



Name of Principal:	Bergre Escorbores
Name of School:	South Middle
School Address:	785 Candlewood Road

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.

SCHOOL OVERVIEW
Name of School: South Middle
Individuals Who Assisted in the Development of the LAP Plan: <ol style="list-style-type: none"><li data-bbox="247 760 520 789">1. <u>Bergre Escorbores</u><li data-bbox="247 794 478 823">2. <u>Luis Velazquez</u><li data-bbox="247 828 453 857">3. <u>Marie Guilfu</u>

The school has been identified for (identify all that apply):

- Performance of the following subgroups*:
- ELA – Students With Disabilities
 - Math – Students With Disabilities
 - Science – Latino and Economically Disadvantaged

- Participation Rate for the following subgroups**
- ELA
 - Math
 - Science

*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.

Please identify three to five things that the school believes it does well for the identified sub-group(s):

1. Data is analyzed on an on-going basis and utilized for the purpose of improving teaching and learning in Science Classrooms.
2. Faculty collaboration occurs continuously addressing specific needs of specific students as well as identifying strengths and weaknesses in best teaching practices.
3. Professional Development opportunities are implemented with ongoing support and many teachers are willing to implement new strategies and share results.
4. Ongoing Communication with parents and Guardians.
5. Address the social/emotional needs of students.

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):

1. Time constraints regarding scheduling of common planning time as well as time for observation of implementation and sharing out of strategies.
2. Slow Language Acquisition for ENL and SWD students.
3. Limited resources at school and home to help remediate deficiencies and reinforce academic skills.
4. Content Area teachers lack literacy acquisition knowledge for ELLs.

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

1. All teachers make reading comprehension growth a priority.
2. PD Initiatives must be cross curricular. All Teachers will be taught how to implement strategies in the area of Literacy Acquisition.
3. Local Reading proficiency Data will be shared with all teachers including using Data to differentiate instruction, match students to text and monitor growth over time.
4. Consistent grade level, departmental, and whole faculty meetings.

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.

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

2. **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.

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. Time constraints regarding scheduling of common planning time as well as time for observation of implementation and sharing out of strategies.	Vertical articulation between and across grades at Faculty meetings inclusive of PD and teacher collaboration for sharing best practice ideas and cross-curricular planning. SIT to reinforce and strengthen	Embedded Coaching throughout the school day by Collins Consultants Generation Ready reciprocal reading program Bill Atwood to work with Math and Science Department.	A focus on developing writing and thinking across the curriculum, provide a lens for developing rigorous lessons with ample support throughout (What task, What skills,	Three Generation Ready Cohorts will have had 2 meetings with Generation Ready Consultant by December Break. Evidence of inquiry based lessons with reading and writing strategies as	Evidence of transferable strategies utilized by students across the curriculum. le: annotation in all subject areas. District wide assessments. Data loaded into Datamate, item analysis data to inform	Student performance will increase by 10% on classroom assessments Student performance will increase by 10% on local assessments. Student performance will increase by	Principal Assistant Principal for Science/Math /ELA	Sept – June Ongoing professional development and classroom observations conducted by teachers and administrators. Every Ten Week Academic Period – evaluation of progress based on mid-year and end of year goals.

