



Name of Principal:	Kathryn Volpicelli
Name of School:	Candor Elementary School
School Address:	2 Academy Street, Candor, NY 13743

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: Candor Elementary School	
Individuals Who Assisted in the Development of the LAP Plan: Kimberleigh Nichols, Director of Curriculum and Instruction Kathryn Volpicelli, Elementary Principal Jeffrey Kisloski, Superintendent Holly Carling, Director of Special Education Denise Ahart, Mentor Teacher Matt Gelder, Technology Integration Coordinator K-6 Grade Level, Special Education, AIS teachers Christine Pierce, Data Coordinator	
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">• ELA: All, White, Economically Disadvantaged• Math: White, SWDs• <input type="checkbox"/> Participation Rate for the following subgroups** <ul style="list-style-type: none">•••	

*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.

Please identify three to five things that the school believes it does well for the identified sub-group(s):

1. The school has created a school community and culture of safety and support that leads to student success, well-being and independent academic pursuits.
2. The school leaders have implemented a creative, thoughtful and rigorous screening and hiring process to ensure that we provide our students with teachers that are committed to our children and their well-being and success.
3. School leaders have designed a system to authentically support and improve instructional practices through the APPR process and use of the Danielson rubric.
4. The school has devoted resources to supporting the ongoing professional development of our teachers and support staff, prioritizing culture and climate, sound instructional practices that are authentic and engaging (ie. PBL) and a process for professional teacher collaboration and reflection (ie. congruence meetings, grade level and department meetings, monthly faculty meetings and ½ day professional development, quarterly curriculum and data meetings across K-12)
5. The elementary school has implemented: the CKLA program; ELA modules; math modules.

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. Many of our students come from low socio-economic backgrounds lacking in varied life experiences, background knowledge and rich vocabulary use.
2. We try to balance support and resources between general physical/emotional/behavioral, ELA, and math needs.
3. Newly implemented data conversations and vertical conversations amongst grade 3-6 teachers to discuss ELA skills/knowledge/understandings.
4. Lack of time to thoroughly teach the grade specific skills that some of our students may not be developmentally ready for.

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

1. Continue to identify instructional gaps and align curriculum taught.
2. Improve all students' math fluency skills.
3. Increase time for SWDs in core curriculum or parallel activities.
4. Increase teachers' knowledge of research supported instructional practices (ie. use of learning targets, questioning and discussion techniques)

- Increase students' ability to read and understand challenging academic vocabulary.

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.

- 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.	Identify instruction gaps and align curriculum taught.	Held data, standards and curriculum analysis meetings. Created action plans to address instructional gaps and areas of need. Held quarterly grade level and department meetings to review action plans.
2.	Create more rigorous local assessments aligned to standards (benchmark assessments).	Analyze released ELA 2016 questions. Preview eDoctrina and test item bank. Grade levels create common benchmark assessments aligned to state assessment models.
3.	Promote inquiry based learning classroom practices.	Professional development provided to teachers on Project Based Learning and inquiry based instruction. Professional development on use of higher level thinking questions within the classroom.
4.	Increase teachers' knowledge of research supported instructional practices.	Use of Explicit Direct Instruction and Understanding by Design.
5.	Increase students' ability to read and understand challenging academic vocabulary.	Identified key academic vocabulary words at each grade level. Incorporated identified words into classroom lessons and assessments.

- 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.	Identify instruction gaps and align curriculum taught.	Continue to identify instructional gaps and align curriculum taught.	Y
2.	Create more rigorous local assessments aligned to standards (benchmark assessments).	Improve all students' math fluency skills.	N
3.	Promote inquiry based learning classroom practices.	Increase time for SWDs in core curriculum or parallel activities.	N
4.	Increase teachers' knowledge of research	Increase teachers' knowledge of research supported instructional practices	Y

	supported instructional practices.	(ie. use of learning targets, questioning and discussion techniques).	
5.	Increase students' ability to read and understand challenging academic vocabulary.	Increase students' ability to read and understand challenging academic vocabulary.	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	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

