Name of principal:	Diane Hagemann (grades 4-5) Paula Kopp (grades 6-8)		
Name/number of school:	Solvay Middle School		
School address:	299 Bury Drive Syracuse, NY 13209		
School telephone number:	315-487-7061	Principal's direct phone number:	Same
Principal's e-mail:	dhagemann@solvayschools.org pkopp@solvayschools.org		

A Message to School/District Leaders:

The Local Assistance Plan (LAP) Self-Reflection Process Document provides school-based teams the opportunity to reflect on the practices that exist within the school in preparation for identifying the appropriate next steps on their LAP that will support increased student academic achievement.

Schools should use the self-reflection as an opportunity to reflect on the Statements of Practice in the DTSDE rubric through the lens of the subgroup for which the school has been identified. Schools should provide a realistic picture regarding the **quality** and **effectiveness** of the work the school is doing.

Reason for Identification

Please provide information on the subgroup(s) and reasons for identification as a LAP School.

1. **List any subgroup(s) identified as a result of performance on state assessments or gaps in performance between the group and the all students group**	**SWD**
	White
2. **Does the school have one or more subgroups that have been identified for failing to meet the 95% participation rate requirement? Please list the subgroup(s).**	**No**
3. **If your school has a subgroup that was identified solely because it failed to meet the participation rate requirement - which subgroup in your school, based on internal assessments, needs to improve its academic performance?**	**NA**

Completion of the Self-Reflection Process Document, based on Reasons for Identification:

- If your school has one subgroup identified as a result of performance on state assessments or gaps in performance between the group and the all students group, please complete the Self-Reflection Process Document. Once the Self-Reflection Process Document is complete, please use the results of the Self-Reflection to guide creation of the Local Assistance Plan.

- 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 consider all identified subgroups when answering each of the prompts in the Self-Reflection Process Document. For some prompts, the answers may be different for each of the identified subgroups. In those instances, the school should provide a response for each subgroup, which would result in multiple responses for the individual Statement of Practice prompt. For other prompts, the answers may be the same for the different identified subgroups. In those instances, the school can provide one response for the multiple identified subgroups. Once the Self-Reflection Document is complete, please use the results of the Self-Reflection to guide creation of a Local Assistance Plan to address all identified subgroups.

- If your school has subgroup(s) that have been solely identified for failing to meet the participation rate requirement, please do **one** of the following:
    - Option 1: Proceed with completing the Self-Reflection Process Document and creation of the Local Assistance Plan for the identified group. Additionally, the school must provide narrative responses to the questions listed in the "Promoting Participation in State Assessments" section.
    - Option 2: Complete the Self-Reflection Process Document and create a Local Assistance Plan for a subgroup identified by the school or district as in need of improvement based on internal assessments.   The school will need to provide information on the assessments that were used to make the determination. Additionally, the school must provide narrative responses to the questions listed in the "Promoting Participation in State Assessments" section. A school and district may choose Option 2, if for example, the school has been identified as LAP by NYSED based on the failure of the English Language learner (ELL) subgroup to meet the participation rate requirement.   The school and the district have evidence that the ELL subgroup is making the appropriate progress with academic achievement in relation to the state standards. Therefore, the school and district choose to focus the Self-Reflection Process and the LAP plan on the Low Income student subgroup, for which the school and district have evidence that academic performance needs improvement.

Name of those assisting in the completion of the Self-Reflection (add rows if necessary)	Title
Diane Hageman	Principal (Gr 4-5)
Paula Kopp	Principal (Gr 6-8)
Kim Mackey	SESIS Supervisor

Instructions for completing the Self-Reflection Process Document:

- ✓ Before completing this form, we suggest you take a moment and review the Diagnostic Tool for School and District Effectiveness rubric. The DTSDE rubric and more information on how to use the rubric can be found on this website: http://www.p12.nysed.gov/accountability/diagnostic-tool-institute/home.html.
- ✓ In your review of the rubric, be sure to look at the impact statements for each Statement of Practice (SOP).
- ✓ Discuss your interpretation of the rubric and support documents with your school community to establish a common understanding of what is stated in the documents.
- ✓ As a group, begin to complete this form by doing the following:
  - o Review the SOP, and the corresponding Impact Statement.

  - o Take time to consider how you would answer the Modified LAP Guiding Question/SOP Prompt.

  - o **Avoid providing a list of activities**, unless you can provide evidence of how you know they are **having an impact and adding value** to the school, especially in terms of student achievement and the quality of education.

  - o Statements of Practice 2.2, 2.3, 2.4, 2.5, 3.2, 4.2, 5.2, and 6.2 revolve around the leadership at the school. The phrase "The school leaders" has been provided at the start of each of these SOPs to remind schools to frame their answers through the leaders' decisions and practices.

  - o Within each Modified LAP Guiding Question/SOP Prompt, there is an expected impact, which provides an indication that the practices undertaken are making a difference and adding value to the school. **You will find the expected impact for each Guiding Question in bold, green text**.

  - o When answering "Yes" to any question below, be sure that **all aspects** of the Modified LAP Guiding Question/SOP Prompt have been realized, including the **impact portion of the question, which is noted green.**

  - o Your answers to the Modified LAP Guiding Question/SOP Prompt should range between 10 words (one sentence) and 200 words.

  - o Once you have completed the Tenet sections of this document, please review the information gathered, and complete the "Whole School Reflection."

