



Approved by Board: 8/8/17

Name of principal:	Mr. Ashley John Grillo
Name/number of school:	Batavia Middle School
School address:	96 Ross Street, Batavia, NY 14020
Identified Subgroup(s):	Mixed Race and White Subgroups

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 2017-18 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:

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

1. Batavia Middle School's School Improvement Team
2. Batavia City School District's Instructional Leadership Team

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. Provides well-rounded educational opportunities when scheduling core classes and electives
2. Provides extra support opportunities before and after school
3. Provides academic intervention services during the school day
- 4.
- 5.

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. Attendance during before and after school opportunities
2. Differentiated instruction during core classes
3. Discipline referrals
- 4.

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

1. Targeted support during core classes
2. Targeted interventions regarding discipline
3. Targeted intervention to meet individual needs during AIS
- 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:
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 – evaluation of progress

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:
								based on mid-year and of year goals.
1. Targeted support during core classes	Differentiation of instructional plans during core class time	NYS modules and other core materials	Differentiation of Instruction; Specially Designed Instruction	Staff will increase the number of differentiated lessons by 5% based on the number of lessons observed during mini-observation baseline.	Students will meet iReady mid-year target.	Students will meet iReady end of year target.	Dr. Molly Corey Mr. Ashley John Grillo Mrs. Maureen Notaro Mr. Brian Sutton	
2. Targeted interventions regarding discipline	PBIS Team will develop student action plan for each case.	BOCES PBIS consultant	PD on tolerance, cultural understanding, social and emotional needs, strategies, effects on toxic stress on our students.	Staff will apply PD and promote good attendance, specifically with subgroup.	5% improvement in discipline data.	10% improvement in discipline data.	Dr. Molly Corey Mr. Ashley John Grillo Mrs. Maureen Notaro Mr. Brian Sutton	

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:
3. Targeted intervention to meet individual needs during AIS	Differentiation of instructional plans during AIS to meet the needs of students.	Next Steps Reading Assessment and lesson plans; iReady data and materials	Differentiation of Instruction; Specially Designed Instruction	AIS staff will set goals with students regarding mid-year and end of year targets for reading behaviors and/or math standards.	Students will improve reading level based on mid-year targets.	Students will improve reading level based on end of year targets.	Dr. Molly Corey Mr. Ashley John Grillo Mrs. Maureen Notaro Mr. Brian Sutton	
4.								
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?

Batavia City School District hosts an assessment information night each year. We also use social media, newsletters, emails and automated phone calls to convey the importance to parents.

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?

Parents may attend teach sessions on how to understand NYS assessment at open house and on family nights that are scheduled throughout the year. Data reports are available. Teachers and administrators provide time to explain.

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

BMS will actively strive to set goal with students and will share progress with parents and mentors (where applicable).

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School telephone number:	585 343 2480 3000	Principal's direct phone number:	585 343 2480 3000
Principal's e-mail:	ajgrillo@bataviacs.org		

A Message to School/District Leaders:

The Local Assistance Plan (LAP) Self-Reflection Process Document provides school-based teams the opportunity to reflect on the practices that exist within the school in preparation for identifying the appropriate next steps on their LAP that will support increased student academic achievement.

Schools should use the self-reflection as an opportunity to reflect on the Statements of Practice in the DTSDE rubric through the lens of the subgroup for which the school has been identified. Schools should provide a realistic picture regarding the **quality** and **effectiveness** of the work the school is doing.

Reason for Identification

Please provide information on the subgroup(s) and reasons for identification as a LAP School.

1. List any subgroup(s) identified as a result of performance on state assessments or gaps in performance between the group and the all students group	White
	Mixed Race
2. Does the school have one or more subgroups that have been identified for failing to meet the 95% participation rate requirement? Please list the subgroup(s).	no
3. If your school has a subgroup that was identified solely because it failed to meet the participation rate requirement - which subgroup in your school, based on internal assessments, needs to improve its academic performance?	

Completion of the Self-Reflection Process Document, based on Reasons for Identification:

- If your school has one subgroup identified as a result of performance on state assessments or gaps in performance between the group and the all students group, please complete the Self-Reflection Process Document. Once the Self-Reflection Process Document is complete, please use the results of the Self-Reflection to guide creation of the Local Assistance Plan.
- 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 consider all identified subgroups when answering each of the prompts in the Self-Reflection Process Document. For some prompts, the answers may be different for each of the identified subgroups. In those instances, the school should provide a response for each subgroup, which would result in multiple responses for the individual Statement of Practice prompt. For other

prompts, the answers may be the same for the different identified subgroups. In those instances, the school can provide one response for the multiple identified subgroups. Once the Self-Reflection Document is complete, please use the results of the Self-Reflection to guide creation of a Local Assistance Plan to address all identified subgroups.

