



Name of Principal:	Dan Wetzel
Name of School:	Highland Middle School
School Address:	71 Main Street, Highland, NY 12528

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: Highland Middle School	
Individuals Who Assisted in the Development of the LAP Plan: Daniel Wetzel, Dr. Jodie Mackrell Patrick Boyd Sarah Dudley-Lemek	
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">• Students with Disabilities Math and ELA• Economically Disadvantaged Math and ELA Participation Rate for the following subgroups** 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. Individualized instruction during the school day
 2. Social Emotional support with guidance and psychologist staff
 3. Strong Professional Learning Communities that support team and grade-level instructional development

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. Need for academic support beyond the normal school day
 2. Flexible Scheduling in order to give students a greater range of academic choices
 3. Better access to morning nutrition for all students
 4. Ongoing need for comprehensive and targeted analysis of district and individual NYS assessment results

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. Better understanding of instructional/emotional needs of students in poverty
 2. Targeted instruction for lowest performing students
 3. Professional development around standards' based learning
 4. Alignment of math assessments throughout grade levels with the NYS standards
 5. Schoolwide adoption and implementation of an alternative standardized reading assessment given at least 2x per year

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.	Data literacy not fully implemented	Training on use of data literacy to impact instruction and student achievement
2.	Lack of rigorous standards-based benchmark assessments	Creation of benchmark assessments to measure students growth and learning
3.	Professional development in research based specialized instructional strategies for students with disabilities	Implementation of specialized instructional strategies for students with disabilities

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.	In-depth staff development in assessment writing	Common Math Assessments	NO
2.	In-depth staff development in interpretation of assessment results to inform instruction	Professional development around standards' based learning	NO
3.	Professional development in research-based specialized instructional strategies for students with disabilities.	Professional development in creating high standards for students with disabilities	NO
		Better understanding of instructional/emotional needs of students in poverty	NO

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:
Targeted instruction for lowest performing students	After school academy to address math & ELA gaps and test taking strategies	2 Teachers 2 Teacher Aides National Honor Society Students NYS assessment data, 2015-16, 2017-18	Standards & data based, targeted instruction	Math & ELA teachers use NYS assessment data to identify 40 highest need students, gr. 6-8 Session I complete	90% attendance for identified students Growth in scores between 1 st and 2 nd benchmark	Identified students sit for state assessment Increase of one level on NYS Assessment	HMS Principal	Session I: Nov-Dec, 2017 Tuesdays & Thursdays Session II: Feb-March, 2018 Tuesdays & Thursdays

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:
District wide professional development in strategies for Economically Disadvantaged students	District-wide book study, “Poor Students, Rich Teaching” to address the needs of our economically disadvantaged students	“Poor Students, Rich Teaching” text Online platform, Schoology for sharing insights and information	PD in running book study discussions	All teaching staff engaged in at least 2 1-hr. book discussions	Evidence of teaching strategies aligned to students in poverty in every classroom	All teaching staff read the entire book and engage in 4 book discussions. Evidence of teaching strategies aligned to students in poverty in every classroom Improved performance on NYS assessment by ED students	HCSD Administrative Team	School year 2017-18 Fall Faculty meeting October and December used for book discussion Spring Faculty meeting February and April used for book discussion
District wide professional development in strategies for Economically Disadvantaged students	Poverty Simulation PD provided by Ulster BOCES	Ulster BOCES team	Poverty Simulation during supt. Conf. days	All district staff will have participated in the simulation		Increased connection and engagement in ED students	Assistant Superintendent	September 6, 2017

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:
Professional development around standards' based learning	Training in close reading strategies for all MS staff	Christine Parker, literacy consultant	PD during Common Planning Time on a monthly basis	Ongoing work with literacy consultant Integration of strategies evident in classroom visits	Student growth on 2 nd Thinking Project assessment	Growth of at least one rubric level on Thinking Project assessment by 80% of students	HMS Principal	During common planning times at the MS Sept-Oct, 2017, 1x per week, Nov-April, 2017-18, 2x per month
Professional development around standards' based learning	Implementation of school wide reading assessment given at least 2x per year	Scholastic Reading Inventory	Use and interpretation of scores on SRI	Teachers use data from SRI to inform reading instruction	Student have baseline SRI score	Students demonstrate 1 grade level of growth in 2 nd SRI assessment	HMS Principal HMS ELA teachers	School Year, 2017-18 Baseline assessment, Sept. 2017 Summative assessment, May, 2017
Alignment of Special Education vision and goals for Students with Disabilities	Special Education, K-12, "Cabinet" formed to discuss the alignment of curriculum with IEP goals	Special Education teachers	Departmental vision & goal setting Data informed instruction	K-12 Cabinet meets twice Building level meetings	Progress monitoring IEP goals to inform the Annual Review process	Common vision and goals for SWD that aligns with IEP and Curriculum goals	District PPS Director	Quarterly after school cabinet meetings: Oct. Dec. Feb & April

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						
Black						
Economically Disadvantaged						
English Language Learners						
Hispanic						
Multiracial						
Native American						
Students with Disabilities						
White						

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?

RE-IDENTIFIED PARTICIPATION RATE LAP SCHOOLS ONLY:

2. 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)?

3. 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 you 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)*

4. 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)*

5. 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)*

6. 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)*

7. 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)*

None