  - o If the school has been identified for participation rate, please complete the "Promoting Participation in State Assessments" section of the Self-Reflection Process Document.

Please complete the Local Assistance Plan template using the information collected with the Local Assistance Plan Self-Reflection Process 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.   The Local Assistance Plan Self-Reflection Document must be kept on file at the school and district offices.

Tenet 2

Statement of Practice (SOP) 2.2: The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).

IMPACT: The uniformly seen, heard, and known long-term vision, mission, and goals have resulted in measurable school improvement.

Modified LAP Guiding Question/SOP Prompt: Have school leaders worked with the school community to develop and promote goals/mission/vision specifically for the identified subgroup **that drive and bring about sustained school improvement**?

School's response (between 10-200 words): The school leaders have met with various constituents to set school improvement/SMART goals for all students aligned to the district vision and priorities. A common writing assessment was developed, implemented, and scored by teams to insure a common understanding and direction for ongoing instruction. All 4-8 grade students are assessed using the SRI. Data is reviewed by staff and with students to set long and short term goals for growth. Next steps will be setting goals for each accountability sub group.

Answer **one** of the following statements regarding the impact of the school leaders' vision.

a. We know the school leaders' vision for the identified subgroup is the right one because we have seen measurable improvement, such as:

b. At the moment, we are unable to confirm that the school leaders' vision for the identified subgroup is the right one for the school based on: Common writing assessments were initially created to show areas of growth as oppose to showing student mastery of grade level standard.   As a result, while reviewing the data, it became clear that further discussion and decisions need to be made to allow for a comprehensive use of this assessment. This approach would allow for the common writing assessment to be used to show students meeting standard, students in need of improvement and overall student growth.

c. We have decided to revisit the school leaders' vision for the identified subgroup as a result of the following measurable data:

Statement of Practice (SOP) 2.3: Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.

IMPACT: The strategic use of resources (time, space, people, and materials) has resulted in school improvement and increased student success.

Modified LAP Guiding Question/SOP Prompt: Have school leaders used resources strategically to bring about **school improvement and increased student success** for the identified subgroup?

School's response (between 10-200 words): The school leaders have made two strategic decisions this year. First, the leaders have worked collaboratively with staff to implement PBIS and RTI initiatives. Committees were developed and met on a monthly basis to review data and to plan for future programming and activities. Numerous staff have attended professional development opportunities in these areas. Teams are currently working on things such as but not limited to: Interactive pathways and will vs. skill. Second, the leaders have worked with staff to implement and provide time for team scoring and analysis of data for 3 common writing assessments.

If applicable, provide the **TWO BEST** examples of measureable improvements that have come because of the school leaders' decisions regarding resources for the identified subgroup by completing the following sentences.

The school leaders made the decision to implement PBIS and RTI based on student need and the changing demographics of our school community. We know this decision was correct because of the following improvements in data:
2014-15 – 1900 students were removed from class due to behavior
2015-16 – 1300 students were removed from class due to behavior

In the 2015-16 school year, 99.6 % of the students received Bearcat Coupons for following the explicitly taught and reinforced expectations.

The school leaders made the decision to create grade level data teams to score, analyze, and plan differentiated lessons based on common writing assessments in order to improve student writing. We know this decision was correct because of the following improvements in data. Student growth in writing from the 1st to 3rd writing prompts were as follows:
Grade 4 – 92%
Grade 5 – 80%
Grade 6 – 74%
Grade 7 – 69%
Grade 8 - 75%

Statement of Practice (SOP) 2.4: The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on students' data and feedback.

IMPACT: The school leaders have developed the staff's instructional capacity through collaboration, support, and quality feedback so that high-quality instruction exists throughout the school.

Modified LAP Guiding Question/SOP Prompt: Have school leaders increased the instructional capacity of staff for the identified subgroup through collaboration, support, and targeted feedback **to ensure continuous improvement in instructional practices and ensure high-quality instruction for the identified subgroup exists**?

School's response (between 10-200 words): The school leaders observe staff and provide actionable feedback on the evidence collected as per the current approved APPR Plan. Based on the previous year's observational data, emphasis was placed on posted and reviewed objectives, student engagement, higher order thinking and questioning, formative assessment and the use and importance of a ticket out the door activity. As additional observations occurred, coaching conversations focused on how to best meet these expectations. Professional development was provided on these focus areas at faculty meetings, team meetings and other opportune times throughout the school year.

Answer one of the following regarding the impact of the Instructional Leadership:

a. We know the instructional leadership and the targeted feedback provided are making a difference because we have seen measurable improvement for the identified subgroup, such as: Observational data from October to June revealed the following improvements in instructional practices.
   - In the area of engagement – team responses increased from 25% to 44%. Action responses increased from 48% to 78%.
   - In the area of higher order questioning – 56% of the classrooms visited showed evidence of students responding to higher order questions.

b. At the moment, we are unable to confirm that the school's approach toward instructional leadership and targeted feedback is making a difference for the identified subgroup based on:

c. We have decided to revisit the school's approach toward instructional leadership and targeted feedback for those who teach the identified subgroup as a result of the following measurable data:

Statement of Practice (SOP) 2.5: Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).

IMPACT: The established systems provide the structure to regularly monitor all aspects of the school to know what is happening and to make informed decisions so that continuous improvement can be achieved.