- If your school has subgroup(s) that have been solely identified for failing to meet the participation rate requirement, please do **one** of the following:
 - Option 1: Proceed with completing the Self-Reflection Process Document and creation of the Local Assistance Plan for the identified group. Additionally, the school must provide narrative responses to the questions listed in the “Promoting Participation in State Assessments” section.
 - Option 2: Complete the Self-Reflection Process Document and create a Local Assistance Plan for a subgroup identified by the school or district as in need of improvement based on internal assessments. The school will need to provide information on the assessments that were used to make the determination. Additionally, the school must provide narrative responses to the questions listed in the “Promoting Participation in State Assessments” section. A school and district may choose Option 2; if for example, the school has been identified as LAP by NYSED based on the failure of the English Language learner (ELL) subgroup to meet the participation rate requirement. The school and the district have evidence that the ELL subgroup is making the appropriate progress with academic achievement in relation to the state standards. Therefore, the school and district choose to focus the Self-Reflection Process and the LAP plan on the Low Income student subgroup, for which the school and district have evidence that academic performance needs improvement.

Name of those assisting in the completion of the Self-Reflection (add rows if necessary)	Title
Batavia Middle School SIT (School improvement team)	
Batavia City School District ILT (Instructional Support Team)	
Mr. Ashley John Grillo	Principal
Mr. Brian Sutton	Assistant Principal
Mrs. Maureen Notaro	Assistant Principal
Dr. Molly Corey	Executive Director of Curriculum and Instruction

Instructions for completing the Self-Reflection Process Document:

- ✓ Before completing this form, we suggest you take a moment and review the Diagnostic Tool for School and District Effectiveness rubric. The DTSDE rubric and more information on how to use the rubric can be found on this website: <http://www.p12.nysed.gov/accountability/diagnostic-tool-institute/home.html>.
- ✓ In your review of the rubric, be sure to look at the impact statements for each Statement of Practice (SOP).
- ✓ Discuss your interpretation of the rubric and support documents with your school community to establish a common understanding of what is stated in the documents.
- ✓ As a group, begin to complete this form by doing the following:
 - Review the SOP, and the corresponding Impact Statement.
 - Take time to consider how you would answer the Modified LAP Guiding Question/SOP Prompt.
 - **Avoid providing a list of activities**, unless you can provide evidence of how you know they are **having an impact and adding value** to the school, especially in terms of student achievement and the quality of education.
 - Statements of Practice 2.2, 2.3, 2.4, 2.5, 3.2, 4.2, 5.2, and 6.2 revolve around the leadership at the school. The phrase “The school leaders” has been provided at the start of each of these SOPs to remind schools to frame their answers through the leaders’ decisions and practices.
 - Within each Modified LAP Guiding Question/SOP Prompt, there is an expected impact, which provides an indication that the practices undertaken are making a difference and adding value to the school. **You will find the expected impact for each Guiding Question in bold, green text.**
 - When answering “Yes” to any question below, be sure that **all aspects** of the Modified LAP Guiding Question/SOP Prompt have been realized, including the **impact portion of the question, which is noted green.**
 - Your answers to the Modified LAP Guiding Question/SOP Prompt should range between 10 words (one sentence) and 200 words.
 - Once you have completed the Tenet sections of this document, please review the information gathered, and complete the “Whole School Reflection.”
 - If the school has been identified for participation rate, please complete the “Promoting Participation in State Assessments” section of the Self-Reflection Process Document.

Please complete the Local Assistance Plan template using the information collected with the Local Assistance Plan Self-Reflection Process 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. The Local Assistance Plan Self-Reflection Document must be kept on file at the school and district offices.

Tenet 2

Statement of Practice (SOP) 2.2: The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).

IMPACT: The uniformly seen, heard, and known long-term vision, mission and goals have resulted in measurable school improvement.

Modified LAP Guiding Question/SOP Prompt: Have school leaders worked with the school community to develop and promote goals/mission/vision specifically for the identified subgroup **that drive and bring about sustained school improvement?**

School's response (between 10-200 words): The school leaders have collaboratively developed vision, mission and promoted SCEP goals with key stakeholders that build capacity and drive sustained school improvement by developing systems that promote professional development and the use of data to drive instruction.

