



Name of Principal:	Neil Gottlieb
Name of School:	Solvay Middle School
School Address:	299 Bury Drive, Syracuse NY 13209

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: Solvay Middle School
Individuals Who Assisted in the Development of the LAP Plan: Neil Gottlieb, Principal Christine Miczan, Assistant Principal Kermit Buckman, Mathematics Content Specialist

The school has been identified for (identify all that apply):

Performance of the following subgroups*:

- Economically disadvantaged
-
-

Participation Rate for the following subgroups**

- Economically disadvantaged
-
-

*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. A caring environment where learning is encouraged by all staff members
 2. A team approach is used to assist students
 3. Staff are open and willing to assist students in any way possible
 - 4.
 - 5.

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. Lack of a guaranteed and viable curriculum
 2. Communication
 3. Lack of the use of available data to guide instruction
 4. Consistent student discipline/management procedures
 - 5.

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. Continue work in the area of curriculum alignment (w/focus on Mathematics)
 2. Enhance communication practices with families
 3. Continue working with staff on the recognition of the importance of data and its use in the instructional process (w/focus on Mathematics)
 4. Enhancements in disciplinary practices/operations

SCHOOLS THAT COMPLETED A LOCAL ASSISTANCE PLAN LAST YEAR: If you completed a Local Assistance Plan last year AND you are identified for the same subgroups this year as you were last year, complete questions 6 and 7 designed for Re-Identified LAP SCHOOLS ONLY.

5. **RE-IDENTIFIED LAP SCHOOLS ONLY:** Please indicate the three to five things the school identified as barriers in the 2016-17 Local Assistance Plan and, when applicable, briefly indicate the strategies the school used in 2016-17 to address each barrier.

	Barrier identified in 2016-17 LAP	Strategies used in 2016-17 to remove barrier
1.	Curriculum (ELA)	Professional development, mapping/remapping
2.	Schedule (ELA)	Reconfiguration
3.	Instructional model (ELA)	Process shift, lesson planning and execution
4.	Communication of expectations (ELA)	Face to face meetings, electronic correspondences, memos
5.		

6. **RE-IDENTIFIED LAP SCHOOLS ONLY:** Please review the three to five things the school identified as needing to occur in the 2016-17 Local Assistance Plan and compare these things to what was identified in Question 5 above. Indicate if any of the things are the same for both 2016-17 and 2017-18.

	Actions needed to occur identified in 2016-17 LAP	Actions needed to occur identified in 2017-18 LAP	Same both years? (Y/N)
1.	Establish aligned curriculum (focus on ELA)	Curriculum alignment (focus on Math)	N
2.	Use of team planning for collaboration	Enhance communication	N
3.	Set and monitor SMART goals for accountability	Data recognition and use (focus on Math)	N
4.	Student goal setting	Enhance/reshape disciplinary process/procedures	N
5.	Data driven instruction (focus on ELA)		N

Part II: Plan for Overcoming Barriers and Addressing Needs

Directions: Please complete the following chart to create a plan for overcoming barriers for the identified subgroup and/or addressing any needs that must be met for the identified subgroup.

Barrier/Need to be addressed – Choose from the barriers or needs identified in Part 1.

Strategy to be implemented - Describe the strategy that will be used to address the barrier/need.

Resources to be used – Describe what resources (human capital, funding, etc.) will be used to support the strategy.

Specialized PD involved – Describe any necessary professional development that must happen to ensure effective implementation of the strategy.

Mid-year Benchmark Goal (staff efforts) – Describe what will have been accomplished by the middle of the school year in terms of staff efforts.

Mid-year Benchmark Goal (student outcomes) – Describe what will have been accomplished by the middle of the school year in terms of student outcomes.

End of the Year Quantifiable Goal - Describe what will have been accomplished by the end of the school year in terms of student outcomes.

Person(s) responsible for strategy implementation –Determine who will be responsible for implementation of the strategy.

Time period for implementation – List key dates for the planning, implementation, and evaluation of the strategy.

Barrier or need to be addressed:	Strategy to be implemented:	Resources to be used:	Specialized PD involved:	Mid-year Benchmark Goal: (STAFF EFFORTS)	Mid-year Benchmark Goal (STUDENT OUTCOMES):	End of the Year Quantifiable Goal: (STUDENT OUTCOMES)	Person(s) Responsible for Strategy Implementation:	Time Period for implementation:
EXAMPLE Low language acquisition for ELL students.	EXAMPLE Implement new ELL phonics program. Hire ELL Director.	EXAMPLE ELL phonics program PD on ELL phonics program for Director and teachers	EXAMPLE PD offered by curriculum developer on ELL phonics (September and November)	EXAMPLE Teachers will attend two training sessions by December. Program will be implemented in all classrooms. Director will	EXAMPLE: Language acquisition for ELL students on January assessment will increase by 5% compared to Fall benchmark.	EXAMPLE Language acquisition for ELL students will increase by 10% on May assessment compared to Fall benchmark.	EXAMPLE Principal ELL Director	EXAMPLE July/Aug – Review and purchase program, hire Director Sept – June – implementation of ELL program, classroom observations conducted by ELL Director.

