



Name of Principal:	Joanne Harlow
Name of School:	Huntington K-8 School
School Address:	400 Sunnycrest Rd., Syracuse, NY 13206

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: Huntington K-8 School	
Individuals Who Assisted in the Development of the LAP Plan: Joanne Harlow, Principal Dan Evans, Vice Principal Leanna Kirch, Vice Principal Kathy Dempf-Aldrich, Instructional Coach Elana Stroman, Teacher Colleen Mayberry, Teacher Stephanie Moch, Academic Interventionist Brie Dubiel, School Psychologist	
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">• Black 3-8 ELA• White 3-8 ELA• Economically Disadvantaged 3-8 ELA• Black 3-8 Math• Economically Disadvantaged 3-8 Math	



Participation Rate for the following subgroups**

- Black 3-8 ELA
- White 3-8 ELA
- Economically Disadvantaged 3-8 ELA
- Black 3-8 Math
- Economically Disadvantaged 3-8 Math

*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. Use of the teaching and learning cycle and DDI protocols (i.e. A-NET) to monitor and measure incremental growth, to inform instruction, and to plan appropriate interventions.
2. The school's use of social-emotional data (at the elementary level) ensures that students receive the support they need to be successful socially, to develop social-emotional learning skills, and to help remove barriers to learning.
3. The school uses multiple, interactive communication tools to provide families regular opportunities for dialogue about school and student issues and concerns, such as Class DOJO, teacher newsletters and notes home, phone calls, letters to parents about their child's academic progress, AIS letters, data presentations for parents, planners and homework folders, electronic media, texting, e-mails, and various translation tools such as Talking Points for our ENL families.
4. All of our school improvement efforts have been around targeting the growth and progress of our ENL students, engaging in dialogue with staff (and parents), and providing support to teachers around culturally responsive and relevant instruction (per the Guardians of Equity Protocol).

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. Inconsistent parent communication (at the middle level)
2. Culturally responsive practices by all staff
3. Planning for small group instruction that meets the needs of all learners, including implementation of Personalized Learning
4. Middle level SIT process-the school's use of social-emotional data (particularly at the middle level) to ensure that our students in grades 6-8 receive the support they need to be successful socially, and also the follow-through by staff to plan strategies and interventions to help students develop social-emotional learning skills
5. Middle level RtI- purposefully planning, implementing, and monitoring targeted academic interventions

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

1. Staff must continue to engage in PD around the diverse experiences and perspectives of our students, designing curricula and learning activities that enable each student to relate course content to his or her cultural context, and to plan culturally responsive/relevant instruction that is tailored to every aspect of a student's culture.
2. Teacher leaders, AIS Teachers, Instructional Coaches and Administrators need to work closely with teachers around using instructional practices, strategies, and interventions (i.e. small group instruction, Personalized Learning, use of digital content, etc.) that target students with a variety of needs and learning styles (including students with disabilities, English language learners, and other sub- groups). Classroom and special area teachers will collaborate to develop curriculum maps and meaningful interdisciplinary lessons/units.
3. The school community (staff and parents) will work together to plan diverse and meaningful opportunities for engaging and empowering students, families, and community stakeholders in the conversation regarding the home-school connection, during PTO meetings, parent-teacher conferences, family events, informal conversations, and School Leadership Team meetings. The school will ensure that parents have choices to engage in various learning experiences, around student data, homework strategies, etc., and will continue to partner with 21st Century to hold our monthly ENL Parent Advisory group.
4. The school will ensure an effective school-wide plan for targeting [middle school] students who are demonstrating at-risk behaviors or academic difficulties, and implementing and monitoring the progress of tiered interventions. The problem-solving team (SIT), including teachers, must meet regularly to disaggregate and analyze data, monitor interventions/strategies, and assess progress. The school's use of academic and social-emotional data (particularly at the middle level) must improve in order to ensure that our students in grades 6-8 receive the support they need to be successful socially, to develop social-emotional learning skills, and to help remove barriers to learning.
5. School leaders will monitor classroom instruction and effective practices aligned to our LAP, standards/curriculum, and student data. This includes regular walk-throughs and on-going constructive feedback. School leaders will ensure continued professional development and on-going job-embedded support in the following areas:
 1. Personalized Learning (student reflection, ownership, goal-setting)
 2. The use of technology and digital content in the classroom and how to use this data to inform/plan instruction
 3. Designing/managing small group instruction and interventions
 4. Culturally responsive instruction
 5. Restorative practices