Modified LAP Guiding Question/SOP Prompt: Have school leaders established systems to track and monitor individual and school-wide practices for the identified subgroup to know what is happening in the school, and do they use this insight to make informed decisions that will **move the school's work with the identified subgroup forward?**

School's response (between 10-200 words): The school leaders have multiple and comprehensive systems for tracking and monitoring the school-wide practices and student outcomes. Leaders periodically review data regarding student achievement, curriculum and teacher practices, parent input surveys and student social, emotional and developmental health to guide future programing and decisions to best meet student and family needs to promote student success.

If applicable, provide the TWO BEST examples in the space below regarding the IMPACT of the evidence-based systems the school leaders use for the identified subgroup :

1. Upon reviewing data regarding student behavior, school leader(s) learned that students were removed from class for disruptive behavior approximately 1900 times during the 2014- 2015 school year. Staff development was provided regarding referral procedures and working with challenging students. School leaders worked collaboratively with building staff to implement PBIS. This change in programing and practices reduced student removals by 600 during the 2015-16 school year.

2. Upon reviewing the ELA Curriculum, the NYS Assessment results and anecdotal data, we identified writing as an area of weakness. As a result, teacher teams in conjunction with the ELA content specialist developed and implemented a common writing assessment that was given 3 times per year. This assessment was administered and scored by grade level teams. We know this approach was successful due to the collegial conversations and the evidence of shifts in instructional practice. The data revealed a 75% growth rate at each grade level in student writing.

TENET 2 - NEXT STEPS

Identify 1 to 5 NEXT STEPS the school leaders see as essential to improve the work with the identified subgroup school-wide:

1. Review data and work collaboratively with teacher leaders and district staff to establish literacy goals aligned to district priorities for each sub group.
2. Support and work collaboratively with the PBIS and RTI Teams to monitor data and implement behavioral and academic programs to promote student success.
3. Continue to monitor instructional practice data to drive professional development.

TENET 3 - CURRICULUM

Statement of Practice (SOP) 3.2: The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.

IMPACT: The school leaders' vision for curriculum ensures that teachers understand how to develop and offer a rigorous curriculum, resulting in students receiving a curriculum that leads to college and career readiness.

Modified LAP Guiding Question/SOP Prompt:

Do the school leaders ensure that staff is able to develop and offer a rigorous, coherent curriculum for the identified subgroup that takes into account student needs and **leads to college and career readiness?**

School's Response:

This school is currently in the midst of adapting it's curriculum to meet the demands of the Common Core and the 6 shifts outlined within.

The school leaders are working collaboratively with District Leadership and staff to:

- Provide ongoing professional development and collaborative opportunities around the following: shifts in the Common Core, unwrapping the standards and adapting the NYS Modules;
- Ensure that all students have access to a rigorous, guaranteed and viable curriculum;
- Develop Common Core aligned curriculum maps across grade levels in ELA
- Review course offerings and provide high school credit bearing courses to promote college and career readiness.

Statement of Practice (SOP) 3.3: Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.

IMPACT: The lessons delivered incorporate student needs, complex materials and higher-order questioning, leading students to college and career readiness.

Modified LAP Guiding Question/SOP Prompt: Do teachers plan effective lessons for the identified subgroup that include DDI, align to the CCLS and incorporate student needs, complex materials and higher-order questioning, so that what students are taught **prepares the identified subgroup for their future**?

School's Response:

The school leaders are working with staff to consistently implement the use of a SIOP lesson plan template that includes language and content objectives, assessment strategies and instructional practices such as meaningful student engagement and higher level questioning. Ongoing professional development and coaching around the use of data to inform and differentiate instruction should occur. Data around the targeted lesson plan components is and will continue to be collected and monitored.

Statement of Practice (SOP) 3.4: The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology and other enrichment opportunities. **IMPACT:** The interdisciplinary curricular opportunities have increased student engagement and deepened students' understanding of the curriculum, leading to academic success.
Modified LAP Guiding Question/SOP Prompt: Are teachers providing interdisciplinary curricula for the identified subgroup and working together to connect the curriculum across subjects for the identified subgroup in ways that **increase students' engagement, deepen students' understanding of the curriculum, and provide better opportunities for student success?**   **School's Response:** The school leaders (at the district level) have provided some staff the opportunity to be Innovative Classroom Teachers. Currently we have a limited number of special education teachers working within this realm. Additionally, there are pockets of other staff engaging in interdisciplinary activities with both the librarian and the literacy coaches.
Statement of Practice (SOP) 3.5: Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning. **IMPACT:** Teachers use assessments to inform and modify their curriculum and provide feedback that ensures student ownership, leading to improved achievement.
Modified LAP Guiding Question/SOP Prompt: Are teachers using a range of assessments for the identified subgroup to guide and inform their curriculum planning, and are they giving students in the identified subgroup the feedback they need to **ensure ownership of learning and improve achievement?**   **School's Response:** The district currently uses a common writing assessment 3 times/year to evaluate student progress and to guide grade level instruction. During the 16-17 school year the district is implementing Expeditionary Learning, Core knowledge and the NYS Math Modules that all contain common assessments. Staff will collaborate to analyze assessment data to assess student mastery and to make curriculum adjustments based on the results. The SRI is administered to all grade 4 – 8 students three times a year. While AIS staff currently uses this data to guide students with goal setting, this practice needs to be expanded to include the ELA teachers and the Literacy coaches.

TENET 3 –Curriculum – What is the IMPACT?

