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| Name of principal: | Tim Farley |
| Name/number of school: | Ichabod Crane ES |
| School address: | 2910 Route 9, Valatie, NY 12184 |
| Identified Subgroup(s): | Elementary – ELA White and ED |

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. Tim Farley – Principal
2. Teacher team leaders

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. Provides additional after school support, extended day, for students who are identified as needing increased academic support.
2. Child Study Team (CST) – The school holds regular CST meeting to identify the needs of the students and what interventions will help them succeed.
3. The staff administers useful common assessments to identify what students are in need of additional support and what specific areas to provide that support.
4. ICC has recently started a Backpack program to help out our students who are hungry in the evenings and weekend.
- 5.

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. There is a lack of funding for various mandates frequently handed down. Many of these mandates also stretch current resources too thin.
2. Many of our economically disadvantaged students show up without the basic life necessities (clean clothes, food, etc.). This makes it difficult for them to focus on school work.
3. Finding creative ways to get the parents of our at-risk students into the school to involve them academically.
- 4.

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

1. Increased funding for academic programs and basic student needs.
2. Decreased mandates, including less mandatory testing. When these mandates occur, providing valid information that will help them guide instruction.
3. Increased professional development opportunities to educate staff on dealing with ED students as well as providing differentiated instruction within their classes.
- 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.

| 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 |

| 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: |
|---|---|--|---|---|--|---|--|--|
| | | | | | | | | of year goals. |
| Economically disadvantaged and white students | <ul style="list-style-type: none"> -Increase programs that allow all the students to begin the school day with the basic needs. -Train the staff on how to work with these different subgroups of students. - Analyze common assessment data to identify specific student needs. | <ul style="list-style-type: none"> -Funding for various programs, such as the backpack program. - PD | <ul style="list-style-type: none"> - Analyzing data - Differentiating instruction | <ul style="list-style-type: none"> - Teachers will have met and analyzed any data to meet specific student needs. - Teachers will have had specific PD learning how to use their data. - ICC will have explored any additional programs to help with our ED students | <ul style="list-style-type: none"> - Specific student needs will be met to make sure students are ready to learn - Academic gaps will be identified and remediation will begin | <ul style="list-style-type: none"> - Students will have shown growth on common assessments given quarterly | Principal Teaching Staff TA's | <p>Sept., Jan, March, June – give common assessments and analyze data</p> <p>Sept-June: PD on differentiation and data usage</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: |
|----------------------------------|-----------------------------|-----------------------|--------------------------|--|---|---|--|---------------------------------|
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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?
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?