



<b>Name of principal:</b>	Ms. Angela Hudson
<b>Name/number of school:</b>	Ulysses Byas Elementary School
<b>School address:</b>	60 Underhill Ave Roosevelt, NY 11575
<b>Identified Subgroup(s):</b>	Economically Disadvantaged

**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: July 21, 2016**

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

1. Angela Hudson - Principal
2. Charlene Stroughn – Assistant Principal
3. Chekesha Newman – Math Curriculum Specialist
4. Angela Wagner – ELA Curriculum Specialist
5. Sheila Belcher-Finch – Resource Room
6. Desrine Johnson – Reading Teacher
7. Angella Davis - Parent
8. Juliana Duran – ENL Parent
9. Melissa Webb - Parent
10. Juan Chavez – ENL Parent

***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. Supportive emotional climate
2. Scheduled quarterly assessments – STAR Renaissance and Reading Inventory
3. Excellent relationship with parents/family
4. School routines well organized
5. All students in a diversified environment participate in school wide performances

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. Limited/weak phonemic awareness and alphabetic skills upon entering school
2. Lack of grade level appropriate writing skills
3. Lack of reading fluency and comprehension
4. Lack of automaticity in math; basic skills are lacking and deficient

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

1. Professional development in creating quality activities for purposeful student grouping to provide differentiated instruction within each class
2. Professional development in phonemic awareness – with a focus on increasing students’ academic language
3. Professional development in building and strengthening the students’ basic mathematical skills
4. Include in all lessons quality activities that require students’ participation and engagement

## **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 implementa-	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:
				tion and provided feedback.				
1. Weak phonemic awareness and vocabulary development skills of students entering school, specifically grades Pre-K - 3	Direct teaching of phonemes, alphabet, and vocabulary for 30 minutes daily in whole class instruction	<i>Foundations</i> program including unit tests  eSpark	All Pre-K to Grade 3 teachers received professional development in <i>Foundations</i> by the end of June 2016.  UB teachers trained in <i>Foundations</i> will provide additional professional development in 2016-17.	Teachers will have participated in peer professional development in <i>Foundations</i> during 2016-17  The <i>Foundations</i> program will be implemented in all Pre-K to 3 classrooms by October 15th.  The Principal and Assistant Principal will	Basic reading skills will be measured individually to determine the progress of each student through DIBELS. Records of DIBELS scores will be maintained.  A skill level benchmark for each student will	Basic reading skills will increase to 80% of students scoring at or above Level 2 on the June ELA STAR Renaissance assessment.	Administration and ELA Curriculum Specialist Classroom Teachers	September – June: implementation of <i>Foundations</i> ; classroom monitoring conducted by Principal and Assistant Principal  September, January, May: DIBELS and STAR Renaissance assessments

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>monitor the implementation on <i>Foundations</i> and provide feedback to classroom teachers.</p>	<p>be established by STAR Renaissance.</p> <p>Students' phonemic skills and vocabulary will increase as measured by the <i>Foundations</i> unit tests and on the December DIBELS and STAR Renaissance assessment by at least 25% compared to the Fall benchmark.</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:
2. Low grade level appropriate writing skills	<p>Building-wide focus on writing</p> <p>Implement the <i>Units of Study in Writing</i> by Lucy Calkins. Each student will have a writing portfolio containing writing samples throughout the year.</p>	<p>Use <i>Expeditionary Learning</i> texts to implement the units of study in writing.</p> <p>Continue to use Thinking Maps/Visual Tools for writing organization.</p>	Professional development in writing led by BOCES Consultants	<p>Grade level teachers will visit Lucy Calkins's program in operation and reflect on the visit in Professional Learning Community meetings.</p> <p>Teachers will participate in developing writing prompts based on <i>Expeditionary Learning</i> texts.</p> <p>Teachers will be encouraged to take workshops in writing through <i>My Learning Plan</i>.</p>	<p>Grade level teachers will evaluate mid-year students' writing samples using established rubrics.</p> <p>The writing will be kept along with writing portfolios. Student writing samples will be used across the grade that are 3s and 4s as models or mentor texts.</p> <p>Writing will be shared</p>	90% of the students will progress one level on the established rubric.	Principal, Assistant principal, ELA Curriculum Specialist, and Classroom Teachers	<p>September to June: Professional development during faculty meetings and grade level professional learning community meetings</p> <p>September to June: implementation of <i>Units of Study in Writing</i>; classroom monitoring/visitations conducted by Principal, Assistant Principal and ELA Curriculum Specialist</p> <p>September, January, and June: Writing samples will be reviewed by the grade level teachers.</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:
				The Principal and Assistant Principal will monitor implementation and provide feedback to classroom teachers.	from peer to peer and grade to grade.  Vertical Teaming			
3.Lack of reading fluency and comprehension	Students in grades 3-6 will be given the Reading Inventory.  Grouping for instruction in fluency and comprehension will occur within each class.  Students will be given a mock assessment	Differentiated instruction strategies and materials will be provided by Nassau BOCES.  Classroom libraries/book room will be used to provide resources at the appropriate independent reading level	Professional development resources and materials for differentiated group instruction were provided during the 2015-2016 school year.  Interclass visitations will occur for teachers to observe best practices in grouping for instruction.  Professional	In-class grouping for instruction will be implemented by Oct. 15 <sup>th</sup> in all grade levels.  In class grouping for reading instruction will be evidenced by the activities written in lesson plans.	Students will take an mock assessment based on previous questions from the NYS ELA assessment	70% of the students will gain at least a year of reading level growth as measured by the Reading Inventory and/or STAR Renaissance assessment, or one performance level as measured by NYSESLAT.	Principal, Assistant Principal, Curriculum Specialist, and Classroom Teachers	September to October 1: Students will be given the Reading Inventory. In addition, students will take reading assessments based on previous State ELA tests.  By October 15: instructional groups will be formed within each class  January: Students will take an interim assessment based on previous NYS ELA assessment questions.  May: Students will be given