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
1.	Lack of DDI protocols (appropriate PM tools) and inconsistent PD; Need to have access to DDI protocols that monitor and measure incremental growth, need to provide teachers with PD around the effective use of formative assessment tools/strategies, and time to analyze and use the student data to inform instruction.	Teacher leaders developed and implemented a comprehensive system for using data. Teachers were provided PD around the plan-teach-assess-reteach cycle (per A-NET), and formative assessment tools/strategies (aligned with the curriculum and CCLS) that identify student proficiency toward a learning goal and provide data to inform instruction. In addition, the school leader and instructional staff developed a formal monthly/yearly calendar for communication and consistency: PD dates, schedule of assessments and data analysis meetings, vertical teaming and collaboration, etc.
2.	Culturally responsive pedagogy; some teachers may lack skill at teaching in a multicultural setting. Staff need PD around the diverse experiences and perspectives of our students, and around designing curricula and learning activities that enable each student to relate course content to his or her cultural context.	Staff participated in professional development and technical assistance around instructional strategies that meet the needs of our diverse students, including our ELL's; The School Leadership Team utilized the Guardians of Equity protocol when analyzing data and practices and beliefs, learning to consciously disaggregate data (behavior, attendance, grades) from sub-groups and to look for patterns, and then solutions.
3.	Interdisciplinary curricula and time; ensure that ELA, Science and SS interdisciplinary curriculum is being implemented/integrated throughout the K-8 classrooms; teachers need time to plan interdisciplinary units in ALL subject areas, utilizing the Personalized Blended Learning model when appropriate.	All teachers in grades K-8 were provided the opportunity to collaborate with our Library Media Specialist/Personalized Learning Multi-Classroom Leader to plan cross-curricular projects.

		engaged in the school (i.e. meetings, events, volunteering, parent groups, etc.)	
4.	<p>Staff will participate in PD and technical assistance around student data, cultural competency, restorative practices, relationship-building, de-escalation strategies, and conflict resolution.</p> <p>The school will focus on developing social/emotional learning, alternatives to suspension and punitive consequences, restorative practices, building-wide structural interventions, processes, and systems (i.e. PBIS, DOJO) that teach and reinforce positive behaviors, and social, emotional, and psychological supports to address students' needs.</p>	<p>Develop an effective school-wide plan for targeting [middle school] students who are demonstrating at-risk behaviors or academic difficulties, and implement and monitor the progress of tiered interventions. Ensure implementation of restorative practices building-wide via D/SCT.</p> <p>The student support problem-solving team (SIT), including teachers, will meet regularly to disaggregate and analyze data, monitor interventions/strategies, and assess progress.</p> <p>Implement the Positivity Project building-wide (PK-8) as a means to ensure that students learn self-confidence, greater appreciation for others, and stronger relationships – thereby building positive and enduring individual habits, and cultivating an enhanced sense of community in classrooms and school-wide.</p>	N

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. Culturally responsive practices by all staff	Staff will participate in school-wide PD (I-BEAM-ENL grant), as well as use CRE tools and rubrics (see resources) to ensure that beliefs, interactions, curricula, and learning activities are designed to connect and respond to all students' experiences and background, and to plan culturally	Continue to use the Guardians of Equity protocol and NYU/Steinhardt (TAC-D) rubrics and walk-through tools to monitor patterns, data, and practices & to ensure	I-BEAM Project (ENL grant), use of tools, rubrics; PD (i.e. staff meetings, book studies, PLC's) on engaging CR strategies.	I-BEAM metrics, staff survey, review of rubrics, team meeting minutes, walk-through's, lesson plans will all reflect CRE strategies	BAG data; Attendance, Academic and behavioral data: See below	BAG data; Attendance, Academic and behavioral data: See below	Support staff, SLT, ENL staff, all teachers, and administrators	September 2017-June 2018

