



Name of Principal:	Jeff Palmer
Name of School:	Van Rensselaer Elementary
School Address:	25 Van Rensselaer Drive Rensselaer, NY 12144

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: Van Rensselaer Elementary	
Individuals Who Assisted in the Development of the LAP Plan:	
<ul style="list-style-type: none">• Sally Shields, Superintendent• Jeff Palmer, Principal• Meghan Connolly, Grade 6 Teacher• Kristin Crouch, Grade 5 Teacher• Patty Baumeister, Grade 4 Teacher• Matt Mascelli, Kindergarten Teacher• Megan Nahal, ENL Teacher	
The school has been identified for (identify all that apply):	
<input type="checkbox"/> Performance of the following subgroups*: <ul style="list-style-type: none">• White• Asian•	

Participation Rate for the following subgroups**

- Black
- Economically Disadvantaged
- Students with Disabilities
- White

*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.

1. Please identify three to five things that the school believes it does well for the identified sub-group(s):
 1. Small group instruction is used to meet the needs of the students.
 2. K-2 students receive daily tier 2 support.
 3. Teachers use the Reading Street Reading Program in grades 3-6 which is aligned to the curriculum.
 4. Teacher collaboration is consistent.
 5. The use of structured writing instruction and scaffolding is consistent.

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. Students in grades 3-6 receive support every other day instead of daily due to staffing.
 2. Tier 3 support is limited due to staffing.
 3. There are concerns about the consistency of writing instruction across grade levels (vertically).
 4. Many of the students find it difficult to work independently which is expected when testing.
 5. Not all of the students entering grade 3 are reading on grade level making it difficult for them to meet grade level expectations in ELA.
 6. The school would benefit from additional staff for ENL students.
 7. ENL teachers do not have common planning times with teachers making communication challenging.

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. We need to increase opportunities for students to work independently on writing as part of our daily instruction to foster independence.
 2. We need to increase opportunities for teachers to meet vertically and as departments.
 3. We need to increase the percentage of students that are reading on or above grade level when entering grade 3 so students are able to synthesize and respond to the rigorous text and questioning on the NYS ELA.
 4. We need to increase the use of modeling and providing feedback as part of our instruction.
 5. We need to expand the leveled text from the Reading Program to the primary grade levels.
 6. We need to increase tier 3 support.
 7. We need to increase push-in support for our ENL students for ELA instruction.
 8. Increasing the number of ENL teachers would benefit the students.
 9. We will increase the use of student engagement strategies during instruction.

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.

10. **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.	Not all of the students entering grade 3 are reading at or above grade level making it challenging for them to meet grade level expectations in ELA.	Increased tier 2 support provided, use of ELA coach from Questar III

2.	The data analysis revealed that some of our students are having difficulty meeting grade level expectations in Writing. Writing instruction will need to be analyzed to increase its effectiveness.	Several grade levels piloted a new Writing Program, use of ELA coach from Questar III
3.	Students in grades 3-6 would benefit from AIS Reading support daily, but due to limited resources, that is not an option at this time.	Tier 2 Reading Teacher pushed into classrooms every other day to provide support. Small group instruction was utilized during these times to best meet the needs of the students.
4.		
5.		

11. **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
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			years? (Y/N)
1.	We need to increase the percentage of students that are reading on or above grade level when entering grade 3 so students are able to read and respond to the rigorous text and questioning on the NYS ELA.	We need to increase the percentage of students that are reading on or above grade level when entering grade 3 so students are able to read and respond to the rigorous text and questioning on the NYS ELA.	Yes
2.	We need to increase the effectiveness of Writing Instruction to increase the percentage of students that are meeting the rigorous writing expectations on the NYS ELA.	We need to increase opportunities for students to work independently on writing as part of our daily instruction to foster independence.	No
3.	We need to increase the amount of tier 2 reading support for students in grades 1 and 2 that are reading below grade level to increase the number of students reading at or above grade level when entering grade 3.	We need to increase tier 3 support.	Similar
4.	We will have a Questar III ELA Specialist visit classrooms to identify additional areas to improve with ELA instruction.	We need to increase the use of modeling and providing feedback as part of our instruction.	No
5.	We need to increase the amount of tier 2 reading support for students in grades 3-6 that are reading below grade level.	We need to increase opportunities for teachers to meet vertically and as departments.	No

N/A	We need to increase push-in support for our ENL students for ELA instruction.	No
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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	EXAMPLE PD offered by curriculum developer on ELL phonics (September and	EXAMPLE Teachers will attend two training sessions by December. Program will be implemented in	EXAMPLE: Language acquisition for ELL students on January assessment will increase	EXAMPLE Language acquisition for ELL students will increase by 10% on May	EXAMPLE Principal ELL Director	EXAMPLE July/Aug – Review and purchase program, hire Director Sept – June --