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. Lack of a guaranteed and viable curriculum	Clear & measurable goal focused on critical needs regarding improving overall student achievement at the school level (Marzano, 2012)	MS Faculty/Staff, Math Content Specialist, District Literacy Coach/Specialist, outside consult as available	Staff training as available through OCM BOCES and scheduled in house w/trainer located by District	Monitor professional development participation through My Learning Plan	On-going review of student assessment	Measurable increase in student performance on Mathematics Test Scores	MS Faculty/Staff, Math Content Specialist, Building Administration	September-June: <ul style="list-style-type: none"> Formal & informal student assessments Regular departmental meetings to review progress Content Specialist reviews/meetings Ongoing PD May: <ul style="list-style-type: none"> NYS Math Assessments
2. Communication	Improve communication with families	Mailings, Telephone, Email, Home Visits, Meetings, Open House MS Faculty/Staff, Building Administration	NYSUT Family-School Engagement Training Ongoing PD on Effective Communication methods (Cognitive Coaching, Habits of Mind, etc.)	Monitor progress; Estimate participation levels	Estimate participation levels	Increased participation on State Assessments	MS Faculty/Staff, Building Administration	April: <ul style="list-style-type: none"> NYS ELA Assessments May: <ul style="list-style-type: none"> NYS Math Assessments

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:
3. Recognition of the importance of data and its use in the instructional process	Data driven instructional strategies	Standardized assessment results	BOCES PD offerings	Compare test results to establish data based instructional focus, Infuse literacy remediation into selected math classrooms	Improving assessment results	Higher scores on end of year formal assessments	MS Faculty/Staff, Math Content Specialist, Literacy Specialist, Building Administration	September: <ul style="list-style-type: none"> Review prior year data September-June: <ul style="list-style-type: none"> Instructional focus based on data collection
4. Consistent student discipline/ Management practices	Enhance/ Reshape disciplinary process/ procedures	Student/Parent Handbook, Progressive Discipline Model, District Code of Conduct, PBIS/Character Education	BOCES PD Classroom Management I & II; Mendler Discipline with Dignity	Enforcement of policies, increase in respect level, decrease in number of incidents	Improved behavior, better academic outcomes	Positive behavior modification, Respect for others, improved learning environment	MS Faculty/Staff, Building Administration	September: <ul style="list-style-type: none"> Educate stakeholders of all policies September-June: <ul style="list-style-type: none"> Consistent enforcement and Behavior Monitoring

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? 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)*
 - www.solvayschools.org (District website)
 - Mailings to Parents/Guardians
 - Meetings (One-on-One, Open House, Meet the Teacher, etc.)
 - Electronic means (Phone, email, text, etc.)

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)*
 - Share utilizing means in item #2 above
 - Schedule session with Parents/Guardians to explain data/results and identify methods utilized by our school staff to strengthen instruction for their children

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)*
 - Improved communication with Parents/Guardians
 - Session as stated in #3 above
 - Clarification for Parent/Guardians of examination purpose and use of data collection from results

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

RE-IDENTIFIED PARTICIPATION RATE LAP SCHOOLS ONLY:

5. In the 2016-17 Local Assistance Plan, your school identified the strategies it would use to communicate with parents with parents and other stakeholders regarding the purposes of the NY state assessment program and regarding the revisions that have been recently made to the NY state assessment program.

Did your participation rate improve from last year (i.e., from 2015-16 to 2016-17)?

If you answered "YES," proceed to questions 11 - 13.

If you answered "NO," proceed to questions 6-10.

6. Even though you identified strategies last year, the school did not improve its participation rate and was once again identified for participation rate. Why do believe that the strategies identified last year were unsuccessful in improving the 95% participation rate? *(Re-identified Participation Rate LAP Schools that Answered NO to Question 5)*

Proceed to question 7

7. Based on your answer above, what will you do differently this year to communicate with parents and other stakeholders regarding the purposes of the NY state assessment program and regarding the revisions that have been recently made to the NY state assessment program? *(Re-identified Participation Rate LAP Schools that Answered NO to Question 5)*

Proceed to question 8

8. In the 2016-17 Local Assistance Plan, your school identified how it will plan to provide training to all parents in how to interpret state assessment results and how the assessments are used to support the learning of children. In spite of these trainings, the school was once again identified for participation rate. Why do you believe the training last year was unsuccessful in ensuring the participation rate improved and that the 95% participation rate was met? *(Re-identified Participation Rate LAP Schools that Answered NO to Question 5)*

Proceed to question 9

9. Based on your answer above, what will you do differently this year to provide trainings to parents in how to interpret state assessment results and how the assessments are used to support the learning of children? *(Re-identified Participation Rate LAP Schools that Answered NO to Question 5)*

Proceed to question 10

10. What other strategies or activities are you planning to implement with students, parents and community members that will encourage participation in state assessments? *(Re-identified Participation Rate LAP Schools that Answered NO to Question 5)*

RE-IDENTIFIED PARTICIPATION RATE LAP SCHOOLS THAT ANSWERED "NO" FOR QUESTION 5: Your submission is complete. Thank you.

11. How do you plan to communicate with parents and other stakeholders regarding the purposes of the NY state assessment program and regarding the revisions that have been recently made to the NY state assessment program? Will this communication differ from last year? *(Re-identified Participation Rate LAP Schools that Answered YES to Question 5)*

Proceed to question 12

12. Some parents are unaware of how to interpret state assessments results and use them to support their children's learning, which may cause these parents to believe that state assessments do not provide valuable instructional information about their children. How do you plan to provide training to all parents in how to interpret state assessment results and how the assessments are used to support the learning of children? Will this training differ from last year? *(Re-identified Participation Rate LAP Schools that Answered YES to Question 5)*

Proceed to question 13

13. What other strategies or activities are you planning to implement with students, parents and community members that will encourage participation in state assessments? Will these strategies or activities differ from last year? *(Re-identified Participation Rate LAP Schools that Answered YES to Question 5)*

RE-IDENTIFIED PARTICIPATION RATE LAP SCHOOLS THAT ANSWERED "YES" FOR QUESTION 5: Your submission is complete. Thank you.