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|---------------------------|---------------------------------------|
| <b>Name of Principal:</b> | Jolene Emhof                          |
| <b>Name of School:</b>    | Sherburne-Earlville Middle School     |
| <b>School Address:</b>    | 13 School Street, Sherburne, NY 13460 |

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:   |   |
| Individuals Who Assisted in the Development of the LAP Plan:  | Jolene Emhof- Principal, Kevin Vibbard – gr. 7 math teacher, Melissa Tackabury- gr. 8 math teacher, Melissa Krivit – gr. 7 English teacher, Tamie Leslie – consultant ELA teacher gr. 7 and 8, Katy Williams – gr. 8 English teacher  |
| The school has been identified for (identify all that apply): | <p><input type="checkbox"/> Performance of the following subgroups*: in English and Math</p> <ul style="list-style-type: none"><li>• Students with disabilities</li><li>• Economically Disadvantaged Students</li><li>• White students</li></ul> <p><input type="checkbox"/> Participation Rate for the following subgroups**</p> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul> <p>*Schools identified for Performance shall complete Parts 1 and 2.<br/>**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. We provide Fast Lane services for all students in math and English in gr. 6. This course provides additional instruction for all students, allowing core teachers to delve deeper into concepts/skills. Identified students receive AIS services in gr. 7 and 8 in English and Math.
  2. We provide social/emotional support to students (school counselors, social worker, psychologist, special education programs, and counseling, health and dental services through Bassett).
  3. We offer a rigorous curriculum aligned with the common core standards that challenges students to prepare them for college and careers.
  
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. We need to continue tracking and analyzing data related to skill deficits in English and Math.
  2. Parent disengagement and inability to support their children with common core content is a barrier.
  3. Lack of student attendance and engagement is a barrier to success.
  
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. We must track and analyze data regarding English and math content and skill deficits and provide remediation.
  2. We need to provide additional instructional time for struggling students.
  3. We must develop a positive school climate in order to increase engagement and attendance

**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. | Lack of Math data regarding specific areas of weakness, by standard           | Utilize Castle Learning to create assessments and track individual student progress by standard      |
| 2. | Lack of math data, regarding specific areas of weakness, by standard          | All math teachers will analyze the 15-16 State Test Data   |
| 3. | Parent inability to support their children with CCLS math skills and concepts | After school small group math instruction will be offered for 1 hour 1 day/week for each grade level |
| 4. | Poor student attendance   | Create an attendance reward program to increase attendance   |
| 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. | We must track and analyze data regarding math content and skill deficits and provide remediation.  | We must track and analyze data regarding English and math content and skill deficits and provide remediation. | Yes                    |
| 2. | We need to provide additional instructional time for struggling students.                          | We need to provide additional instructional time for struggling students.                                     | Yes                    |
| 3. | We need to provide training for teachers in best practices for working with students from poverty. |   | No                     |
| 4. | We need to increase student attendance.  | We must develop a positive school climate in order to increase engagement and attendance                      | Yes                    |
| 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. Lack of data regarding specific areas of weakness, by standard | Utilize Castle Learning to create assessments and track individual student progress by standard | Castle Learning       | August 22 training by Melissa Tackabury, regarding use of Castle Learning, including generating reports. | * Teachers will attend Castle Learning Training.<br>* Teachers will administer pre-tests by October 15 and interims by January 30.<br>* Teachers will analyze the data after each assessment<br>* Administrator | 70% of students will achieve a score of 65 or higher on all skills taught prior to the interim | 70% of students will achieve a score of 65 or higher for all skills taught Sept-June | * Principal<br>* Math and English Teachers<br>* Special Education Teachers | September/October - implement Castle Learning Assessments and Principal will review assessment data<br><br>October/February/June -teachers will analyze assessment data to inform instruction |

