



Name of Principal:	Bethany L Schill
Name of School:	Lackawanna Middle School
School Address:	550 Martin Road, Lackawanna NY

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: Lackawanna Middle School
Individuals Who Assisted in the Development of the LAP Plan: <ol style="list-style-type: none"><li data-bbox="237 760 527 789">1. Beth Schill, Principal<li data-bbox="237 797 653 826">2. Jessica Coccionitti, ELA teacher<li data-bbox="237 834 600 863">3. Will Still, 6th grade teacher<li data-bbox="237 872 636 901">4. Amy Ortiz, Special Ed teacher<li data-bbox="237 909 716 938">5. Deanna Caldwell, Special Ed teacher<li data-bbox="237 946 680 976">6. Kelly Gorsyka, Special Ed Teacher

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

Performance of the following subgroups*:

- ELA: SWD & Black
- Math: SWD, Black, White, ED
- Science: white & ED

Participation Rate for the following subgroups**

-
-
-

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

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

Part I: Whole School Reflection

Directions:

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

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

1. PBIS tier 1 for behaviors
2. Implementation of seven specific Marzano Strategies
3. Monitoring of attendance, behavior and academics through tiered profile sheets and assignment of support services based upon this data
4. ELA and Math teachers understanding DAP testing and how to create follow up lessons (benchmark testing)

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. A lack of AIS staff to meet the needs of identified students. Only 40 students per grade level may receive AIS in ELA and math, we have approximately 60 additional students that qualify per grade level. Science AIS is not offered at all due to lack of staffing.
2. There is no curriculum or instructional program for AIS services in math or ELA. Teachers are left to devise their own instructional materials without guidance.

3. A lack of substitutes means that students are not receiving instruction when staff is absent. Staff is not able to attend professional development due to the lack of substitutes. ELA, math, & science departments have a data protocol but it is difficult to follow it at minimum of 6 times due to not being able to be pulled to work on the data protocol and design follow up instruction.
4. The building does not have any in school suspension or reconnect program within the building to meet the needs of students. Thus students are returned to classes before they are ready. This disrupts the learning of other students.
5. Lack of social emotional curriculum, program or model for the school in addition to PBIS, as PBIS model is not effective for our identified subgroup as indicated by out data.

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

1. Science, math and ELA departments need to analyze data and adjust instruction accordingly. Tier 1 instruction needs to improve. Teachers need to understand how to provide differentiation within the classroom.
2. AIS teachers need to have a defined instructional program and materials.
3. Socio-emotional supports need to be added for students across the building to complement PBIS.
4. An increase in best practice instructional strategies being consistently utilized across grade levels and content areas. These include the following Marzano Instructional strategies:
 - Higher order questions connected to learning targets
 - Positive classroom culture
 - Unpacked learning targets
 - Student/teacher discourse 60/40% or greater
 - Continual checks for understanding
 - Students working with partners/in various groups
 - Students engaged in rigorous tasks

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.	Deficiencies in AIS supports to assist students identified through monitoring. Deficiencies include lack of staff to provide AIS for identified students, lack of AIS curriculum, lack of ability to schedule	Students were monitored and changes made to student schedules when possible during the school year.

	students for AIS based on needs instead of ease of scheduling, AIS model is currently one based on remediation not on proactive skill building.	
2.	Lack of an RTI process that is based on the whole child (includes academics/behavior/attendance) with a focus on essential standards. Process needs to include school wide screener and benchmark assessments.	Departments decided upon essential standards. Schoolwide screener (iReady) was put in place
3.	Lack of social emotional curriculum, program or model for the school in addition to PBIS, as PBIS model is not effective for our identified subgroup as indicated by out data.	Attempts were made at the district level to have a district wide socio-emotional program. The district decided against moving forward so the barrier was not addressed.

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.	Math dept needs to analyze data and adjust instruction accordingly. Found growth in students with ELA using data protocols. Need similar process in math with benchmark tests and analysis.	Science, math and ELA departments need to analyze data of DAP tests and adjust instruction accordingly. Data protocol needs to be adjusted due to the lack of subs so that it can be embedded during PD periods. BOCES provider will be working with these teams to develop a new system. Tier 1 instruction needs to improve by teachers understanding how to differentiate within the classroom. A group of teachers will be learning differentiation and sharing with their departments. BOCES provider will be working specifically with math teachers to develop a vertical curriculum.	Y: strategy is being adjusted but is essentially the same
2.	Monitoring of the subgroup separate from the schoolwide monitoring to ensure that the subgroup is making gains.	The student support team will be studying the book Building Equity to help build the capacity of the building in the area of equity within policies and procedures.	N
3.	Better use of instructional time. Lack of subs within district leading to students in study halls, current schedule has 1-3 study halls a day for students.	AIS teachers will be designing an instructional program based on essential standards.	Y
4.	Specific socio-emotional supports for the subgroup, after school activities for the subgroup and involvement by community members from	Socio-emotional supports in addition to PBIS will be added although the district is not providing a program or curriculum. The building leadership team has devised on their own a plan to utilize building wide.	Y

	within the subgroup.		
5.	An increase in best practices being consistently implemented across grade levels and content areas. These include a set of Super Seven Marzano Instructional strategies.	An increase in best practices being consistently implemented across grade levels and content areas. These include a set of Super Seven Marzano Instructional strategies. A group of teachers worked with a PLC associate last year to learn strategies and then turn key to staff. This will happen again this year although it is unfortunately with a different PLC associate. This will require teachers to develop trust with this new person.	Y

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:

