

New York State Education Department
Local Assistance Plan Self-Reflection Plan Template



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| Name of principal: | Nicole Knapp/Kevin Keane |
| Name/number of school: | Cherry Valley-Springfield Central School |
| School address: | 597 County Highway 54, Cherry Valley, New York 13320 |
| Identified Subgroup(s): | Students with Disabilities 3-8 ELA |

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:

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

1. Bonnie Georgi
2. Their Jo Climenhaga
3. Kevin Keane
- 4.

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. SWD's are provided instruction in the Common Core Curriculum to the maximum extent possible in the general education classroom with the support of the special education teacher.
2. Increased focus on outcomes for Students with Disabilities in data driven team meetings
3. Special classes for students with disabilities implementing CCLS at all grade levels
4. Increase in Consultant Teacher services to maintain students with disabilities in the general education setting
- 5.
- 6.

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. Lack of common planning time for general education and special education teaching staff
2. Administrative turn over negatively affects program implementation and consistency
3. High opt-out rate of SWD's in both ELA and Math State testing
- 4.
- 5.

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

1. Examination and strengthening of the existing school RtI model to insure targeted interventions to at-risk and struggling students
2. Creation of a Child Study Team model to review referrals and provide interventions and supports before implementing an evaluation process
3. Implementation of a master schedule that permits common planning time for general education and special education teaching staff
- 4.

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 Low Achievement of SWD's on ELA State Testing 3-8. | Re-vamp the school wide RtI model to insure targeted interventions and fluidity among Tiers | SEIS Training NYS RtI TAC Webinars | PD offered through the SEIS on best practices for RtI implementation | RtI team members will have attended two training sessions by December. | ELA improvement will be noted by an 5% increase in benchmark scores from the initial to mid-year i-Ready assessments for SWD's | ELA improvement will be noted by an 10% increase in benchmark scores from the initial to end-of-year i-Ready assessments for SWD's | -Principals -Director of Special Education | September-June-Implementation of revised RtI model September/January/May-i-Ready benchmark assessments |

| 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. Referrals to the Committee on Special Education for evaluation are made without a model to provide intervention and support prior to evaluation | -Creation of a Child Study Team -Creation of a model of support and intervention | In-district intervention staff | SEIS Training in CST and intervention models | -Director of Special Education and Principals will develop a process and model for referral to the CST | -Students referred to the CSE will be provided with appropriate supports and interventions prior to undergoing an evaluation and will be progress monitored to insure academic growth | -All referrals to the CSE will have been reviewed by the CST | -Director of Special Education -Principals | September-October- Development and implementation of CST model October-June-All referrals processed through the CST model |
| 3. Implementation of a master schedule that permits common planning time for general education and special education teaching staff | -Creation of a master schedule that supports common planning time | -Guidance Counseling Staff | -PD for effective collaboration and planning for teachers | -Director of Special Education, Principals and Guidance Staff will meet to review the existing master schedule | -Director of Special Education, Principals and Guidance Staff will meet to review schedules for SWD's to determine teachers needing common | -Director of Special Education, Principals and Guidance Staff will develop a master schedule that includes common planning time for general | -Director of Special Education -Principals -Guidance Staff | September-December- Meetings to review master schedule. January-March- Meetings to review student schedules April-June- Meetings to develop a master schedule with common planning time. |

| 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: |
|----------------------------------|-----------------------------|-----------------------|--------------------------|--|---|---|--|---------------------------------|
| | | | | | planning time | education and special education teachers. | | |
| 4. | | | | | | | | |
| 5. | | | | | | | | |

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?