The Impact Statements for Tenet 3 are as follows:

SOP 3.2: The school leaders' vision for curriculum ensures that teachers understand how to develop and offer a rigorous curriculum, resulting in students receiving a curriculum that leads to college and career readiness.

SOP 3.3: The lessons delivered incorporate student needs, complex materials and higher-order questioning, leading students to college and career readiness.

SOP 3.4: The interdisciplinary curricular opportunities have increased student engagement and deepened students' understanding of the curriculum, leading to academic success.

SOP 3.5: Teachers use assessments to inform and modify their curriculum and provide feedback that ensures student ownership, leading to improved achievement.

1. Using the 1-10 scale below, how would you rate the school's achievement of the Expected Impact for the identified subgroup in this TENET:
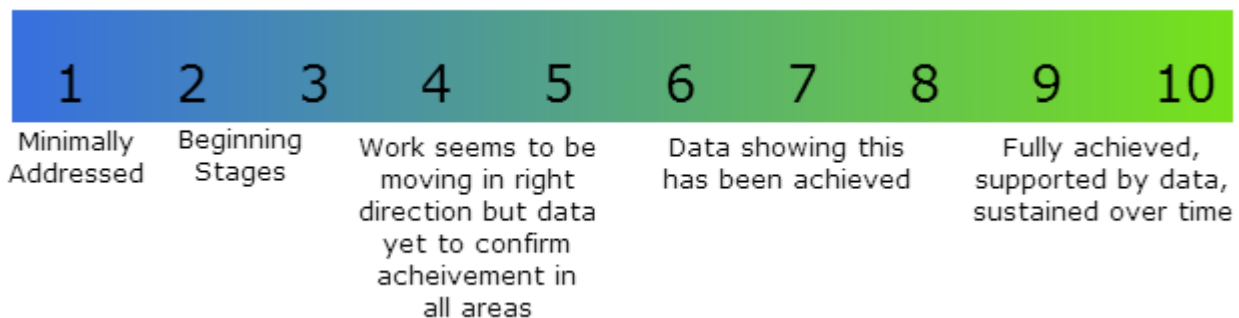
School's response: 4

Answer **one** of the following based on your response to the question above:

A. If your answer was a number between 1 and 5, what has kept the school from achieving the full expected impact for the identified subgroup for this Tenet?
   - Lack of a guaranteed and viable curriculum;
   - Lack of common assessments;
   - Additional support/training needed in the areas of data driven decision making;
   - Limitations in the district/building schedule related to time for collaboration and professional development opportunities;

B. If your answer was a number between 6 and 10, what **MEASURABLE** data can you point to as evidence this has been achieved for the identified subgroup.

TENET 3 –Curriculum

Provide response when applicable:

The curriculum for the identified subgroup looks different this year compared to previous years:

☐ In what **students** do, **such as**: Focus on self-assessment and goal setting.

☐ In what **adults** do, **such as**: New curriculum is being implemented. There will be an increased focus on collaborative data review to monitor learning and to make curriculum adjustments.

☐ In the **way the school is organized**, **such as**:

☐ In **other ways, such as**:

The **one to five NEXT STEPS** for improving Curriculum for the identified subgroup are:

1. Guarantee that all students have access to rigorous, Common Core, grade level curriculum.
2. Monitor the implementation of established curriculum by doing walk-throughs and observations and engaging in follow-up conversation with staff.
3. Continue in the development and use of common assessments to guide curriculum decisions.
4. Continue to monitor, plan and maximize professional development opportunities within the structure of the current schedule.

Tenet 4

Statement of Practice 4.2: School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.

IMPACT: The school leaders and teacher leaders have ensured that instructional practices promote high levels of student engagement and inquiry, leading to increased student achievement and the meeting of student goals.

Modified LAP Guiding Question/SOP Prompt:

Do the actions, practices, and decisions of school and teacher leaders ensure that teachers' instructional practices for the identified subgroup are informed by data, reflective of students' needs and learning styles, and **lead to increased achievement for the identified subgroup and to meeting students' goals**?

School's Response:

The school leaders are working with staff to consistently implement the use of a SIOP Lesson Plan template. The clear expectations and structures provided by this template will ensure effective common instructional practices and strategies. The implementation and use of this template and these strategies will be monitored walk-throughs, observations and coaching conversations.

Statement of Practice 4.3:   Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.

IMPACT: Instructional practices lead to high levels of student engagement and achievement.

Modified LAP Guiding Question/SOP Prompt: Do the teachers' instructional practices for the identified subgroup incorporate higher-order questions, text complexity and multiple opportunities to learn, leading to **high levels of engagement and improved achievement for the identified subgroup**?

School's Response:
Based on observational data revealing primarily teacher led instruction and low cognitive engagement, building administration has identified this as a focus area for the last two years. During the 2015-16 school year, emphasis and professional development opportunities were developed and incorporated on student engagement and higher level questioning. Data on these two areas was gathered and reviewed. While improvement occurred, this remains a focus area for the 2016-17 school year (see data from previous Tenet). Differentiated instruction will be added as a focus area for the 2016-17 school year.

Statement of Practice 4.4:   Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.

IMPACT: Teachers' instructional practices meet the diverse needs of the class and allow students to feel physically and intellectually safe in an environment that promotes intellectual discovery and rigorous thinking.

Modified LAP Guiding Question/SOP Prompt:
Do the teachers' instructional practices meet the diverse needs of the class allow students in the identified subgroup to feel physically and intellectually safe, and promote intellectual discovery and rigorous thinking **leading to increased achievement**?

