

Part I: Whole School Reflection

Identify the date the Local Assistance Plan Self-Reflection Document was completed:

September 28, 2016

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

- 1. Michael Satterlee: Principal**
- 2. Patricia Kilburn: Assistant Superintendent**
- 3. Ann Stefka: Chief Data Officer**

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. Implementing literacy practices across curricular areas via the open response writing & close reading initiative.
2. Increasing student participation in the school community and increased opportunities for students to explore personal areas of interest.

3. Regularly assesses student progress in literacy and has student develop personalized learning goals based upon this data.

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. Students currently access curriculum in a departmentalized structure with little emphasized or integrated interdisciplinary connections.
2. ELA curriculum and instruction is not yet responsive to tier-2 (group) proficiency data; specifically responding to key standards where greater than 30% of students are not yet proficient.
3. Parents do not yet enjoy regular two way communication with the school, and may have a limited understanding of or ability to enjoy sustained school/parent/community relationships.

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

1. Interdisciplinary curriculum connections should be enhanced for students
2. Increased focus upon curricular emphasis, instruction and student progress on low-proficiency ELA standards.
3. Staff will work with the new District Director of Communications to develop a systematic two way communications model with parents.
4. Parents will be invited to join a committee and to receive training on building sustainable school/parent/community relationships.

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:
Students currently access curriculum in a departmentalized structure with few emphasized or integrated interdisci-	To provide additional interdisciplinary curriculum development time and direct support via release throughout the school year.	Budget for Substitutes Curriculum materials ATLAS	How to find essential understandings, skills and concepts that can be shared across disciplines.	Interdisciplinary understandings, skills and concepts are identified and interdisciplinary units/lesson written.	Students begin integrating Google Platform into ELA and other class learning.	Students complete an interdisciplinary unit of study that incorporates Google tools.	Grade 8 core teachers, Principal DD of Communications and Instruction	Cross curricular connections via essential understandings are created (Nov-Dec) Interdisciplinary units/lessons written (Nov-Feb)

<p>iplinary connections.</p>	<p>To integrate the Google Platform for teachers to design curriculum.</p> <p>To integrate Google Tools for students to become familiar with platform in advance of their interdisciplinary unit.</p> <p>To implement a unit of study that has interdisciplinary connections and integrates Google collaborative technology in order to overcome scheduling obstacles.</p> <p>To analyze and revise the design and delivery of the pilot unit, and develop more interdisciplinary units of study.</p>			<p>Teachers integrate Google platform tools for lesson planning and delivery.</p>				<p>Interdisciplinary units/lessons delivered (March-April).</p> <p>Interdisciplinary units/lesson analyzed and revised. Additional interdisciplinary units created (May-August).</p>
-------------------------------------	---	--	--	---	--	--	--	--

<p>ELA curriculum and instruction is not yet responsive to tier-2 (group) proficiency data; specifically responding to key standards where greater than 30% of students are not yet proficient.</p>	<p>Grade wide (cross discipline) instructional approaches and emphasis upon the underlying skills needed to attain proficiency in the identified ELA standards.</p> <p>Increased emphasis within ELA curriculum & instruction upon the identified ELA standards.</p> <p>Continued unpacking of standards and development of progressive I can statements.</p>	<p>Release time for planning</p> <p>PD</p> <p>Google Tools</p> <p>STAR assessments</p>	<p>How to find essential understandings, skills and concepts that can be shared across disciplines, specifically as they apply to the identified standards.</p> <p>Unpacking standards and developing progressive I-can statements</p> <p>Common Lesson Study</p>	<p>Faculty will have unpacked ELA standards and developed progressive I-can statements.</p> <p>Faculty will have modified curriculum to emphasize identified standards.</p>	<p>Students will experience lessons and activities that specifically integrate the identified standards.</p> <p>Students will analyze their own progress in ELA based upon progressive I-can statements.</p> <p>Students will analyze their own goal setting progress based upon STAR assessments</p>	<p>An increase in the percentage of students proficient in the identified standards.</p>	<p>Grade 8 core teachers, Principal, DD of Communication and Instruction</p>	<p>Unpacking standards to I-Can statements (November-March)</p> <p>Identification of cross curricular connections and identified standards (Nov-Dec)</p> <p>Creation and implementation of cross curricular lessons to support identified standards (Feb-April)</p> <p>Implementation of modified curriculum w/enhancement on identified standards (Jan-May)</p> <p>Implementation of student self assessment through I can statements (Jan-May)</p>
--	---	--	---	---	---	--	--	--

<p>Parents do not yet enjoy regular two way communication with the school, and may have a limited understanding of or ability to enjoy sustained school/parent/community relationships</p>	<p>Students will begin self-reporting their progress in meaningful terms to parents. Students will articulate what they do well, what they need to focus on to improve, and what their personal improvement goal(s) will be.</p> <p>Staff will work with the new District Director of Communications to develop a systematic two way communications model with parents.</p> <p>Parents will be invited to join a committee and to receive training on building sustainable parent/school/</p>	<p>PD Time STAR Assessment Other resources as identified</p>	<p>Training on building sustainable parent/school/community partnerships (parents and community agencies invited to join Knox faculty).</p>	<p>Staff will work with the new District Director of Communications to develop a systematic two way communications model with parents.</p>	<p>Students will articulate what they do well, what they need to focus on to improve, and what their personal improvement goal(s) will be.</p>	<p>All students will have completed a summative self evaluation that communicated with parents and with school and shared with JHS (these will be incoming Freshman).</p>	<p>Grade 8 core teachers, Principal DD of Communication and Instruction</p>	<p>Student articulation of progress and goals Jan-June</p> <p>PD for stakeholders (Feb)</p> <p>Systemic 2 way communication development (Jan-March)</p>
---	---	--	---	--	--	---	---	---

	<p>community partnerships.</p> <p>The district will arrange for professional development for faculty, parent and community members in developing sustainable school/parent/community partnerships.</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.

Not Applicable to Johnstown

As you are aware, 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 inform the USDE regarding the efforts of districts to promote participation in state assessments, the New York State Education Department is asking 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. 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?
2. 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?
3. What other strategies or activities are you planning to implement with students, parents and community members that will encourage participation in state assessments?