



Name of Principal:	Dominick Radogna
Name of School:	Monhagen Middle School
School Address:	555 County Highway 78

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: Monhagen Middle School

Individuals Who Assisted in the Development of the LAP Plan:

- Dominick Radogna (Principal)
- Elissa Schreiner (Dean of Students)
- Elizabeth Boller (Coordinator of Literacy)
- Linda Bradt (Director of Bilingual. LOTE and ELL's)

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

Performance of the following subgroups*:

- SWD math students
- ELL math students
-

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. Provide professional development for instruction (Such as teaching in a collaborative model)
 2. Collaborate as a department regarding best practices and how administrators and teachers can support classroom instruction.

3. Provide feedback on instructional strategies from an outside consultant, in addition to administration, after conducting walkthroughs
 4. Analyze student data from a variety of sources
 5. Provide teachers with necessary resources for instruction
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. Student goal setting and data reviews
 2. Parent Engagement including knowledge of support available at the school
 3. The lack of push in support for ELL students in mathematics
 4. The lack of professional development for instructional strategies in teaching ELL's mathematics
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. The school needs to gain a greater participation rate from parents, applying strategies to engage parents effectively
 2. Goal setting by individual students and their teachers (to have students gain ownership of their learning)
 3. Push in instruction, for ELL's in mathematics
 - 4.
 - 5.

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

6. **RE-IDENTIFIED LAP SCHOOLS ONLY:** Please indicate the three to five things the school identified as barriers in the 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	Stronger Parental Engagement	-Parent meetings at night to discuss the academic progress of struggling students
2	Strengthen ICT Model	-Training with general education and special education teachers, provided by an outside consultant in conjunction with the Principal and Instructional Leader for Special Education -Collaboration time set aside for teachers in a co-teaching model -Classroom visits with feedback from an outside consultant
3	Training to support social/emotional deficits impacting learning	-The addition of a crisis interventionist -Preventative measures and counseling the crisis interventionist

		-Break out sessions at faculty meetings to support teachers with strategies to assist teachers in helping students with social/emotional needs
4	Professional development to move from analyzing data to utilizing data to create small groups and increase proficiency	-Break out sessions at faculty meetings and department meetings, to assist teachers in utilizing data to create small group instruction based on student needs
5		

7. **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.	Stronger Parental Engagement	Stronger Parental Engagement	YES
2.	Strengthen ICT Model	Student goal setting and data reviews	NO
3.	Training to support social/emotional deficits impacting learning	Push in support for ELL students in mathematics	NO
4.	Professional development to move from analyzing data to utilizing data to create small groups and increase proficiency	Instructional strategies for teaching math to ELL's	NO
5.		Additional support in math, for SPED and ELL students outside of the school day	NO

Part II: Plan for Overcoming Barriers and Addressing Needs

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

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

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

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

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

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

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

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

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

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

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

				implementation and provided feedback.				October/January/April/June – evaluation of progress based on mid-year and end of year goals.
1. Stronger Parental Engagement	Schedule monthly or bi-monthly meetings for SPED and ELL parents to discuss and share instructional practices	Teachers, Administrators, TOSA's	None needed	To have held 2 parent night events to engage parents in the school experience and support students in mathematics and/or social/emotional behaviors	A parent meeting with 15 or more parents in attendance	A parent meeting with 30 or more parents in attendance	-Principal -Dean -ESL/Bilingual Director -Instructional Leader for Special Education	Quarterly review
2. Student goal setting and data reviews	Set goals with teachers and provide teachers strategies to develop and monitor academic goals (Including IEP goals)	Teachers, Administrators and the QIP consultant	Administrator and TOSA planning and modeling for math teachers	Goals established collaboratively by students and teachers and reviewed and adjusted (if necessary) at least 1 x by mid year. This includes IEP goals	75% of Sped students with math IEP goals reviewed and reassessed. 100% ELL students collaborative goals reviewed and reassessed.	100% of Sped students with math IEP goals reviewed and reassessed. 100% ELL students collaborative goals reviewed and reassessed.	-Principal -Dean -Teachers -ESL/Bilingual Director -Instructional Leader for Special Education	Quarterly Review

3. Push in support for ELL students in mathematics	Shift ENL support from English class to math for Expanding and Commanding students	ENL teachers	UCLA support on best practices for teaching ELL's vocabulary and writing in mathematics	An established schedule with regular push in time for Expanding and Commanding students in mathematics with the inclusion of content vocabulary	A 5% gain in the ELL and SPED students proficient for mathematics on the MAPS	A 10% gain in the ELL and SPED students proficient for mathematics on the MAPS	-Principal -Dean -Teachers -ESL/Bilingual Director -Instructional Leader for Special Education	Quarterly Review
4. Instructional strategies for teaching math to ELL's	Professional development via an outside consultant (UCLA) to provide teachers with effective strategies to teach ELL's mathematics and content vocabulary	UCLA professional developers	UCLA professional development on instructing ELL's in mathematics, including writing and vocabulary	1-2 professional development session with UCLA, including tasks to practice the implementation of provided strategies	A 5% gain in the ELL and SPED students proficient for mathematics on the MAP	A 10% gain in the ELL and SPED students proficient for mathematics on the MAPS	-Principal -Dean -Teachers -ESL/Bilingual Director -Instructional Leader for Special Education	# Professional Development sessions with dates TBD
5. Additional support in math, for SPED and ELL students outside of the school day	The creation of a 2 day after school math support program for SPED and ELL students from October to April	Teachers and math materials to practice and progress with foundational skills	Identification of weakest foundational skills based on testing data	An after school program up and running for 1-2 months with a planned scope of foundational skills to address	A 5% gain in the ELL and SPED students proficient for mathematics on the MAP	A 10% gain in the ELL and SPED students proficient for mathematics on the MAPS	-Principal -Dean -Teachers -ESL/Bilingual Director -Instructional Leader for Special Education	October - April program on Monday and Tuesday's after school.

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)*

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)*

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)*

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 you believe that the strategies identified last year were unsuccessful in improving the 95% participation rate? *(Re-identified Participation Rate LAP Schools that Answered NO to Question 5)*

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.