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>school initiatives.</p> <p>Oversight by department head at the building level and central admin level</p>	<p>Science Specific PD.</p>	<p>What instruction), Introduce various forms of reading instruction ie: Reciprocal and Close reading strategies.</p>	<p>evidence in lesson observations.</p> <p>District wide assessments. Data loaded into Datamate.</p>	<p>instructional practices.</p>	<p>10% on regional assessments.</p>		
<p>2.Slow Language Acquisition for ENL and SWD students.</p>	<p>School wide initiatives that show teachers how to make their content more accessible to the ENL Learner. Ie: content objective and Language objectives.</p> <p>School wide initiatives that show teachers how to compliment Close reading and volume of reading.</p>	<p>Collins and Generation Ready Consultant and Science specialist.</p> <p>Computer based literacy programs ie: Rosetta Stone, System 44, Science Fusion</p>	<p>SIOP (Sheltered Instructional Observation Protocol) by Collins Consultant will work with ELL Science teachers</p>	<p>Evidence of content and language objectives in classrooms, i.e., teachers making learning goals and targets visible for students</p> <p>SRI midyear report</p>	<p>Students speaking in complete sentences. Students able to articulate their learning goals. Advanced level comprehension and decoding skills.</p> <p>SRI midyear report</p>	<p>More students will increase their Language proficiency level based on the NYSESLAT by between 5% & 10%.</p>	<p>Principal Assistant Principal ELL Teachers SWD Teachers ELA Teachers</p>	<p>Sept – June</p> <p>Ongoing professional development and data analysis which drives instruction.</p> <p>Every Ten Week Academic Period – evaluation of progress based on mid-year and end of year goals.</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>Strengthen the Co-Teaching Models</p> <p>Frequent walkthrough observations by building level admin</p>							
<p>3.Limited resources at school and home to help remediate deficiencies and reinforce academic skills.</p>	<p>Give parents and children access to computer-based subscriptions for home use, i.e., Newsela, Castle Learning, BrainPop. Science A-Z Science Fusion Digital Access for teachers.</p> <p>Data and feedback from Parent/Student surveys will be utilized to determine the usage of the</p>	<p>PTA (Parent Teacher Association)</p> <p>Teacher/Parent Workshops</p> <p>Various websites</p> <p>Community Resources (ie library)</p> <p>Updated Curriculum Guide with access to new resources.</p>	<p>Utilizing the PTA meetings & the public library, parents will be exposed to how to access different educational websites that will benefit their child's academic growth. Workshops will be given in both English and Spanish.</p>	<p>Initial Survey results will be completed by the parents.</p> <p>Teachers will also provide feedback on new program.</p>	<p>Students will reevaluate their current academic goals and set new goals for the 2nd half of the year.</p>	<p>75% of students will have a library card and participate in home and outside programs (ie library programs).</p>	<p>Principal Assistant Principal for Science/Math /ELA ELL teachers SWD Teachers Math teachers</p>	<p>Sept –Oct Informational Parent Workshops which will include academic resources.</p> <p>Sept - June Collaboration with community resources to establish future parent workshops.</p> <p>Every Ten Week Academic Period – evaluation of progress based on mid-year and end of year goals.</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:
	district subscriptions and educational websites.		Fusion Rep. to provide new program PD					
4.Content Area teachers lack literacy acquisition knowledge for ELLs.	Provide teachers with Literacy Acquisition Skill Knowledge Develop PLC (Professional Learning Communities) around a common text, utilizing Harvard’s Instructional Rounds method	Purchase a common text for all faculty members. Collins and Generation Ready Consultants (Close reading and Reciprocal Reading using text dependent questions) Professional development that provides teachers with ways to utilize the local reading proficiency data to make informed instructional decisions.	Reading in the content area modeled by trained consultants. Develop Lab Sites where teachers are involved in inter-classroom visitation. Pre-observation discussions with content area teachers regarding how Lexile scores are being used to monitor growth	Evidence of diversity of instructional strategies being utilized by all teachers. Teachers can speak to new instructional methodologies and researched based literacy practices as well as the implementation of those strategies before and after observations and at their end of year evaluation.	All students will know their Lexile level. Students will self-monitor Lexile growth. Students can speak to their own target Lexile goals. Higher levels of reading comprehension proficiency on Interim Science assessments.	90% of classroom observations will incorporate high leverage comprehension strategies. Growth in Lexiles	Principal Assistant Principal Science ELL teachers SWD Teachers ELA Teachers	Sept – June Ongoing professional development and classroom observations conducted by teachers and administrators. Every Ten Week Academic Period – evaluation of progress based on mid-year and end of year goals.

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:

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						
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?

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

2. 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)*

PTA Meetings also encouraging Parent attendance at School meetings and events by recognizing student achievement.
Correspondence by mail, school website, School Messenger
Increase parent participation in SIT meetings and or participation through surveys.

Proceed to question 3

3. 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)*

Dedicate a specific meeting to providing information regarding District and State Assessments. In order to increase attendance, notification will be delivered electronically through School Messenger, and we could dedicate a PTA meeting for this purpose.

Proceed to question 4

4. 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)*

Keeping Parents informed is paramount to ensuring that the participation in the assessments is perceived as valuable. There are outside factors in the community that raise question about participation. We will canvas the population to learn about the perceptions of what the tests mean and then provide accurate information on testing outcomes.

Ensuring that parents are familiar with item analysis and the benefits of understanding the item response theory to familiarize parents with the kinds of questions that are being posed on the assessments. to define for them what rigor looks like for them in the classroom and how they can support their child's learning at home by asking questions that require their children to think critically about text and support their answers with evidence of the text.

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

RE-IDENTIFIED PARTICIPATION RATE LAP SCHOOLS ONLY:

5. 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.

6. 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

7. 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

8. 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

9. 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

10. 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.

11. 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

12. 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

13. 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.