



Name of Principal:	Sean Gaffney
Name of School:	Hornell Intermediate School/ 571800010001
School Address:	71 Buffalo Street, Hornell, NY 14843

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: Hornell Intermediate School	
Individuals Who Assisted in the Development of the LAP Plan: Sean Gaffney, Angela Olkey, Erica Siebert, Katherine Henderson, Jeremy Palotti	
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- SWD• Math- SWD, White, ED <input type="checkbox"/> Participation Rate for the following subgroups** <ul style="list-style-type: none">••• <small>*Schools identified for Performance shall complete Parts 1 and 2. **Schools identified for Participation Rate shall complete Part 3.</small>	

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. **The building and District have created a much more focused intervention process using consistent resources.**
 2. **The school has a team of counselors that are effectively identifying students and require support and provided support as needed in small groups, 1:1, and in the classroom setting.**
 3. **The building works well in creating a tangible goal that students and teachers work toward.**

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. **K-6 tier 1 instruction in ELA and math are an area of focus with needs to address both what we teach and some of the methodologies (practices) for teaching it**
 2. **Unarticulated vertical alignment of content areas**
 3. **Lack of differentiated instruction**
 4. **Historically there has been too many resources and variety used in approaching reading and math intervention (this will be addressed in 17-18)**

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. **Universal tier 1 core instruction for all students that includes differentiation**
 2. **Implement LLI for all identified students requiring tier 2/tier 3 and investigate math intervention curriculum and models**
 3. **Improve communication between the school and home regarding individual student progress & data**
 4. **Implementation of PBIS building wide**

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.

1. **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
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1.	Lack of universal instruction of tier I	Removed co-core curriculum in removal of Read 180 online program
2.	Unarticulated vertical alignment of content areas	Upon further review after plan was created, horizontal alignment was needed prior to addressing vertical alignment and thus the focus of 16-17 was in aligning curriculum among within grade levels.
3.	Lack of differentiated instruction	Standards focused intervention and included consultant teachers in curriculum development
4.		
5.		

2. **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.	Universal tier 1 core instruction for all students that includes differentiation	Universal tier 1 core instruction for all students that includes differentiation	Y
2.	Standards/skills based intervention for all identified students requiring tier II and tier III intervention.	Implement LLI for all identified students requiring tier 2/tier 3 and investigate math intervention curriculum and models	N
3.	Improve communication between school and home regarding individual student progress and data	Improve communication between the school and home regarding individual student progress & data	Y
4.		Implementation of PBIS building wide	N
5.			

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:
Universal Tier 1 core instruction for all students that includes differentiation	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	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.

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:
				n and provided feedback.				October/January/April/June – evaluation of progress based on mid-year and end
1. Universal Tier 1 core instruction for all students that includes differentiation	Revision of Tier 1 Scope and Sequence that includes differentiation strategies	BOCES curriculum coordinators and NYS modules and other resources	Guided and independent reading and writing Use of math manipulatives	Revised scope and sequence with multiple experiences for reading, writing, and math provided	Increased student performance on local common assessments	Increased achievement on NYS assessments	Building Principal, Curriculum Coordinators, School Improvement Team, Teacher Leaders, Teachers	17-18 School Year
2. Implement LLI for all identified students requiring Tier 2/3 and investigate math intervention curriculum and models	ELA intervention will be provided to all Tier 2/3 students using LLI. Math interventions will be investigated.	Fountas & Pinnell LLI kits Various resources for math from multiple sources	Training for F & P LLI for all teachers providing ELA intervention Training on comparison protocols for math	ELA intervention teachers implementing LLI. Review and piloting of math interventions	Increased student growth in reading levels. Increased student growth on local assessments in math.	Increased achievement on NYS assessments	Building Principal, Curriculum Coordinators, School Improvement Team, Teacher Leaders, Teachers	17-18 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:
3. Improve communication between the school and home regarding individual student progress & data	Letters of notification will be sent in the fall and on-going MP progress notes	RTI Edge	Training on RTI Edge	Notification letters sent home and progress monitoring reports sent home with MP 1 report cards	Intervention will be adjusted based on progress monitoring notes	Increased achievement on NYS assessments	Building Principal, Curriculum Coordinators, School Improvement Team, Teacher Leaders, Teachers	17-18 School Year
4. Implementation of PBIS building wide	PBIS curriculum taught to staff who turnkey to students	PBIS curriculum	Training on PBIS instruction	All staff trained and implementing PBIS strategies and utilizing ticket reward system	Students following PBIS protocols and earning reward tickets	Decrease in student referrals	Building Principal, PBIS Team, Teacher Leaders, Teachers	17-18 School Year
5.								

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 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.