



Name of principal:	Julie Andreozzi
Name/number of school:	Martin Road
School address:	135 Martin Road
Identified Subgroup(s):	Black students-3-8 ELA

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.

Part I: Whole School Reflection

Identify the date the Local Assistance Plan Self-Reflection Document was completed: May 25th, June 13,

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

1. Julie Andreozzi
2. Heather Kwiatkowski
3. Mellissa Girdlestone
4. Judy Faircloth
5. Alex Johnson
6. Lynn McDonald
7. Cori Lynch
8. Kim Pulinski

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. MRE creates a safe environment for all students-students took an on-line survey and 97.5% of students identified “my school has clear rules”,96.4% indicated “our school does not allow bullying” and 94.6% identified “ I am safe in my school”.
2. Teachers use a variety of instructional strategies. Teachers received training this past year on Kagan structures, checks for understanding, writing and posting learning targets and higher order thinking skills. Monthly observation data shows an increase in using these strategies.
3. MRE offers opportunities for family engagement- MRE hosted Math Family Night and and ELA Family Night (transportation provided) that provided parents the opportunity to learn ways to help their student in school. MRE always hosted an ENL Family Night, that provided information to our international students, Winter Fun, Spring Concert and Book Fair/Ice Cream Social/Art Show.

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. Limited staff to provide intervention services.
2. Limited staff to provide social emotional support-character education program.
3. Limited technology.

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

1. Create essential standards for each grade level.

2. Create common formative assessments.
3. Provide remediation services to students below grade level.
4. Provide social emotional supports to students.
5. Improve student attendance.
- 6.

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 Purchase 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 implementation and provided feedback.	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. October/January/April/June – evaluation of progress based on mid-year and end

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:
								of year goals.
1. Limited staff to provide intervention services.	Creative scheduling. Have grade levels group students during intervention block as well as extend ELA time for in class remediation.	Foundations (phonics program), teachers	Training over the summer in Foundations for all 2 nd and 3 rd grade teachers(phonics program), Wilson training for 4 th and 5 th grade teachers. Turn-key training- September 29	Teachers would have attended training on Foundations in 2 nd and 3 rd grade. Program will be implemented in all classrooms. The fourth and fifth grade teachers group students to provide Wilson intervention.	Student's benchmark scores for January will be on track to reach their goal in Aimsweb.	20% of students below benchmark according to Aimsweb will move to benchmark.	Principal Director of Curriculum	August-September –train teachers -All second and third teachers -A group of fourth and fifth grade teachers October-June implementation of Foundations and Wilson. October, January, June evaluation of progress based on fall, Winter, Spring data.
2. Limited staff to provide social emotional support-character education	Start a character education program at Martin Road.	Building funding	None	Staff will be aware of the character education program and will supplement it in their classrooms.	Students will model / use skills from program.	Pre and post survey results will show an improvement in skills. Fewer disciplinary	School Social Worker Principal	July/August -Review programs for character ed. September-June – implementation of program. October, January, June

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:
program.				Principal will observe implementation .		referrals to the office.		evaluation of progress based on results.
3. Create essential standards for each grade level.	Create essential standards for each grade level	staff	PD from Principal and Director of Curriculum	Essential standards created for ELA and Math for fall and winter semester.	Students reaching learning targets for essential standards.	Assessment data using essential standards.	Principal Director of Curriculum	PD in September about essential standards. October-June continue to write essential standards.
4. Increase student attendance.	Start an attendance award.	staff		In the Martin Road Newsletter our monthly attendance will be published.	Look at student attendance from 2015-2016-Sept.-December and compare impact of program.	Look at student attendance from previous years and current year and compare impact of program.	Principal	Implement in September-June. Special area teachers post a bulletin board.
5.								

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.

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?

We plan on including a testing update section in our monthly newsletter as well as share information during our parent events.

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?

During our ELA/Math Family night this will information will be shared as well as during "Coffee with the Principal"

3. What other strategies or activities are you planning to implement with students, parents and community members that will encourage participation in state assessments?

Phone calls to families reminding them about the test.