Name of principal:	**Nicholas Millas**
Name/number of school:	**Robert J. Kaiser Middle School – Beds code: 59-140-106-0006**
School address:	**45 Breakey Avenue, Monticello, NY 12701**

School telephone number:	**(845) 796-3058**	**Principal's direct phone number:**	**(845) 796-5081**
Principal's e-mail:	**Nmillas@k12mcsd.net**		

A Message to School/District Leaders:

The Local Assistance Plan (LAP) Self-Reflection Process Document provides school-based teams the opportunity to reflect on the practices that exist within the school in preparation for identifying the appropriate next steps on their LAP that will support increased student academic achievement.

Schools should use the self-reflection as an opportunity to reflect on the Statements of Practice in the DTSDE rubric through the lens of the subgroup for which the school has been identified. Schools should provide a realistic picture regarding the **quality** and **effectiveness** of the work the school is doing.

Reason for Identification

Please provide information on the subgroup(s) and reasons for identification as a LAP School.

	Failure to make AYP 3 years in a row
1. **List any subgroup(s) identified as a result of performance on state assessments or gaps in performance between the group and the all students group**	
2. **Does the school have one or more subgroups that have been identified for failing to meet the 95% participation rate requirement? Please list the subgroup(s).**	**No**
3. **If your school has a subgroup that was identified solely because it failed to meet the participation rate requirement - which subgroup in your school, based on internal assessments, needs to improve its academic performance?**	**No**

Completion of the Self-Reflection Process Document, based on Reasons for Identification:

- If your school has one subgroup identified as a result of performance on state assessments or gaps in performance between the group and the all students group, please complete the Self-Reflection Process Document. Once the Self-Reflection Process Document is complete, please use the results of the Self-Reflection to guide creation of the Local Assistance Plan.

- 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 consider all identified subgroups when answering each of the prompts in the Self-Reflection Process Document. For some prompts, the answers may be different for each of the identified subgroups. In those instances, the school should provide a response for each subgroup, which would result in multiple responses for the individual Statement of Practice prompt. For other prompts, the answers may be the same for the different identified subgroups. In those instances, the school can provide one response for the multiple identified subgroups. Once the Self-Reflection Document is complete, please use the results of the Self-Reflection to guide creation of a Local Assistance Plan to address all identified subgroups.

- If your school has subgroup(s) that have been solely identified for failing to meet the participation rate requirement, please do *one* of the following:
    - Option 1: Proceed with completing the Self-Reflection Process Document and creation of the Local Assistance Plan for the identified group. Additionally, the school must provide narrative responses to the questions listed in the "Promoting Participation in State Assessments" section.
    - Option 2: Complete the Self-Reflection Process Document and create a Local Assistance Plan for a subgroup identified by the school or district as in need of improvement based on internal assessments.   The school will need to provide information on the assessments that were used to make the determination. Additionally, the school must provide narrative responses to the questions listed in the "Promoting Participation in State Assessments" section. A school and district may choose Option 2, if for example, the school has been identified as LAP by NYSED based on the failure of the English Language learner (ELL) subgroup to meet the participation rate requirement.   The school and the district have evidence that the ELL subgroup is making the appropriate progress with academic achievement in relation to the state standards. Therefore, the school and district choose to focus the Self-Reflection Process and the LAP plan on the Low Income student subgroup, for which the school and district have evidence that academic performance needs improvement.

Name of those assisting in the completion of the Self-Reflection (add rows if necessary)	Title
Nichole Horler	Principal
Jason Doyle	Assistant Principal
Sara Kozachuk	Assistant Principal
Gary Silverman	Science DIL
Tim Potts	Social Studies DIL

Jennifer Ducey	Guidance DIL
William Oefelein	Technology DIL
Marc Gittleman	Math DIL
Tracey Orlan	ELA DIL

Instructions for completing the Self-Reflection Process Document:

- ✓ Before completing this form, we suggest you take a moment and review the Diagnostic Tool for School and District Effectiveness rubric. The DTSDE rubric and more information on how to use the rubric can be found on this website: http://www.p12.nysed.gov/accountability/diagnostic-tool-institute/home.html.
- ✓ In your review of the rubric, be sure to look at the impact statements for each Statement of Practice (SOP).
- ✓ Discuss your interpretation of the rubric and support documents with your school community to establish a common understanding of what is stated in the documents.
- ✓ As a group, begin to complete this form by doing the following:
    - o Review the SOP, and the corresponding Impact Statement.

    - o Take time to consider how you would answer the Modified LAP Guiding Question/SOP Prompt.

    - o **Avoid providing a list of activities**, unless you can provide evidence of how you know they are **having an impact and adding value** to the school, especially in terms of student achievement and the quality of education.

    - o Statements of Practice 2.2, 2.3, 2.4, 2.5, 3.2, 4.2, 5.2, and 6.2 revolve around the leadership at the school. The phrase "The school leaders" has been provided at the start of each of these SOPs to remind schools to frame their answers through the leaders' decisions and practices.

