



Name of Principal:	Mr. Rui Mendes
Name of School:	Bay Elementary School
School Address:	114 Bay Avenue, Patchogue, New York 11772

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: Bay Elementary School	
Individuals Who Assisted in the Development of the LAP Plan: <ul style="list-style-type: none">• Rui Mendes• Beth Corpac• Evelyn Gonzalez	
The school has been identified for (identify all that apply): <input checked="" type="checkbox"/> Performance of the following subgroups*: <ul style="list-style-type: none">• AYP – Math – Hispanic• AYP – Math – Economically Disadvantaged <input checked="" type="checkbox"/> Participation Rate for the following subgroups** <ul style="list-style-type: none">• Asian• Black• Economically Disadvantaged• English Language Learners• Hispanic• Students with Disabilities• White	
*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.*

3. Please identify three to five things that the school believes it does well for the identified sub-group(s):
 - a. Collaborative discussions of shared students among classroom teachers and support staff
 - b. Address Social Emotional Needs of Students
 - c. Professional Development opportunities are implemented with ongoing support and many teachers are willing to implement new strategies and share results
 - d. Identify students that are academically “at risk” and provide AIS services to target the deficiencies in order to close the achievement gap
4. 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):
 - a. Limited resources at home to help remediate deficiencies and reinforce academic skills.
 - b. Lack of readiness skills for students entering kindergarten, most noticeably with our identified sub groups. Skills need to be taught and reinforced, before academic deficiencies can be tackled by staff.
 - c. Students entering the country (ENL) with little or no formal education in country of birth. Students entering Kindergarten with little or no knowledge of print/early literature (Economically Disadvantaged)
 - d. Lack of parental involvement / understanding of curriculum as well as standards.
5. Please identify three to five things that the school believes must happen (needs) for the identified subgroup(s) that are currently not happening
 - a. Parental education in regards to support in the home as well as local support resources.
 - b. Student immersion in early literature with an overlap and focus on numeracy, while addressing social emotional needs. Students who feel safe in school as well as at home learn at an improved rate.
 - c. Continue to close the achievement gap for identified students during the K-2 years, as students grow older the ability to close the gap becomes more difficult for all learners.
 - d. Identify and remediate students who fall under the subgroups with an emphasis on Math Instruction. Students in Kindergarten and First Grade will be introduced to a new Mathematical Program, teachers need to receive extensive professional development in moving the program forward to increase fluency outcomes. Grades 2-5 will continue to utilize the NYS Math Modules as the district rolls out the new Math program over the next several years, with an emphasis on the importance of fluency in both Mathematical Fluency as well as Reading fluency when understanding and solving word problems.

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.

6. **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 Latino Parental Attendance / Involvement with student education / learning goals.	<p>Bilingual Information Nights to support English Language Learners and their Families. Parent Curriculum Nights centered on academic themes including: Student Science Expo (Current Yearly Event) Develop and Implement Multicultural Expo: Focus on Curriculum Areas: ELA and Math- Tie Curriculum to Student / Parent Interest. Collaborative work with parents and public library: Identify and discuss resources available for parents of students identified as Economically Disadvantaged. Use of parental surveys to develop new workshops in response to parental needs. Academic Parental/Student workshops with Bi-Lingual Support for families of Hispanic students as well as identified ELL's (English Language Learners).</p>
2.	<p>Access to Curriculum for both our ENL / Hispanic Students Access to Curriculum for students designated as Economically Disadvantaged</p>	<p>Continue to modify and adapt the content and pacing of the NYS Math Modules by the district leadership team in order to support students with an emphasis and the identified sub-groups. Continue to Implement, refine and collaborate on the new K-3 writing framework. Continue Common Core Training with regional experts including Sarah Cordova and Dottie Turner to support writing across the curriculum. Continue to infuse SIOP strategies and protocols for Hispanic and ENL's. Continue to emphasize <u>The Core Six, Essential Strategies</u> and strategies from <u>Vocabulary at the Core</u> during faculty meetings and PDP's. Continue school-wide emphasis on making academic vocabulary a part of student's schema. Continue to use the Tiered Reading Program to target instruction for individual learners. Target ED, Hispanic and ENL's for the Extended Day program to strengthen and remediate Mathematical skills. Target Hispanic and ENL's who have not made significant progress in Scholastic Intervention Programs for Wilson/ Just Words instruction.</p>
3.	Economically Disadvantaged/ENL / Hispanic Student – Reading below Grade Level	<p>Improve Classroom Teacher understanding of Guided Reading Practice, as well as Oral Language enhancements within the instructional day. Use of Microsoft products to record information on shared students including those within identified subgroups. Enhance teacher/student communication to drive goal setting using iRead/SRI/SPI/AIMSWeb Plus Reports. Utilize reflection forms following SRI assessments to promote student self-awareness, increase accountability and self-reflection. Building and district administrators continue to conduct frequent formal and informal observations to provide actionable feedback and improve instructional outcomes. Continue the use of the PDP period and after school faculty/department meetings to analyze student work collaboratively in order to identify trends. ESL and Bilingual teachers will continue to monitor student performance through SRI/SPI/AIMSWeb Plus screening as well as classroom performance.</p>
4.		

