



Name of Principal:	Michele Gode, Ed.D.
Name of School:	William Paca Middle School
School Address:	338 Blanco Drive Mastic Beach, NY 11951

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: William Paca Middle School	
Individuals Who Assisted in the Development of the LAP Plan: Michele Gode, Ed.D., Principal Mary Koehler, Director of Elementary Education, Grants, and Funded Programs Albert Peterson, Director of Secondary Education and Student Information Jennifer Engmann, Assistant Principal Jessica Ragazzi, Teacher/Administrative Intern Shana Marte, Special Education Teacher David Bracero, Social Worker	
The school has been identified for (identify all that apply): <input type="checkbox"/> Performance of the following subgroups*: <ul style="list-style-type: none">• Black Students, ELA• Economically Disadvantaged Students, ELA <input type="checkbox"/> Participation Rate for the following subgroups** <ul style="list-style-type: none">• White Students, ELA & Math• Black/African-American, ELA & Math• Hispanic, ELA & Math• Economically Disadvantaged, ELA & Math• Students with Disabilities, ELA & Math *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. The school and its leadership explore and implement different strategies, initiatives, and resource allocations 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 enrichment, 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 to ensure that the skills of individuals are best utilized. School leadership has provided the teachers with a variety of opportunities to engage in various professional development opportunities to best meet the learning needs of all students.
 3. 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. Teachers have continually strengthened their delivery of instruction, aligned with the CCLS.

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. Student attendance, as identified on the NYS School Report Card 2016, was 93%.
 2. Historically, students in grade six underperform students in grades 7&8. Data analysis indicates that the transition to middle school contributes to the decline in 6th grade performance.
 3. Students, particularly those identified as economically disadvantaged, often have limited access to resources. This presents a challenge when students are asked to complete tasks that support the curriculum outside of the school day.

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. School leaders and stakeholders must continue to build upon the successes that have reduced the number of identified subgroups, which are rooted in researching and implementing best instructional practices.
 2. 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.

3. Faculty must be provided with ongoing professional development to assist in strengthening instructional practices and student engagement.
4. School leaders must identify and make resources accessible for parents and students to provide students with requisite resources that can support instructional practices outside of the school day. School officials are in the process of exploring opportunities to implement the ideologies of the Community School to enhance the supports provided to students.

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.

1. **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.
2. **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.

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. Student attendance, as identified on the NYS School Report Card 2016, was 93%.	School leaders and stakeholders must research and implement best practices regarding attendance improvement initiatives and then implement those practices.	Team 180 Program Attendanceworks.com Toolkit Monthly Attendance Awareness Activities Increase # of home visits for truant students Attendance Mentors Student Consult	PD for faculty and staff will be offered re: Student Engagement, Social Emotional Needs, as well as the MS Learner. PD will be provided on the attendance initiative	60% of teachers will be active participants in Attendance Awareness Activities Data from Activities will be analyzed to determine necessary revisions.	Student attendance will improve by 1% compared to the End of year (2017) benchmark # of students with perfect attendance at the end of the first semester will increase by 1%	Student attendance will improve by 2% # of students with perfect attendance at the end of the second semester will increase by 2%	WPMS Administration School Social Workers Deans Teachers	September – Identify students who are absent more than 10% of the time and enroll into Attendance Mentor program October – June – Implement monthly attendance awareness activities February & June – Assess activities based on mid-year and end of year benchmark goals.
2. Historically, students in grade 6 underperform students in grades 7 & 8. Data analysis indicates the transition to middle school contributes to the decline in 6 th grade performance.	Faculty must be provided with ongoing professional development to assist in strengthening instructional practices and student engagement.	Texts: <i>Total Participation Techniques to Engage Students</i> <i>Now That's a Good Questions!</i> <i>How to Differentiate Instruction in Academically Diverse Classrooms</i>	Faculty will be provided with PD on: Differentiation Questioning Student Engagement	100% of the faculty will actively participate on one full cycle of PD focused on 1 of 3 areas.	Classroom Observations will provide evidence that students are more engaged in lessons, as teachers are applying the strategies from PD	The % of students reaching their goal on the NWEA assessments will increase by 5%	WPMS Administration Faculty	September: Review LAP with faculty; introduce PD opportunities. September-May: Classroom walk-through to gather data October-April: PD will be implemented May: Student outcomes will be measured.

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>3. Students, particularly those identified as Economically Disadvantaged, often have access to limited resources. This presents a challenge when students are asked to complete tasks that support the curriculum outside of the school day.</p>	<p>Identify external opportunities that can be used to develop the Community School concept</p> <p>Meet with Community Stakeholder 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>Social Worker</p> <p>Community Agencies that currently partnering and/or are willing to partner with WPMS.</p> <p>Communityschools.org resources</p>	<p>Current programs will be presented to Faculty and staff</p>	<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 2016-2017.</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 that provide access to requisite resources compared to 2016-2017.</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: Establish meetings with potential partners</p> <p>December: Evaluate current partnerships and make recommendations for improvement, if appropriate</p> <p>January: Identify partners and create program plan for partnership (s)</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 and end of year benchmark goals.</p>

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	61.11	50.0	-11.11	66.67	56.25	-10.42
Black	42.55	41.67	-0.89	41.3	45.63	+4.33
Economically Disadvantaged	38.57	32.59	-5.99	36.9	35.01	-1.89
English Language Learners	36.36	26.09	-10.28	53.85	53.33	-0.51
Hispanic	42.46	39.38	-3.08	43.33	45.58	+2.24
Multiracial	63.16	43.24	-19.91	50.0	40.0	-10.0
Native American	20.0	14.29	-5.71	0	50.0	+50.0
Students with Disabilities	41.98	33.78	-8.20	34.48	28.43	-6.05
White	29.92	26.62	-3.3	29.46	24.44	-5.03

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.

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)*

Parent are provided with information about the purpose of state assessments at Meet the Teacher Nights, Parent-Teacher Conferences, and Title I meetings and activities. Parents are also sent a letter from the superintendent of schools that outlines the purpose of state assessments, as well as the revisions that have been made.

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 workshop on the interpretation of state assessment results will be offered, in conjunction with the fall Title I meeting and other previously planned parent events. School administrators will review the state assessment results with parents, as well as highlight ways that administration and teachers use assessment data to drive instruction.

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)*

Collaborate with district administration to explore strategies, such as Parent University, to encourage participation in state assessments.

Newly Identified Participation Rate LAP Schools: Your submission is complete. Thank you.