Local Assistance Plan Self-Reflection Plan Template

Name of Principal:	Margherita Proscia
Name of School:	Medford Elementary School
School Address:	281 Medford Avenue, Patchogue NY 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: Medford Elementary School
Individuals Who Assisted in the Development of the LAP Plan: Margherita Proscia, Principal
The school has been identified for (identify all that apply): X Performance of the following subgroups*: •   LEP •   Economically disadvantaged • ☒ Participation Rate for the following subgroups** •   Asian •   Black •   Economically Disadvantaged •   English Language Learners •   Hispanic •   Multiracial •   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.*

1. Please identify three to five things that the school believes it does well for the identified sub-group(s):
   - Deliver support through Balanced Literacy, Extra Help, AIS and the Extended Day Program.
   - ESL Department Meetings to focus on Common Core Aligned goals and lesson plans.
   - Incorporate collaborative practice in instruction & encourage creative expression
   - Increase student engagement in critical thinking processes
   - Implementation of an Arts Integration/21st C Skills curriculum that leads to improved school wide student-specific outcomes.
   - Teachers complete measurement instruments
   - Continue to provide access to technology (i.e. increase use of media centers, tablets, iPads, etc.)

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):
   - **Improving Language Proficiency**
     a. Continued collaboration with the Director of LOTE and ESL services to better monitor the progress of ELL's in general education settings.
     b. Continued training in Math and SIOP

   - **Previous Learning Experience**
     a. Continue to support district and building initiatives focused on student learning and language targets, academic vocabulary and higher level questioning.

3. Please identify three to five things that the school believes must happen (needs) for the identified subgroup(s) that are currently not happening
   - Continue to work with the Director of LOTE and ESL services to provide additional resources for strategic action planning to inform instruction.

- Continue to utilize existing programs to collect and evaluate data to drive instructional decision-making.
- Continue to use Excel Spreadsheets to collect, modify and sort data to enhance small group/subgroup instructional groupings including before school and extended day opportunities.
- Continue to provide professional development on accessing and using the BOCES Assessment Reporting System (BARS) to review prior trends.
- The LOTE and ENL Department along with the Office of Instructional Services will continue to provide staff development specific to ELL's.
- Continue staff development in System 44, SIOP and iRead to support ELL's.

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.	The need to increase Bilingual Information Nights to support ELL's and their families.	• Increase Bilingual Information Nights to support ELL's and their families.
2.	The need to continue on-going professional development in SIOP, early Literacy, Parent Academies, and expanded day programs and Classroom observations and visitations	• Use of professional books including to promote best instructional practice. • Continue Peer visitations including cross grade level and cross school and Peer collaboration days
3.	The need to expand the newly formed RTI program	Ongoing professional development for faculty and staff
4.	Increase the professional development offerings for differentiation strategies.	Collaborate with academic directors on lesson planning, student engagement and differentiation

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.	Continue Peer visitations including cross grade level and cross school and Peer collaboration days	Enhance communication regarding school-wide and individual targets (AIMSWeb/SRI/SPI). School-wide AIMSWEB. The LOTE and ENL	Y

		Department along with the Office of Instructional Services will continue to provide staff development specific to ELL's	
2.	Continue on-going professional development in SIOP, early Literacy, Parent Academies, and expanded day programs and Classroom observations and visitations	Continue to use common planning periods and grade level meetings to discuss data driven instruction, and deliver pertinent information to keep the faculty informed.	Y
3.	Continue to provide professional development on the effective use of newly purchased materials.	• Continue to review annual teacher goals to insure they are in alignment with district initiatives and subgroup needs. • Increase opportunities to attend conferences to support ELL's. • Continue staff development in System SIOP and iRead to support ELL's.	Y
4.	Scheduled an increase of Bilingual Information Nights to support ELL's and their families.	Enhance collaboration with the Directors of special Education, LOTE and ESL services to offer instructional resources specific to ELL's and their families	Y
5.	Scheduled an increase of Bilingual Information Nights to support ELL's and their families.	Continue to work with the Director of LOTE and ESL services as well as the Family Service League to offer opportunities to students and families in order to provide additional resources for strategic action planning to inform instruction.	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:
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	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