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 and provided feedback.	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-year and end of year goals.
AIS math and ELA teachers do not have a defined instructional program.	AIS math and ELA teachers will design an instructional program.	Go Math textbooks, iReady, Writing Workshop materials, essential standards from content teachers at the grade level	PD offered on essential standards	Mid year check of essential standards being utilized by AIS and content teachers and resources being utilized for the instructional program	Growth on iReady scores for ELA and math for all AIS students on chosen essential standards and overall growth of 15 points	Growth on iReady scores for ELA and math for all AIS students on chosen essential standards and overall growth of 30 points for the year	Principal Principal of Special Education	September: meet with AIS staff and content teachers Monthly check ins with AIS staff

Barrier or need to be addressed:	Strategy to be implemented:	Resources to be used:	Specialized PD involved:	Mid-year Benchmark Goal: (STAFF EFFORTS)	Mid-year Benchmark Goal (STUDENT OUTCOMES):	End of the Year Quantifiable Goal: (STUDENT OUTCOMES)	Person(s) Responsible for Strategy Implementation:	Time Period for implementation:
<p>Science, math and ELA departments need to analyze data of DAP tests and adjust instruction accordingly.</p> <p>Tier 1 instruction needs to improve by teachers understanding how to differentiate within the classroom.</p>	<p>Data protocol needs to be adjusted due to the lack of subs so that it can be embedded during PD periods.</p> <p>A group of teachers will be learning differentiation and sharing with their departments.</p>	<p>BOCES instructors</p> <p>Visit to schools successfully implementing Tier 1 instruction</p>	<p>Science teacher needs PD from BOCES instructor</p> <p>ELA and math have had the PD but need to learn a different protocol that will allow for teachers to complete data work during PD</p>	<p>Data from benchmark testing and instructional practices utilized</p> <p>ELA & math teachers should have two data protocols completed with analysis and instructional practices utilized with students.</p>	<p>Student scores on benchmark testing should show growth on essential standards.</p>	<p>Student scores on science, math and ELA state tests should be at least 10% higher than last year.</p>	<p>Building Principal</p> <p>Principal of Curriculum and Instruction</p> <p>Department heads for ELA, math and science</p>	<p>Data protocol training starts in September</p> <p>Science benchmark testing in January</p> <p>Ela & math will conduct data protocol at least twice a quarter for a total of 8</p>
<p>Lack of aligned curriculum in math</p>	<p>BOCES provider will be working specifically with math teachers to develop a vertical curriculum.</p>	<p>State standards, math department curriculum, unit and lesson plans</p>	<p>10 days with BOCES instructor working with math department</p>	<p>By January an aligned curriculum for math department should be in the online curriculum system</p>	<p>Student scores on benchmark testing should show growth on essential standards.</p>	<p>Student scores on science, math and ELA state tests should be at least 10% higher than last</p>	<p>Building Principal</p> <p>Principal of Curriculum and Instruction</p> <p>Department heads for ELA,</p>	<p>Curriculum work begins in September</p> <p>3 half days of curriculum work in the fall</p> <p>10 days with BOCES provider spread out throughout the year</p>

Barrier or need to be addressed:	Strategy to be implemented:	Resources to be used:	Specialized PD involved:	Mid-year Benchmark Goal: (STAFF EFFORTS)	Mid-year Benchmark Goal (STUDENT OUTCOMES):	End of the Year Quantifiable Goal: (STUDENT OUTCOMES)	Person(s) Responsible for Strategy Implementation:	Time Period for implementation:
						year.	math and science	
Socio-emotional supports need to be added for students across the building to complement PBIS	Introduction of 7 habits of successful students and leadership notebooks with data tracking	Data notebooks created by building leadership team	PD on habits by building leadership team and principal	All staff should be able to identify the 7 habits and give 2 examples of how to utilize within the classroom	Students should have leadership notebooks with iReady testing graphed and goals set with reflection on beginning of the year	Students should have leadership notebooks with iReady testing graphed and goals set with reflection On the beginning of the year	Building leadership team Building principal	Planning started over the summer All habits will be reviewed at start of year A habit a month will be taught to staff and students
5. An increase in best practice instructional strategies being consistently utilized across grade levels and content areas.	Group of 6 teachers will be practicing the 7 strategies and turn keying with staff	Marzano Strategies & videos	PLC associate	Walk thru's will show 85% across the building for implementation of three of the seven strategies.	85% of students should be passing 2 or more content classes on the 2 nd report card	85% of students should be passing 2 or more content classes on the 2 nd report card	Building principal Principal of Curriculum and Instruction	PLC will begin working with staff in September and monthly provide supports

Part III: Promoting Participation in State Assessments

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

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

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

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

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

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

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

NEWLY IDENTIFIED LAP SCHOOLS ONLY

2. How do you plan to communicate with parents and other stakeholders regarding the purposes of the NY state assessment program and the revisions that have been recently made to the NY state assessment program? *(Newly Identified Participation Rate LAP Schools ONLY)*

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 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)*

Communication will remain the same to parents and stakeholders. The district website, principal's blog page, newsletters, student assemblies, open house and parent teacher conferences. Teachers will again be made aware of the pan and informed as to the advantages of students taking the tests. New this year will be an explanation that the testing days have been shortened to 2.

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 on how state assessments are utilized will be shared at evening principal's meetings, at snack and chat with the principal, and in the monthly newsletter. New this year will be having teachers explain iReady testing to students and teachers to help start the conversation about standardized tests.

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)*

Considering having kids who are not taking the state test be involved in a rigorous activity.

Letting students know the expectation is for them to take the test because they are capable.

Making sure students and parents know the test is not creating a stressful environment. Teachers want kids to try their best, teacher scores are not being determined from test results, students have time to take the tests and to use strategies.

Make sure parents are informed that student scores are being utilized along with other factors to determine placement in honor's classes.

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