



<b>Name of principal:</b>	Nateasha McVea
<b>Name/number of school:</b>	Roosevelt Middle School
<b>School address:</b>	335 East Clinton Avenue Roosevelt NY, 11575
<b>Identified Subgroup(s):</b>	Economically Disadvantaged

**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 July 29, 2016.** Please note: If your school has subgroup(s) that have been solely identified for failing to meet the participation rate requirement, please ensure that you complete “Part III: Promoting Participation in State Assessments” found on page 6 of this plan template. 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 use the results of the Self-Reflection to guide creation of a Local Assistance Plan to address all identified subgroups.

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 2016-17 school year. The identification was based upon the academic performance of either all students or particular groups of students on state assessments during the 2014-15 school year. Local Assistance Plan Schools are required to conduct a Self-Reflection on the educational program, leadership and instructional practices. The Self-Reflection 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 their 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 student academic performance. 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.

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**Part I: Whole School Reflection**

**Identify the date the Local Assistance Plan Self-Reflection Document was completed:**

Thursday, July 21, 2016

**Identify the individuals who helped complete the Local Assistance Plan Self-Reflection Document:**

1. Nateasha McVea – Principal
2. Ogechi Iwuoha – Assistant Principal
3. Jeremiah Sumter – Assistant Principal
4. Brian Gladstone – Science Teacher
5. Nancy Jones – Social Studies Teacher
6. Eric Amadeo – ENL Teacher
7. Dexter Thomas – Math Teacher
8. Joseph Notaro – English Teacher
9. Belinda Monroe – Parent
10. Sylvia Monserrate - Parent

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*Directions: In thinking about the information gathered using the Local Assistance Plan Self-Reflection Document, and the school as the whole, please answer the following prompts.*

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

1. Scheduled quarterly assessments – STAR Renaissance and Reading Inventory
2. Team analysis of quarterly assessment data to monitor progress and provide targeted interventions.
3. Instructional Support Team meetings (as needed), by Team to include parents, student, administration, teacher and counselors to develop individualized plans and supports (academic and behavioral).
4. Teacher generated formative, quarterly, and summative assessments

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:

1. Transient population
2. Displaced students
3. Achievement gap-average entering grade proficiency level of 15.3%
4. Students at risk

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

1. Expanding learning time outside of school day
2. Embedding an effective reading and math intervention and comprehension program
3. Designing rigorous and relevant curricula for all students
4. Engaging students through purposeful regrouping where instructional activities lead to meeting the stated objective
5. Providing systemic professional development geared towards building teacher knowledge and skills in differentiated instruction and student engagement/ownership.

**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:
<i>EXAMPLE</i>  <i>Low language acquisition for ELL students.</i>	<i>EXAMPLE</i>  <i>Purchase ELL phonics program. Hire ELL Director</i>	<i>EXAMPLE</i>  <i>ELL phonics program PD on ELL phonics program for Director and teachers</i>	<i>EXAMPLE</i>  <i>PD offered by curriculum developer on ELL phonics (September and November)</i>					

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>1. Low ELA proficiency for ED</p>	<p>HMH Reading Inventory given in September 2016</p> <p>Modify Expeditionary Learning Modules to differentiate based on student Lexile levels</p> <p>Grouping for differentiated learning within heterogeneous developed class based on student grade equivalency</p> <p>Hire 2 ELA academic intervention teachers</p>	<p>3-8 Expeditionary Learning Modules</p> <p>Reading comprehension and writing program</p> <p>HMH Reading Inventory for grouping</p> <p>New York State ELA Scores for grouping</p> <p>New York State Exemplars for instruction</p> <p>eSpark</p>	<p>PD offered by ELA instructional coaches on curriculum writing (unit/lesson plans) for 2016-2017 school year</p> <p>PD offered by ICLE for the purpose of Vertical Teaming</p>	<p>Staff attend professional development sessions facilitated by instructional coaches by January 2017</p> <p>Creation of unit/lesson plan</p> <p>ELA academic intervention teachers fully engaged in push-in and pull-out program through participation in grade level PLC</p>	<p>HMH Reading Inventory benchmark</p> <p>STAR Renaissance benchmark</p> <p>eSpark Benchmarks</p>	<p>80% of students level 2 or above on the 2017 NYS ELA Exam</p> <p>All students advance at least one reading level</p>	<p>School Leadership Team</p> <ul style="list-style-type: none"> <li>• Administration</li> <li>• Lead teachers</li> <li>• Teacher Teams</li> </ul>	<p>July/August 2016- hire AIS ELA teacher</p> <p>August-September 2016- student support groups established by reading level</p> <p>September 2016- administer STAR and HMH Reading Inventory</p> <p>Quarterly progress monitoring</p>

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	eSpark  Vertical Teaming							
2. Low Math proficiency for ED	<p>Modify Eureka Math Modules to accommodate a GO Math! 7<sup>th</sup> Grade Curriculum</p> <p>GO Math! Diagnostic, Benchmark, and End of Year Test</p> <p>Grade 8 curriculum Common Core Algebra I</p> <p>STAR Renaissance given in September</p>	<p>GO Math! Program</p> <ul style="list-style-type: none"> <li>• Leveled modules and units</li> <li>• Digital resources</li> <li>• Response to intervention tools for Tier 1,2, and 3</li> <li>• Differentiated Instruction</li> </ul> <p>New York State Math Scores for flexible grouping</p> <p>New York State Math Exemplars for instruction</p>	<p>PD offered by GO Math! professional services</p> <p>PD under the direction of the District designated Math coach providing curriculum writing and implementation of 2016-2017 Grades 6-8 Common Core Algebra I program</p>	<p>Grade 7 &amp; 8 teachers attend GO Math! professional development session by January 2017</p> <p>Grade 8 teachers attend Common Core Algebra I professional development by January 2017</p> <p>Summer Curriculum</p>	<p>GO Math! Diagnostic, Benchmark, and End of Year Test - Proficiency</p> <p>STAR Renaissance benchmark</p>	<p>80% of students level 2 or above on the 2017 NYS Math Exam</p> <p>40% of students pass Common Core Algebra I Regents</p>	<p>School Leadership Team</p> <ul style="list-style-type: none"> <li>• Administration</li> <li>• Lead Teachers</li> <li>• Teacher Teams</li> </ul>	<p>July/August 2016-hire 2 AIS Math teachers</p> <p>August-September 2016-student groups established by math level</p> <p>September 2016-administer STAR, Algebra, and GO Math! Diagnostic</p> <p>Quarterly progress monitoring</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:
	2016  2016 New York State Assessment of Grade 6 and 7 will assist in developing flexible grouping for differentiated learning within heterogeneous class  Hire 2 Math academic intervention teachers	RUFSD Curriculum  iXL Online Resource  eSpark		Writing Project				
3.								



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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.***

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?