School's Response:
Data collected from parent, student and staff surveys and classroom visits via the 2015-16 LAP revealed student physical and intellectual safety as a strength. The building has clearly defined and explicitly taught expectations in all areas of the school proper. Although a safe physical environment is provided, further development is needed in the area of intellectual discovery and rigorous thinking.

| **Statement of Practice 4.5:** Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).

IMPACT: Data-based instruction is timely and purposeful and leads to high levels of student achievement. |
| :--- |

Modified LAP Guiding Question/SOP Prompt: Do teachers use data and assessments to inform and adjust their instructional strategies and groupings with the identified subgroup while engaging students in self-evaluation through feedback and other approaches **to ensure that students in the identified subgroup are learning at high levels**?

School's Response:
Currently some staff use formative and summative assessment data to inform and adjust their instruction and for grouping of students.   Pockets of staff use whiteboards, tickets out the door, fist to 5 and other formative assessments. While these assessments are sometimes used to adjust daily lesson plans, instruction primarily remains whole group. Next steps will be to use multiple data sources for grouping students, differentiating instruction and engaging students in self-evaluation.

TENET 4 - Instruction – What is the impact?

The Impact Statements for Tenet 4 are as follows:

4.2 The school leaders and teacher leaders have ensured that instructional practices promote high levels of student engagement and inquiry, leading to increased student achievement and the meeting of student goals.

4.3 Instructional practices lead to high levels of student engagement and achievement.

4.4 Teachers' instructional practices meet the diverse needs of the class and allow students to feel physically and intellectually safe in an environment that promotes intellectual discovery and rigorous thinking.

4.5 Data-based instruction is timely and purposeful and leads to high levels of student achievement.

5.   Using the 1-10 scale below, how would you rate the school's achievement of the Expected Impact for the identified subgroup in this TENET:

School's response: 4

Answer **one** of the following based on your response to the question above:

A. If your answer was a number between 1 and 5, what has kept the school from achieving the full expected impact for the identified subgroup for this Tenet?
    - Lack of understanding how to effectively use data to guide instruction and differentiate.
    - Further professional development would assist staff with incorporating small group instruction.

B. If your answer was a number between 6 and 10, what **MEASURABLE** data can you point to as evidence this has been achieved for the identified subgroup?

TENET 4 –Instruction

Provide response when applicable:

Instructional practices for the identified subgroup look different this year compared to previous years:

☐ In what **students** do, **such as**:
   - Students will be given opportunities to take a more active role in their learning;

☐ In what **adults** do, **such as**:
   - Teachers will be asked to increase their focus on individual student needs by diversifying their groupings;
   - Teachers will provide students choice while still meeting the expected educational outcomes;

☐ In the **way the school is organized**, **such as**:

☐ In **other ways, such as:**

The **one to five NEXT STEPS** for improving Instructional Practices for the identified subgroup are:

1. Professional development will be provided on: the SIOP template for grades 6-8 staff, strategies to support intellectual discovery and rigorous thinking, data driven instruction including a collaborative process for data review and differentiated instruction;
2. Teacher use of the implementation of engagement strategies will continue to be monitored;

Statement of Practice 5.2: The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.

IMPACT: The school leaders' vision and systems for social and emotional developmental health have removed barriers to learning to allow students to be academically successful.

Modified LAP Guiding Question/SOP Prompt: Have school leaders established systems that identify the social/emotional developmental health needs for the identified subgroup to ensure that **appropriate social/emotional developmental health supports are provided to students so that barriers to learning are removed?**

School's Response:
The school leaders:
*   Have adopted and trained staff and students in the area of PBIS;
*   Have established structures via PBIS to set clear expectations, to acknowledge positive behavior and to have a common vocabulary to promote positive behavior;
*   Have established weekly meeting times with teams and support staff to identify students in need and to brainstorm and implement intervention strategies to assist students with being successful (the team consists of guidance staff, the school psychologist and social worker, administration, and the Promise Zone Specialist);
*   Have secured a Promise Zone Specialist via Onondaga County to assist students and families with educational, social and emotional needs.
*   A common referral process is in place and clearly outlined for the RTI process. Weekly meetings are held to discuss and address student needs.

Statement of Practice 5.3: The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.

IMPACT: The social-emotional learning and skill-based instruction for all students have removed barriers to learning and allowed students to develop social-emotional learning skills.

Modified LAP Guiding Question/SOP Prompt: Are **students' social/emotional health needs being met** as a result of the school's social/emotional curricula, programs, and materials and the professional development for the identified subgroup addressing social/emotional developmental health**?**

School's Response:
Students are currently receiving instruction regarding their social, emotional health in FCS, 6th grade health classes and in identified classrooms across grade levels. In addition to the FCS Curriculum, students are receiving instruction in the program Second Step. This program is designed to provide students with strategies to promote social and emotional well-being. To ensure students have access to support staff, students also receive individual and group counseling on an as need or as indicated basis.

Statement of Practice 5.4: All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.

IMPACT: The school's collaboration with stakeholders and other partners for social and emotional developmental health has allowed students to receive the support they need to develop social-emotional learning skills and remove barriers to learning.

Modified LAP Guiding Question/SOP Prompt:
Has the school strategically organized their work for the identified subgroup with school stakeholders to support students' **social/emotional developmental health needs and remove barriers to success?**

School's Response:
The PBIS Team has worked collaboratively with staff to: encourage the use of coupons to acknowledge positive behavior, to teach and reteach expectations in all school settings, to obtain feedback from staff, students and parents via surveys, and to communicate with families in a positive manner.