    - o Within each Modified LAP Guiding Question/SOP Prompt, there is an expected impact, which provides an indication that the practices undertaken are making a difference and adding value to the school. **You will find the expected impact for each Guiding Question in bold, green text**.

    - o When answering "Yes" to any question below, be sure that **all aspects** of the Modified LAP Guiding Question/SOP Prompt have been realized, including the **impact portion of the question, which is noted green.**

    - o Your answers to the Modified LAP Guiding Question/SOP Prompt should range between 10 words (one sentence) and 200 words.

    - o Once you have completed the Tenet sections of this document, please review the information gathered, and complete the "Whole School Reflection."

    - o If the school has been identified for participation rate, please complete the "Promoting Participation in State Assessments" section of the Self-Reflection Process Document.

Please complete the Local Assistance Plan template using the information collected with the Local Assistance Plan Self-Reflection Process 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. The Local Assistance Plan Self-Reflection Document must be kept on file at the school and district offices.

Tenet 2

Statement of Practice (SOP) 2.2: The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).

IMPACT: The uniformly seen, heard, and known long-term vision, mission, and goals have resulted in measurable school improvement.

Modified LAP Guiding Question/SOP Prompt: Have school leaders worked with the school community to develop and promote goals/mission/vision specifically for the identified subgroup **that drive and bring about sustained school improvement**?

School's response (between 10-200 words): The school leaders constantly aimed to enhance the relationships the community key stakeholders, especially families with students from the identified subgroup.

Answer **one** of the following statements regarding the impact of the school leaders' vision.

a. We know the school leaders' vision for the identified subgroup is the right one because we have seen measurable improvement, such as: *Reduction in discipline referrals, suspension rates, discipline calls to class, as well as implementation of OLWEUS Anti-bullying program, Literacy for All Initiative, and involvement for all stakeholders with active participation during Student-Led Conferences.*

b. At the moment, we are unable to confirm that the school leaders' vision for the identified subgroup is the right one for the school based on:

c. We have decided to revisit the school leaders' vision for the identified subgroup as a result of the following measurable data:

| Statement of Practice (SOP) 2.3: Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.

IMPACT: The strategic use of resources (time, space, people, and materials) has resulted in school improvement and increased student success. |
| --- |
| **Modified LAP Guiding Question/SOP Prompt:** Have school leaders used resources strategically to bring about **school improvement and increased student success** for the identified subgroup?

School's response (between 10-200 words): The school leaders reconfigured student placement and Teaming at RJK Middle School. For example, this year, we reorganized the 6th grade teacher teams allowing for 5 smaller learning environments. In addition, we allocated support staff to best meet the needs of our identified sub-groups. |
| If applicable, provide the **TWO BEST** examples of measureable improvements that have come because of the school leaders' decisions regarding resources for the identified subgroup by completing the following sentences.

The school leaders made the decision to reduce class sizes in the 6th grade in order to accommodate the diverse learning needs of our identified sub-group and allow flexibility for grouping and regrouping students. We know this decision was correct because of the following improvements in data: We anticipate NWEA Spring 2016 Reading and Math scores to improve dramatically compared to the fall 2015 results.

The school leaders made the decision to implement the Literacy For All Initiative to accommodate the diverse learning needs of our identified sub-group. We know this decision was correct because of the following improvements in data: Students performed remarkably better and scored significantly higher during their LFA #2 Essays compared to the LFA #1 Essays. |

Statement of Practice (SOP) 2.4: The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on students' data and feedback.

IMPACT: The school leaders have developed the staff's instructional capacity through collaboration, support, and quality feedback so that high-quality instruction exists throughout the school.

Modified LAP Guiding Question/SOP Prompt: Have school leaders increased the instructional capacity of staff for the identified subgroup through collaboration, support, and targeted feedback **to ensure continuous improvement in instructional practices and ensure high-quality instruction for the identified subgroup exists**?

School's response (between 10-200 words): *The school leaders have provided quality feedback via the APPR Marshall Rubric process by exceeding the minimum requirements as Lead Evaluators for the 2015-2016 academic year.*

Answer one of the following regarding the impact of the Instructional Leadership:

   a. We know the instructional leadership offered and the targeted feedback provided are making a difference because we have seen measurable improvement for the identified subgroup, such as:

   a. *At the moment, we are unable to confirm that the school's approach toward instructional leadership and targeted feedback is making a difference for the identified subgroup based on the pending NYS ELA and Mathematics Grades 6-8 Assessments results along with the school-wide Reading NWEA Aggregate Score. Our expectation is that our identified categories of students will demonstrate growth in these two data points.*

   b. We have decided to revisit the school's approach toward instructional leadership and targeted feedback for those who teach the identified subgroup as a result of the following measurable data:

Statement of Practice (SOP) 2.5: Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).