| 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:   |
|---|--|--|---|--|---|--|---|---|
|   |  |  |   | will meet with teachers to discuss data analysis findings and a plan for instruction.<br>* Administrator will review implementation.                                 |   |  |   |   |
| 2. Lack of data, regarding specific areas of weakness, by standard          | All English and math teachers will analyze the 16-17 State Test Data   | Gr. 6-8 English and Math State Test Data                         | Training will be provided by Nan Gizowski and Lorie Ostrander, Instructional Support Services, DCMO BOCES | * Analysis will be completed by November 1.<br>* Teachers will modify their instruction to address areas of weakness.<br>* Administrator will review implementation. | 70% of students will achieve a score of 65 or higher on all identified areas of weakness taught Sept. - January | 70% of students will achieve a score of 65 or higher for all identified areas of weakness taught Sept-June | * English and Math teachers<br>* Special Education teachers<br>* Principal<br>* Assistant Principal | By November 1 teachers will analyze the state test data<br><br>November- June – instruction will be adapted to address areas of weakness<br><br>October/February/June – teachers will analyze assessment data to inform instruction |
| 3. Parent inability to support their children with CCLS skills and concepts | After school small group English and math instruction will be offered for 1 hour 1 day/week for each grade level | Common core modules, Khan Academy and/or Castle Learning program | Castle Learning PD  | * Teachers will attend Castle Learning training by October.<br>* Program will be implemented in all grade levels by October 30                                       | 70% of students will achieve a score of 65 or higher on all skills taught Sept. - January                       | 70% of students will achieve a score of 65 or higher for all skills taught Sept-June                       | * Math and English Teachers<br>* Special Education Teachers<br>*Assistant Principal<br>* Principal  | By October 30- Program implementation- Students identified and invited to attend after school sessions.<br><br>November – May – Program visits conducted by assistant   |

| 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:  |
|--|--|---|--|---|---|--|--|--|
|  |  |   |  |   |   |  |  | principal and/or principal   |
| 4. Lack of student attendance and engagement | Implementation of PBIS (Positive Behavior Intervention Systems) whole school program | Office referral data, PBIS data from classrooms | PBIS turn-key training June 14-16 and teacher training June 22 and September 5 | PBIS team will identify students with 10 or more absences and/or 10 or more referrals last year by October 15 | Student's absences will decrease by 25%. Student's discipline referrals will decrease by 25%. | Student's absences will decrease by 25%. Students discipline referrals will decrease by 25%. | *PBIS team<br>* Faculty and Staff                  | By October 15- Identify our target group<br><br>September – June Implementation of PBIS program and tracking of data |
| 5.   |  |   |  |   |   |  |  |  |

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:**

| <b>Group</b>                      | <b>2015-16 ELA</b> | <b>2016-17 ELA</b> | <b>Change (+/-)</b> | <b>2015-16 Math</b> | <b>2016-17 Math</b> | <b>Change (+/-)</b> |
|-----------------------------------|--------------------|--------------------|---------------------|---------------------|---------------------|---------------------|
| <b>Asian</b>                      |                    |                    |                     |                     |                     |                     |
| <b>Black</b>                      |                    |                    |                     |                     |                     |                     |
| <b>Economically Disadvantaged</b> |                    |                    |                     |                     |                     |                     |
| <b>English Language Learners</b>  |                    |                    |                     |                     |                     |                     |
| <b>Hispanic</b>                   |                    |                    |                     |                     |                     |                     |
| <b>Multiracial</b>                |                    |                    |                     |                     |                     |                     |
| <b>Native American</b>            |                    |                    |                     |                     |                     |                     |
| <b>Students with Disabilities</b> |                    |                    |                     |                     |                     |                     |
| <b>White</b>                      |                    |                    |                     |                     |                     |                     |

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)*

*We plan to hold a parent/stakeholder meeting and to communicate via information mailed to parents of middle school students*

*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)*

*We have provided easy to read graphs that interpret their child's score in relationship to the level 1-4. We plan to continue to do this. We also plan to send information home to parents to explain how we utilize state test results to inform instruction.*

*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)*

We plan to utilize the district newsletter and facebook page to communicate about the changes to the NY State Assessment program, as well as the purpose of the program.

*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.*