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:
	based on previous questions from the ELA State Assessment Test bank.	for each student.  Use Engage NY and Teaching Channel to obtain videos for examples of grouping within each class.  Use Achieve 3000 to differentiate instruction and Read 180 to support struggling readers.	development on pairing literature and informational text.  Embedded coaching will be provided by Nassau BOCES.	The Principal and Assistant Principal will monitor implementation and provide feedback to classroom teachers.				the Reading Inventory and STAR Renaissance assessment.
4. Lack of intensity in implementing the K-2 math curriculum with fidelity	Intensive PD in assisting the teachers to implement the requirements of the K-2 <i>Eureka</i> math curriculum	<i>Eureka</i> math curriculum including lessons and supports; math curriculum specialist; and Nassau BOCES	Embedded math coaching at least one day per week per class led by Math Curriculum Specialist and BOCES Consultant	Teachers will have developed lesson plans based on student progress in mastering the <i>Eureka</i>	Kindergarten students will perform the evaluative task assigned to	80% or greater of the kindergarten students will score at or above Level 2 on the District Kindergarten Test.	Principal, Assistant Principal, Curriculum Specialist, and Classroom Teachers	September to October 15: Intensive PD in purposeful grouping for instruction within each class  January: Students will take an evaluative task assigned to the <i>Eureka</i> math middle module.



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:
		math consultant		curriculum.  The Principal and Assistant Principal will monitor implementation and provide feedback to classroom teachers.	the <i>Eureka</i> math middle module.  Using STAR Renaissance, establish a benchmark assessment for all students in grades 1 and 2.	80% of students in grades 1 and 2 will score at or above Level 2 on the STAR Renaissance assessment.		May: Students will take their final STAR Renaissance Assessment of the school year.
5. Lack of readiness required for meeting grade math assessment standards in grades 3-6	Differentiation of instruction that includes purposeful grouping for math activities to engage students at their independent level.  All grade level lessons will be designed for student	Nassau BOCES provided differentiated instruction strategies and materials during the 2015-2016 school year.  Additional AIS-type support for math will be provided outside the	Embedded coaching as needed to support grouping and student engagement  Inter-class visitation followed by PLC discussion at least twice yearly  Use Engage NY and Teaching Channel to obtain videos for examples of grouping within	In-class grouping for instruction will be implemented by October 15, 2016 in grades 3-6  Grouping for math instruction will be written in teachers' lesson plans.	Students will take an mock assessment based on previous questions from the NYS Math Assessment.  The STAR Renaissance Asses-	80% of students will score Level 2 or higher on the STAR Renaissance Assessment.	Principal, Assistant Principal, Curriculum Specialist, and classroom teachers	September to October 15: Intensive PD in purposeful grouping for instruction  January: Students will take an mock assessment based on archived Engage NY Assessment questions.  May: Students will take their final STAR Renaissance Assessment of the school year.

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:
	engagement.	<p>school day for ½ hour every week by the classroom teacher.</p> <p>The math Curriculum Specialist and Resource Room Teacher will also provide support.</p> <p>Summer Curriculum Writing Project</p> <p>Implementation of <b>GoMath</b> Grade 6</p>	each class.	The Principal and Assistant Principal will monitor implementation and provide feedback to classroom teachers.	ment will establish a mid-year benchmark for each student.			

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