The following are critical structures within the building:

Strategic use of Instructional Leadership Team
School Improvement Team
PBIS committee work
Principal's cabinet (student based)
Data cycles and grade level/content meetings
Targeted faculty meeting agendas/professional development
Representation on District Level committees
Learning walks with Expeditionary Learning & Math
Academy for Success AM/PM
Celebrating intellectual safety (catch-a-kid, VIP, good news card, mindset awards)
Systems for assuring physical safety (hall sweeps, security aide)

Answer **one** of the following statements regarding the impact of the school leaders' vision.

- a. We know the school leaders' vision is the right one because we have seen measurable improvement, such as:
- Students showed improvement in Reading and Math from September 2016 to May 2017 on the iReady Diagnostic. Student's overall scale score grew an average of 19 points in Reading and 17 points in Math.
 - Increased student discourse is evidenced in classrooms through learning walks and teacher observations.
 - Improved family and community engagement as evidenced by 50 MS staff volunteers, over 400 MS family members, and 4 businesses and agencies that participated in our November 17, 2016 Family Night.
 - Improved student achievement on the NYS ELA and Math Assessments as follows:

NYS Assessment Data

Grade Level	ELA			Math		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Grade 5	24%	25%	27%	31%	38%	29%
Grade 6	25%	28%	21%	18%	27%	25%
Grade 7	20%	27%	34%	17%	26%	24%
Grade 8	31%	35%	29%	12%	18%	3%

- b. At the moment, we are unable to confirm that the school leaders' vision is the right one for the school based on:
- c. We have decided to revisit the school leaders' vision as a result of the following measurable data:

Statement of Practice (SOP) 2.3: Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.

IMPACT: The strategic use of resources (time, space, people, and materials) has resulted in school improvement and increased student success.

Modified LAP Guiding Question/SOP Prompt: Have school leaders used resources strategically to bring about **school improvement and increased student success** for the identified subgroup?

School's response (between 10-200 words): School leaders have made strategic decisions that have impacted programmatic improvement and increased student achievement. The leader makes interim strategic decisions to fund targeted efforts aligned to the school-wide goals.

If applicable, provide the **TWO BEST** examples of measureable improvements that have come because of the school leaders' decisions regarding resources for the identified subgroup by completing the following sentences.

EXAMPLE: The school leaders made the decision to increase class sizes in the upper grades in order to hire a primary grade reading intervention specialist <example of decision> in order to ensure that all students are reading at grade level by the end of first grade <goal the decision hoped to achieve>. We know this decision was correct because of the following improvements in data:

- *The percent of students reading at Fountas and Pinnell Guided Reading Level I at the end of first grade has grown from 45% to 88% in one year.*
- *The school went from having 58% of its students below the national average on the Kindergarten Fall Sight Word benchmark assessment to having 92% of students at or above the national average on the Kindergarten Spring Sight Word benchmark assessment.*

The school leaders made the decision to make 7th and 8th grade traditional teams by adding an additional secondary science and social studies teachers in order to maximize instruction and resources. We know this decision was correct because of the following improvements in data:

- Overall discipline referrals for grades 7 and 8 have decreased when comparing the 2015-16 and 2016-17 school years as follows:

2015-16 Discipline Referrals	2016-17 Discipline Referrals
422	307

- Regents results for the 2017 Living Environment and Algebra showed 100% passing success for BMS 8th grade students.

Statement of Practice (SOP) 2.4: The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on students' data and feedback.

IMPACT: The school leaders have developed the staff's instructional capacity through collaboration, support, and quality feedback so that high-quality instruction exists throughout the school.

Modified LAP Guiding Question/SOP Prompt: Have school leaders increased the instructional capacity of staff for the identified subgroup through collaboration, support, and targeted feedback **to ensure continuous improvement in instructional practices and ensure high-quality instruction for the identified subgroup exists?**

School's response (between 10-200 words): The school leaders conduct 4-5 mini-observations on all teachers at the Middle School. This research-based model mirrors Kim Marshall's work Rethinking Teacher Supervision and Evaluation and provides teachers with targeted and timely feedback based on Charlotte Danielson's Model. Feedback is documented in Edocrina following each observation. Administration uses the documentation in Edocrina, as well as building administration meetings, to follow-up in order to track progress of teacher practices.

