



Name of principal:	Michele Gode, Ed.D.
Name/number of school:	William Paca Middle School
School address:	338 Blanco Drive Mastic Beach, NY 11951
Identified Subgroup(s):	ELA – White Students

Directions: Please complete this template using the information collected with the Local Assistance Plan Self-Reflection document. The Plan Template must be shared with the local board of education, be **approved by the local board of education, and be posted to the district’s website by no later than July 29, 2016.** Please note: If your school has subgroup(s) that have been solely identified for failing to meet the participation rate requirement, please ensure that you complete “Part III: Promoting Participation in State Assessments” found on page 6 of this plan template. If your school has more than one subgroup identified as a result of performance on state assessments or gaps in performance between the groups and the all students group, please use the results of the Self-Reflection to guide creation of a Local Assistance Plan to address all identified subgroups.

A Message to Parents, the Local Board of Education, and Community Members:

This school has been identified as a Local Assistance Plan School for the 2016-17 school year. The identification was based upon the academic performance of either all students or particular groups of students on state assessments during the 2014-15 school year. Local Assistance Plan Schools are required to conduct a Self-Reflection on the educational program, leadership and instructional practices. The Self-Reflection provides school-based teams with the opportunity to reflect on the practices that exist within the school in preparation for identifying the appropriate next steps for their school. The results of this self-reflection have been reviewed by the school and the district, and have been used to create this plan to improve student academic performance. If you have any questions regarding the identification of the school as LAP, or the plan described within this Template, please contact the school or district directly.

Part I: Whole School Reflection

Identify the date the Local Assistance Plan Self-Reflection Document was completed: 8/8/16

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

Kathleen Keane	Assistant Superintendent for Secondary Education
Donna Watkins, Ed.D.	Director of STEM and Secondary Education
Albert Peterson	Director of Student Information and Secondary Education
Mary Koehler	Director of Grants & Elementary Ed.
Jennifer Engmann	Associate Principal
Shanna Marte	Teacher
Kevin Durant	Teacher
Thomas Sicari	Teacher
Charles Cabrera	ENL Teacher

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

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

1. The school and its leadership explore and implement different strategies, initiatives, and resource allocations in an effort to meet the learning needs of the identified subgroup. Such initiatives include providing extended day supports for learning to address the need for additional academic supports, the revision of AIS supports, and the implementation of pilot programs to enhance literacy skills.
2. School leadership is highly effective in managing and allocating human capital in an effort to ensure that the skills of individuals are best utilized. School leadership has provided the teachers with a variety of opportunities to engaged in teacher-led professional development opportunities to best meet the learning needs of all students.
3. School leadership and faculty understand the importance of meeting the social-emotional needs of the students in order to provide them with an adequate foundation to achieve academic success. School officials are in the process of exploring opportunities to implement the ideologies of the Community School to enhance the supports provided to students.

4. School leadership and the teachers have made a concerted effort to embrace the Engage NY modules for ELA and Math, while making adaptations to meet the learning needs of the current student population.

Please identify three to five things that the school believes are barriers that are making it difficult for the school to reach its potential for the identified subgroup:

1. Student attendance, as identified on the NYS School Report Card 2016, was 93%.
2. Parental involvement is not at the level that it must be in order to achieve total academic success.
3. While the school administration, faculty, and staff understand the importance of meeting the needs of the whole child, it is challenging to provide students with all of the supports necessary for academic success within the financial constraints of the school and community.

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

1. School leaders and stakeholders must research and implement best practices regarding attendance improvement initiatives and then implement those practices.
2. Students and families must have increased opportunities to foster positive relationships with adults and the school community.
3. School leaders must continue the process of exploring external opportunities that can address the social-emotional needs of the students in an effort to provide a solid foundation for academic success.
4. School leaders must revise and formalize the IST (Instructional Support Team) process to ensure that students are identified in a timely fashion through the establishment of an early warning system.

