



Name of principal:	Felicia M. Thomas-Williams
Name/number of school:	Brentwood West Middle School
School address:	2050 Udall Rd, Bay Shore NY 11706
Identified Subgroup(s):	AYP – ELA – Caucasian Students / Science Below Poverty Level

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: **Monday, June 27, 2016**

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

1. Felicia Thomas-Williams
2. Ann Palmer
3. Stacey Powell
4. Kim Johnson

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. Data is analyzed on an on-going basis and utilized for the purpose of improving teaching and learning in Math and ELA Classrooms.
2. Faculty collaboration occurs continuously addressing specific needs of specific students as well as identifying strengths and weaknesses in best teaching practices.
3. Professional Development opportunities are implemented with ongoing support and many teachers are willing to implement new strategies and share results.
4. Ongoing Communication with parents and Guardians.
5. Address the social/emotional needs of students.

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. Time constraints regarding scheduling of common planning time as well as time for observation of implementation and sharing out of strategies.
2. Slow Language Acquisition for ENL and SWD students. (Science)
3. Limited resources at home to help remediate deficiencies and reinforce academic skills.
4. Content Area teachers lack literacy acquisition knowledge.

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

1. All teachers make reading comprehension growth a priority. School wide initiatives such as Know your Lexile, graphing/charting Lexile growth, competitions regarding which grade has the highest growth of the MEAN. Text is KING.
2. PD Initiatives must be cross curricular. All Teachers will be taught how to implement strategies in the area of Literacy Acquisition.
3. Local Reading proficiency Data will be shared with all teachers including using Data to differentiate instruction, match students to text and monitor growth over time.

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

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<p>1. Time constraints regarding scheduling and common planning time.</p>	<p>Vertical articulation between and across grades and subjects at faculty meetings inclusive of PD and teacher collaboration for sharing best instructional practices and methods of implementation.</p> <p>SIT to reinforce and strengthen school initiatives.</p>	<p>Job-embedded coaching throughout the school day by Generation Ready and Collins Consultants</p> <p>LDC (Literacy Designed Collaborative) Cohort will share model lessons with faculty via the LDC web-based platform throughout the year at department and faculty meetings.</p> <p>Bill Atwood to work with Science Department.</p> <p>Science Specific PD.</p>	<p>Develop writing and thinking across the curriculum,, share a lens for developing rigorous lessons that begin with a reading and writing standard (What task, What skills, What instruction), Introduce various forms of reading instruction, i.e, Reciprocal and Close reading strategies.</p>	<p>Each Generation Ready Cohort will have 2 meetings with a consultant by December Break.</p> <p>Staff members will have at least 2 combined meetings by December Break.</p>	<p>Observation evidence of transferable strategies utilized by students across the curriculum. ie: annotation in all subject areas.</p> <p>Evidence of writing to learn in all subject areas, i.e.,type one and type two.</p> <p>Regional ELA interm-assessments will show higher levels of proficiency.</p>	<p>70% of all students will meet their Lexile target goals.</p>	<p>Principal ELA Coordinator Assistant Principal for Curriculum and Instruction</p>	<p>Sept – June Ongoing professional development and classroom observations conducted by teachers and administrators.</p> <p>Every Ten Week Academic Period – evaluation of progress based on mid-year and end of year goals.</p>

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2. Slow Language Acquisition for ENL and SWD students. (Science)	<p>School wide initiatives that show teachers how to make their content more accessible to the ENL Learner, i.e., content objectives and Language objectives are clearly stated, Show how to anchor instruction and highlight academic language.</p> <p>Strengthen the Co-Teaching Models</p>	<p>Collins and Generation Ready Consultants</p> <p>Computer based literacy programs ie: Rosetta Stone and System 44 to provide students with the alphabetic principle and accelerate learning.</p>	<p>SIOP (Sheltered Instructional Observation Protocol) by Collins</p> <p>Consultant will work with ELA/ENL teachers and Content Area teachers.</p>	<p>Evidence of content and language objectives in classrooms, i.e., teachers making learning goals and targets visible for students (I can statements)</p>	<p>Students speaking in complete sentences.</p> <p>Students able to articulate their learning goals.</p> <p>Advanced level comprehension and decoding skills.</p>	<p>More students will increase their Language proficiency level based on the NYSESLAT by between 5% & 10%.</p>	<p>Principal ELA Coordinator Assistant Principal for Curriculum and Instruction</p>	<p>Sept – June</p> <p>Ongoing professional development and data analysis which drives instruction.</p> <p>Every Ten Week Academic Period – evaluation of progress based on mid-year and end of year goals.</p>