Answer one of the following regarding the impact of the Instructional Leadership:

- a. We know the instructional leadership offered and the targeted feedback provided are making a difference because we have seen measurable improvement for the identified subgroup, such as:
 - Learning targets are used and referenced in all classrooms. Student discourse and engagement are being observed more consistently during observations. As a direct result of EL PD, protocols have been observed in ELA and other disciplines.
- b. We are seeing changes with instructional leadership and targeted feedback and are making a difference with this population.
- c. We Plan to revisit and year end survey for all students from staff with targeted feedback for those who teach this sub group and can improve relationships with students from those who teach the identified subgroups and how to improve relationships with students.

Statement of Practice (SOP) 2.5: Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).

IMPACT: The established systems provide the structure to regularly monitor all aspects of the school to know what is happening and to make informed decisions so that continuous improvement can be achieved.

Modified LAP Guiding Question/SOP Prompt: Have school leaders established systems to track and monitor individual and school-wide practices for the identified subgroup to know what is happening in the school, and do they use this insight to make informed decisions that will **move the school's work with the identified subgroup forward?**

- **School's response (between 10-200 words):** The school leaders require all teachers to use evidence based systems that are dynamic, adaptive and interconnected. The data wise process is in year two of implementation and teachers' capacities for using data to make instructional decisions has increased. The SCEP plan included goals and activities aligned with data driven instruction and it is being fully implemented.

If applicable, provide the TWO BEST examples in the space below regarding the IMPACT of the evidence-based systems the school leaders use for the identified subgroup :

EXAMPLE:

The school leader(s) learned that 60% of office referrals occurred during 6th period lunch <identify something learned through the school leader's system/structure for the identified subgroup > as a result of the monthly behavior team's review of schoolwide office referral data<identify system/structure for the identified subgroup >. This led the school leader(s) to hire an additional monitor for the lunchroom, provide additional training on de-escalation techniques to lunch room monitors, and ensure that an administrator visited the lunch room during 6th period each day <identify response/decision based on this insight for the identified subgroup >. We know this response was a good approach because the number of office referrals during 6th period lunch has decreased each month over the past three months from 69 to 31 to 22 to 10 <identify the data used to determine if the response was successful for the identified subgroup >.

1. The school leader(s) learned that learning walks are a non-evaluative coaching strategy and as a result of these learning walks done by administration and teachers we have seen an increase in the amount of student discourse and engagement, increased use of learning targets, and effective and timely openers. This led the school leader(s) to begin to duplicate learning walks in Math with the assistance of the district.
2. The school leader(s) learned that the iReady diagnostic program allows teachers to collect data three times a year to drive differentiated instruction. As a result of iReady data, this led the school leader to schedule additional adaptive software time for grades 5-8. An iReady Challenge was incorporated in grades 5-8 for Reading and Math. It showed a steady increase in lessons completed and passed.

Lessons Completed above February Baseline (%)		
	March	April
Reading	53	12
Math	73	23

TENET 2 - NEXT STEPS

Identify 1 to 5 NEXT STEPS the school leaders see as essential to improve the work with the identified subgroup schoolwide:

1. Administration and faculty will explore options to maximize instructional time.
2. Administration will provide time in the summer and fall for teachers to prioritize learning standards to close achievement gaps by creating flexible interventions.
3. Administration will continue to work with ILT in refining the data process for student progress monitoring.
4. Administration will continue to support differentiated instruction through PD and curriculum work.
5. Administration and support staff will provide clear and concise Professional Development to staff on the social/emotional well-being of students. This PD will be based on the work of PIRI. In 2017, BMS will be provided with training in academic circles and peace circles through PIRI.

TENET 3 – CURRICULUM

Statement of Practice (SOP) 3.2: The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.

IMPACT: The school leaders' vision for curriculum ensures that teachers understand how to develop and offer a rigorous curriculum, resulting in students receiving a curriculum that leads to college and career readiness.

Modified LAP Guiding Question/SOP Prompt:

Do the school leaders ensure that staff are able to develop and offer a rigorous, coherent curriculum for the identified subgroup that takes into account student needs and **leads to college and career readiness?**

School's Response:

- The school leader, using a distributive leadership model, ensures a systematic plan exists for the implementation of the CCLS curricula. This project with Expeditionary Learning, in Math and the use of iReady diagnostic and instruction. A curriculum plan is being developed in Social Studies using the frameworks and inquiry.
- In 2016-17 teachers aligned Next Generation Science Standards for grades 6-8.
- The distributive leadership model includes building and district administration, teacher leaders and coaches, and non-evaluative teams at grades 6-8. Non-evaluative walk-throughs will take place.
- There are now full teams in 5th-8th grades that allow for increased collaboration for student academic success. In 2017, each team has a common planning time and targeted assistance to extend and remediate students.