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:
				implementation and provided feedback.				progress based on mid-year and end of year goals.
1. Practices in pedagogical approaches to ENL instruction	Continue professional development of faculty and staff in the areas of guided reading, literacy, and differentiation of instruction Continue to provide training in specialized software programs such as, System 44 and iRead to support ELL's Language Learners with the SIOP Model Continue to provide weekly PDP Meetings. Continue SIOP Training focused on learning and language targets.	Continue to review NYS Report Card at Faculty Meetings and PTA Meetings. Review LAP Designation at Faculty Meetings and PTA Meetings. Continue to review Scholastic SRI/SPI and AIMSWeb results at weekly PDP's to support a cycle of continuous improvement. Enhance communication regarding school-wide and individual targets	Continue to train staff in iRead. Continue to use common planning periods and grade level meetings to discuss data driven instruction, and deliver pertinent information to keep the faculty informed. Continue the use of benchmark assessments to establish baselines and monitor progress. All faculty members including special area teachers and ENL teachers will attend regularly scheduled PD	Performance for ENL students on core area quarterly exams will increase by 5 % on the midterm as compared to the first trimester	Performance for ENL students on core area quarterly exams will increase by 5 % on the midterm as compared to the first trimester	Performance for ENL students on core area quarterly exams will increase by 10 % on the final exam as compared to the first trimester	Principal, academic directors, director of ENL, and assistant superintendent of instruction	Sept – June – implementation of ELL program, classroom observations conducted by ELL, Humanities, and STEM Directors and Principal.

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:
		(AIMSWeb/SRI/SPI). School-wide AIMSWEB results increased significantly in 2014-2015 as a result of this collaboration.	periods as scheduled by administrators					
2. Content area resources for ENL students.	Continue to review annual teacher goals to insure they are in alignment with district initiatives and subgroup needs. Increase opportunities to attend conferences to support ELL's. Continue Training to support sentence and paragraph writing. Continue implementation of instructional techniques and strategies (i.e. Close Reading, collaborative conversations, academic	Continue to use Title 2 funding and the General Fund to support AIS and Extended Day Programs, particularly for ELL's. Continue to use Title 2 funding and the General Fund to support peer coaching and professional development for faculty and staff Continue to implement K-5 ELA and Humanities materials that support ELL Students.	Emphasis on AIMSWeb/SRI/SPI reports to drive instructional decision-making. Continue to modify and adapt the content and pacing of the NYS Math Modules by the district leadership team in order to support ELLs. Implement and collaborate on the new K-3 writing framework. Work with curriculum experts to enhance writing in the classrooms, guided reading, and SIOP strategies as well as	All faculty members including special area teachers and ENL teachers will attend regularly scheduled PD periods as scheduled by administrators	Performance for ENL students on core area quarterly exams will increase by 5 % on the midterm as compared to the first trimester	Performance for ENL students on core area quarterly exams will increase by 10 % on the final exam as compared to the first trimester	Principal, academic directors, director of ENL, and assistant superintendent of instruction	Sept – June – implementation of ELL program, classroom observations conducted by ELL, Humanities, and STEM Directors and Principal.

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:
	vocabulary, and common formative assessment).	Continue to collaborate with district consultant Linda Bausch to support Guided Reading Instruction.	mathematical curriculum.					
3. STEM curriculum development for ENL students	Enhance collaboration with the Directors of special Education, LOTE and ESL services to offer instructional resources specific to ELL's. Continue to provide professional development on the effective use of newly purchased materials and programs.	Continue to provide professional development in Common Core with an emphasis of reading and writing across the disciplines.	Collaborate with academic directors to provide PD on RTI, CSE referral process, differentiated instruction	All teachers will have attended at PD on mental health or behavior management strategies and conduct ongoing data team meetings with support staff	Performance for ENL students on core area quarterly exams will increase by 5 % on the final exam as compared to the first trimester	Performance for ENL students on core area quarterly exams will increase by 10 % on the final exam as compared to the first trimester	Principal, academic directors, director of ENL, and assistant superintendent of instruction	Sept – June – implementation of ELL program, classroom observations conducted by ELL, Humanities, and STEM Directors and Principal.
4.								

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:
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	58%	78%	+20%	67%	78%	+11%
Black	25%	63%	+38%	25%	50%	+25%
Economically Disadvantaged	31%	43%	+12%	33%	41%	+8%
English Language Learners	29%	45%	+16%	27%	42%	+15%
Hispanic	30%	43%	+13%	33%	42%	+9%
Multiracial	38%	44%	+6%	38%	44%	+6%
Native American						
Students with Disabilities	13%	30%	+17%	13%	30%	+17%
White	22%	30%	+8%	20%	28%	+8%

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)*

- **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)?
No.

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)*
   - The school will continue to inform parents of the testing dates by sending home notifications written in both English and Spanish
   - Testing information is provided to parents through social media and in newsletters

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)*

   - The school will continue to inform parents of the testing dates by sending home notifications written in both English and Spanish
   - Testing information is provided to parents through social media and in newsletters

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

13

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.