



Name of Principal:	Tracey Sorrentino
Name of School:	Middletown High School
School Address:	30 Gardner Avenue Extension, Middletown New York 10940

Directions: Please complete this template using the information collected with the Local Assistance Plan Self-Reflection document.

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.

SCHOOL OVERVIEW

Name of School: Middletown High School

Individuals Who Assisted in the Development of the LAP Plan:

Tracey Sorrentino
Norval Connell
William Donohue
Lauren Durr
Karina Acevedo
Dwayne Whitaker

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

Performance of the following subgroups

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. Review performance data
 2. Individual and small group coaching for teachers of identified students
 3. Literacy program development
 4. Attendance improvement staff dedicated by house to at risk students
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 background knowledge
 2. Reading comprehension issues
 3. Application of skills
 4. Perseverance amongst all stakeholders
 5. Mathematical procedural fluency deficits
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. Build protocols for ninth grade academy that include behavioral component
 2. development of RTI framework for the HS
 3. disaggregation of subpopulations by program and performance
 4. Increase parent awareness via increased workshops

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		
2		
3		
4		
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.			
2.			
3.			
4.			
5.			

Part II: Plan for Overcoming Barriers and Addressing Needs

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

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

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

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

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

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

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

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

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

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

Barrier or need to be addressed:	Strategy to be implemented:	Resources to be used:	Specialized PD involved:	Mid-year Benchmark Goal: (STAFF EFFORTS)	Mid-year Benchmark Goal (STUDENT OUTCOMES):	End of the Year Quantifiable Goal: (STUDENT OUTCOMES)	Person(s) Responsible for Strategy Implementation:	Time Period for implementation:

1.Application of independent reading comprehension	Develop the literacy class for SWD students and increase enrollment	Coordinator of literacy and IL for Sped and Humanities	Workshops with the teachers of the students in the lab classes	Teachers will implement workshop model in literacy and lab classes	Map score increases for students in the reading and lab classes	Map score increase and passing scores in 9th grade classes	Instructional leaders, Literacy Coordinator and teachers	October, November December February May June
2. ENL students have struggle with background knowledge	Create a support network for ENL students and parents	Director of ENL Bilingual, IL for At Risk Students and deans	Create team planning and case management for struggling students	Increase use of literacy development skills	Increase performance on quarterly assessments	Increase in passing rates on NYS Regents assessments	Director of ENL, Deans, IL for Humanities, Stem and At Risk as well as Principal	September through June
3.Subpopulations of SWD and ENL are struggling with multiple representation and application of number properties	Increase experiential activities that promote real life connections and problem solving skills to concepts	IL for Stem, At risk students and SWD Secondary	Create a network of teachers that utilize experience based strategies in the classroom	Increased performance on quarterlies and maps	Increased performance on quarterlies and maps	Proficiency on Regents exams in Mathematics	IL for Stem, At Risk and SWD	September through June

4. Graduation rate concerns for at risk students	Develop a support network to identify struggling students early and create intervention plans	IL for At Risk Students and Deans	Creation of protocol to identify data needed, and development of secondary intervention strategies	Implementation of teacher teams to identify and implement intervention strategies	10% Increase in at risk student performance as measured on second marking period grades	15% decrease in the amount of retained students and 3% increase in graduation rate	Instructional leader for At Risk Students, Deans, Principal, Teacher team	August through June
5. Increase mathematical procedural fluency	Incorporate problem solving opportunities into instructional cycle to increase procedural fluency with independence	STEM instructional leader, math and science teachers	Focus on the implementation of Math works strategies to build fluency activities	Creation of item bank and lesson plan development to increase opportunities to increase procedural fluency	10% increase in student performance on quarterly assessments	15% increase in student performance on Regents exams	STEM Instructional Leader, Math teachers, Principal	September through June

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?

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)*
 - a. *Parent meetings beginning in August 2017*
 - b. *Post information on our school web page*

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)*

We plan to implement a workshop series beginning in October to review state assessment results including how to interpret questions and how the data will impact their student's graduation status.

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)*
 - a. *In addition to the parent workshops, we are working to create a student tutorial and workshop series that explains state assessments and their impact on diploma status.*

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)*

- Creation of Video series on state assessments and curriculums
- Increased number of parent workshops

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)*

Parent Event	Purpose	Evidence of Success
Summer Parent Orientation	Acclimate new parents to our program and form interest groups	participation numbers survey results
Interest based parent workshops	provide parents with analysis of what students need to graduate high school in a relaxed manner	increase in students participating in higher level regents courses and SUPA course work
Engagement council outreach	increase parent and student involvement in extracurricular activities	increase in student engagement to lead to increased performance on assessments

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