IMPACT: The established systems provide the structure to regularly monitor all aspects of the school to know what is happening and to make informed decisions so that continuous improvement can be achieved.

Modified LAP Guiding Question/SOP Prompt: Have school leaders established systems to track and monitor individual and school-wide practices for the identified subgroup to know what is happening in the school, and do they use this insight to make informed decisions that will ***move the school's work with the identified subgroup forward?***

School's response (between 10-200 words): *The school leaders have utilized the StaffTrac program to monitor teacher effectiveness per the APPR Marshall Rubric practices as well as implemented a building-wide 1-1 iPad initiative.*

If applicable, provide the TWO BEST examples in the space below regarding the IMPACT of the evidence-based systems the school leaders use for the identified subgroup :

EXAMPLE:

1. *The school leader(s) learned that all faculty members are either highly effective, effective, or improvement necessary as a result of StaffTrac organizational system for evaluation and reporting of faculty. This led the school leader(s) to quantify faculty effectiveness by the following six domains: Planning and Preparation for Learning, Classroom Management, Delivery of Instruction, Monitoring, Assessment, and Follow-Up, Family and Community Outreach, and Professional Responsibilities. This previously established Marshall Rubric and recently implemented StaffTrac system will be successful in response to the identified subgroup of children.*

2. *The school leader(s) learned that a significant gap existed between the identified subgroups and their affluent peers as a result of data analysis and meetings with Department Instructional Leaders, Guidance Staff, and Team Leaders. This led the school leader(s) to respond by investing in Apple iPads for every student and provide professional development training and professional development for teacher and staff. We know this response was a good approach because middle school children will be more interested in learning via their iPads. We determined that this approach would ultimately benefit our identified subgroups academically.*

TENET 2 - NEXT STEPS

Identify 1 to 5 NEXT STEPS the school leaders see as essential to improve the work with the identified subgroup schoolwide:

1. *Collaborate with community advocates and stakeholders to provide a welcoming environment, hold students accountable for their learning/behavior, and ensure every child reaches their full potential.*

2. *Reassess staff placements, master schedule, room utilization, and student needs for the upcoming school year.*

3. *Build upon the current successes of the LFA (Literacy for All) Initiate and emphasize the active reading strategies, writing tenants, and promotion of reading across all curricula disciplines.*

4. *Disaggregate data from NYS ELA/Mathematics Assessments and NWEA Spring Reading and Math Growth Scores to hone in on areas of required improvement.*

5. *Ensure 100% of our RJK Faculty meets the criteria of either Highly Effective or Effective and support identified staff in need of guidance/direction.*

TENET 3 - CURRICULUM

Statement of Practice (SOP) 3.2: The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.

IMPACT: The school leaders' vision for curriculum ensures that teachers understand how to develop and offer a rigorous curriculum, resulting in students receiving a curriculum that leads to college and career readiness.

Modified LAP Guiding Question/SOP Prompt:
Do the school leaders ensure that staff are able to develop and offer a rigorous, coherent curriculum for the identified subgroup that takes into account student needs and *leads to college and career readiness?*

School's Response:

The school leaders *support common core curriculum and offer time for departments to work as a group on their curriculum. In math and ELA, we use the New York State Modules. They have been adapted to fit the students' needs. Social studies and science have been working to make their curriculum fit the common core. Some of the leaders have attended professional development on changing the curriculum to help departments with the transition. We have been given summer professional development time to work on curriculum as well as time during conference days and department meetings to work on using data to inform our teaching.*

Statement of Practice (SOP) 3.3: Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.

IMPACT: The lessons delivered incorporate student needs, complex materials and higher-order questioning, leading students to college and career readiness.

Modified LAP Guiding Question/SOP Prompt: Do teachers plan effective lessons for the identified subgroup that include DDI, align to the CCLS and incorporate student needs, complex materials and higher-order questioning, so that what students are taught *prepares the identified subgroup for their future?*

School's Response: *Teachers work on planning effective lessons for all students, including the identified subgroup. We have used state assessments, NWEAs, pre-tests, and other in class assessments to inform our decisions about planning lessons. We have done work to make sure the students are not just being asked to recall information, but to answer questions that are on a higher level, such as analysis, synthesis, and evaluation. We use individual reports from Reading Horizons and NWEAs to give our students support in their AIS services. In math, we use Front Row and Edmentum to give support to our AIS students.*

Statement of Practice (SOP) 3.4: The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology and other enrichment opportunities.

IMPACT: The interdisciplinary curricular opportunities have increased student engagement and deepened students' understanding of the curriculum, leading to academic success.

