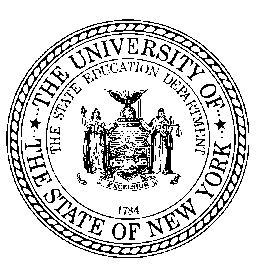
New York State Education Department

Local Assistance Plan Self-Reflection Plan Template

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| **Name of Principal:** | **Kevin Keane/Nicole Knapp** |
| **Name of School:** | **Cherry Valley-Springfield CSD** |
| **School Address:** | **PO Box 485 Cherry Valley, NY 13320** |

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 Friday, August 25, 2017.***

Please note:

1. All schools shall complete the School Overview on Page 2.
2. Schools that have been identified for performance shall complete Part 1 and Part 2.
3. Schools that have been identified for participation rate will need to complete Part 3: “Promoting Participation in State Assessments.”
4. Schools that are identified for both performance and participation rate shall complete Part 1, Part 2 and Part 3.
5. Within Part 1 and Part 3 there are questions that are specifically designed for schools that have the same identification this year as last year.

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 is based on the performance of certain groups of students in the school on state assessments and/or the school’s participation rate on state assessments. Local Assistance Plan Schools are required to conduct a Self-Reflection, which 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 the 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 the school’s academic performance and/or participation rate. 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.

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| **SCHOOL OVERVIEW** |
| Name of School: Cherry Valley-Springfield |
| Individuals Who Assisted in the Development of the LAP Plan:  Bonnie Georgi, Kevin Keane, Nicole Knapp |
| The school has been identified for (identify all that apply):  ☐ Performance of the following subgroups\*:   * Economically Disadvantaged   ☐ Participation Rate for the following subgroups\*\*   * Economically Disadvantaged   \*Schools identified for Performance shall complete Parts 1 and 2.  \*\*Schools identified for Participation Rate shall complete Part 3. |

**Part I: Whole School Reflection**

***Directions:***

**ALL SCHOOLS IDENTIFIED FOR PERFORMANCE: *Review the information gathered using the Local Assistance Plan Self-Reflection Document and any additional information about the school to answer question 3 to 5.***

1. Please identify three to five things that the school believes it does well for the identified sub-group(s):
2. Hired/provided ELA intervention with a certified reading teacher
3. Restructured the district’s RtI program to provide greater support to Tier II & Tier III students requiring ELA intervention
4. Identified a common reading assessment given in fall and spring for grades K-5

7. 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(s):
8. Student intervention needs are greater than staff capacity
9. Support staff (LTA & Aide) schedules do not provide grade level consistency to allow for curriculum planning, intervention and expertise
10. Funding to support professional development, and lack of substitute teachers to cover teachers during the day to receive PD.
11. Failure to use 3-8 data to drive instruction and identify gaps (culture - low participation rate).
12. Please identify three to five things that the school believes must happen (needs) for the identified subgroup(s) that are currently not happening
    1. Hiring of an additional reading teacher to cover student intervention needs
    2. Support staff will be assigned to grade levels to allow for collaboration and curriculum development and enable interventions to be more effective for students.
    3. Professional development must be provided both at the grade level and vertically to create a common curriculum

**SCHOOLS THAT COMPLETED A LOCAL ASSISTANCE PLAN LAST YEAR*:* If you completed a Local Assistance Plan last year AND you are identified for the same subgroups this year as you were last year, complete questions 6 and 7 designed for Re-Identified LAP SCHOOLS ONLY.**

* 1. **RE-IDENTIFIED LAP SCHOOLS ONLY:** Please indicate the three to five things the school identified as barriers in the 2016-17 Local Assistance Plan and, when applicable, briefly indicate the strategies the school used in 2016-17 to address each barrier.

