



Name of principal:	Linda Korycki
Name/number of school:	N A Hamilton Bicentennial / 441800050002
School address:	929 Route 209, Cuddebackville, New York 12729
Identified Subgroup(s):	3-6 ELA White

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 17, 2016

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

1. Linda Korycki, HBE Principal
2. Joanna Linarello, HBE Assistant Principal
3. Geri Kirchner, Reading Coordinator
4. LeeAnne Hubbard, Special Education Coordinator

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. Our school has implemented the Fountas and Pinnell Guided Reading Literacy Program across grade levels K through 6.
2. Our school has implemented a common writing template across grade levels K through 6.
3. Our Professional Learning Community ensures that educators work collaboratively to achieve better results for our students.
4. Measures of Academic Progress (MAPs) testing is used to identify individual student strengths and weaknesses.

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. Teachers possess varying degrees of expertise regarding guided reading.
2. The common writing template does not provide a formal writing program.
3. Teachers do not differentiate instruction to the maximum extent possible.

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

1. Teachers need further professional development specific to guided reading instruction.
2. Teachers need to implement a consistent daily writing program across grade levels.
3. Teachers need professional development to acquire more specific differentiated instruction strategies.

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:
1. Teachers possess varying degrees of expertise regarding guided reading.	Provide small group professional development in Fountas and Pinnell instruction	*Needs assessment to be reviewed by Principal and GLCs *Targets will be established *AIS Teachers * F&P training DVDs	F&P PD offered by trained F&P instructor	By October, teachers will participate in two training sessions based on identified needs. Program will be implemented in all classrooms. By December, the principal will have observed implementation and will provide feedback.	Reading comprehension scores will improve by one point on the January F&P benchmark	Reading comprehension scores will improve by two points on the end of the year F&P benchmark	Principal	September – Complete needs assessment and identify targets September/October – Participate in targeted F&P training September-June – Implement targeted instruction and evaluate progress using F&P benchmarks and Principal observation

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. The common writing template does not provide a formal writing program.	Purchase a research based writing program	Research based writing program for teachers in K through 6 classes	PD offered by writing program developer (Fall and Winter)	Teachers will attend two training sessions by mid-year. Writing program will be implemented in all classrooms. Principal will have observed implementation and will provide feedback.	Students will increase their rubric score by one point on targeted writing skills by mid-year.	Students will increase their rubric score by two points on targeted writing skills by the end of the year.	Assistant Superintendent for Instruction Principal	July/August – Purchase a research based writing program Mid-year – Two PD sessions provided to teachers by program developer September-June - Full implementation of writing program
3. Teachers do not differentiate instruction to the maximum extent possible.	Provide PD in differentiated instruction strategies	*Special Education Director *BOCES consultant *PLC collaborative teams *RTI personnel *MAPs data will be used to establish targets *Released NYS ELA test questions	BOCES consultant Special Education Director	Teachers will attend two training sessions. Differentiated instruction program will be implemented in all classrooms. By mid-year, PLC teams will reflect on the effectiveness of differentiated instruction.	The RIT score on the targeted skills will improve on the winter MAPs test of at least one point compared to the fall.	The RIT score on the targeted skills will improve on the winter MAPs test of at least five points compared to the fall.	Principal	September - Establish targets September/October - Participate in training October-June - Implement targeted instruction; continuously monitor progress at regular intervals

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?