



Name of principal:	Amy Sykes
Name/number of school:	Edwards-Knox Junior/Senior High School
School address:	2512 County Route 24, Edwards, NY 13635
Identified Subgroup(s):	White subgroup

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: June 20 – 21, 2016

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

Name of those assisting in the completion of the Self-Reflection (add rows if necessary)	Title
Tracey Burke	Special Education Teacher
Jon Hogle	Algebra CC Teacher
Jennifer Hotaling	Parent
Valerie Paro	English Teacher
Amy Sykes	Principal
Sherry White	CSE Chairperson/School Psychologist

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. The school has mapped its curriculum, which is supported by lesson plans and the school’s DDI process.
2. The provision of AIS to students in ELA, math, social studies, and science.
3. The lab model that supports instruction in ELA and math.

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. Current special education placement practices place many SWDs directly into special class at the elementary level without giving students an opportunity to succeed in an environment that is not as restrictive. By the time students reach high school they have not had an opportunity to have full access to the general education curriculum.
2. Since many of the school practices are not formalized, there is no data-based evidence to show that supports are working to help students develop skills or remove barriers.
3. The lack of adequate time for teams of teachers to meet to discuss curriculum, instruction, and data is always a barrier.

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

1. Establish a school vision and formalize a process for setting school-wide SMART goals to help the school achieve the vision.

2. Utilize the newly hired social worker to formalize the school's Team Meeting process so that there is referral, support plan, and progress monitoring documentation. The end result should be that there is evidence that barriers are being removed and students are making progress as a result of the supports provided.
3. Explore strategies for shifting SWDs from the more restrictive special class to lesser restrictive Consultant Teacher Service and/or Resource Room service.

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-

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:
								year and end of year goals.
1. Lack of formalized data-based system to know supports remove barriers and increase skills.	The 9 th grade math teacher will provide students identified at level 1 or 2 on 8 th grade Math assessment with targeted intervention/portfolio support every other day for the purpose of increasing student's skills to pass 9 th grade Algebra Regents.	Interim Assessment results Castle Learning Portfolio of student work	Department meetings and DDI meetings to discuss student work and next steps for instruction (Department meetings – monthly; DDI meetings – Quarterly)	The 9 th grade math teacher will implement instructional strategies that target areas of student deficiencies identified through the school's DDI process as evidenced by each student's portfolio of completed Castle Learning activities.	A minimum of 80% of students receiving portfolio support will achieve 65% or greater on the 2 nd quarter interim assessment.	A minimum of 80% of students receiving portfolio support will achieve a passing grade on the June 2017 Algebra Common Core Regents exam.	School Leader 9 th Grade Math Teacher	-In August, the school leader and 9 th grade math teacher will identify incoming 9 th grade students who scored at level 1 or 2 on the 8 th grade statewide math exam. -By the second week in September, the math teacher will identify CCLS-based math skill gaps for each identified student and develop a goal-based support plan. -1 st quarter: The math teacher will implement the goal-based support plan for identified students. The supports will be provided every other day. At the end of the quarter, the students will take the interim assessment to determine if progress is being made.

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>- 2nd quarter: The math teacher will adjust student goal-based student support plans based on the interim assessment results and continue with providing targeted support.</p> <p>- the math teacher will continue with assessing student progress at the end of each quarter and revise and implement the targeted student support plan accordingly.</p> <p>- students will take the Algebra CC exam in June 2017</p> <p>- the school leader and math teacher will analyze targeted student progress over the year to determine if the supports provided removed barriers and increased students' skills.</p>

