



Name of principal:	Judy Diaz
Name/number of school:	John F. Kennedy Magnet School
School address:	40 Olivia St. Port Chester, NY 10573
Identified Subgroup(s):	SWD-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: **6/30/2016**

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

1. **Judy Diaz, Principal**
2. **Bryant Romano, Assistant Principal**
3. **Colleen Carroll, Director of Curriculum, Instruction, and Assessment**

*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. **Providing SWD with bilingual small group, guided instruction that is need based, targeted, and homogenous.**
2. **Utilizing data to set goals, assess growth, and inform instruction of SWD.**
3. **Meeting the social-emotional needs of SWD.**

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. **Limited classroom teacher training in best practices when teaching SWD within the core curriculum.**
2. **Negotiating the demands of ELA Common Core standards and core curriculum with the reading comprehension deficits of many SWD.**
3. **Limited use of research based programs and approaches for SWD.**

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

1. **Provide classroom teachers with professional development on how to provide accommodations, proper scaffolding, and strategies to allow for SWD to participate in a rigorous language arts and math curriculum.**
2. **Provide special education teachers with release time to attend comprehension workshops offered by Southern and Northern Westchester BOCES (SWBOCES) and Lower Hudson RSE-TASC.**
3. **Identification, purchasing, and training in research based programs to address five essential elements of reading, particularly vocabulary development and critical thinking comprehension skills in English and Spanish.**

**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 program, classroom observations conducted by ELL Director.  October/January/April/June – evaluation of progress based on mid-year and end of year goal

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><b>1. Limited classroom teacher training in best practices when teaching SWD within the core curriculum.</b></p>	<p>Provide classroom teachers with professional development on how to provide accommodations, proper scaffolding, and strategies to allow for SWD to participate in a rigorous math and language arts curriculum.</p>	<p>Professional development throughout the year facilitated by the Special Education consultants, ELA Supervisors and Literacy Instructional Support Specialists.</p>	<p>Best practices for classroom teachers working with SWD, to include building academic/ language scaffolds, differentiation techniques, and formative assessments.</p>	<p>By mid-year, staff working with SWD will have participated in two PD sessions, including training in Sheltered Instruction Observation Protocol (SIOP).  School and district administrators will observe implementation and provide feedback.</p>	<p>Based on district reading assessments, 50 % of SWD will show a half year’s growth in a half year’s time.</p>	<p>Based on district reading assessments, 70 % of SWD will meet end of year growth targets.</p>	<p>Building Principal  Director of Curriculum  Director of Special Education  ELA and Bilingual Supervisors  Literacy Instructional Support Specialists</p>	<p>District Professional Development Dates for 2016-2017: August 31 September 1 September 21 November 8 December 7 January 18 February 1 March 14 April 26  Monthly in-house PD with Literacy Instructional Support Specialists from September 2016- June 2017.</p>
<p><b>2. Negotiating the demands of ELA Common Core standards and curriculum with the reading comprehension deficits of many SWD.</b></p>	<p>Provide special education teachers with release time to attend comprehension workshops offered by Southern and Northern Westchester BOCES and Lower Hudson RSE-TASC</p>	<p>Substitute teachers to cover special education teachers.  District funding of BOCES workshops</p>	<p>Professional development offered by Southern and Northern Westchester BOCES and Lower Hudson RSE-TASC</p>	<p>Special Education teachers will participate in 1 PD session or in 1 turnkey training session by mid-year.  School and district administrators will observe implementation and provide feedback.</p>	<p>Based on district reading assessments, 50 % of SWD will show a half year’s growth in a half year’s time.</p>	<p>Based on district reading assessments, 70 % of SWD will meet end of year growth targets.</p>	<p>Building Principal  Director of Curriculum  Director of Sped  ELA/ Bil. Supervisors  Literacy Instructional Support Specialists</p>	<p>September 2016-June 2017:  Special Education teachers will attend PD sessions at BOCES.  Special Education teachers will implement instructional strategies and collect data.  Implementation and progress will be observed, assessed, and reassessed by administrators.</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:
<b>3. Limited use of research based programs and approaches for SWD</b>	Identification, purchasing, and training in research based programs to address five essential elements of reading, particularly vocabulary development and critical thinking comprehension skills in English and Spanish.	School leaders and the Office of Special Education will purchase research-based resources and materials to support and supplement core instruction.	Turnkey training in programs that include: -Fountas & Pinnell Leveled Library Intervention -My Sidewalks Intervention -Touch Math -Wilson Reading*  -Voyager/ Pasaporte	By mid-year, Special Education teachers will have participated in 1 training session for the following programs: -Fountas & Pinnell LLI- -My Sidewalks -Touch Math -Voyager/ Pasaporte  By mid-year, one special education teacher will be identified and begin Wilson training.	Based on district reading assessments, 50 % of SWD will show a half year's growth in a half year's time.	Based on district reading assessments, 70 % of SWD will meet end of year growth targets.	Building Principal  Director of Curriculum  Director of Sped  ELA/ Bil. Supervisors  Literacy Instructional Support Specialists	July 2016- Purchase: Fountas & Pinnell LLI My Sidewalks Touch Math Voyager  July-August- Plan/ identify PD/training sessions for purchased programs  September 2016-June 2017: -Special Education teachers will attend PD sessions. -Special Education teachers will implement instructional strategies and collect data. -Implementation and progress will be observed, assessed, and reassessed by administrators.
	Implementation of supplemental educational extended day services for SWD through the Sylvan Learning Center's Aceit! Tutoring program.	\$20,000 Title I School Improvement Grant	None required. Supplemental services will be provided by highly qualified Sylvan tutors.	By mid-year, 20 SWD will be enrolled in the extended day program			Building Principal  Sylvan Learning Center Aceit! Program director and staff	August 2016 -Submit Title 1 School Improvement Grant to NYSED -Develop and adopt program Model and expectations with Sylvan Learning Center  September 2016 -Conduct parent outreach

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:
								October 2016-March 2017 -Implement 34 week academic support program to include pre and summative assessments; assess program efficacy -Conduct parent information Sessions

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?