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| --- | --- | --- |
|  | Barrier identified in 2016-17 LAP | Strategies used in 2016-17 to remove barrier |
| 1. |  |  |
| 2. |  |  |
| 3. |  |  |
| 4. |  |  |
| 5. |  |  |

* 1. **RE-IDENTIFIED LAP SCHOOLS ONLY:** Please review the three to five things the school identified as needing to occur in the 2016-17 Local Assistance Plan and compare these things to what was identified in Question 5 above. Indicate if any of the things are the same for both 2016-17 and 2017-18.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Actions needed to occur identified in 2016-17 LAP | Actions needed to occur identified in 2017-18 LAP | Same both years? (Y/N) |
| 1. |  |  |  |
| 2. |  |  |  |
| 3. |  |  |  |
| 4. |  |  |  |
| 5. |  |  |  |

**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.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 ED’s on ELA State Testing 3-8 | Improve method of instructional delivery and implementation of new intervention program | Fountas & Pinnell: LLI (Leveled Literacy Intervention) | PD provided by Literacy consultant | Reading teacher will have attended two training sessions by November | ELA improvement will be noted by an 5% increase in benchmark scores from the initial to mid-year lexile levels for ED’s | ELA improvement will be noted by a 10% increase in benchmark scores from the initial to end-of-year lexile levels for ED’s | Principal | September-November Implementation of LLI  September/January/May: LII lexile level assessments |
| 2.  Low achievement of ED’s on ELA State Testing 3-8 | Analyze *NY state assessment data in order to set instructional goals and identify focus areas.* | NYS ELA 3-8 assessments, released questions, gap analysis | PD provided by Literacy consultant | Teachers will have attended two training sessions by November; teachers have identified gaps | 3-8 students will take annotated ELA tests mid-January; individual student meetings and plan with student to address gaps | ELA improvement will be noted by reviewing unit assessments | Principals | September-November Analyzing data and creating annotated ELA test  January/February - ELA annotated test administered, scored, feedback given to students  June - review student gaps |
| 3.  Implementation of a master schedule that permits common planning time for classroom teachers and support staff (LTAs/aides) | Creation of a master schedule that supports common planning time | Teachers  LTAs  Aides | PD for effective collaboration and planning with support staff | 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 to determine teachers needing common planning time with support staff | Director of Special Education, Principals and Guidance Staff will develop a master schedule that includes common planning time for classroom teachers and support staff | Principals  Director of Special Education  Guidance staff | June-July-Meetings to review master schedule.  August-Meetings to review student schedules  August -Meetings to develop a master schedule with common planning time. |
| 4.  Provide training for support staff in Balanced literacy | Create opportunities for support staff to be trained in grade level curriculum strategies | Teachers  LTAs  Aides  Literacy consultant | PD provided by Literacy consultant | Principal and literacy consultant will meet to identify content areas of training | Principal and literacy consultant will review any areas/gaps of content areas and target any additional trainings | Principal and literacy consultant will develop a list of targeted, yearly PD topics | Principal  Literacy consultant | June - Identify areas  August - initiate training  January -reviewidentified areas and target additional trainings  March - initiate second round of training and list necessary yearly trainings |

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.***

***In the table below, for each group for which the school failed to meet the 95% participation requirement in the 2015-16 school year, enter the percent of test participation in the 2016-17 school year:***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| ***Group*** | ***2015-16 ELA*** | ***2016-17 ELA*** | ***Change (+/-)*** | ***2015-16 Math*** | ***2016-17 Math*** | ***Change (+/-)*** |
| ***Asian*** |  |  |  |  |  |  |
| ***Black*** |  |  |  |  |  |  |
| ***Economically Disadvantaged*** | ***54*** | ***51*** | ***-3*** | ***70*** | ***51*** | ***-19*** |
| ***English Language Learners*** |  |  |  |  |  |  |
| ***Hispanic*** |  |  |  |  |  |  |
| ***Multiracial*** |  |  |  |  |  |  |
| ***Native American*** |  |  |  |  |  |  |
| ***Students with Disabilities*** |  |  |  |  |  |  |
| ***White*** |  |  |  |  |  |  |

Pursuant to the provisions of the Elementary and Secondary Education Act (ESEA), 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 meet the requirements of New York’s approved ESEA flexibility waiver, the New York State Education Department requires 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. ***Did your school complete a Local Assistance Plan last year for Participation Rate? No***

***If yes, please skip questions 2, 3, and 4 and proceed to question 5. Be sure to complete the prompts for “Re-Identified Participation Rate LAP Schools ONLY”***