7. **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.	Parental education in regards to support in the home as well as local support resources.	Parental education in regards to support in the home as well as local support resources.	Yes
2.	Student emersion in early literature, while addressing social emotional needs. Students who feel safe in school as well as at home learn at an improved rate.	Student emersion in early literature with an overlap and focus on numeracy, while addressing social emotional needs. Students who feel safe in school as well as at home learn at an improved rate.	Yes
3.	Close the achievement gap for identified students during the K-2 years, as students grow older the ability to close the gap becomes more difficult for all learners.	Continue to close the achievement gap for identified students during the K-2 years, as students grow older the ability to close the gap becomes more difficult for all learners.	Yes
4.		Identify and remediate students who fall under the subgroups with an emphasis on Math Instruction. Students in Kindergarten and First Grade will be introduced to a new Mathematical Program, teachers need to receive extensive professional development in moving the program forward to increase fluency outcomes. Grades 2-5 will continue to utilize the NYS Math Modules as the district rolls out the new Math program over the next several years, with an emphasis on the importance of fluency in both Mathematical Fluency as well as Reading fluency when understanding and solving word problems.	No
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 Parental Attendance / Involvement with student education / learning goals.	Information Nights to support Hispanic Students and their families, as well as others living at the poverty level. Parent Curriculum Nights centered on academic themes including: Developing a Night Event to	Title 1, 2, and 3 funding as well as funding acquired from Basic School Improvement Grant to support: Ongoing Professional development with a Focus on development of a STEAM classroom, which will	Teacher release time / curriculum stipends to collaborate and develop comprehensive grade level outcomes for Math with a focus on cross curricular discussion (STEAM). Creation of Grade Level Electronic	Teachers will attend at least two Professional Development sessions by December to work in collaboration with grade level Colleagues. Strategies will be implemented in all classrooms. Director will have observed implementation and provide feedback.	Increase parent attendance (for identified subgroups) at school sponsored functions by 10% in order to communicate classroom expectations with parents. This will create a home / school support network for our learners.	Increase parent attendance (for identified subgroups) at school sponsored functions by 20% in order to communicate classroom expectations with parents. This will create a home / school support network for our learners. Attendance by all stakeholders will	Classroom Teachers Principal Directors: ENL Elementary Humanities Elementary STEM	September 2017: Continued use of Science / Math (Electronic Binders) developed by Summer Curriculum Teams. October 2016: Initial Parent Feedback Sessions via Back to School Night Surveys November 2017: Planning Meetings - Building Team STEAM Development Team. January 2018: Review / Reflection