Modified LAP Guiding Question/SOP Prompt:

Are teachers providing interdisciplinary curricula for the identified subgroup and working together to connect the curriculum across subjects for the identified subgroup in ways that *increase students' engagement, deepen students' understanding of the curriculum, and provide better opportunities for student success?*

School's Response: *All students participate in Literacy for All in each class two times a year. This is where they do a close read of articles that are on or above grade level that are related to the curriculum in the class. Students then are asked to write an essay based on a higher level prompt. Students also participate in a graphing activity in each class. They are given data that they need to use to create a graph and then they have to answers questions based on the information in their graphs. Each student is also a member of a team and the teachers get together at least three times a week to discuss students and their needs. In our sixth grade, the students are on a two teacher team where one teacher teaches ELA and social studies and the other teacher teaches math and science. These teams link their curricula in a way that is best for the students to learn. We also have a one to one Ipad initiative so that students are engaging with technology each day in all classes. Also, non-core teachers have come into core subject areas to show how concepts are applied in real world situations.*

Statement of Practice (SOP) 3.5: Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.

IMPACT: Teachers use assessments to inform and modify their curriculum and provide feedback that ensures student ownership, leading to improved achievement.

Modified LAP Guiding Question/SOP Prompt:

Are teachers using a range of assessments for the identified subgroup to guide and inform their curriculum planning, and are they giving students in the identified subgroup the feedback they need to *ensure ownership of learning and improve achievement?*

School's Response: *All students are given a range of assessments, both summative and formative. Students are given pre-assessments, NWEAs in math and reading, module assessments, in class assessments, Literacy for All Essays and graphs, exit tickets and multiple assignments in each class to constantly check where they are in the class. The teachers use rubrics, conferencing, comments, and grades to inform students of their progress. Students also receive progress reports every four weeks and marking period grades every eight weeks throughout the year. Students have the information they need to know if they are mastering the concepts being taught at all times. Based on data analysis and overall data interpretation, curriculum is modified on a daily basis to better meet the needs of all students.*

TENET 3 –Curriculum – What is the IMPACT?

The Impact Statements for Tenet 3 are as follows:

SOP 3.2: The school leaders' vision for curriculum ensures that teachers understand how to develop and offer a rigorous curriculum, resulting in students receiving a curriculum that leads to college and career readiness.

SOP 3.3: The lessons delivered incorporate student needs, complex materials and higher-order questioning, leading students to college and career readiness.

SOP 3.4: The interdisciplinary curricular opportunities have increased student engagement and deepened students' understanding of the curriculum, leading to academic success.

SOP 3.5: Teachers use assessments to inform and modify their curriculum and provide feedback that ensures student ownership, leading to improved achievement.

1. Using the 1-10 scale below, how would you rate the school's achievement of the Expected Impact for the identified subgroup in this TENET: *Level 5*

School's response:
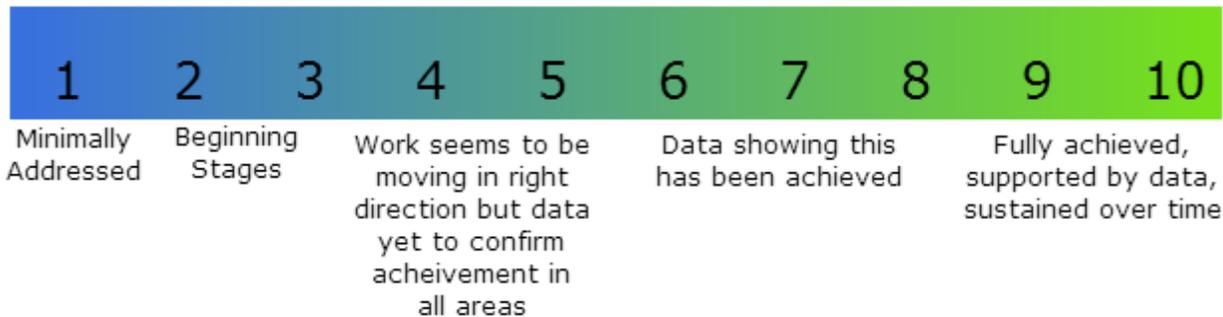
Answer **one** of the following based on your response to the question above:

A. If your answer was a number between 1 and 5, what has kept the school from achieving the full expected impact for the identified subgroup for this Tenet? *Time is one thing keeping us from achieving. We need time to close the gaps and give the programs we have initiated a chance. We have many things in place that are helping the students to grow and these things will help make up the areas that the students are deficient in and close the gaps we are seeing on their assessments. Student participation in the state assessments is also a factor. Communications throughout the community to ensure that all parties are working together toward a common goal has also held us back.*

B. If your answer was a number between 6 and 10, what **MEASURABLE** data can you point to as evidence this has been achieved for the identified subgroup?