***If no, please proceed to question 2-4 and be sure to complete the prompts for “Newly Identified Participation Rate LAP Schools ONLY”***

**NEWLY IDENTIFIED LAP SCHOOLS ONLY**

1. How do you plan to communicate with parents and other stakeholders regarding the purposes of the NY state assessment program and the revisions that have been recently made to the NY state assessment program? *(Newly Identified Participation Rate LAP Schools ONLY)*

* *Continue to send information home in a letter indicating the purpose of the NY state assessment program*
* *Continue to have school district administration provide an evening forum for parents to attend that presents information on the NY state assessment program and allows for a Q & A format.*
* *District will be updating the school website and will include an informative section on the NY state assessment program in it’s content*
* *District will provide professional development for faculty and staff to analyze NY state assessment data in order to set instructional goals and identify focus areas. The implications of our data analysis will be shared with stakeholders.*

*Proceed to question 3*

1. 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? *(Newly Identified Participation Rate LAP Schools ONLY)*

* *The district will provide information on interpreting student test scores in the mailing when individual student assessment information is sent home to the parents*
* *The district and its administration will provide a forum on interpreting state assessment results as part of an evening program or at the district’s open house*

*Proceed to question 4*

1. What other strategies or activities are you planning to implement with students, parents and community members that will encourage participation in state assessments? *(Newly Identified Participation Rate LAP Schools ONLY)*

* *While making improvements in the overall curriculum and increasings interventions we will share with parents student growth. There will be an increased level of communication with parents on student growth. In return relationships will develop and conversations can be had individually discussing the importance of testing, and how we use it as a piece of data collection.*

*Newly Identified Participation Rate LAP Schools: Your submission is complete. Thank you.*

**RE-IDENTIFIED PARTICIPATION RATE LAP SCHOOLS ONLY:**

1. In the 2016-17 Local Assistance Plan, your school identified the strategies it would use to communicate with parents 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.

Did your participation rate improve from last year (i.e., from 2015-16 to 2016-17)?

If you answered “YES,” proceed to questions 11 - 13.

If you answered “NO,” proceed to questions 6-10.

1. Even though you identified strategies last year, the school did not improve its participation rate and was once again identified for participation rate. Why do believe that the strategies identified last year were unsuccessful in improving the 95% participation rate? *(Re-identified Participation Rate LAP Schools that Answered NO to Question 5)*

*Proceed to question 7*

1. Based on your answer above, what will you do differently this year 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? *(Re-identified Participation Rate LAP Schools that Answered NO to Question 5)*

*Proceed to question 8*

1. In the 2016-17 Local Assistance Plan, your school identified how it will 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. In spite of these trainings, the school was once again identified for participation rate. Why do you believe the training last year was unsuccessful in ensuring the participation rate improved and that the 95% participation rate was met? *(Re-identified Participation Rate LAP Schools that Answered NO to Question 5)*

*Proceed to question 9*

1. Based on your answer above, what will you do differently this year to provide trainings to parents in how to interpret state assessment results and how the assessments are used to support the learning of children? *(Re-identified Participation Rate LAP Schools that Answered NO to Question 5)*

*Proceed to question 10*

1. What other strategies or activities are you planning to implement with students, parents and community members that will encourage participation in state assessments? *(Re-identified Participation Rate LAP Schools that Answered NO to Question 5)*

*RE-IDENTIFIED PARTICIPATION RATE LAP SCHOOLS THAT ANSWERED “NO” FOR QUESTION 5: Your submission is complete. Thank you.*

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? Will this communication differ from last year? *(Re-identified Participation Rate LAP Schools that Answered YES to Question 5)*

*Proceed to question 12*

1. 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? Will this training differ from last year? *(Re-identified Participation Rate LAP Schools that Answered YES to Question 5)*

*Proceed to question 13*

1. What other strategies or activities are you planning to implement with students, parents and community members that will encourage participation in state assessments? Will these strategies or activities differ from last year? *(Re-identified Participation Rate LAP Schools that Answered YES to Question 5)*

*RE-IDENTIFIED PARTICIPATION RATE LAP SCHOOLS THAT ANSWERED “YES” FOR QUESTION 5: Your submission is complete. Thank you.*