



<b>Name of Principal:</b>	JENNIFER GIALLELLA
<b>Name of School:</b>	Hamburg Middle School
<b>School Address:</b>	360 Division Street

**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.

<b>SCHOOL OVERVIEW</b>	
Name of School:	
Individuals Who Assisted in the Development of the LAP Plan:	
Colleen Kaney	
Jennifer Giallella	
JulieAnn Hoerner	
Elizabeth Bittar	
JulieAnn Hoerner	
Mary Finnerty	
Jennifer Perri	
Pam Bierl	
Rhonda Mills	
Carolyn Durni	
Christopher Cerrone	
Jackie Martin	
Jennifer Carducci	

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

Performance of the following subgroups\*:

- SWD
- 
- 

Participation Rate for the following subgroups\*\*

- SWD
- 
- 

\*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. Personnel to support SWD
  2. Continuum of special education services
  3. Parent and Community involvement is strong
  
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. Structure of the school day to allow collaboration between staff
  2. Collection and analysis of data that will support special education teachers in the identification of specially designed instruction
  3. Lack of specific professional development for special education staff

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. Utilize staff meetings, department leader meetings, and district strategic plan committee to collect and analyze data
  2. Provide professional development to special education teachers that will support in their delivery of Specially Designed Instruction
  3. Modify current structure to increase time for collaboration

**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.	Structure of the school day to allow collaboration between staff	Team meetings for the 12:1 teachers after school
2.	Collection and analysis of data	Collected and evaluated math data from quarterly interim assessments using a highly structured data team meeting process. Moved toward the development of grade level shared instructional practices.
3.	Lack of specific professional development for special education staff	1:1 Time/Coaching with Special Education School Improvement Specialist at Erie 1 BOCES to support teachers in both co-taught and special class programs in math. Data team meetings had time allocated to discuss interventions and strategies that would address the needs of the subgroup of students with disabilities.

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.	Utilize staff meetings, department leader meetings, and district strategic plan committee to collect and analyze data	Provide time for the implementation/intensive learning team to meet every 6 weeks to look at student work/data on agreed upon evidence-based practices.	Y
2.	Provide specialized professional development to special education teachers	1. Provide foundational training to all co-teaching teams in ELA and Math around the area of Specially Designed Instruction to include an emphasis on using co-teaching approaches and how student data informs choices in SDI. 2. Provide intensive coaching to a smaller subgroup of co-teaching teams that will serve as an implementation/intensive learning team for further work in the district.	Y
3.	Modify current structure to increase time for collaboration	Providing co-teaching teams with designated time to collaboratively plan with the support of the SESIS.	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:
1. Structure to allow for collaboration	Analyze current schedule to find common times	Sub coverage during the day to allow for common planning time	NA	Provide two days for 12:1:1 teachers to meet to collaborate regarding SWD	Read 180 Data review will show SRI scores improving	Students will meet IEP reading goals	Jennifer Giallella and Amanda Bolin	Half days in September, mid-November, early February and end of May

	SE SIS is committed to weekly support on a day chosen by building leaders	sub coverage for planning time	YES-SE SIS will provide training and coaching on structure to planning	coaching data from SE SIS on frequency of time spent with SE SIS on planning	student data from agreed upon evidenced based practice		Jennifer Giallella and Amanda Bolin, SE SIS	SE SIS will be in building every Wednesdays all year long. Each team on intensive learning team should meet with SE SIS at least once a month to plan, co-teach, or have an observation and reflection.
2. Collection and analysis of data	Utilize staff meetings, department leader meetings, and district strategic plan committee to collect and analyze data	Time, sub coverage, afterschool pay	Continue Training on data inquiry meetings	Department Leaders will be trained  Intensive learning team will have at least one data meeting to look at student data from interventions	Quarter 1 & 2 data will be analyzed for each student in identified classes  students are using the identified intervention	Students will show improvement between quarters 3 and 4 on quarterly assessments  evidence of use of interventions on quarterly assessments	Special Education teams and administrators	Monthly Staff Meetings Monthly Department Leader Meetings Initial training and meetings in 16-17
3. Lack of specific professional development for special education staff	Provide specialized professional development to special education teachers	Erie 1 Boces Training and Support QIP  AMLE Conference	Special designed instruction, Instructional Coaching  Tools for Thoughtful Assessment	Classroom observations and self-reflection to identify specific training needs	Progress toward IEP goals  Students will demonstrate self-assessment	Progress toward IEP goals  Students will demonstrate self-assessment	Staff Developer	August & early September used to identify needs Training and support begins in September to develop the QIP and begin foundational training with teachers.  3 Teachers and 1 administrator will attend the conference in Nov

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>44%</b>	<b>44%</b>	<b>N/A</b>	<b>42%</b>	<b>42%</b>	<b>N/A</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? NO**

*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)*
  - Communication with staff regarding state assessments through staff meetings, department meetings, professional development
  - Staff sharing information with parents through open house, emails, memos, parent teacher conferences

### *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)*
  - Memo going to parents explaining assessment results and how we use the results to better instruct students

### *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)*
  - Discussions at PTSA (Parent Teacher Student Association) meetings where assessments can be shown and explained
  - Reminder emails and calls sent out prior to assessments – included will be dates and purpose of assessments

*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.*