TENET 3 –Curriculum

Provide response when applicable:

The curriculum for the identified subgroup looks different this year compared to previous years:

☐ In what **students** do, **such as**: *More technology assignments are learning tools that allow students to be better independent learners.*

☐ In what **adults** do, **such as**: *Allowing students to do more of the work by emphasizing student engagement.*

☐ In the **way the school is organized**, **such as**: *Inclusion teachers are assigned to a team of students rather than a specific subject area. This allows teachers to build a stronger relationship with the students and to also better understand students' needs.*

☐ In **other ways, such as**: *Teachers are less dependent on the NYS module books. They are created lessons that are rigorous but tailored to student needs.*

The **one to five NEXT STEPS** for improving Curriculum for the identified subgroup are:

1. *Changing the way we give AIS services to the students most in need. We are going to be giving the students more time in AIS.*

2. *We are also giving many of the lowest students a reading program, Read 180, to help get them to be able to read on grade level.*

3. *Professional develop is being offered to strength content knowledge. This will help to strengthen vertical alignment and educational practices.*

4.   Teachers need to reach out and work with 5th grade and 9th grade

Tenet 4

Statement of Practice 4.2: School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs. **IMPACT:** The school leaders and teacher leaders have ensured that instructional practices promote high levels of student engagement and inquiry, leading to increased student achievement and the meeting of student goals.

Modified LAP Guiding Question/SOP Prompt:

Do the actions, practices, and decisions of school and teacher leaders ensure that teachers' instructional practices for the identified subgroup are informed by data, reflective of students' needs and learning styles, and *lead to increased achievement for the identified subgroup and to meeting students' goals?*

School's Response: The leaders Current practices emphasize a constant review of data.

Introduction and use of Staff Trac allows for analysis of data to better understand the subgroup's performance in comparison to other groups and other schools.

Analysis of state testing data

Analysis of local unit and benchmark exams

NWEA scores measure annual student progress.

School Tools access for all teaching staff offers referral data, attendance data, G.P.A.s ….

Statement of Practice 4.3: Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students. **IMPACT:** Instructional practices lead to high levels of student engagement and achievement.

Modified LAP Guiding Question/SOP Prompt: Do the teachers' instructional practices for the identified subgroup incorporate higher-order questions, text complexity and multiple opportunities to learn, leading to *high levels of engagement and improved achievement for the identified subgroup?*

School's Response: Bloom's Taxonomy Workshop offered to all teaching staff emphasized incorporation of higher-order questions.

Literacy for All Program emphasizes higher level prompt questions based on at or above grade level textual evidence.

Graphing Program in all classes incorporates opportunities for data analysis and creating visual representations of that data.

Numerous opportunities for curriculum development by teachers emphasize incorporation of data supported

pedagogy.

Introduction of one to one iPad program offers opportunity for high level engagement and creativity amongst groups that may not have technology access elsewhere

Implementation of stimulus based response questions forthcoming through changes in SED regent exams for Social Studies

Statement of Practice 4.4: Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.

IMPACT: Teachers' instructional practices meet the diverse needs of the class and allow students to feel physically and intellectually safe in an environment that promotes intellectual discovery and rigorous thinking.

Modified LAP Guiding Question/SOP Prompt:
Do the teachers' instructional practices meet the diverse needs of the class, allow students in the identified subgroup to feel physically and intellectually safe, and promote intellectual discovery and rigorous thinking *leading to increased achievement?*

School's Response: Increases in school security staff attempts to create an environment that is perceived as physically safer.

Installation of schoolwide security camera system improves physical safety for all members of the school community.

Introduction of higher level questioning through Bloom's Taxonomy offers opportunities for intellectual discover and rigorous thinking.

Careful selection of Literacy for All reading sources offers regular opportunity for intellectual discovery.

Statement of Practice 4.5: Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).

IMPACT: Data-based instruction is timely and purposeful and leads to high levels of student achievement.

Modified LAP Guiding Question/SOP Prompt: Do teachers use data and assessments to inform and adjust their instructional strategies and groupings with the identified subgroup while engaging students in self-evaluation through feedback and other approaches *to ensure that students in the identified subgroup are learning at high levels?*

School's Response: Introduction and use of Staff-Trac allows for analysis of data to better understand the subgroup's performance in comparison to other groups and other schools.

Analysis of state testing data

NWEA scores measure annual student progress.

School Tools access for all teaching staff offers referral data, attendance data, G.P.A.s ....

Analysis of local unit and benchmark exams

TENET 4 - Instruction – What is the impact?

The Impact Statements for Tenet 4 are as follows:

4.2 The school leaders and teacher leaders have ensured that instructional practices promote high levels of student engagement and inquiry, leading to increased student achievement and the meeting of student goals.

4.3 Instructional practices lead to high levels of student engagement and achievement.

4.4 Teachers' instructional practices meet the diverse needs of the class and allow students to feel physically and intellectually safe in an environment that promotes intellectual discovery and rigorous thinking.