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:
	responsive/relevant instruction that is tailored to students' cultures.	culturally responsive classroom and school-wide environments						
2. TENET 3 Planning for targeted small group instruction and Personalized Learning	<p>Teachers will use team meetings and PLC's to plan for small group, differentiated, targeted instruction (including digital rotations [PL]) that meets the needs of <u>all</u> students; will develop tools and strategies for using student goal-setting/data sheets that show student reflection and ownership, reflection, and progress of goals.</p> <p>Classroom and special area teachers will collaborate to develop curriculum maps and meaningful interdisciplinary lessons/units.</p>	Data meetings including A-NET, Personalized Learning, including our PL Fellows; Professional Learning Communities (PLC's)	<p>STAR Progress Monitoring</p> <p>Training for DDI protocols and for teacher leaders to run team data meetings and PLC's</p> <p>Unit Unpacking and Curriculum Mapping</p> <p>Personalized Learning with PL Fellows</p>	December 2017- Classroom and AIS teachers will have analyzed and used STAR Benchmark Data to identify specific students needing intervention and AIS supports. STAR Progress Monitoring of identified students; completed interim assessments - A1 & A2 (by end of December)	December 2017/ January 2018- STAR Progress Monitoring tools will show a 2% increase from the Fall 2017 Benchmark in both Math and ELA, for all sub-groups.	<p>May/June-2018</p> <p>STAR - Students will show a 5% increase on the Spring 2017 Benchmark in both Math and ELA;</p> <p>2017-18 NYS ELA Assessment will show a 5% increase over 2016-17, for all sub-groups.</p> <p>Middle school data will show a 5% increase in the number of students passing all 5 core content</p>	Teacher leaders, instructional coach, A-NET consultant, MCL's, AIS teachers, admin.	September 2017-June 2018

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:
						classes compared to 2016-2017.		
3. TENET 4 Middle level D/SCT, SIT and Rtl processes	Develop an effective universal school-wide plan for targeting [middle school] students who are demonstrating at-risk behaviors or academic difficulties (via D/SCT), and implementing and monitoring the progress of tiered interventions. The student support problem-solving team (SIT), including teachers, will meet regularly to disaggregate and analyze data (behavior, attendance, grades, BAG), monitor interventions/strategies, and assess progress.	SIT guidelines, restorative practices; BAG data to identify students and develop plans; Parent Portal, Positivity Project	SCSD PD, training around practices and interventions; Positivity Project	Weekly SIT meetings to show attendance and participation by all teachers and support staff; the use of Parent Portal; the adherence to plans (i.e. CICO sheets for behavior, or integrity logs, digital progress monitoring for academic interventions)	Attendance & academic data, interim progress reports, and 2 nd m.p. grades will show improvement from 1 st m.p., as monitored by D/SCT and SIT. January referral data will show a 5% reduction in referrals for Tier 3 students compared to last year.	Attendance data will show an overall decrease in chronic absenteeism (from 23% to 16%) (all sub-groups). Behavioral data will continue to show a 5% reduction in overall referrals and OSS, and particularly for Tier 3 & 4 students and sub-groups (see PSP metrics goals). See academic goals, above.	Support staff, AIS, MCL, teacher leaders, admin.	September 2017-June 2018

