



Name of Principal:	Nicholas Millas
Name of School:	Robert J. Kaiser Middle School
School Address:	45 Breakey Avenue, Monticello, NY 12701

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:	Robert J. Kaiser Middle School
Individuals Who Assisted in the Development of the LAP Plan:	Nicholas Millas, Sara Kozachuk, Jason Doyle, Brenda Rivera, Lisa Darbee, Jennifer Ducey, Kimberly Schneeberger
The school has been identified for (identify all that apply):	<p><input type="checkbox"/> Performance of the following subgroups*:</p> <ul style="list-style-type: none">• Economically Disadvantaged• Black <p><input type="checkbox"/> Participation Rate for the following subgroups**</p> <ul style="list-style-type: none">• All Students <p>*Schools identified for Performance shall complete Parts 1 and 2. **Schools identified for Participation Rate shall complete Part 3.</p>

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.

1. Please identify three to five things that the school believes it does well for the identified sub-group(s):
 1. Provides counseling services in a variety of ways
 2. Promotes a trauma sensitive approach
 3. Provides a foundations program that includes goal setting and anti-bullying through OLWEUS

2. 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. Students entering the middle school two grade levels below in reading
 2. Students entering the middle school two grade levels below in math
 3. Students entering the middle school below grade level in writing
 4. Poor self-efficacy toward school and community culture and climate where student’s basic needs are not being met.

3. Please identify three to five things that the school believes must happen (needs) for the identified subgroup(s) that are currently not happening
 1. Implementation of a reading program with fidelity
 2. Investigate recurrence of gap widening in our 6th grade
 3. Refinement of our “Literacy for All” writing program
 4. Promote positive school experiences for students

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.

5. **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.	Need more time for AIS	Giving more time to students in AIS
2.	Low reading scores	Providing a reading program to students
3.	Low participation rates	More students need to participate in state testing
4.	Widespread poverty across other subgroups	More technology integration and building of content knowledge of teachers
5.	Students and parents feel a disconnect with school	Increase the number of counseling groups

6. **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.	Providing a reading program to students	Better identification of student needs and scheduling of the reading	Y
2.	More students need to participate in state testing	More education and communication provided to students and parents as to why testing is important	Y
3.	Giving more time to students in AIS	The time spent needs to be purposeful and incorporate data discussions and goal setting	Y
4.	Increase the number of counseling groups	Increase the number of counseling groups (more support for trauma students)	Y
5.		Recognize the positive and promote our brand through various forms of communication	N

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.Students entering the middle school two grade levels below in reading	Intentional scheduling of students into read 180 and system 44 program	Reading program through HMH	Coaching from HMH for all teachers utilizing the program	Staff will utilize the assessments and provide data analysis including departmental discussions	Improve 1.5 grade levels from start of the year	Improve to on grade level	Nick Millas Sue Brooks Jen Ducey Tracy Orlan	Sept. –pre-assessments and item analysis Oct. -Dec. – instructional period Jan.- Benchmarking/ Move students out if on grade level and add other students in. Feb- April- instructional period May- Final assessment June- Analysis for 18-19 placements

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:
2. Students entering the middle school two grade levels below in math	Investigate causes of widened gap with 6 th grade math scores	State assessment scores and NWEA analysis HMH coaching and consultation	Department meetings and consultation from HMH	Staff will utilize information from our grade grid and identify performance levels of students in our identified sub groups. Increased rigor to reach Quad D learning.	Improve 1.5 grade levels from start of the year	Improve to on grade level	Nick Millas Sue Brooks Stacy Cornelius	Sept.- pre-assessment and item analysis Oct.- Dec.- Consultation and coaching from HMH Jan.- Benchmark assessment and item analysis April- State assessments May- NWEA implementation
3. Students entering the middle school below grade level in writing	Refinement of our LFA writing process that includes a rewrite protocol for grade 6.	ICLE consultation and coaching	ICLE consultation and coaching	Implementation of at least one cycle of writing samples. Staff will provide, quality, specific feedback and provide all work to lead evaluators.	Students improve one grade level and demonstrate understanding of technical writing	Improve to on grade level	LFA Committee Jason Doyle Nick Millas	Two cycles for all Core subject areas, one cycle of writing for special area courses from Oct.- March.
4. Low self-efficacy toward school and community culture and climate where	Recognizing the positive and branding the building through multiple modes of communication	Panther Pride Committee time, funding. Opportunities for staff to share success	Classroom strategies for building relationships, avoiding power struggles, and communicating and reinforcing expectations	No more than 2 absences per staff member or a 95% attendance rate.	No more than 2 absences per student or a 95% attendance rate.	Reduction in chronic absenteeism from 23% to 13%	Teachers, parents, administration, students, Panther Pride Committee	Monthly Panther Pride, Committee meetings, faculty meetings

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:
student's basic needs are not being met.								

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				54	60	+6
Black	68	72	+4	51	62	+11
Economically Disadvantaged	63	73	+10	45	65	+20
English Language Learners	81	77	-4	71	77	+6
Hispanic	74	78	+4	54	71	+17
Multiracial	45	63	+18	50	63	+13
Native American						
Students with Disabilities	63	76	+13	42	67	+25
White	60	75	+15	43	64	+21

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)*

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)*

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)*

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)?

YES

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 you 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)* ***This past year we improved from the year before by sending out multiple notifications in writing as well as social media through Twitter and Facebook. We posted information on our webpage as well. We also called a number of parents to inform them on the importance of testing as well. On one parent engagement night we explained to parents the changes made and the importance of testing. This year we will be doing this on both parent engagement nights. We will also share more of the data with students and their families and demonstrate how the data is used for program and curricular decisions.***

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)* ***We will explain in more detail at our Open House/Title I meeting as well as at our Student Led Conferences. The education needs to begin first with our own teachers who can then turnkey this at our team/parent meetings.***

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)* ***This year we will be providing information on both parent engagement nights. We will also share more of the data with students and their families and demonstrate how the data is used for program and curricular decisions.***

RE-IDENTIFIED PARTICIPATION RATE LAP SCHOOLS THAT ANSWERED "YES" FOR QUESTION 5: Your submission is complete. Thank you.