



Name of principal:	Brian J. Keller
Name/number of school:	Whitehall Jr./Sr. High School
School address:	87 Buckley Road, PO Box 29, Whitehall, NY 12887
Identified Subgroup(s):	Economically Disadvantaged ELA and Math

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 September 25, 2017**. 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 2017-18 school year. The identification was based upon the academic performance of either all students or particular groups of students on state assessments during the 2017-18 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:

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

1. **Brian J. Keller, Jr/Sr High School Principal**
2. **Partick Dee, Superintendent of Schools**

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. Academic Intervention Support
2. Provide appropriate classroom materials
3. Establish a positive and nurturing learning environment

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. The need to create a stronger partnership with the community.
2. Identify student needs and address them sooner. Inclusive of mental, social and academic support.
3. Provide differentiated instruction that meets the needs of all students.

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

1. Greater communication with community members regarding challenges in and out of school that keep students from being successful.
2. The establishment of labs that will focus on basic content skills for Math and ELA.
3. The alignment of common core curriculum throughout the district.
4. Professional development that will help staff identify and how to meet the needs of all students.

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-

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. Promote long-term academic improvement for Economically Disadvantaged Students in ELA and Math	Incorporation of ELA and Math Labs as part of the school day to support and reinforce basic content for each area at the appropriate grade levels.	Modules for Math that have been purchased. Literacy (Keys to Literacy Training) and reading materials purchased or supported through grants and district funding. APPR regular classroom observations	After school professional development hour every Wednesday. Follow and strictly adhere to Common Core Curriculum. Training through BOCES as needed. Creation of SMART Goals	Establishing a clear procedure for collecting data about student performance.	Students are able to self-identify areas of weakness that they need to work on during implemented lab time for ELA and Math	Item analysis has been completed through testing results by faculty and there is a 10% increase in student achievement from the fall to end of year exams.	Principal Department Chairs Faculty and Staff	Throughout the 2017-18 school year and full implementation by the 2018-19 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:
2. Identify and support student social, emotional and academic needs.	Hiring of a full-time Social Worker. Further implementation of PBIS. Regular reviews of student performance on Power Schools and State Exams.	Social Worker Psychologist School Tool CALEO Counselor Annual Reviews Guidance	Classroom Management Training PBIS Implementation 2 nd year How to identify students in need.	Mid-Year PBIS Celebration Caseloads developing for Social Worker Student Evaluation and Testing is underway	Lowering of referrals from 1 st and 2 nd quarter by 5 % Students performing 5% higher on ELA and Math exams from the fall.	Students have received appropriate counseling supports as well as academic and all cases are current. Students are performing 5% better than on mid-year exams	Principal Department Chairs Faculty and Staff Social Worker Psychologist	Throughout the 2017-18 school year and full implementation by the 2018-2019 school year.
3. Differentiating instructional styles in order to meet the needs of all students.	Regular Classroom Observations Encouragement of PEER observations Professional Development on Differentiated Instruction	BOCES support/training services Modules Chrome Books	Chrome Book Training and Implementation in all classes Department Meetings Department	Staff is incorporating ways on a regular basis that students are starting to take responsibility for their learning. New strategies are beginning to be	Students are starting to feel more comfortable taking a larger role in the daily class. Students are incorporating new strategies in order to	Students are primarily the ones talking in class and actively taking charge of their own learning.	Principal Department Chairs Faculty and Staff	Throughout the 2017-18 school year and full implementation by the 2018-19 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:
			ent Chair meetings with Principal	implemented with students actively participating in teaching themselves with teacher guidance.	process and communicate what they have learned.			

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.

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?

*Enhanced and ongoing communication to be provided via the school website as well as other media and social media sources such as the Whitehall Times, the Post Star. Enhancing information provided to parents and community members via district newsletters as well as classroom and grade level communications. Presentations shall be made throughout the school year by district staff that outlines these changes to parents and community members to ensure understanding.

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?

*Along with the results that go home, the district provides an explanatory letter that provides appropriate and easy to read explanations for the testing results. In addition to the letter that goes home with the results, district shall provide explanation to the data at Open School Night. Teaching and administrative staff will review the form and provide additional information as necessary and appropriate to ensure adequate understanding of the documents.

3. What other strategies or activities are you planning to implement with students, parents and community members that will encourage participation in state assessments?

*Teachers will discuss with parents the purpose and benefits to participating in the state assessments to include: Growth, evaluation of instruction, evaluation of content acquisition, rehearsal for high stakes assessments (regents, AP, SAT, ACT). Additionally, administrative staff will communicate with the community via digital and wrote methods as the testing window approaches. District administrative staff will discuss the importance of State and Local Assessments regularly at Board of Education Meetings.