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>4. TENET 6 Parent engagement and communication</p>	<ul style="list-style-type: none"> Work with parents and staff to provide more [reciprocal] communication tools (letters, electronic media) for middle school parents and teachers, particularly around student achievement data and academic progress. Engage families as partners in the decision-making process in order to support student growth and learning. <p>Work with the PTO, community agencies, and staff to provide [culturally responsive] opportunities for all families to feel welcome, respected, and valued (i.e. events, volunteering, parent groups, etc.), as well as</p>	<p>Parent Involvement Plan, community partnerships (i.e. 21st Century Boys' & Girls' Club), PTO, social media, electronic tools such as DOJO, parent portal, Refugee Center, "Talking Point" program, ENL Parent Advisory Group</p>	<p>ENL grant</p>	<p>Parent contact logs and DOJO will show regular on-going communication; all PK-5 teachers send weekly newsletters; MS staff will use portal weekly to record grades; all staff send out data reports when appropriate; teachers attend and participate in PTO meetings and family events.</p> <p>Parent/Teacher conferences; Science Fair;</p>	<p>Interim assessment data, including behavior, grades, and attendance (BAG)</p>	<p>Summative assessment data; BAG data</p>	<p>Admin., staff, PTO, parents, community partners</p>	<p>September 2017-June 2018</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:
	informed (i.e. student achievement tools & data, homework strategies, curriculum, etc.)							
5. TENET 2 Teacher development and support	<p>School leaders will ensure continued PD and on-going job-embedded support in the following areas:</p> <ul style="list-style-type: none"> ○ Personalized Learning ○ The use of technology in the classroom (i.e. Digital content) and how to use this and all building-wide student data to inform/plan instruction ○ Designing/managing small group instruction and interventions 	School PD plan; Teacher leaders, PL Fellows, MCL's, SCSD support; various walk-through tools	Building-wide and District supports	Best Practices / Instructional Strategies observed in lesson plans, anchor charts, during team meetings, data meetings, and during walk thru's; each leader will complete 5 (minimum) walk-throughs per week, and will adhere to the formal observation/evaluation schedule as determined by SCSD.	See above; students will be able to articulate goals and progress toward those goals; students will demonstrate reflection and ownership via portfolios, planners, journals, data binders, etc.	See above; Students will be able to articulate progress/mastery of goals;	School leaders, coach, MCL's, PL Fellows, SLT	September 2017-June 2018

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:
	<ul style="list-style-type: none"> ○ Culturally responsive instruction <p>School leaders will hold teachers accountable for classroom instruction and effective practices aligned to standards, our LAP, PSP, and student data, and for holding all students to high academic expectations, via positive relationships, rigorous, relevant and meaningful instruction, varied modes of presentation, and consistent, specific feedback.</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.

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	68.7%	82.9%	14.2%	71.7%	84.7%	13.0%
Economically Disadvantaged	73.3%	80.1%	6.8%			
English Language Learners						
Hispanic						
Multiracial						
Native American						
Students with Disabilities						
White	76.8%	75.9%	-0.9%	67.6%	78.9%	11.3%

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.

- **Did your school complete a Local Assistance Plan last year for Participation Rate? NO**

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

3. 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)*
- Use our PTO meetings to share information with parents about the changes in the schedule as well as the results of this year's assessments
 - Stress Huntington's mission and vision of college and career for all students
 - Conduct a special parent meeting/forum where parents can express concerns and ask questions
 - Launch a campaign using post-cards, social media, etc.
 - Identify the families who opted out this past year and make personal phone calls to explain the importance and the improvements

Proceed to question 3

4. 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)*
- All parents will receive their child's test results in the mail, but the school will send a letter explaining [in different languages] what the results mean and what action steps are available to take if necessary to help their child. Parents will then be invited to the school to meet with staff face to face to discuss the results, ask questions, etc.
 - Plan a special meeting with our ENL parents with interpreters
 - Communicate with parents of students with IEP's and 504 plans about appropriate accommodations
 - Ensure that parents receive and understand assessment data **all year**

Proceed to question 4

5. 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)*
- School-wide spirit events, i.e. pep rally, poster contest, jingles on the PA and TV station
 - Enlist the help from Student Advisory Council, National Junior Honor Society, etc. to spread the message
 - Requesting parent volunteers to come in on testing days to help in the cafeteria and hallways, with snacks, etc.
 - Consider asking parents to utilize a phone tree (not automated) and make personal phone calls
 - Enlist the assistance of Parent Partnership Network, Parent University, etc. to help with promotion
 - We need to involve students in looking at their own test scores and grades, setting personal goals, offering incentives for meetings goals, etc.
 - Throughout the year use AVID to focus on college and career, and to stress the value and importance of high academic expectations

Newly Identified Participation Rate LAP Schools: Your submission is complete. Thank you.