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. School leaders and stakeholders must research and implement best practices regarding attendance improvement initiatives and then implement those practices.	<p>Team 180 Program</p> <p>Attendanceworks.com Toolkit 2016</p> <p>Monthly Attendance Awareness Activities</p> <p>Increase # of home visits for truant students</p>	<p>School Social Worker</p> <p>Partnership with SCPD</p> <p>Attendance Aide</p>	<p>PD for faculty and staff will be offered re: Relationships and student attendance</p> <p>PD will also be provided re: correlation between attendance and academic achievement</p>	<p>50% of teachers will be active participants in Attendance Awareness Activities</p> <p>Data from Activities will be analyzed to determine necessary revisions.</p>	<p>Student attendance will improve by 2% compared to the End of year (2016) benchmark</p> <p># of students with perfect attendance at the end of the first semester will increase by 2%</p>	<p>Student attendance will improve by 4% compared to the end of year (2016) benchmark</p> <p># of students with perfect attendance at the end of the second semester will increase by 2%, compared to the second semester of 15-16 school year</p>	<p>WPMS Administration</p> <p>School Social Workers</p> <p>Deans</p> <p>Teachers</p>	<p>September – Introduce attendance initiative to stakeholders</p> <p>September – Identify students who are absent more than 10% of the time and enroll into Team 180 program</p> <p>October – June – Implement</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:
								<p>monthly attendance awareness activities</p> <p>February & June – Assess activities based on mid-year and end of year benchmark goals.</p>
<p>2. Students and families must have increased opportunities to foster positive relationships with adults and the school community.</p>	<p>Create a Parent Advisory Committee (PAC) to determine strategies to further engage families</p> <p>Utilize social media to provide families with school related resources</p> <p>Collaborate with external organization</p>	<p>Support Staff</p> <p>PTO</p> <p>Community Partnerships (SCPD, DSS, Family Service League, etc.)</p> <p>Title I funds for parent activities</p>	<p>PD will be based on Harvard Family Research Project PD</p>	<p>Teachers will participate in one PD session and identify one strategy they will employ in an effort to enhance positive school-family relationships.</p>	<p>PAC will be established and provide recommendations.</p> <p>% of eligible families participating in school events (PT Conference, Community Pride Event) will increase by 2% over the same event during the 15-16 school year</p>	<p>At least one of the PAC recommendations will be implemented</p> <p>Qualitative and quantitative data to determine effectiveness</p>	<p>WPMS Administration</p> <p>Teachers</p>	<p>September – Present PAC outline at Meet the Teacher Night; invite participants</p> <p>September – Introduce initiative to PTO to ask for assistance</p> <p>October – May: Hold PAC meetings</p> <p>October – May: Teachers will employ identified strategy gathering data</p> <p>February & June – Assess activities</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:
	<p>s to provide additional supports to families</p> <p>Adjust times of evening events to meet the needs of working families</p>							based on mid-year and end of year benchmark goals.
3. School leaders must continue the process of exploring external opportunities that can address the social-emotional needs of the students in an effort to provide a solid foundation for academic success.	<p>Identify external opportunities that can be used to develop the Community School concept while addressing the social-emotional needs of students</p> <p>Meet with Community Stakeholder</p>	<p>Social Worker</p> <p>Community Agencies that currently partnering and/or are willing to partner with WPMS.</p> <p>Community schools.org resources</p>	Current programs will be presented to Faculty and staff	<p>Social Worker will identify 3-5 organizations who are willing to explore collaboration. Meetings will be held to assess advantages and disadvantages of partnerships.</p> <p>One or more organizations will be identified to begin a new partnership.</p>	<p>Student involvement in current partnerships (EOC, Girls, Inc.) will increase by 3%, compared to 2015-2016.</p> <p>Disaggregation of data re: academic success for students involved in after school programs supported by community agencies v. those who are not</p>	<p>Student involvement in current partnerships (EOC, Girls, Inc.) will increase by 5%, compared to 2015-2016.</p>	<p>WPMS Administration</p> <p>School Social Worker</p> <p>Current community partners (EOC, Girls, Inc., Team 180, Colonial Volunteers, etc.)</p>	<p>September – October: Identify additional partnerships.</p> <p>October-December: Establish meetings with potential partners</p> <p>December: Evaluate current partnerships and make recommendations for improvement, if appropriate</p>

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	<p>to assess resources they can offer within budget constraints (i.e.; EOC, Girls, Inc., FSL, etc.)</p> <p>Assess current partnerships to determine effectiveness</p>							<p>January: Identify potential partnerships, based on pros and cons, that will be established</p> <p>January: Create program plan for partnership (s)</p> <p>February: Present partnerships to DO and BOE for approval</p> <p>March: Introduce new partnership(s) and its benefits to community and students</p> <p>April/May: Begin process of incorporating additional community partnerships into WPMS</p> <p>February & June – Assess progress based on mid-year</p>

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								and end of year benchmark goals.
4. School leaders must revise and formalize the IST (Instructional Support Team) process to ensure that students are identified in a timely fashion through the establishment of an early warning system.	Investigate best practices for IST, seeking recommendations from colleagues, as well as research Assess current practices for IST for effectiveness Revise IST referral and data collection process Assess effectiveness of new system;	Student Support Staff	Teachers will be provided with PD surrounding the purpose of the IST, as well as the revised referral and data collection process	Teachers will be fully trained on the IST referral process and data collection. Students identified through revised IST will be monitored, through the use of data, to determine if current building interventions are effective	Students identified through revised IST will be monitored, through the use of data analysis, to determine if current building interventions are effective.	Academic progress of students referred to IST will be evaluated to determine if IST strategies and building level interventions assist in improving academic outcomes and state assessments	WPMS Administration Student Support Staff Teachers	August/September: Assess current IST process, as well as research best practices. September: Create an IST Revision Committee to develop process and data-collection tools Early October: Introduce new process and tools to faculty. November-June: implement use of process and tools, continually assessing interventions February & June –

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:
	make revisions if necessary							Assess effectiveness of new IST based on mid-year and end of year benchmark goals

Part III: Promoting Participation in State Assessments

To be completed only by LAF Schools with subgroup(s) identified solely for the failure to meet the 95% participation rate on state assessments.

As you are aware, the United States Department of Education (USDE) requires that at least 95% of students in each accountability group for which a school is responsible must participate in the state's annual reading/language arts and mathematics assessments. To inform the USDE regarding the efforts of districts to promote participation in state assessments, the New York State Education Department is asking that districts with schools identified as Local Assistance Plan schools for failing to meet the 95% participation rate requirement for one or more accountability groups on an English language arts and/or mathematics accountability measure provide narrative responses to the questions below.

1. How do you plan to communicate with parents and other stakeholders regarding the purposes of the NY state assessment program and regarding the revisions that have been recently made to the NY state assessment program?
2. Some parents are unaware of how to interpret state assessments results and use them to support their children's learning, which may cause these parents to believe that state assessments do not provide valuable instructional information about their children. How do you plan to provide training to all parents in how to interpret state assessment results and how the assessments are used to support the learning of children?
3. What other strategies or activities are you planning to implement with students, parents and community members that will encourage participation in state assessments?