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>showcase student work as well as provide informational strategies for parents to use at home: STEAM (Science, Technology, Engineering, Arts, and Mathematics Expo</p> <p>Develop and Implement Multicultural Expo:</p> <p>Focus on Curriculum Areas: Math- Tie Curriculum to Student / Parent Interest. Collaborative work with parents and public library: Identify and discuss resources available for parents of students identified as Economically Disadvantaged. Use of parental surveys to</p>	<p>encourage students to view Mathematical skills across the disciplines. Continue addressing the needs of the increasing numbers of students identified as Hispanic or Economically Disadvantaged as well as those who fit into all both of the identified sub-groups. Teacher salaries /stipends to run after school learning academies.</p>	<p>STEAM Binders. Continue to work with District Level STEM Director to improve / implement curriculum binders aligned developed / organized by district curriculum teams aligned with Common Core standards. Continue peer review learning walks to improve instruction of identified subgroups. Continued work between classrooms/grade levels to develop and implement strategies to improve student outcomes.</p>	<p>Strategies will be shared with parents at during informational gatherings.</p>		<p>be tracked and recorded.</p>		<p>STEAM “room” activities. January 2018: Multicultural Evening / Expo – Parent Night March 2018: Annual STEAM Community Expo June 2018: Reflection / Direction for 2017-2018</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:
	develop new workshops in response to parental needs. Academic Parental/Student workshops with Bi-Lingual Support for families of Hispanic students.							
<p>2. Access to Curriculum for both our Hispanic Students</p> <p>Access to Curriculum for students designated as Economically Disadvantaged</p>	Continue to modify and adapt the content and pacing of the NYS Math Modules by the district leadership team in order to support students with an emphasis and the identified sub-groups. Implement new Core Mathematics Program “My Math” at the K-1 Level. Continue school-wide emphasis on making academic vocabulary a part of student’s schema.	Title 1, 2, and 3 funding as well as funding acquired from Basic School Improvement Grant to support: Ongoing Professional development with a Focus on development of a STEAM classroom, which will encourage students to view Mathematical skills across the disciplines. Continue addressing the	Provide support and review team meetings of norm referenced assessments to track student progress Continue emphasis on Common Core Training across disciplines. Continue to provide support/training to ensure consistent implementation of the Math Module Instruction, K-1 “My Math Initiative, and	<p>Teachers of My Math will attend training sessions beginning in September.</p> <p>Strategies will be implemented in all classrooms. Principal and Director will have observed implementation and provide feedback.</p> <p>STEAM room will be outfitted with hands on materials and lessons to support needed mathematical skills using real world application.</p>	Identified student subgroups will utilize hands on approach to support classroom curriculum by participating in Teacher developed STEAM lessons Weekly. Initial assessment will be given to students, with a 5%	Identified student subgroups will utilize hands on approach to support classroom curriculum by participating in Teacher developed STEAM lessons Weekly. Initial assessment will be given to students, with a 10% gain by end of year.	Classroom Teachers Principal Directors: ENL Elementary Humanities Elementary STEM	<p>September 2017: Initial Faculty Meeting / Book Club / Committee Discussions: STEAM Mindfulness and Movement School Building Culture.</p> <p>October 2017: Review Expectations for Instructional Delivery</p> <p>October 2017: Begin Book Collegial Circle and Committee work.</p> <p>January 2017: Review / Reflection – Programs</p> <p>June 2017: Reflection / Direction for 2018-2019</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:
	Target ED and Hispanic for an Extended Day program to strengthen and remediate Mathematical skills.	needs of the increasing numbers of students identified as Hispanic or Economically Disadvantaged as well as those who fit into all both of the identified sub-groups. Teacher salaries /stipends to run after school learning academies. Continue to collaborate with the Director of ESL, LOTE and Bilingual Programs, to offer instructional resources specific to Hispanic families and students. Continue to provide professional development on the	Science Fusion Program. ENL, LOTE and Bilingual Department Meetings to focus on Common Core Aligned goals and lesson plans. Continue the collegial study using the Professional Book, <u>Purposeful Play</u> , by Kristine Mraz , Alison Porcelli , Cheryl Tyler to examine and discuss building/staff/student habits that can improve learning through structured play with a Focus on STEAM and identifying Math across curriculum.		gain by mid year.			