To increase parent participation, the format of Curriculum Night was modified to better assist parents with supporting their student from a social/emotional standpoint.

Administration is currently working with a local food distributor and community organization to combine efforts to support our families in need.

Statement of Practice 5.5: The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.

IMPACT: The school's strategic use of social-emotional data ensures that students receive the support they need to be successful socially, to develop social-emotional learning skills, and to remove barriers to learning.

Modified LAP Guiding Question/SOP Prompt:

Has the school developed and implemented a strategic plan for the identified subgroup to collect, analyze and utilize data to identify and **address the social/emotional developmental health needs of all students in the identified subgroup?**

School's Response:

- In September, all parents were surveyed to acquire information about their student on a variety of topics aimed at assisting staff with providing the best possible learning environment;
- The PBIS team surveyed students, staff and parents and developed an action plan based on the data.
- Behavioral, academic and attendance data is reviewed weekly by the guidance support team and monthly by the PBIS Team. This data is used to support students in achieving academically and in meeting the expectations.

TENET 5 – Social and Emotional Developmental Health – WHAT IS THE IMPACT?

The Impact Statements for Tenet 5 are as follows:

5.2: The school leaders' vision and systems for social and emotional developmental health have removed barriers to learning to allow students to be academically successful.

5.3: The social-emotional learning and skill-based instruction for all students have removed barriers to learning and allowed students to develop social-emotional learning skills.

5.4: The school's collaboration with stakeholders and other partners for social and emotional developmental health has allowed students to receive the support they need to develop social-emotional learning skills and remove barriers to learning.

5.5: The school's strategic use of social-emotional data ensures that students receive the support they need to be successful socially, to develop social-emotional learning skills, and to remove barriers to learning.

1.   Using the 1-10 scale below, how would you rate the school's achievement of the Expected Impact for the identified subgroup for this TENET:

School's response: 5
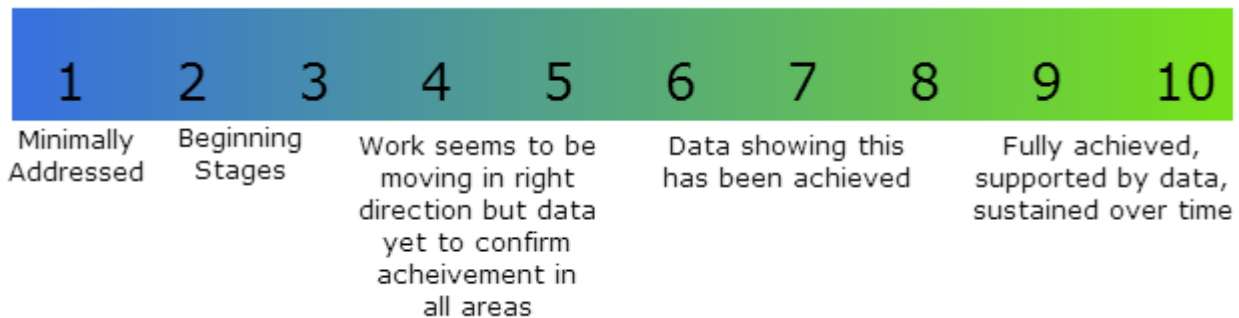
 Answer **one** of the following based on your response to the question above:

   A. If your answer was a number between 1 and 5, what has kept the school from achieving the full expected impact for the identified subgroup for this Tenet? The past two years have been spent developing and implementing these programs. The next step will be to collect the data these programs are having on student social/emotional health.

   B. If your answer was a number between 6 and 10, what **MEASURABLE** data can you point to as evidence this has been achieved for the identified subgroup?

TENET 5 –Social and Emotional Developmental Health

Provide response when applicable:

Social and Emotional Developmental Health for the identified subgroup looks different this year compared to previous years:

☐ In what **students** do, **such as**:

☐ In what **adults** do, **such as**: Via our PBIS program, staff will be trained on the Interactive Pathway of Discipline and Restorative Practices.

☐ In the **way the school is organized**, **such as**: We will have a full time Promise Zone Specialist that interacts with students to support their emotional and social well-being in addition to supporting families in need.

☐ In **other ways, such as:**

The **one to five NEXT STEPS** for improving Social and Emotional Developmental Health for the identified subgroup are:

1. Continue working to implement programs that assist students with being successful beyond the typical school day – for example, working with outside agencies to establish additional partnerships to support students and their families both in and out of school.
2. Continue with current initiatives.
3. Collect, review and analyze data to determine impact of current initiatives and to plan next steps.

Statement of Practice 6.2: The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.

IMPACT: The vision for family engagement has resulted in partnerships with families to allow children to reach the leaders' high expectations.

Modified LAP Guiding Question/SOP Prompt:

1. Do school leaders' communications and relationships for the identified subgroup ensure that students and families from the subgroup are aware of high expectations for student success and **equipped to help students reach those expectations**?

School's Response:

The school leaders communicate high expectations via opening day communication with parents as well as during Curriculum Night which is held during the first month of school. Ongoing communication occurs via parent calls, the monthly newsletter/blast, parent conferences and the district web site.

All grades 6-8 students participate in a program called Naviance (a 6 year planning program for graduation). Guidance counselors conduct annual meetings with grade 8 parents and students to plan for high school and beyond.