4.5 Data-based instruction is timely and purposeful and leads to high levels of student achievement.

5. Using the 1-10 scale below, how would you rate the school's achievement of the Expected Impact for the identified subgroup in this TENET:

School's response: 5
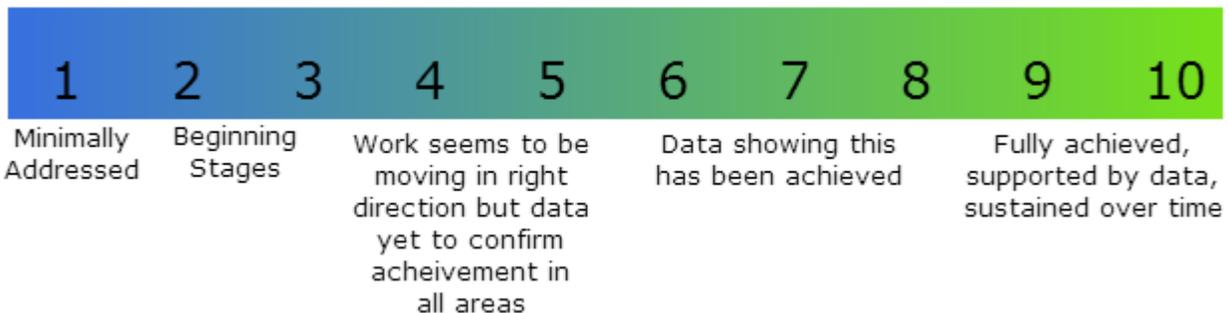
Answer **one** of the following based on your response to the question above:

A. If your answer was a number between 1 and 5, what has kept the school from achieving the full expected impact for the identified subgroup for this Tenet?
   Lack of intrinsic value for education in our community.

   Widespread poverty amongst the identified subgroup leads to low support for education by families and   community.

   A transitional population interferes with consistent educational achievement and sequence of

curriculum for many students.

Extreme disconnect between many adult stakeholders in our community, especially parents in identified subgroup is a roadblock to creating a cohesive plan for student achievement.

B. If your answer was a number between 6 and 10, what **MEASURABLE** data can you point to as evidence this has been achieved for the identified subgroup?

TENET 4 –Instruction

Provide response when applicable:

Instructional practices for the identified subgroup look different this year compared to previous years:

☐ In what **students** do, **such as**:

    Integrating technology in student assignments, leading to creative and higher level thinking in their preparation.

    Graphing program

    Student Led Conferences

☐ In what **adults** do, **such as**:

    Integration of technology in instructional practices

        Professional development for teachers in how students learn in a 2016 & beyond world

        Greater reliance on data to develop units and daily lessons

        Incorporation of new and data tested teaching styles

        Developing Literacy for All essay program for higher level writing

☐ In the **way the school is organized**, **such as**:

> The current schedule has been adapted to offer more time in class for student exploration and interaction with higher level textual evidence.
>
> A second homeroom has been added to facilitate a check and connect and create a pathway for management of one to one iPads.
>
> Creation of the iHelp Café, to offer a place for students to explore greater understanding of their individualized technology, which fosters creative approaches to research and assignment preparation.
>
> Aspire Program keeps students in school and working after disciplinary infractions, rather than students being sent home from school for such behaviors.
>
> Evaluate the 7:05 AM start time in relation to studies on the effects of sleep on middle school students

☐ In **other ways, such as:**

The **one to five NEXT STEPS** for improving Instructional Practices for the identified subgroup are:

1. Increased training with implementation of iPads

2. Consistent and monitored use of LFA

3. Create further systems of interaction with the community to bring parents into our school and make them a part of the educational process.

4. Continue to monitor impacts of flexible scheduling to maximize learning time and build skill capacity.

5. Provide training for staff members to further raise the level of questioning for students to engage them in higher level critical thinking.

TENET 5 – Social and Emotional Developmental Health – WHAT IS THE IMPACT?

The Impact Statements for Tenet 5 are as follows:

5.2: The school leaders' vision and systems for social and emotional developmental health have removed barriers to learning to allow students to be academically successful.

5.3: The social-emotional learning and skill-based instruction for all students have removed barriers to learning and allowed students to develop social-emotional learning skills.

5.4: The school's collaboration with stakeholders and other partners for social and emotional developmental health has allowed students to receive the support they need to develop social-emotional learning skills and remove barriers to learning.

5.5: The school's strategic use of social-emotional data ensures that students receive the support they need to be successful socially, to develop social-emotional learning skills, and to remove barriers to learning.