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								-If sufficient progress was not made, the program will be adjusted.
2. Lack of formalized data-based system to know supports remove barriers and increase skills.	The 9 th grade ELA teacher will provide students identified at level 1 or 2 on 8 th grade ELA assessment with targeted intervention/ portfolio support every other day for the purpose of increasing student's CCLS-aligned skills to pass 11 th grade ELA Regents.	Interim Assessment Results writing rubric Teacher Developed Materials Portfolio of student work	Department meetings and DDI meetings to discuss student work and next steps for instruction (Department meetings – monthly; DDI meetings – Quarterly)	The 9 th grade ELA teacher will implement instructional strategies that target areas of student CCLS-aligned deficiencies through the school's DDI process as evidenced by a portfolio of student work.	A minimum of 80% of students receiving portfolio support will achieve 65% or greater on the 2 nd quarter interim assessment.	A minimum of 80% of students receiving portfolio support will achieve 65% or greater on the 4 th quarter 4 interim assessment.	School leader 9 th grade ELA teacher	-In August, the school leader and 9 th grade ELA teacher will identify incoming 9 th grade students who scored at level 1 or 2 on the 8 th grade statewide ELA exam. -By the second week in September, the ELA teacher will identify CCLS-based ELA skill gaps for each identified student and develop a goal-based support plan. -1 st quarter: The ELA teacher will implement the goal-based support plan for identified students. The supports will be provided every other day. At the end of the quarter, the students will take the interim assessment to determine if progress is being made.

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>- 2nd quarter: The ELA teacher will adjust student goal-based student support plans based on the interim assessment results and continue with providing targeted support.</p> <p>- the ELA teacher will continue with assessing student progress at the end of each quarter and revise and implement the targeted student support plan accordingly.</p> <p>- the school leader and ELA teacher will analyze targeted student progress over the year to determine if the supports provided removed barriers and increased students' skills.</p> <p>-If sufficient progress was not made, the program will be adjusted.</p>

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<p>3. Lack of formalized data-based system to know supports remove barriers and increase skills.</p>	<p>The 10th & 11th grade ELA teachers will provide students achieving 65% or less on the May 2016 ELA interim assessment with targeted intervention/ portfolio support every other day for the purpose of increasing student's CCLS-aligned skills to pass 11th grade ELA Regents.</p>	<p>Interim Assessment Results Writing rubric Teacher Developed Materials Portfolio of student work</p>	<p>Department meetings and DDI meetings to discuss student work and next steps for instruction (Department meetings – monthly; DDI meetings – Quarterly)</p>	<p>The 10th & 11th grade ELA teachers will implement instructional strategies that target areas of student CCLS-aligned deficiencies through the school's DDI process as evidenced by a portfolio of student work.</p>	<p>-10th grade: A minimum of 80% of students receiving portfolio support will achieve 65% or greater on the 2nd quarter interim assessment. -11th grade: A minimum of 50% of students receiving portfolio support will achieve 65% or greater on the January 2017 ELA Regents.</p>	<p>-10th grade: A minimum of 80% of students receiving portfolio support will achieve 65% or greater on the 4th quarter interim assessment. -11th grade: A minimum of 80% of students receiving portfolio support will achieve 65% or greater on the June 2017 ELA Regents.</p>	<p>School leader 10th grade ELA teacher 11th grade ELA teacher</p>	<p>-In August, 10th and 11th grade ELA teachers will identify incoming 10th and 11th grade students who achieved less than a 65% on the 2016 4th quarter interim assessment. -1st quarter: The 10th & 11th ELA teachers will implement the goal-based support plan for identified students. The supports will be provided every other day. At the end of the quarter, the students will take the interim assessment to determine if progress is being made. - 2nd quarter: The ELA teacher will adjust student goal-based student support plans based on the interim assessment results (and Regents results for 11th grade students) and continue with providing targeted support.</p>

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								<p>- the ELA teachers will continue with assessing student progress using interim assessments at the end of each quarter and revise and implement the targeted student support plan accordingly.</p> <p>- the school leader and ELA teachers will analyze targeted student progress over the year to determine if the supports provided removed barriers and increased students' skills.</p> <p>-If sufficient progress was not made, the program will be adjusted.</p>

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 to this school.

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 to this school.

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 to this school.