Statement of Practice (SOP) 3.3: Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.

IMPACT: The lessons delivered incorporate student needs, complex materials and higher-order questioning, leading students to college and career readiness.

Modified LAP Guiding Question/SOP Prompt: Do teachers plan effective lessons for the identified subgroup that include DDI, align to the CCLS and incorporate student needs, complex materials and higher-order questioning, so that what students are taught **prepares the identified subgroup for their future?**

School's Response:

- Assessment calendars have been created for all grade levels and content areas. Teachers meet as vertical and horizontal groups to develop action plans which are monitored. For example, ELA and Math teachers analyze data in such a way that students' needs are identified in congruence with the standards. In addition, specific strategies are identified and discussed to improve student achievement.
- Most teachers are intentional in their planning. They have developed in their capacity to use data to plan for groups of students and in the ability to speak to their differentiation of lessons.
- Additional units are being developed each year to align to CCLS, using the District unit/lesson template created by Dr. Molly Corey.
- In 2016-2017 teachers prioritize standards to design units that are aligned with standards.
- Teachers created calendar at a glance for each content topic.
- Teacher used exemplar example during district level I.L.T.

Statement of Practice (SOP) 3.4: The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology and other enrichment opportunities.

IMPACT: The interdisciplinary curricular opportunities have increased student engagement and deepened students' understanding of the curriculum, leading to academic success.

Modified LAP Guiding Question/SOP Prompt:

Are teachers providing interdisciplinary curricula for the identified subgroup and working together to connect the curriculum across subjects for the identified subgroup in ways that **increase students' engagement, deepen students' understanding of the curriculum, and provide better opportunities for student success?**

School's Response:

- Teachers have opportunities to collaborate during the school day, outside the normal workday and during the summer. Due to school wide goal with constructed response all teachers' work on reading/writing across subject areas.
- In 2016, B.M.S. conducted technology roll out that gave Chromebooks to all staff and students. All students have a Chromebook to use during the school day for IREADY. Students are using google classroom and are showing success with it. Teachers and students are embracing the technology and showing academic gains with it.

Statement of Practice (SOP) 3.5: Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.

IMPACT: Teachers use assessments to inform and modify their curriculum and provide feedback that ensures student ownership, leading to improved achievement.

Modified LAP Guiding Question/SOP Prompt:

Are teachers using a range of assessments for the identified subgroup to guide and inform their curriculum planning, and are they giving students in the identified subgroup the feedback they need to **ensure ownership of learning and improve achievement?**

School's Response:

- Teachers are planning with a focus on student-centered instruction and peer collaboration using protocols and strategies for cognitive engagement. Teachers are doing a range of assessments (e.g. use of iReady/GRA data for planning/grouping, exit tickets, formative assessments, participation rubrics, student self-assessment/self-tracking sheets, and behavior data for planning groups) that align to specific standards. There is an increased use of rubrics for feedback. Students still struggle with answering the question "what do I have to do to improve?" from one assessment to the next and linking the standards.
- Learning targets are utilized as formative assessments; they are discussed and reflected upon by students in most classrooms.

TENET 3 –Curriculum – What is the IMPACT?

The Impact Statements for Tenet 3 are as follows:

SOP 3.2: The school leaders' vision for curriculum ensures that teachers understand how to develop and offer a rigorous curriculum, resulting in students receiving a curriculum that leads to college and career readiness.

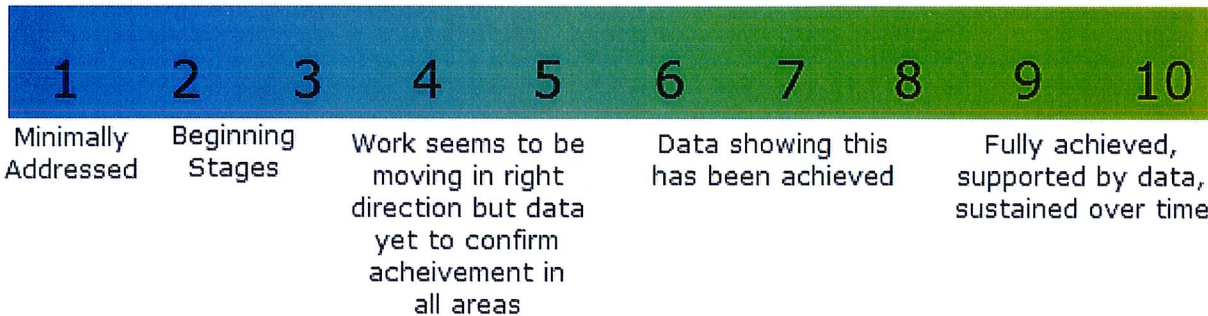
SOP 3.3: The lessons delivered incorporate student needs, complex materials and higher-order questioning, leading students to college and career readiness.