1. Using the 1-10 scale below, how would you rate the school's achievement of the Expected Impact for the identified subgroup for this TENET: 6
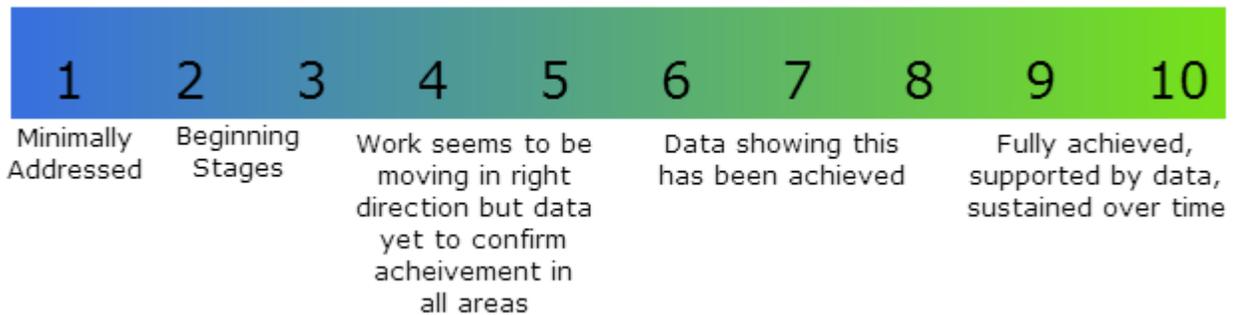
School's response:

Answer **one** of the following based on your response to the question above:

A. If your answer was a number between 1 and 5, what has kept the school from achieving the full expected impact for the identified subgroup for this Tenet?

B. If your answer was a number between 6 and 10, what MEASURABLE data can you point to as evidence this has been achieved for the identified subgroup?

    The needs of our students are so great that despite all of the resources we provide to them here, they still struggle both to make adequate academic progress. The families of our students struggle with poverty and limited resources outside of school, which have an impact on the students' educational achievement here.

In spite of all of this, we are constantly working to improve the social/emotional wellness of our students. A record log is kept in the guidance office of any student who comes down to see anyone in the office.

TENET 5 –Social and Emotional Developmental Health

Provide response when applicable:

Social and Emotional Developmental Health for the identified subgroup looks different this year compared to previous years:

☐ In what **students** do, **such as**: Student Led Conferences were implemented this year, which helped to improve students' feelings of ownership of education. In preparation for SLC, students participated in activities and discussions with peers, counselors and teachers throughout the year.

☐ In what **adults** do, **such as**: Guidance counselors began involving ALL students in group counseling activities. Teachers became mentors for Foundation Friday activities and Student Led Conferences. Counselors, administrators, attendance, and other support staff met consistently on a bi weekly basis for HIP meetings to discuss highly intensive pupils.

☐ In the **way the school is organized**, **such as**: Parents and guardians now have access to their students' progress online in the parent portal. The building has increased security with the addition of cameras and 4 security staff members. We have implemented the use of incident reports, which students fill out to report anything that has occurred that they wish administration or guidance to know about. PM Homerooms have been added to the end of the day.

☐ In **other ways, such as:**

The **one to five NEXT STEPS** for improving Social and Emotional Developmental Health for the identified subgroup

are:

1. The counselors are going to increase the number of annual guidance groups for the upcoming school year.

2. The district has purchased the Naviance program to increase awareness of college, career and life-readiness themes.

3. The middle school will have their own ASPIRE program which will NOT be shared with the high school. It will be staffed by a full time special education teacher.

Statement of Practice 6.2: The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.

IMPACT: The vision for family engagement has resulted in partnerships with families to allow children to reach the leaders' high expectations.

Modified LAP Guiding Question/SOP Prompt:

1. Do school leaders' communications and relationships for the identified subgroup ensure that students and families from the subgroup are aware of high expectations for student success and **equipped to help students reach those expectations**?

School's Response: The school leaders communicate with families and guardians in several ways. We utilize technology to post updates on the school website, remind 101, schoology, Facebook, Twitter and other sites. Administrators contact parents every time a student receives a discipline referral that warrants a consequence. We invite parents to participate in team meetings to talk to their child's teachers, Student Led Conferences and Open House.

Statement of Practice 6.3: The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.

IMPACT: The school's reciprocal communication with families has allowed staff and families to learn from each other so that both can provide supports that ensure academic achievement and social- emotional growth.

Modified LAP Guiding Question/SOP Prompt:

Is the school providing multiple and equitable opportunities for reciprocal communication with families from the identified subgroup to increase staff and families' understanding about student needs and **further support student achievement?**

School's Response: The school invites families to come to the school throughout the year to discuss their individual child, as well as to see our school and hear about all that we offer to increase student achievement at Open House in the Fall. Teachers notify parents on an individual basis as necessary to provide support and offer assistance when a student is struggling academically or emotionally. The EPIC parent center is a resource for parents and families as well. The school regularly tweets or posts on facebook to share good news and remind parents and families about upcoming events. We celevrate student achievement with the 8th Grade Moving Up Ceremony, Presidential Awards Ceremony, National Junior Honor Society inductions, and various academic celebrations throughout the year.

Statement of Practice 6.4: The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student

success.

IMPACT: The training provided to staff and families allows both to work together to provide supports that result in improved student outcomes.

Modified LAP Guiding Question/SOP Prompt: Has the school's training to parents and to staff on creating and sustaining home-school partnerships with families from the identified subgroup allowed both parties to be able to work together **to support student achievement?**

School's Response: While our school reaches out to parents as necessary to discuss student achievement, we have also partnered with EPIC (Every Person Influences Children). EPIC does workshops and presentations for families throughout the year to increase involvement and provide support.

