SWDs.	Increase opportunities to attend conferences to support ELL's & SWDs. Target SWDs & ELL's for the Extended Day program to strengthen and remediate skills.	Rosetta Stone for ENLs, more STEM and hands on learning. More use of sentence stems.	Teachers to attend workshops that address Research Based Vocabulary Instruction for ELLS	Teachers will implement strategies learned from workshops.	Language acquisition for ELL students on January Benchmark will increase 5% from fall.	Language acquisition for ELL students on January Benchmark will increase 5% from winter.	Staff participating in extended day instruction program.	2017-2018 school year
4. Instructional efficacy in Reading, specifically, guided reading and ensuring that students are receiving instruction at their identified reading level.	Guided Reading & Writing Training with regional experts including Sarah Cordova, and Linda Bausch. Teachers will work exclusively and be trained in researched based reading instruction.	Title 1 Funds Literacy Consultants Substitute teachers to be used during training.	In class teacher coaching. Co teaching with consultant. Lesson planning and design	For the 2017 – 2018 School Year Dr. Bausch will be servicing River Teachers for 5 sessions.	75% of students will demonstrate growth in reading.	75% of students will be reading on grade level as reflected in Reading Inventory Data.	Literacy Consultants Dr. Linda Bausch and Sarah Cordova Also classroom teachers.	September 2017 – 2018 PDP sessions and classroom co- teaching and planning

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:

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.

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:

Group	2015-16 ELA	2016-17 ELA	Change (+/-)	2015-16 Math	2016-17 Math	Change (+/-)
Asian	67%	63%	-4%	67%	50%	-17%
Black	42%	21%	-21%	42%	21%	-21%
Economically Disadvantaged	40%	31%	-9%	40%	29%	-21%
English Language Learners	51%	45%	-6%	50%	29%	-21%
Hispanic	48%	35%	-13%	47%	30%	-17%
Multiracial	0%	0%		0%	0%	
Native American						
Students with Disabilities	35%	9%	-26%	30%	12%	-18%
White	15%	16%	+1%	17%	21%	+4%

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)*
 - **The district web-site contains a Parent Information tab. The district posts a student calendar that lists the dates school is in session along with of all assessments dates. In addition, we have created a separate testing calendar that lists all the assessments, the grades who participate in the assessment and the testing window.**
 - **A letter from the superintendent is mailed home each year to families. The letter outlines the State requirements for testing. The superintendent and the Board of Education have taken the position of respecting and honoring the wishes of families in their decision to have their son/daughter participate in state assessments.**

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)*
 - **A letter is sent home to all families along with parent reports received from SED for each student. The letter indicates that parents are invited to speak to building principals and teachers regarding results. Each morning teachers have a built in 40-minute professional development period that allows for parent meetings.**

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)*
 - **As indicated above, the superintendent and Board of Education support a parent's decision on having their child participate in state assessments.**

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)?

No

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 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)*

Parent Academies will be held to discuss changes.

PTA meetings

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)*

Parent Academies
PTA meetings

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)*

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)*

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)*

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