

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



Name of principal:	Raul Rodriguez/Matteo Doddo
Name/number of school:	NFA Main/North
School address:	201 Fullerton Avenue/301 Robinson Avenue
Identified Subgroup(s):	SWD's and ED in Mathematics

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.

July 25, 2016

Part I: Whole School Reflection

Identify the date the Local Assistance Plan Self-Reflection Document was completed: June 30, 2016

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

1. Raul Rodriguez
2. Margaret Chesser
3. Keith Schafer
4. Patrick Kavanagh
5. Sue Valentino
6. Michele McKnight
7. Kirsten Ruglis (District Consultant)
8. Matteo Doddo
9. Kevin Rothman
10. Rachel Schuyler
11. Melissa Southworth
12. Christine McCartney
13. Linda Romano
14. Patti Cloherty

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. Annual CSE meetings to identify individual student's individual strengths and gaps.
2. We have a cohesive SPED department with a conscientious hardworking lead teacher.
3. We provided year round co-teaching professional development inclusive of embedded co-teaching to targeted classrooms and content enhancement during 5 professional development days.
4. Newly hired SPED teachers dually certified.

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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. Students entering NFA lacking the basic math skills/ Lack of professional development offerings for Teaching Algebra
2. Not utilizing professional development days to engage in specific data analysis of quarter to quarter grades and assessment grades. Lack of common assessments for same classes to identify gaps between teachers, courses, students.
3. Continue with professional development and embedded coaching of Marilyn Friends 6 Models in all SPED collaborative teaching classrooms.
4. Lack of a peer to peer mentorship program
5. Lack of parent/guardian meetings to inform them of course syllabi, instruction and assessments.
6. SPED Liaison for NFA Main being primarily involved in CSE responsibilities than curriculum and instruction

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

1. AIS push in for co-taught and self-contained classrooms
2. Provide a basic skills class for incoming 9th graders/ Utilize data continually to inform instruction
3. Provide professional development for the teaching of Algebra and differentiation
4. Continue with embedded co-teaching
5. Modify SPED liaison to shift work to embedded classroom and curriculum work to support teachers
6. Implement a mentoring program.

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-year and end of year goals.
Tenet 2: Provide a basic skills class for incoming 9th graders	Utilize data to identify incoming students and repeat 9 th graders that are lacking basic math skills. Implement an additional math class for targeted students	Academic data from school year 2015-2016	Newly hired Math director to provide pd on teaching basic skills for algebra/differentiated instruction/common lesson plan templates	Observations of targeted Math/SPED teachers of algebra. Evidence of skill based differentiation in math/ Lesson Plans depicting specific components Guidance counselors individualized plans for at risk 9 th graders	Number of students passing 1 st and 2 nd quarter of algebra	Increased number of students passing Algebra.	Jeffrey Woody Math Director	June-August-Identify students and create additional math class Sept-February-Targeted pd and student progress reports and grades December-June-Continue with pd, observations, student individual plans and conferences with at risk students. Utilize specific data throughout the year to measure student outcomes

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<p>Tenet 3: Using Data to inform instruction</p>	<p>Utilize same assessments for common Math classes in order to identify gaps and inform instruction</p>	<p>District funds</p>	<p>Use of professional development days to engage in specific data analysis of quarter to quarter grades and assessment grades for identified students</p>	<p>Formal/ informal observations from district/School administrators Common Assessments/Lesson plans/Data set utilized</p>	<p>Improved student achievement based on quarter 1 and 2 grades based on teacher practice after utilizing assessment data to inform instruction</p>	<p>Increase in student overall and individual performance based on pre assessment data from 2015-2016 in final grade/assessments and regents</p>	<p>Janet Orwick Jeffrey Woody Margaret Chesser Math Director</p>	<p>September-November Create same assessments for common classes November-June -Utilize progress report data, assessment data and report card data to inform instruction</p>
<p>Tenet 4: Classroom instruction to include Integrated co-teaching strategies</p>	<p>Marilyn Friend's 6 Co-teaching models in all collaborative classrooms</p>	<p>District Funds</p>	<p>PD offered by the district SPED department on Marilyn Friend's 6 co-teaching models. Embedded coaching for co-teachers throughout the year</p>	<p>Number of teachers participating and formal and informal observations by school/district administrators. Admin. will see the 6 models of co-teaching utilized in classrooms</p>	<p>Number of students passing ICT 1st and 2nd quarter</p>	<p>Local assessment and/or Passing grades on regents</p>	<p>Margaret Chesser Janet Orwick Executive Director of Exceptional Children</p>	<p>October-December-District professional development October- February-District/school Admin. formal/informal obs. January-Midyear assessment/Regents June –Final assessments/Regents October –June-Embedded coaching by SPED liaisons/Director</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:
<p>Tenet 5: There is no mentoring program for incoming 9th grade students</p>	<p>Implement a peer to peer mentorship program for 9th grade students called PGC (Peer Group Connection)</p>	<p>LAP Funds/ District Funds</p>	<p>11 days of comprehensive training for faculty advisors and stakeholder team coordinator and peer mentors. Tech. Assistance by CSS consultants</p>	<p>Observation data from administrators of teacher leaders teaching mentoring curriculum to the peer mentors</p>	<p>Identify 9th grade students 1st quarter grades, discipline and attendance based on previous year's data.</p>	<p>Student attendance, academic and discipline data.</p>	<p>Ann Hall</p>	<p>August-Faculty advisor and stakeholder residential training Sept-Oct-Overnight retreat with peer leaders, faculty advisors and team coordinator. Nov-June-Ongoing training. Sept-June-PGC class for peer mentors</p>
<p>Tenet 6: Use course syllabi to share with parents/guardians to better inform them of educational expectations</p>	<p>Directors/Administrators will develop common core course curriculum to share with parents</p>	<p>District funds</p>	<p>Utilize professional development days to develop curriculum syllabi for parents</p>	<p>Curriculum for all courses is developed and is observed in classrooms. Curriculum is shared with parents</p>	<p>Student assessment grades for 1st and 2nd quarter</p>	<p>Student quarterly grades and end of year grades along with assessments/regents grades</p>	<p>Core directors Raul Rodriguez Matteo Doddo</p>	<p>September- October-Develop curriculum syllabi for parents Conduct Parent Forums after each quarterly report card to inform parents about the common core curriculum and the use of data for their child's academic needs in order to assist in preparing for state assessments.</p>

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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?

School leaders will organize a meeting for parents to notify them of the schools performance profiles that show the school's progress toward meeting the State's learning and performance standards. Provision of descriptions and an explanation of the curriculum, assessments, and expected proficiency levels will be shared as well.

Additional communication will be conducted through a school website that will provide specific information, updates, and to keep parents informed on the NYS 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?

Meetings will be held to provide parents with the state report card for NFA including the performance levels and results for Math, ELA and graduation rates.

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

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Provide ongoing communication regarding the importance of the assessments as well as letters home and Robo calls in both English and Spanish. Conduct Parent Forums after each quarterly report cards to inform parents about the use of data for their child's academic needs in order to assist in preparing for state assessments.