Statement of Practice 6.5: The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.

IMPACT: The school community empowers stakeholders to take action to support student learning, leading to higher student achievement.

Modified LAP Guiding Question/SOP Prompt:
Is data shared in a way that allows stakeholders for the identified subgroup to understand both student and family needs and advocate for services that **address those needs?**

School's Response: School staff shares data with parents all the time. We discuss assignment and benchmark grades, as well as report card averages when discussing student progress. We also use NYS assessment scores and NWEA data to make decisions regarding placement and to provide remediation where necessary. This is done on a case-by-case basis when we have parents in for meetings.

TENET 6 – Family and Family Engagement – WHAT IS THE IMPACT?

The Impact Statements for Tenet 6 are as follows:

6.2: The vision for family engagement has resulted in partnerships with families to allow children to reach the leaders' high expectations.

6.3: The school's reciprocal communication with families has allowed staff and families to learn from each other so that both can provide supports that ensure academic achievement and social- emotional growth.

6.4: The training provided to staff and families allows both to work together to provide supports that result in improved student outcomes.

6.5: The school community empowers stakeholders to take action to support student learning, leading to higher student achievement.

1. Using the 1-10 scale below, how would you rate the school's achievement of the Expected Impact for the identified subgroup for this TENET: 6
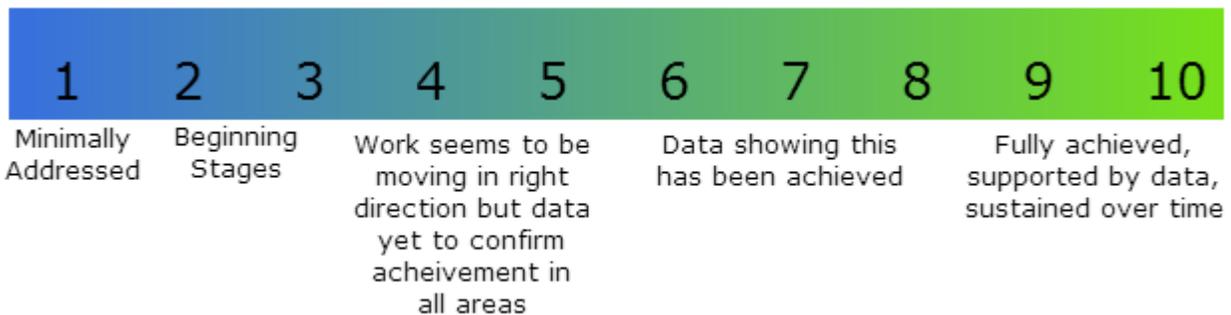
School's response:

Answer **one** of the following based on your response to the question above:

    A. If your answer was a number between 1 and 5, what has kept the school from achieving the full expected impact for the identified subgroup for this Tenet?

    B. If your answer was a number between 6 and 10, what **MEASURABLE** data can you point to as evidence this has been achieved for the identified subgroup? Family involvement in the education of our students is becoming less of a struggle for us. Despite the fact that many of our families lack working phones and/or internet, we are reaching them. The low socioeconomic status of our families contributes to lack of transportation to events, so we provide that. We provide food and childcare when possible, as well. The guidance office keeps track of attendance at events such as Open House and Student Led Conferences, as

well as at scheduled parent-teacher-counselor meetings throughout the year.

TENET 6 –Family and Community Engagement

Provide response when applicable:

Parent and Community Engagement looks different for the identified subgroup this year compared to previous years:

☐ In what **students** do, **such as**: Students are participating in Student Led Conferences, where they are presenting to their parents about what they are learning in school.

☐ In what **staff** do, **such as**: Staff are acting as mentors to students as they prepare for the Student Led Conferences.

☐ In what **parents/families/community partners** do, **such as**: Families are participating in EPIC workshops and attending student led conferences to hear their own children talk about their progress in the middle school.

☐ In the **way the school is organized**, **such as**: There is an increase presence of security in this school, which requires families to produce identification when they come into the building. This increases a feeling of safety among our students and their families.

☐ In **other ways, such as:**

The **one to five NEXT STEPS** for improving FAMILY AND COMMUNITY ENGAGEMENT for the identified subgroup are:

1. Continue to offer transportation assistance to parents to encourage them to come into school to meet teachers and hear about students' progress.

2. Continued cooperation with EPIC to provide support and resources to families.

WHOLE SCHOOL REFLECTION

1. In thinking about the answers provided and the school as a whole, identify three to five things the school believes it does well for the identified subgroup:

    1.

    2.

    3.

2. In thinking about the answers provided and the school as a whole, 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.

    2.

    3.

3. In thinking about the answers provided and the school as a whole, identify three to five things that the school believes must happen for the identified subgroup that are currently not happening:

    1.

    2.

    3.

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?