During curriculum night all families receive information regarding the building-wide expectations and strategies for assisting their students with being successful in school.

Statement of Practice 6.3: The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.

IMPACT: The school's reciprocal communication with families has allowed staff and families to learn from each other so that both can provide supports that ensure academic achievement and social- emotional growth.

Modified LAP Guiding Question/SOP Prompt:

Is the school providing multiple and equitable opportunities for reciprocal communication with families from the identified subgroup to increase staff and families' understanding about student needs and **further support student achievement?**

School's Response:

Parents are surveyed at minimum 2 times per year to ilicit feedback regarding their child's needs and any potential family needs. Furthermore, when appropriate and requested, parents are provided with a list of community resources around health, mental health and support.

Special education staff in particular communicate with families and other staff to identify student needs around academic and behavioral progress.

All documents regarding parent communication are translated.

The following are some of the means used to communicate with parents: parent calls, e-mail, School Messenger, monthly blast, school web-site, parent conferences (in person/phone/alternate locations) and the student/parent handbook.

Statement of Practice 6.4: The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.

IMPACT: The training provided to staff and families allows both to work together to provide supports that result in improved student outcomes.

Modified LAP Guiding Question/SOP Prompt: Has the school's training to parents and to staff on creating and sustaining home-school partnerships with families from the identified subgroup allowed both parties to be able to work together **to support student achievement?**

School's Response:
Currently we have some opportunities that enhance the home-school partnership: Curriculum Night, Math Night, Freshman Transition and Open House provide varied levels of parent training. For the 2015-16 school year selected staff were trained in the concept of Community Schools, specifically, Parent Teacher Home Visit Training. A building team is currently working on various other concepts of Community Schools such as the establishment of a food pantry.

Statement of Practice 6.5: The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.

IMPACT: The school community empowers stakeholders to take action to support student learning, leading to higher student achievement.

Modified LAP Guiding Question/SOP Prompt:
Is data shared in a way that allows stakeholders for the identified subgroup to understand both student and family needs and advocate for services that **address those needs?**

School's Response: Data is shared with families in multiple ways and at multiple times throughout the school year. Parents have immediate access to School Tool, a system set up to monitor student progress, attendance and other various essential aspects of school achievement and were trained in its use at Curriculum Night. Other forms of data such as progress reports are sent home every 5 weeks.

Additional training is needed for parents and staff to further enhance the use and understanding of data to support student achievement.

Finally, Solvay Middle School partners with Syracuse University to provide students with summer programming in the areas of reading development and Inquiry.

TENET 6 – Family and Family Engagement – WHAT IS THE IMPACT?

The Impact Statements for Tenet 6 are as follows:

6.2: The vision for family engagement has resulted in partnerships with families to allow children to reach the leaders' high expectations.

6.3: The school's reciprocal communication with families has allowed staff and families to learn from each other so that both can provide supports that ensure academic achievement and social- emotional growth.

6.4: The training provided to staff and families allows both to work together to provide supports that result in improved student outcomes.

6.5: The school community empowers stakeholders to take action to support student learning, leading to higher student achievement.

1. Using the 1-10 scale below, how would you rate the school's achievement of the Expected Impact for the identified subgroup for this TENET:
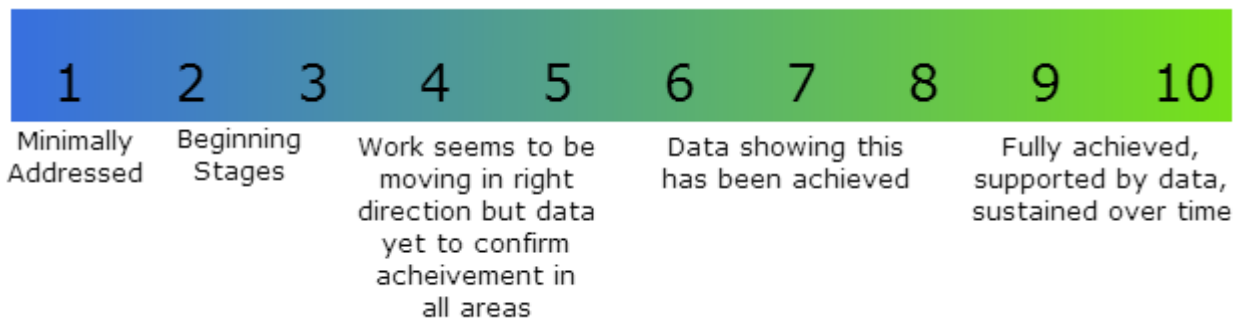
School's response: 4

Answer **one** of the following based on your response to the question above:

   A. If your answer was a number between 1 and 5, what has kept the school from achieving the full expected impact for the identified subgroup for this Tenet?   Training and time seem to have an impact on this Tenet.

   B. If your answer was a number between 6 and 10, what **MEASURABLE** data can you point to as evidence this has been achieved for the identified subgroup?

TENET 6 –Family and Community Engagement

Provide response when applicable:

Parent and Community Engagement looks different for the identified subgroup this year compared to previous years:

☐ In what **students** do, **such as**:

☐ In what **staff** do, **such as**: Following training, staff will be conducting home visits during after school hours.

☐ In what **parents/families/community partners** do, **such as**: School staff will be collaborating with parents and community partners to support families with meeting students' basic needs (ex. Providing items such as those used for personal care and food).

