



Name of principal:	Robert L. Bradley
Name/number of school:	Niagara Falls High School
School address:	4455 Porter Road, Niagara Falls, NY 14305
Identified Subgroup(s):	Graduation Rate - African American; Math - African American

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: July 19, 2016

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

1. **Robert L. Bradley – Chief Educational Administrator**
2. **Marcia Capone – Administrator for Assessment**
3. **Lynne Tompkins – Administrator, Team 3**
4. **Derek Zimmerman - Administrator, Team 1**
5. **Carrie Buchman – Administrator, Team 2**
6. **Karl Wagner – Math Instructional Coach**
7. **Eileen Burkett – Teacher on Special Assignment, Assessment**
8. **Monica Smith-Gottlieb – Teacher, Special Education**
9. **Mrs. Becky Hedgepeth – 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. PRIDE – An individualized graduation pathway program for at-risk students in twelfth grade.
2. Instructional Coaching in the areas of:
 - a. Mathematics
 - b. Science
 - c. Special Education
 - d. Instructional Strategies via outside consultants such as Pearson
 - e. Summer Curriculum Work – revision, development of identified target areas and implementation
3. PST – Pupil Service Team meetings that identify student needs & appropriate support programs including:
 - a. Ninth Grade Teaming of students
 - b. Credit Recovery Programs (APEX)
 - c. Be Cool, Stay in School Truancy Prevention Program
 - d. Alternative program placement (Community Education Center; outside service providers via CSE)
 - e. Mental Health counseling via the Community Schools Grant
 - f. Advantage After School Program (NF Housing Authority)

- g. Liberty Program (Niagara County Community College)
- h. NFHS Career Center

4. Curriculum

- a. Continuation of two-year Algebra I Common Core curriculum
- b. Seminar courses in US History, Global History & Geography
- c. Early College Program – Underrepresented cohort of targeted students taking vertically aligned curriculum resulting in college credits.
- d. Co-teaching Model – Special education teachers aligned with General Education Teachers
- e. STEM Integrated Curriculum (Science, Technology and Math)

5. Using Assessment to inform instruction and programming

- a. NYS Regents and Common Core exam data analysis
- b. Northwest Evaluation Association Assessment (NWEA)
- c. Academic Intervention Services (AIS)
- d. Youth Risk Behavior Survey

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. High Absenteeism and tardiness
- 2. Unaddressed behavioral and mental health issues
- 3. Lack of parental involvement & low academic buy-in (minimal importance placed on the need for education; lack of technology access)
- 4. High Poverty/ Low socio-economic households (education is not the priority, survival is; teen parents; teens working to assist supporting household with childcare and part-time or full-time employment)
- 5. Teacher and staff response to at risk behaviors

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

- 1. Increased student achievement: involvement, attendance, buy-in
- 2. Curriculum supports for teachers. Professional Development/program review/restructuring/implementation/follow through
- 3. Increased Parental/Guardian Involvement

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. Increase student achievement: involvement, attendance, buy-in	Behavioral/Mental Health Support Continue utilization of the Be Cool, Stay in School Truancy prevention program Increase access to college credit bearing courses	Community Schools Grant, Sources of Strength – University of Rochester Senator Ortt, Little Eagle, Big Eagle – Niagara University, Lethality Assessment – Niagara County Health Department Crisis services, NCCC partnership	CSG Coordinator , Teachers, School Counselors, Psychologists, Deans of Students PST Teams Mentors	Student participation in programs	Increased student involvement in related services/ Mental Health Programs	Increase the graduation rate for African Americans by 2% from last year’s data Reduce the number of days missed by African American students by 2%.	Administrative Leadership Team, Instructional Coaches, Teachers and Staff, Central Office Curriculum and Assessment	September 6, 2016 Sources of Strength training Sept – June 2016-2017 implementation

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:
<p>2. Curriculum supports for teachers. Professional Development/ program review/ restructuring/ implementation/ follow through</p>	<p>Smaller Class Sizes Algebra 1 CC, Algebra 2 CC</p> <p>Continue implementation of Two-year Algebra 1 course</p> <p>Addition of Math Resource Room availability</p> <p>Roll back section Living Environment</p> <p>Continued utilization of multiple pathways for graduation requirements</p>	<p>Human Resources/ Staffing/ Building Leadership meetings</p> <p>Math Department Chair</p> <p>PST Teams</p>	<p>Math Instructional Coach continued support</p> <p>Flexible scheduling</p> <p>Science Instructional Coach</p> <p>Coordinated efforts PST Teams/ Admin/ Counselors</p>	<p>Math Instructional Coach continued support with 9th and 10th grade Algebra 1 and 2 CC teachers/ Jeckovich</p> <p>Science Instructional Coach support</p> <p>Monitored bi-weekly in PST Teams</p>	<p>Increased student achievement at mid-year mark/ Pass Rate</p> <p>Attendance Resource Room</p> <p>Increased student achievement at mid-year mark. Pass Rate</p> <p>Senior quarterly reviews</p>	<p>Increase Algebra 1 and Alg 2 CC exams by 2%</p> <p>Continued % student participation</p> <p>Increase passing rate of the Living Environment Roll back section to 65%</p> <p>Increase the rate of African American students meeting the graduation requirements by 2%</p>	<p>Admin Leadership Team, Math Instructional Coach, Central Office Curriculum and Assessment</p> <p>Admin Leadership Team Science Instructional Coach</p> <p>PST Teams, Psychologists, School Counselors</p>	<p>Sept – June 2016-2017 implementation</p> <p>Classroom observations, walk through's conducted by Administrators</p> <p>40 week Senior Review – Administrative Team and School Counselors</p>

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:
	Continue to use NWEA data and Reinstate 10 th grade testing Scheduling/ Placement of AIS course offerings within the day and after school Emphasis on Differentiated Instruction	PSA for Assessment Extended School Day Grant & PowerSchool Instructional Coaches; outside consultants; Administrative Team	Support of Central Office Assessment office/ Data Team meetings Individual, small group and departmental PD	Tested 90% of 9 th and 10 th Grade students Student success on January Regents exams Student academic performance	Teachers share data with students and Team members for goal setting Students will exit course Students demonstrate academic growth	Students will increase their RIT score by 1 increment Student success on June 2017 Regents exams Student success on June 2017 Regents exams	Administration, PSA for Assessment Administrative Leadership Team Administrative Leadership Team	September 2016 & May 2017 September 2016 September 2016- June 2017
3. Increase Parental/Guardian Involvement	Timely, meaningful and relevant Parent group meeting topics developed from feedback gathered at Open House. Grade level/ topic specific	All Call, Website, Remind 101, Written Communication – Letters, digital media, Student ambassadors	Common Core training for parents specific to Math Curriculum	Increase parent attendance at Fall 2016 meetings by 25%	Increase value in education supported by their parents/guardians	Increase parent attendance at Spring 2017 meetings by 25%	Administration, School Counselors	August - 9 th Grade Orientations, September 29, 2016 Open House

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:
				Coordinate efforts to update phone records	Identified Student Ambassadors			

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?
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?