



Local Assistance Plan

Enclosure H, 15
Date 7/5/2016

Name of principal:	Jennifer Giallella
Name/number of school:	Hamburg Middle School
School address:	360 Division Street
Identified Subgroup(s):	SWD

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 15, 2016

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

Jennifer Giallella	Principal
John Crangle	Assistant Principal
Elizabeth Bittar	RSE-TASC/SEIS
Colleen Kaney	Assistant Superintendent
Mary Finnerty	Special Education Teacher
Jennifer Perri	Special Education Teacher
Pam Bierl	Special Education Teacher
Rhonda Mills	Special Education Teacher
Carolyn Durni	Special Education Teacher
Christopher Cerrone	General Education Teacher
Janelle Kopsa	General Education Teacher
Jackie Martin	School Psychologist
Jennifer Carducci	Teacher on Special Assignment

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. Personnel to support SWD
2. Continuum of special education services
3. Parent and Community involvement is strong

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. Structure of the school day to allow collaboration between staff
2. Collection and analysis of data
3. Lack of specific professional development for special education staff

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

1. Utilize staff meetings, department leader meetings, and district strategic plan committee to collect and analyze data
2. Provide specialized professional development to special education teachers
3. Analyze current structure to increase time for collaboration

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. Structure to allow for collaboration	Analyze current schedule to find common times	Sub coverage during the day to allow for common planning time	NA	Provide two days for 12:1:1 teachers to meet to collaborate regarding SWD	Read 180 Data review will show SRI scores improving	Students will meet IEP reading goals	Jennifer Giallella and John Crangle	Half days in September, mid November, early February and end of May

2. Collection and analysis of data	Utilize staff meetings, department leader meetings, and district strategic plan committee to collect and analyze data	Time	Training on data inquiry meetings	Department Leaders will be trained	Quarter 1 & 2 data will be analyzed for each student	Students will show improvement between quarters 3 and 4 on quarterly assessments	Department Leaders and administrators	Monthly Staff Meetings Monthly Department Leader Meetings Initial training and meetings in 16-17
3. Lack of specific professional development for special education staff	Provide specialized professional development to special education teachers	Erie 1 Boces Training and Support QIP	Special designed instruction, Instructional Coaching	Classroom observations and self reflection to identify specific training needs	Progress toward IEP goals	Progress toward IEP goals	Staff Developer	September used to identify needs Training and support begins in October to follow QIP or Boces regional training calendar

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?

N/A

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?

N/A

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

N/A