



<b>Name of Principal:</b>	Manuel Sanzone
<b>Name of School:</b>	Saxton Middle School
<b>School Address:</b>	121 Saxton Street, 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: Saxton Middle School	
Individuals Who Assisted in the Development of the LAP Plan: Brian Doelger, Christopher Kelly, Marissa Ottavio, Linda Sommer, Jeanne Sihksnel, Colleen Carmon, Kate Henry, Danielle Zumpol	
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"><li>• LEP (ELA &amp; Math)</li><li>• Students with Disabilities (ELA &amp; Math)</li><li>•</li></ul>	
<input checked="" type="checkbox"/> Participation Rate for the following subgroups**	
<ul style="list-style-type: none"><li>• Asian</li><li>• Black</li><li>• Economically Disadvantaged</li><li>• English Language Learners</li><li>• Hispanic</li><li>• Multiracial</li></ul>	

- 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):
  1. We meet the social and emotional needs of all of our students through clubs, activities and community events.
  2. Our school reviews data and establishes data teams to focus and provide extended day strategic subject programs to enrich and remediate our students.
  3. The district provides PDP and our staff take part in workshops that they turnkey to our staff to work with all of our students for their academic success.
  4. Our bilingual support staff are able to effectively communicate and assist all staff to understand and work with all of our families to meet their goals.
  5. We have put together a partnership with our local library and community organizations to offer academic, social and developmental programs.
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. Improve communication and providing parent forums to enhance participation and understanding within our community.
  2. To better prepare our teachers in the content area to work with resources they can use to improve their student's academic success.
  3. To provide consultant training to enhance our co-teaching collegial partnerships and extended day enrichment.
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. Increase staff development for ENL and Special Education teachers.
  2. Administration will work with the teams and the co-teachers to foster successful partnerships, interdisciplinary lessons and allow for flexible teaching, scheduling and creative planning to meet all of our subgroups needs.
  3. Offer and encourage participation to foster and promote the social and emotional growth of our students and assist them with the planning for high school and their future

4. Work in conjunction with our local Library, our new Family Service League office, our new ENL office and our bilingual social workers to provide parent forums, computer assistance and forms and document explanation.

**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.**

5. **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.	Difficulty communicating with the community at large	Purchase of translation devices, established a twitter account, and partnered with multiple local agencies.
2.	Increase content area resources for ENL	Professional development workshops attended, turn key staff training tools and learning modalities purchased.
3.	Effective co-teaching models for teachers working with our students in sub groups	Use of webinars, conference attendees, turn key staff training and book talk groups with reflection and implantation. Staff development to evaluate partnerships. Push in teachers provided additional resources to work with our students

6. **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.	Increased professional development opportunities for both ENL and Special Education area teachers.	Send teachers to professional development workshops and purchase material related to target our student's needs.	y
2.	Increased focus on the social and emotional health of our students in order for them to also cognitively develop.	Offer and encourage participation to foster and promote the social and emotional growth of our students and assist them with the planning for high school and their future	Y
3.	Administration will focus on a way to ensure students classified as both ENL and Special Education will have all their needs met in the most effective way through student scheduling.	Administration will work with the teams and the co-teachers to foster successful partnerships, interdisciplinary lessons and allow for flexible teaching, scheduling and creative planning to meet all of our subgroups needs.	Y
4.		Partnering with Family Service League, our newly restructured ENL office and our Bilingual Social Workers and translating documents to increase community communication	N

**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 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.

<b>Barrier or need to be addressed:</b>	<b>Strategy to be implemented:</b>	<b>Resources to be used:</b>	<b>Specialized PD involved:</b>	<b>Mid-year Benchmark Goal: (STAFF EFFORTS)</b>	<b>Mid-year Benchmark Goal (STUDENT OUTCOMES):</b>	<b>End of the Year Quantifiable Goal: (STUDENT OUTCOMES)</b>	<b>Person(s) Responsible for Strategy Implementation:</b>	<b>Time Period for implementation:</b>
1. Increase staff development for ENL and Special education teachers.	Work with academic Directors to provide resources and training to help teachers.	Math 180 ALECS Multiple Websites	PD on ENL and specific workshops to work with our students	Teachers, Directors and Administration will collaborate and share successes and upgrades	5-10% on grades from qtr1 to qtr2	Final course marks will reflect an additional 10-15% increase in student performance	Teachers Directors School Administration	Sept-June – implementation July/August 2018 - review
2. Admin. will work with teams and the co-teachers to foster successful partnerships, lessons and flexible scheduling.	PDP meetings with school admin. monthly	Teacher Manuals and resources and websites	PD on teaming, what works. CO-teaching and collaboration	Consultant will work at least 2 times with teachers by January 2018	Increased participation and grades by 5-10%	Final averages will reflect a 5-10% increase and a decrease in students needing summer school	Teachers and School Administration	July –August materials purchased Sept. – June PD mtgs. held Agenda and notes shared July 2018- reviewed
3. Offer and encourage participation and promote social and emotional development for our students.	Morning meeting will connect and provide students a time to reflect, grow and expand their interests	Theme based activities Morning meeting liaison Related activities	Monthly liaison middle school meetings Sharing of resources and materials	Staff will encourage and communicate club involvement and being involved	5-10% increase in student club and school participation	10-20% more students involved and taking part in student council, mediations and helping other students	Teachers School Administration	August- Creation of new Extra-curricular handbook Sept-June- promote involvement July 2018- Review

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:
4. Work with our local Library, Family Service League, our new ENL office and our bilingual social workers to provide parent forums, computer assistance and form and document explanation.	Monthly meetings, collaboration, established offices and parent and student workshops	Local agencies, Specific calendar of events and workshop offered	PD in ENL and Special Education, Parent workshops and forums on all school related topics and subjects of interests.	Increased awareness and use of local agencies within our school and community. Calendar of parent forums and evening workshops district wide	Students will benefit from the resources, programs and distributions Parents will have computer availability, Social assistance and develop contact Relationships and outreach	Full access and utilization of programs and resources from our local agency and combined school efforts	Family Service League Bi-Lingual Social Workers ENL Offices Teachers on Special Assignment Local Library School Administration	July – August – office construction in our school Sept- June PD and workshops held, computer room availability, library resources and other meetings as needed July 2018 - Review

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>	43%	33%	-10%	36%	55%	+19%
<b>Black</b>	21%	20%	-1%	8%	20%	+12%
<b>Economically Disadvantaged</b>	16%	18%	+2%	17%	18%	+1%
<b>English Language Learners</b>	37%	45%	+8%	19%	21%	+2%
<b>Hispanic</b>	19%	23%	+4%	21%	21%	No change
<b>Multiracial</b>	20%	0%	-20%	0%	0%	No change
<b>Native American</b>						
<b>Students with Disabilities</b>	13%	11%	-2%	10%	10%	No change
<b>White</b>	11%	8%	-3%	18%	16%	-2%

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? Yes**

***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) The participation rate is effected by our school and districts overall participation rate, not just our sub groups.*

*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) Newsletters parent workshops. PTA meetings, parent forums and flyers*

*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) The parents are provided multiple resources and explanations of results and they are encouraged to have their students participate, their decision to allow their children to participate is one they choose and one we have limited influence.*

*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) Evening forums, PTA meetings and event flyer distribution.*

*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) Capitalizing on the use of our newly established Family Service League and ENL office that are located in our building.*

*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.*