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:
		effective use of newly purchased materials, (Pearson Science Fusion and MY Math). Continue to provide professional development in Common in grade levels 2-5.						
3. Economically Disadvantaged/ Hispanic Student – performing below Grade Level in the area of Mathematics.	Improve Classroom Teacher understanding of needed Mathematical across grade levels both vertically and horizontally. Discuss and develop lessons and strategies that promote Mathematics across all disciplines. Use of Microsoft products to record information on shared students including those	Title 1, 2, and 3 funding as well as funding acquired from Basic School Improvement Grant to support: Ongoing Professional development with a Focus on development of a STEAM classroom, which will encourage students to view Mathematical skills across the	Colleague to Colleague Professional Development opportunities to strengthen individual student data collection: On-going Professional Development in SIOP, CCLS using data to establish goals and drive instruction. Utilize the Director of ESL, LOTE and Bilingual Programs to improve	Teachers of My Math will attend training sessions beginning in September. Strategies will be implemented in all classrooms. Principal and Director will have observed implementation and provide feedback. STEAM room will be outfitted with hands on materials and lessons to support needed mathematical skills	Identified student subgroups will utilize hands on approach to support classroom curriculum by participating in Teacher developed STEAM lessons Weekly. Initial assessment will be given	Identified student subgroups will utilize hands on approach to support classroom curriculum by participating in Teacher developed STEAM lessons Weekly. Initial assessment will be given to students, with a 10%	Classroom Teachers Reading Specialists Principal Directors: ENL Elementary Humanities Elementary STEM	September 2017: Initial Faculty Meeting to outline plans/requests. October 2017: Meet w/ Instructional Support Team to Develop Calendar January 2018: Review / Reflection – PDP Agendas and Calendar June 2018: Reflection / Direction for 2018-2019

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>within identified subgroups. Enhance teacher/student communication to drive goal setting. Utilize reflection forms following Mathematical activities in the STEAM classroom as well as during periodic classroom lessons. Identify other ways promote student self-awareness, increase accountability and self-reflection. Building and district administrators continue to conduct frequent formal and informal observations to provide actionable feedback and improve instructional outcomes.</p>	<p>disciplines. Continue addressing the needs of the increasing numbers of students identified as Hispanic or Economically Disadvantaged as well as those who fit into all both of the identified sub-groups. Teacher salaries /stipends to run after school learning academies. Continue to collaborate with the Director of ESL, LOTE and Bilingual Programs, to offer instructional resources specific to Hispanic families and students. Continue to provide</p>	<p>professional development in using Response to Intervention practices to support Hispanic and ENL's. Coordinate staff development opportunities on strengthening Mathematical Practice in the classroom as well as fluency needs to be supported in the home environment.</p>	<p>using real world application.</p>	<p>to students, with a 5% gain by mid-year.</p>	<p>gain by end of 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:
	Continue the use of the PDP period and after school faculty/department meetings to analyze student work collaboratively in order to identify trends.	professional development on the effective use of newly purchased materials, (Pearson Science Fusion and MY Math). Continue to provide professional development in Common in grade levels 2-5.						

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:

Group	2015-16 ELA	2016-17 ELA	Change (+/-)	2015-16 Math	2016-17 Math	Change (+/-)
Asian		50%			50%	
Black	50%	40%	-10%	50%	40%	-10%
Economically Disadvantaged	47%	37%	-10%	47%	30%	-17%
English Language Learners	46%	34%	-12%	39%	33%	-6%
Hispanic	45%	44%	-1%	44%	37%	-7%
Multiracial						
Native American						
Students with Disabilities	0%	0%	0%	0%	0%	
White	25%	24%	-1%	25%	31%	+6%

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)*
 - **The district web-site contains a Parent Information tab. The district posts a student calendar that lists the dates school is in session along with of all assessments dates. In addition, we have created a separate testing calendar that lists all the assessments, the grades who participate in the assessment and the testing window.**
 - **A letter from the superintendent is mailed home each year to families. The letter outlines the State requirements for testing. The superintendent and the Board of Education have taken the position of respecting and honoring the wishes of families in their decision to have their son/daughter participate in state assessments.**

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)*
 - **A letter is sent home to all families along with parent reports received from SED for each student. The letter indicates that parents are invited to speak to building principals and teachers regarding results. Each morning teachers have a built in 40-minute professional development period that allows for parent meetings.**

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)*
 - **As indicated above, the superintendent and Board of Education support a parent's decision on having their child participate in state 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.