



Name of Principal:	Julie Andreozzi
Name of School:	Martin Road Elementary
School Address:	135 Martin Road

Directions: Please complete this template using the information collected with the Local Assistance Plan Self-Reflection document. The Plan Template must be shared with the local board of education, be **approved by the local board of education, and be posted to the district’s website by no later than Friday, August 25, 2017.**

Please note:

1. All schools shall complete the School Overview on Page 2.
2. Schools that have been identified for performance shall complete Part 1 and Part 2.
3. Schools that have been identified for participation rate will need to complete Part 3: “Promoting Participation in State Assessments.”
4. Schools that are identified for both performance and participation rate shall complete Part 1, Part 2 and Part 3.
5. Within Part 1 and Part 3 there are questions that are specifically designed for schools that have the same identification this year as last year.

A Message to Parents, the Local Board of Education, and Community Members:

This school has been identified as a Local Assistance Plan School for the 2017-18 school year. The identification is based on the performance of certain groups of students in the school on state assessments and/or the school's participation rate on state assessments. Local Assistance Plan Schools are required to conduct a Self-Reflection, which provides school-based teams with the opportunity to reflect on the practices that exist within the school in preparation for identifying the appropriate next steps for the school. The results of this Self-Reflection have been reviewed by the school and the district, and have been used to create this plan to improve the school's academic performance and/or participation rate. If you have any questions regarding the identification of the school as LAP, or the plan described within this Template, please contact the school or district directly.

SCHOOL OVERVIEW
Name of School: Martin Road Elementary
Individuals Who Assisted in the Development of the LAP Plan: Julie Andreozzi, Mellissa Girdlestone, Amy Marcin, Heather Monti, Greg Stachowski,

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

Performance of the following subgroups*:

- Students with disabilities, hispanic, white, LEP, ED –for ELA
- Students with disabilities, black, hispanic, white, LEP, ED-for math
- White –for science

Participation Rate for the following subgroups**

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-
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*Schools identified for Performance shall complete Parts 1 and 2.

**Schools identified for Participation Rate shall complete Part 3.

Part I: Whole School Reflection

Directions:

ALL SCHOOLS IDENTIFIED FOR PERFORMANCE: *Review the information gathered using the Local Assistance Plan Self-Reflection Document and any additional information about the school to answer question 3 to 5.*

1. Please identify three to five things that the school believes it does well for the identified sub-group(s):
 1. Provides time in the schedule for a “newcomer group” for students that do not speak English.
 2. Provide whole group instruction in Phonics using the Foundations program for grades 2 and 3. Foundations was started in last year’s LAP plan.
 3. Through professional development teachers received training in the Kagan Structures. This allows students to be actively engaged in the lesson as well as work with partners or in groups.
 4. Staff utilizes strategies from professional development provided by the school leader as evidenced by our walk through data.
 - 5.
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. Limited staff to service all ELLS and Tier 2 intervention groups.
 2. Training needed for teachers in how to address students’ deficiency in literacy.
 3. Limited parent engagement and involvement

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. Give teachers support-training/coaching in the area of literacy.
 2. Assess students' specific needs through benchmarking and common formative assessments.
 3. Provide early literacy support/alignment for students in K- 1 moving up to 2nd-5th grade. Two thirds of the students that enter Martin Road Elementary are reading below grade level.

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.

4. **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.	Limited staff to provide intervention services.	Scheduling was reworked to provide grade level support to more students. Students then could move to another class to receive more specific intervention services. Select staff was trained in the Wilson program for Tier 3 interventions. All second and third grade staff was trained in Foundations for whole group instruction.
2.	Limited staff to provide social emotional support – character education program.	A school counselor was hired in December to start the Social Emotional learning-character education program at Martin Road. The school counselor and social worker went into every classroom twice a month to provide instruction in social emotional learning.
3.	Limited technology	WiFi and additional technology was included in our SMART SCHOOLS Grant looking at the next five years.
4.		
5.		

5. **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.	Create essential standards.	Create learning targets for essential standards.	N

2.	Create common formative assessments.	Create common formative assessments.	Y
3.	Provide remediation services to students below grade level.	Give teachers support-training/coaching in the area of literacy.	N
4.	Provide social emotional support to students.	Continue- A school counselor was hired in December to start the Social Emotional learning-character education program at Martin Road. The school counselor and social worker went into every classroom twice a month to provide instruction in social emotional learning.	N
5.	Improve student attendance.		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:
EXAMPLE Low language acquisition for ELL students.	EXAMPLE Implement new ELL phonics program. Hire ELL Director.	EXAMPLE ELL phonics program PD on ELL phonics program for Director and teachers	EXAMPLE PD offered by curriculum developer on ELL phonics (September and November)	EXAMPLE Teachers will attend two training sessions by December. Program will be implemented in all classrooms. Director will have observed implementation	EXAMPLE: Language acquisition for ELL students on January assessment will increase by 5% compared to Fall benchmark.	EXAMPLE Language acquisition for ELL students will increase by 10% on May assessment compared to Fall benchmark.	EXAMPLE Principal ELL Director	EXAMPLE July/Aug – Review and purchase program, hire Director Sept – June – implementation of ELL program, classroom observations conducted by ELL Director. October/January/April/June – evaluation of progress based on mid-

