

New York State Education Department
Local Assistance Plan Self-Reflection Plan Template

Name of Principal:	Gordon L. Dean
Name of School:	Middletown Twin Towers Middle School
School Address:	112 Grand Ave. Middletown, NY 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 Twin Towers Middle School

Individuals Who Assisted in the Development of the LAP Plan:

1. Gordon Dean, Principal
2. Camille Adoma, Dean of Students
3. Linda Bradt, Director of ENL/Bilingual
4. Pam Smith, SML for Math
5. Brooke Filippini, SML for English
6. Lauren Hall, SML for Science
7. Kyle Roddey, SML for Social Studies
8. Jennifer Caldwell, SML for Special Education
9. Karen Marcano, ENL Teacher

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

ü Performance of the following subgroups*:

- ENL for English

ü Participation Rate for the following subgroups**

- All 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.

10. Please identify three to five things that the school believes it does well for the identified sub-group(s):

1. The school meets the new Part 154 regulations regarding support materials; we provide glossaries, dictionaries, and targeted grade-level academic vocabulary for core subjects.
2. The school offers daily planning time for ELA co-teachers with the ENL teachers.
3. Our teachers use the seven co-teaching models identified as being effective for working with ENL students in regular education classes.

11. 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. The professional development on instructional strategies to use with ENL students in a regular classroom setting is limited.
2. The school still transitioning from whole-class instruction to personalized learning.
3. Classrooms have outdated collections of high interest informational text materials (books, magazines) aligned with the reading level of ENL students.
4. Our ENL students lag behind regular education students in their understanding of academic vocabulary.

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

1. We will expand the professional development activities on instructional strategies offered through UCLA.
2. We will continue to personalized writing and reading instruction for ENL students.
3. We will build our classroom collections of high interest informational text materials (books, magazines) aligned with the reading level of ENL students.
4. The ENL teachers will increase direct instruction in academic vocabulary (domain specific language) across the content areas

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

1. **RE-IDENTIFIED LAP SCHOOLS ONLY:** Please indicate the three to five things the school identified as barriers in the 2017-18 Local Assistance Plan and, when applicable, briefly indicate the strategies the school used in 2018-19 to address each barrier.

	Barrier identified in 2017-18 LAP	Strategies used in 2018-19 to remove barrier
1.	Professional development activities on instructional strategies.	Professional development completed through the ENL TOSA
2.	Build our classroom collections of high interest informational text materials.	Over \$20,000 used to purchase identified books to complete classroom collections.
3.	The ENL teachers will increase direct instruction in academic vocabulary	Completed list of academic vocabulary to be taught and timeline for vocabulary to be taught

2. **RE-IDENTIFIED LAP SCHOOLS ONLY:** Please review the three to five things the school identified as needing to occur in the 2017-18 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 2017-18 and 2018-19.

	Actions needed to occur identified in 2017-18 LAP	Actions needed to occur identified in 2018-19 LAP	Same both years? (Y/N)

1.	Continue to personalized writing and reading instruction for ENL students.	Continue to personalized writing and reading instruction for ENL students.	Yes
2.	Coordinated meetings and common planning time for ENL and content area teachers	Coordinated meetings and common planning time for ENL and content area teachers	Yes
3.	Students will learn/practice strategies for reading informational text (such as making connections, solving unknown words, context clues, visualization, etc.).	Students will learn/practice strategies for reading informational text (such as making connections, solving unknown words, context clues, visualization, etc.).	Yes

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:
Increase student performance of English Language Learners (ELLs) in ELA	Collaborative and strategic planning between ICT & ENL teachers to increase language proficiency.	Daily use of glossaries for content areas approved from NYSED & NYU Steinhart to ensure understanding of Grades 3-8 academic/ test vocabulary	Initial training session through ENL TOSA on iLit ELL & Saddleback Newcomer Materials paired with yearlong support	Teachers' use of strategies and materials.	Student acquisition of language will improve by winter MAPS	Student acquisition of language will improve by spring MAPS	<ul style="list-style-type: none"> · Director of Bilingual/ ENL, · ENL TOSA · ENL Teachers · ICT Teachers · Building Administration · UCLA Center X 	Sept. 2018-June 2019

<p>2. We will continue to personalized writing and reading instruction for ENL students.</p>	<p>Blended Learning and Flipped Classroom Instructional Model used for individual and small-group instruction.</p> <p>Students will learn/practice strategies for reading informational text (such as making connections, solving unknown words, context clues, visualization, etc.).</p>	<p>Ed Elements</p> <p>Holt adapted reader</p> <p>News ELA</p> <p>Content area textbooks, materials, and outside resources</p>	<p>Blended Training</p> <p>Flipped Training</p> <p>Literacy Framework</p>	<p>Teachers will be trained and programs (blended learning, flipped, literacy framework) will be implemented in all classrooms</p>	<p>Student acquisition of language will improve by winter MAPS</p>	<p>Student acquisition of language will improve by spring MAPS</p>	<p>Principal Director of ENL & Bilingual Education</p>	<p>September 2018 - June 2019</p>
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3. We will build our classroom collections of high interest informational text materials (books, magazines) aligned with the reading level of ENL students.	Purchase of high interest informational text materials (books, magazines) aligned with the reading level of ENL students.	Scholastic magazine subscription for current events in native language. With the advent of the new NYSESLAT reflecting alignment to Common Core standards, materials supporting this assessment and the second language acquisition process will be purchased.	Coordinated meetings and planning time between ENL and content area teachers	By January, classroom collections and library will reflect a 50% increase in the number of materials that match the area to be addressed.	Inventory of classroom collections.	Inventory of classroom collections.	Principal Director of ENL & Bilingual Education	September 2018- June 2019
4. The ENL teachers will increase direct instruction in academic vocabulary (domain specific language) across the content areas.	Build a list of academic vocabulary to be taught and timeline for vocabulary to be taught Students will utilize the same academic vocabulary across content areas.	CCLS District Scope and Sequence Documents		Classroom word walls focusing on root words, prefixes and suffixes to deepen student understanding of vocabulary.	Fluent understanding of 50-70% of academic vocabulary	Fluent understanding of 71-100% of academic vocabulary	Principal Director of ENL & Bilingual Education	September 2018- June 2019

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	83%	80%	-3%	68%	64%	-4%
Economically Disadvantaged	79%	77%	-2%	64%	68%	+4%
English Language Learners	92%	90%	-2%	87%	85%%	-2%
Hispanic	80%	84%	+4%	66%	72%	+6%
Multiracial	-----	-----	-----	-----	66%	-----

Native American	-----	-----	-----	-----	-----	-----
Students with Disabilities	74%	73%	+1%	54%	59%	+5%
White	64%	61%	-3%	50%	58%	+8%

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*)

As we have done the past three years, we will communicate information regarding the purposes of the New York State Assessment Program in three ways: a presentation by the principal to all parents during the open house event; academic conferences held with parents and teachers in the fall and the spring; and by mailing a state assessment packet to all families.

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*)

This information is presented in the three ways listed above. Also, links to appropriate pages on engageny are provided for families to conduct further research on their own.

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*)

In addition to the ways listed above, the importance of participation in the New York State Assessment Program is stressed to students and parents on an ongoing basis during parent conferences, students academic assembly programs, and via the district website.

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.