☐ In the **way the school is organized**, **such as**:

☐ In **other ways, such as:**

The **one to five NEXT STEPS** for improving FAMILY AND COMMUNITY ENGAGEMENT for the identified subgroup are:

1. List of Community Resources will be posted on the building web-site to make it more accessible.
2. Investigate and implement programs/opportunities to strengthen parent participation.
3. Work with staff to effectively communicate data with parents.
4. Investigate and implement strategies for communicating data and its understanding with parents.

WHOLE SCHOOL REFLECTION

1. In thinking about the answers provided and the school as a whole, identify three to five things the school believes it does well for the identified subgroup:

   1. A safe, positive, caring environment where learning is encouraged by all staff members is provided.

   2. A team approach is used to assist struggling students.

   3. Staff is willing and open to assist students in any way possible.

2. In thinking about the answers provided and the school as a whole, 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. There is a lack of a guaranteed and viable curriculum.

   2. The current schedule and professional development schedule provide minimal extended time for collaboration.

   3. Staff is transitioning from teacher centered instruction to a more student centered approach.

   4. Further consideration, time and clarification should be given to communication of job responsibilities along with district and building expectations.

3. In thinking about the answers provided and the school as a whole, identify three to five things that the school believes must happen for the identified subgroup that are currently not happening:

   1. Establish a vertically and horizontally aligned curriculum.

   2. Maximize the use of team planning for collaboration.

   3. Set and monitor SMART goals for the accountability sub groups.

   4. Continue working with students on the goal setting process to set short and long term goals.

   5. Continue working with staff on the importance of data driven instruction.

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.

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? Parent meeting, letter home emphasizing the current changes, information sent via the discipline area staff.

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?

Name of principal:	Diane Hagemann (4-5) Paula Kopp (6-8)
Name/number of school:	Solvay Middle School
School address:	299 Bury Drive, Syracuse, NY 13209
Identified Subgroup(s):	White students, SWD

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.

<u>**Part I: Whole School Reflection**</u>

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

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

1. Diane Hagemann
2. Paula Kopp
3. Kim Mackey

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. A safe, positive, caring environment where learning is encouraged by all staff members is provided.

2. A team approach is used to assist struggling students.

3. Staff is willing and open to assist students in any way possible.

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. There is a lack of a guaranteed and viable curriculum.

2. The current schedule and professional development schedule provide minimal extended time for collaboration.

3. Staff is transitioning from teacher centered instruction to a more student centered approach.

4. Further consideration, time and clarification should be given to communication of job responsibilities along with district and building expectations.

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

1. Establish a vertically and horizontally aligned curriculum.

2. Maximize the use of team planning for collaboration.

3. Set and monitor SMART goals for the accountability sub groups.

4. Continue working with students on the goal setting process to set short and long term goals.

5. Continue working with staff on the importance of data driven instruction.

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:
Maximize collaboration time to vertically and horizontally align ELA curriculum	Structured team and department meetings	ELA Content Specialist, Expeditionary Learning(5-8), Core Knowledge(4), team and department meetings, BOCES Staff, outside consultant	All ELA staff has participated in summer professional development. They will also receive at minimum 2.5 additional days of training by outside professional	Teachers will have attended at least 1 day of formalized training by December. They will also have participated in 12 team/department meetings. ELA Curriculum will be implemented in all classrooms.	There will be an increase in 5% of the students that meet standard on the common writing assessment	60% of the students will meet standard on the common writing assessment	ELA Staff, Content Specialist, Literacy Coaches, Principal, Assistant Superintendent for Curriculum and Instruction	July/August – training on Expeditionary Learning and Core knowledge. September-June – weekly team meetings, monthly staff meetings, ongoing PD. Writing Assessment – September/November/ May

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:
			developers during the 2016-17 school year					
Transition from teacher centered instruction to a more student centered approach	Structured team and faculty meetings	Books: Total Participation, 25 Quick Formative Assessments, Active Learning and Engagement Strategies

BOCES/SESIS Staff | All staff will participate in multiple team and faculty meetings around these topics | All staff will use at least 2 engagement strategies within the same lesson when observed using a data collection tool – By January 1 | 70% of the students will participate in the engagement strategies during the observation as measured by the observation tool | 90% of the students will participate in the engagement strategies during the observation as measured by the observation tool | Observations – SESIS Supervisor, Principal | September – June: Ongoing PD

December: Observations completed by SESIS Supervisor |
| Clarification and interpretation of data to drive instruction | Build capacity of staff to effectively use data to set and monitor goals, to drive instruction and to | Content Specialists, Literacy Coaches, SESIS Supervisor | SESIS Supervisor will assist administration and teacher leaders with setting cohort goals and work with | The Leadership Team will have created goals for the accountability for each sub group

A system for data to be | A student baseline of all data will be established and students will set at least one academic or | Students will evaluate the success of their mid-year goal(s) | Teachers, students, Administration, Content Specialists, Literacy Coaches | August/September: Building leadership will meet with district leadership to establish data to be used in determining goals

September/November: Establish goals for |

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:
	determine program effectiveness		staff to set student goals	documented, reviewed and accessible will be in place	behavioral individual goals			accountability sub groups September /November: Meeting with teachers to share expectations of goal setting process November/January: Staff will work with students on goal setting January/May: Students will progress monitor their goal(s) to determine final success
3.								

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.								
5.								

Part III: Promoting Participation in State Assessments

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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.

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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?