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:
				on and provided feedback.				year and end of year goals.
1. Give teachers support-training/coaching in the area of literacy	Look at the current pieces to our balanced literacy program and train/support teachers on areas that our students are struggling with.	Reading teacher (Martin Road) Literacy specialist (PLC)	Monthly support from the literacy specialist and the reading teacher.	Staff will have met with the reading teacher and literacy specialist to set goals.	By looking at student data for progress. Utilize I-ready, common formative assessments, Foundations, benchmark assessments.	Increasing the number of students needing Tier 1 only. By looking at student data for progress. Utilize I-ready, common formative assessments, Foundations, benchmark assessments.	School leader Reading teacher (MRE) Reading specialist from PLC.	September, October-meeting with reading specialist, reading teacher to analyze balance literacy program. November- June-Meet with teachers to set goals as well as provide professional development and coaching in the identified areas of literacy.
Two-thirds of our students enter Martin Road Elementary reading below grade level, provide early literacy support/alignment for students in	Meet as a team to align the two buildings literacy components. Implement combined reading nights at the	Reading teacher (MRE, Truman) Literacy specialist (PLC) School Leaders (Truman,	Reading teacher Literacy specialist	Reading teacher (MRE, Truman) Literacy specialist (PLC) School Leaders (Truman, Martin) will	By looking at the student data for progress.	Increasing the number of students needing Tier 1 only.	School leader Reading teacher Reading specialist from PLC. Truman Principal	Meet monthly to establish district goals-and alignment. September-establish – reading nights

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:
K,1 moving into 2 nd -5 th .	elementary schools.	Martin Road)		have met to set goals.				
3. Assess students' specific needs through benchmarking and common formative assessments.	Utilizing a new tool (I-ready) assess students to figure out their specific skill deficits and how to progress monitor the intervention. Grade levels develop common formative assessments to assess students.	I-ready Reading teacher (MRE) Literacy specialist (PLC) Boces trainer	I-ready training Continue common formative assessment training.	Can use I-ready and analyze the data using the various reports. Data Meetings.	Look at student data and what interventions of re-teaching have occurred as a result of assessments and the results of the intervention and re-teaching. Progress monitoring data.	Look at student data and what interventions of re-teaching have occurred as a result of assessments and the results of the intervention and re-teaching. Progress monitoring data	School Counselor School Leaders Grade level-data meetings School Psychologist	I-ready training- August July, August, September, October- common formative assessments completed

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:
4. Limited staff to service all ELLS and Tier 2 intervention groups.	After school program for newcomer group/Tier 2 intervention students.	Teachers	Reading teacher	Attendance in program/buses	Attendance /progress monitoring data	Attendance /progress monitoring data	Director of Curriculum School Leader Teachers	September- ask for teachers October 17-program started with buses Program runs October 17 th - March 29th
5. Training needed for teachers in how to address students' deficiency in literacy.	School Visit (looking at literacy) followed by debriefing, support, goal setting-action plan.	Funds Teachers Reading teacher School Leader	Debriefing and support, goal setting-action plan	goal setting-action plan	Number of students impacted by goals.	Number of students impacted by goals. Student data-literacy	Director of Curriculum School Leader Teachers	September-January Visit/action plan

Part III: Promoting Participation in State Assessments

To be completed only by LAP Schools with subgroup(s) identified solely for the failure to meet the 95% participation rate on state assessments.

In the table below, for each group for which the school failed to meet the 95% participation requirement in the 2015-16 school year, enter the percent of test participation in the 2016-17 school year:

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

Pursuant to the provisions of the Elementary and Secondary Education Act (ESEA), the United States Department of Education (USDE) requires that at least 95% of students in each accountability group for which a school is responsible must participate in the state’s annual reading/language arts and mathematics assessments. To meet the requirements of New York’s approved ESEA flexibility waiver, the New York State Education Department requires that districts with schools identified as Local Assistance Plan schools for failing to meet the 95% participation rate requirement for one or more accountability groups on an English language arts and/or mathematics accountability measure provide narrative responses to the questions below.

1. Did your school complete a Local Assistance Plan last year for Participation Rate?

If yes, please skip questions 2, 3, and 4 and proceed to question 5. Be sure to complete the prompts for “Re-Identified Participation Rate LAP Schools ONLY”

If no, please proceed to question 2-4 and be sure to complete the prompts for “Newly Identified Participation Rate LAP Schools ONLY”

Yes

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)*

We will have a testing section in our monthly newsletter that goes home to families. As well as share information at Open house and Family Nights.

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)*

Information will be shared with families during our ELA/Math Family Night as well as during Coffee with the Principal. Central Office will support families with information nights.

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)*

Robo calls/remind App reminding students about the importance of the test. Morning announcements regarding the tests and test preps. These are similar strategies-Remind App is new. Increase the frequency of these strategies.

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