		Director and teachers	November)	all classrooms. Director will have observed implementation and provided feedback.	by 5% compared to Fall benchmark.	assessment compared to Fall benchmark.		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.
1. Not all of the students entering grade 3 are reading at or above grade level making it challenging for them to meet grade level expectations in ELA.	Tier 2 targeted Reading Support will continue to be daily for grades 1-2. Increased tier 3 support available for students.	My Sidewalks reading intervention materials will be used. Leveled reading texts from Reading Program will be expanded to primary grade levels.	Reading Specialists will work with the ELA Specialist from Questar III. progress monitoring will be reviewed. Rbern specialist will provide support.	AIS Reading Specialists will continue to receive feedback from the Questar III ELA Specialist and Principal regarding reading instruction and progress monitoring.	There will be an increase in the percentage of students reading at or above grade level according to the Fountas and Pinnell benchmark Assessment and the Star Assessment.	There will be an increase in the percentage of students reading at or above grade level according to the Fountas and Pinnell Assessment and the Star Assessment	Principal Faculty	September 2017 – June 2018
2. Students in grades 3-6 would benefit from	The push-in reading support in grades 3-6	Reading Street leveled texts will be	AIS Reading Specialists will work	Teachers will received support and feedback from	There will be an increase in the percentage	There will be an increase in the	Principal Faculty	September 2017 – June 2018

AIS Reading support daily, but due to limited resources, that is not an option at this time.	will be maximized. Small group instruction will take place while the Reading Specialist is in the room.	utilized for guided reading instruction consistently when the specialist is pushing into the classroom.	with the ELA Specialist from Questar III. Strategies for reading instruction and progress monitoring will be covered.	classroom visits.	of students at a proficient level according to the Star Reading Assessment.	percentage of students at a proficient level according to the Star Reading Assessment.		
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3. We need to increase opportunities for students to work independently on writing as part of our daily instruction to foster independence	Increased use modeling through the I do, we do, you do instructional approach.	Substitute teachers for teacher classroom visits to continue this year.	Teacher classroom visits. Faculty Meetings used for vertical grade level collaboration Professional text to support this area will be pursued.	Teachers will receive support and feedback from classroom visits.	There will be an increase in the teachers' use of these strategies (observable) which will increase the number of students consistently engaged and on task during instruction (observable).	There will be an increase in the teachers' use of these strategies (observable) which will increase the number of students consistently engaged and on task during instruction (observable)	Principal Faculty	September 2017-June 2018.
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4. We need to increase the push-in support for our ENL students for ELA instruction.	Small group instruction and guided reading groups.	Reading Street materials for ENL students.	Questar III ELA specialist will provide support. Rbern specialist will provide support.	Teacher will reflect on how co-teaching through pushing-in is working.	There will be an increase in the percentage of students reading at or above grade level according the Fountas and Pinnell benchmark Assessment and the Star Assessment.	There will be an increase in the percentage of students reading at or above grade level according the Fountas and Pinnell benchmark Assessment and the Star Assessment.	Principal ENL Teachers	September 2017-June 2018.	
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5. We will increase the use of student engagement strategies during instruction.	Multiple opportunities for students to respond (unison, team, written, action). Varied processing activities will be implemented (think-pair-share, numbered heads, elbow partners, etc.).	Checklist of strategies to be integrated into daily instruction will again be provided.	Questar III specialist will provide support. Professional text to support this area will be pursued.	Teacher will reflect on how co-teaching through pushing-in is working.	There will be an increase in the percentage of students reading at or above grade level according the Fountas and Pinnell benchmark Assessment and the Star Assessment.	There will be an increase in the percentage of students reading at or above grade level according the Fountas and Pinnell benchmark Assessment and the Star Assessment.	Principal Faculty	September-June 2018	
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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 (+/-)
<i>Asian</i>	95					
Black	84					
Economically Disadvantaged	84					
English Language Learners	Not Provided					
Hispanic	Not Provided					
Multiracial	Not Provided					
Native American	Not Provided					
Students with Disabilities	78					
White	85					

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)*

We will continue to send home a letter identifying the purposes of the assessments and the changes. In addition, teachers will discuss these things at open house this year.

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)*

A letter is prepared and sent home providing information regarding these things for parents. NYS also does a good job highlighting how to interpret the results with the score sheet that is mailed home.

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)*

I will consider having a parent information night to discuss the state assessments.

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.