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<p>3. Limited resources at home to help remediate deficiencies and reinforce academic skills.</p>	<p>Give parents and children access to computer-based subscriptions for home use, i.e., Newsela, Castle Learning, BrainPop. Science A-Z', Science Fusion Digital Access for teachers etc.</p> <p>Data and feedback from Parent/Student surveys to determine the usage of district subscriptions and educational websites.</p>	<p>Regular PTA (Parent Teacher Association) Teacher/Parent Workshops</p> <p>Various websites</p> <p>Community Resources (ie library)</p> <p>Updated Curriculum Guide with access to new resources.</p>	<p>Professional learning for, parents to show how to access different educational websites that will benefit their child's academic growth. Workshops will be given in both English and Spanish.</p> <p>Fusion Rep. to provide new program PD</p>	<p>Initial Survey results will be completed by the parents.</p> <p>Teachers will also provide feedback on new program.</p>	<p>Students will re-evaluate their current academic goals and set new goals for the 2nd half of the year.</p>	<p>75% of students will have a library card and participate in home and outside programs (ie library programs).</p>	<p>Principal ELA Coordinator Assistant Principal for Curriculum and Instruction</p>	<p>Sept –Oct Informational Parent Workshops which will include academic resources.</p> <p>Sept - June Collaboration with community resources to establish future parent workshops.</p> <p>Every Ten Week Academic Period – evaluation of progress based on mid-year and end of year goals.</p>

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4. Content Area teachers lack literacy acquisition knowledge	Provide teachers with literacy acquisition skill knowledge Develop PLC (Professional Learning Communities) around a common text, i.e., <i>Fisher and Frey's Pathways to Close and Critical Reading and Notice and Note.</i>	Purchase a common text for all faculty members. Collins and Generation Ready Consultants (Close reading and Reciprocal Reading using text dependent questions) Professional development that provides teachers with ways to utilize the local reading proficiency data to make informed instructional decisions.	Reading in the content area modeled by trained consultants. Develop Lab sites where teachers are involved in inter-classroom visitation. Pre-observation discussions with content area teachers regarding how Lexile scores can be used to monitor growth, differentiate instruction and match students to text.	Evidence of various instructional strategies utilized by all teachers. Teachers can speak to new instructional methodologies and research based literacy practices as well as the implementation of those strategies at pre and post observations and at end-of year evaluations.	All students will know their Lexile level. Students will self-monitor Lexile growth. Students can speak to their target Lexile goals. Higher levels of reading comprehension proficiency on Interim ELA assessments.	90% of classroom teachers will incorporate high leverage comprehension strategies during observations.	Principal ELA Coordinator Assistant Principal for Curriculum and Instruction	Sept – June Ongoing professional development and classroom observations conducted by teachers and administrators. Every Ten Week Academic Period – evaluation of progress based on mid-year and end of year goals.

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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?

PTA Meetings- Change time of at least 1 PTA meeting for the purpose of allowing teachers who might otherwise not be able to attend, an opportunity to attend right after school. Also encouraging Parent attendance at School meetings and events by recognizing student achievement.

Correspondence by mail, school website, School Messenger

Increase parent participation in SIT meetings and or participation through surveys.

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?

Dedicate a specific meeting to providing information regarding District and State Assessments. In order to increase attendance, notification will be delivered electronically through School Messenger, and we could dedicate a PTA meeting for this purpose.

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

Keeping Parents informed is paramount to ensuring that the participation in the assessments is perceived as valuable. There are outside factors in the community that raise question about participation. We will canvas the population to learn about the perceptions of what the tests mean and then provide accurate information on testing outcomes.

Ensuring that parents are familiar with item analysis and the benefits of understanding the item response theory to familiarize parents with the kinds of questions that are being posed on the assessments. to define for them what rigor looks like for them in the classroom and how they can support their child's learning at home by asking questions that require their children to think critically about text and support their answers with evidence of the text.