



Name of principal:	Michael Jorgensen
Name/number of school:	AA Gates Elementary School
School address:	30 Maple Ave, Port Byron, NY 13140
Identified Subgroup(s):	Economically Disadvantaged; White

Directions: Please complete this template using the information collected with the Local Assistance Plan Self-Reflection document. The Plan Template must be shared with the local board of education, be ***approved by the local board of education, and be posted to the district's website by no later than July 29, 2016.*** Please note: If your school has subgroup(s) that have been solely identified for failing to meet the participation rate requirement, please ensure that you complete "Part III: Promoting Participation in State Assessments" found on page 6 of this plan template. If your school has more than one subgroup identified as a result of performance on state assessments or gaps in performance between the groups and the all students group, please use the results of the Self-Reflection to guide creation of a Local Assistance Plan to address all identified subgroups.

A Message to Parents, the Local Board of Education, and Community Members:

This school has been identified as a Local Assistance Plan School for the 2016-17 school year. The identification was based upon the academic performance of either all students or particular groups of students on state assessments during the 2014-15 school year. Local Assistance Plan Schools are required to conduct a Self-Reflection on the educational program, leadership and instructional practices. The Self-Reflection provides school-based teams with the opportunity to reflect on the practices that exist within the school in preparation for identifying the appropriate next steps for their school. The results of this self-reflection have been reviewed by the school and the district, and have been used to create this plan to improve student academic performance. If you have any questions regarding the identification of the school as LAP, or the plan described within this Template, please contact the school or district directly.

Part I: Whole School Reflection

Identify the date the Local Assistance Plan Self-Reflection Document was completed: June 20-21, 2016

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

1. Michael Jorgensen, Principal
2. Amy Alcock, Teacher (Grade 6 ELA)
3. Anna Fikes, Teacher (Grade 5 ELA)
4. Chris Ford (Parent)
5. Corey Rooker (Parent)

Directions: In thinking about the information gathered using the Local Assistance Plan Self-Reflection Document, and the school as the whole, please answer the following prompts.

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

1. The school district has incredible academic/technological resources available for students and staff to utilize.
2. The school has partnered with several outside agencies to provide programs to support our student population.
3. Overall, the school climate is positive and caring.

Please identify three to five things that the school believes are barriers that are making it difficult for the school to reach its potential for the identified subgroup:

1. Inconsistent academic expectations and learning experiences from class to class and grade to grade.
2. Age appropriate PBIS (PAWS) program to support students with social/emotional/behavioral needs at the older grade levels (Grades 3-6).
3. Overall partnership with parents/school

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

1. The school must have a coherent and consistent plan for curriculum
2. The school must develop an age appropriate system to support student social, emotional and/or behavioral needs.
3. The school must improve its partnership with parents, especially with regards to meeting academic and behavioral expectations.

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 Purchase 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 and provided feedback.	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 progress based on mid-year and end of year goals.

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. Inconsistent academic expectations and learning experiences from class to class and grade to grade.	Develop coherent and consistent curriculum plan for ELA.	ELA modules Google Calendar	Summer curriculum days	Teachers will be on schedule according to their pacing guides and curriculum maps. Principal will meet with grade levels regularly to monitor pacing and review assessment data.	60% of student population will meet their midyear growth projections on the winter NWEA MAP reading assessment.	60% of student population will meet their end of year growth projections on the winter NWEA MAP reading assessment.	Principal Teachers	June 27, 2016 – June 2017
2. Age appropriate PBIS (PAWS) program to support students with social/emotional/behavioral needs at the older grade levels (Grades 3-6).	Develop an age appropriate system to support student social, emotional and/or behavioral needs.	PBIS plan	PD days for teachers and support staff	Staff will hold regular class meetings to address social, emotional, and behavioral needs of students	Behavioral referrals from 9/2016 to 1/2016 will be 10% lower than 9/2015 to 1/2016	Behavioral referrals from 9/2016 to 7/2016 will be 10% lower than 9/2015 to 7/2016	Principal School Counselor Teachers	July 2016 – June 2017
3. Overall partnership with parents/school	The school must improve its partnership with parents, especially with regards to meeting academic and behavioral expectations.	District technology Time to plan events Funding for staff/parent nights	PD days for teachers and support staff School staff providing support to families	Staff will provide parents a monthly overview of academic expectations and content preview.	80% of students will complete daily homework assignments.	85% of students in grades 3-6 will complete homework assignments.	Principal Teachers Parents Students	September 2016 – June 2017