				implementation and provided feedback.				progress based on mid-year and end of year goals.
1. Continue to identify instructional gaps and align curriculum taught.	<p>Hold initial data, standards and curriculum analysis meetings.</p> <p>Create action plans to address instructional gaps and areas of need.</p> <p>Hold quarterly grade level and department meetings to review action plans.</p>	<p>Item Study Guides produced by CNYRIC.</p> <p>CCLS Standards documents.</p>	<p>CNYRIC training on use of Item Study Guides.</p>	<p>Teachers will attend initial meeting and January benchmark meeting.</p> <p>Action plans will be reviewed and revised, based on a 4 -5 week cycle.</p>	n/a	n/a	<p>Director of Curriculum and Instruction</p> <p>Principal</p>	<p>Hold initial meetings between October 1 – 31, 2017.</p> <p>Hold benchmark meetings January 29, 2018 – February 2, 2018.</p> <p>End of year review meetings June 8 – 15, 2018.</p>
2. Improve all students' math fluency skills.	<p>Book study of <u>Math in Practice</u> series for grades K-8.</p> <p>Begin coaching cycle to prioritize standards</p>	<p><u>Math in Practice</u> teacher edition and grade level resource copy.</p> <p>EZ-CBM math program.</p>	<p>Initial training with TST BOCES Instructional Support Specialist.</p> <p>District led grade level and vertical conversations</p>	<p>Teachers will identify and implement fluency strategies to be used.</p>	n/a	n/a	<p>Director of Curriculum and Instruction</p> <p>TST BOCES Instructional Support Specialist</p> <p>District Instructional</p>	<p>September 2017 – June 2018</p>

	and fluencies to be taught at each grade level. Teachers will use EZ-CBM to monitor math fluency improvement .		Teachers will receive training on using the EZ-CBM program.				Support Specialist and Mentor Teacher	
3. Increase time for SWDs in core curriculum or parallel activities.	Decrease the number of students attending special classes and increase participation in general education program with SE Teacher support	TST BOCES and regional trainings on inclusive models, co-teaching and parallel curriculum.	Local and regional trainings on the Next Generation standards. Local and regional training on parallel curriculum.	All special education teachers will have attended initial data meetings and identified standards to work on in relation to individual student IEPs	n/a	n/a	Director of Curriculum and Instruction Director of Special Education TST BOCES and Regional Special Education Trainers.	July 2017 – June 2018.
4. Increase teachers' knowledge of research supported instructional practices (ie. use of learning targets, questioning and discussion techniques)	Use of Explicit Direct Instruction and Understanding by Design (along with the Danielson Framework for Teaching) Teachers will be required to use daily	EDI books and articles Understanding by Design books, articles, videos and templates Danielson Framework for Teaching	District led trainings on EDI, Understanding by Design, learning targets and criteria for success and review of the Danielson Framework for Teaching.	Teachers will use EDI components for lesson planning for one of their observations. Teachers will use Understanding by Design model for PBL lesson/unit	n/a	n/a	Director of Curriculum and Instruction Lead Evaluators Principals Director of Special Education Teachers	PBL /Technology Training: June 26, 2017 – June 30, 2017 and July 24 – August 26, 2017. Monthly Faculty and ERD meetings (Sept. – June) Monthly PD sessions. Grade level Congruence Meetings: November 2017 January 2018

.	learning targets for their instruction.	Learning Target rubric as a basis.		planning. Teachers will incorporate learning targets into their units and post them and clarify them for students.				June 2018
5. Increase students' ability to read and understand challenging academic vocabulary.	Identify key academic vocabulary words at each grade level. Incorporate identified words into classroom lessons and assessments.	NYS ELA 2017 tests. Academic vocabulary word lists.	Review of NYS ELA Released Questions.	Teachers will incorporate academic vocabulary from released questions into assessments.	Students will understand identified words (presented within common assessments) with 70 % accuracy.	Students will understand identified (presented within common assessments) with 80% accuracy.	Director of Curriculum and Instruction Principals Teachers	Data meetings October 2017. Classroom implementation November 2017 – June 2018.

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						
Black						
Economically Disadvantaged						
English Language Learners						
Hispanic						
Multiracial						
Native American						
Students with Disabilities						
White						

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)?

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)*

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.