SOP 3.4: The interdisciplinary curricular opportunities have increased student engagement and deepened students' understanding of the curriculum, leading to academic success.

SOP 3.5: Teachers use assessments to inform and modify their curriculum and provide feedback that ensures student ownership, leading to improved achievement.

1. Using the 1-10 scale below, how would you rate the school's achievement of the Expected Impact for the identified subgroup in this TENET:

School's response:



Answer **one** of the following based on your response to the question above:

- A. If your answer was a number between 1 and 5, what has kept the school from achieving the full expected impact for the identified subgroup for this Tenet?

It takes time to show progress and this is an incremental process. Our school-wide constructed response data is at the intermediate stage and the tracking system is showing incremental growth, but not all students are being tracked (except for in ELA). iReady data is utilized to drive instruction. Professional development is occurring during this school year. We are working on developing Math released questions data. Interdisciplinary Science and Social Studies continues to improve. Teachers are more comfortable and confident teaching the CCLS, so differentiated instruction is evolving as they learn and reflect on ways to meet the individual needs of students.

The building schedule (9 periods x 40 minutes) is a barrier to implementing the CCLS. The ELA modules are built for a 60-minute block.

In 2017-18, Batavia Middle School will introduce W.I.N. time for all grades 5-8. This program will block time to provide students with exact skills that they need to progress in a particular subject area. Grades 5/6 will focus on reading, while 7/8 will focus on ELA and Math.

- B. If your answer was a number between 6 and 10, what **MEASURABLE** data can you point to as evidence this has been achieved for the identified subgroup?

TENET 3 –Curriculum

Provide response when applicable:

The curriculum for the identified subgroup looks different this year compared to previous years:

In what **students** do, **such as**:

- more students are using evidence from the text to explain their thinking verbally and in writing;
- more students are answering higher-level questions more often;
- more student-led presentations;
- more students are able to articulate their learning goals;
- engagement in classroom dialogue is increasing and as a result student collaboration is increasing;
- grouping students based on data; and
- instructional technique enhances student engagement and opportunities for feedback.

In what **adults** do, **such as**:

- improvement in higher level of planning to engage students/student-centered instruction
- increased use of “cold-calling” strategies
- increased use of effective classroom and time management tools
- adaptive graphic organizers have been developed
- planning for the use of higher-level questioning and scaffolding instruction
- increased knowledge and ownership of the use of data driving instruction (such as subgroups, behavior and constructed response data
- planning learning targets strategically
- increased knowledge of the CCLS and corresponding curriculum
- using state released questions as parallel tasks
- creating/following assessment/data calendars
- increased use of protocol and strategies to engage students

In the **way the school is organized**, **such as**:

- full teaming at grades 5-8 allows for more common planning time and allowing teachers to focus on one grade level curriculum
- 7th and 8th grade self-contained Math class is being co-taught by a certified Math and Special Ed teacher
- Liberty Partnership works with at-risk students
- Beth DeFreze and Sue Moore (teacher aides) works directly with at risk students
- A more targeted AFS (extended day) to focus on skills/deficit areas was implemented in 8th grade in 2016-2017. The results showed many students benefited from this AFS.
- In 2017-2018, AFS will be closely monitored by administration to include targeted intervention for the sub groups in math and ELA.
- The SOAR program will be housed at BMS to provide more opportunities for students.

In **other ways**, **such as**:

- Targeted P.D and faculty meetings.
- ELA and Special Education teachers are provided with coaching cycles, learning walks, and targeted feedback.

The **one to five NEXT STEPS** for improving Curriculum for the identified subgroup are:

1. Administration and faculty will continue to provide targeted interventions for the identified subgroup through exploring various strategies at monthly data meetings.
2. Administration will work within the parameters of the existing master schedule to provide time for teachers to give on-level instruction for all students.
3. Administration will continue provide PD for staff during faculty meetings on best practices for working with students in need.
4. The district will provide PD for all staff regarding best practices for co-teaching and differentiated instruction.

Tenet 4

Statement of Practice 4.2: School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.

IMPACT: The school leaders and teacher leaders have ensured that instructional practices promote high levels of student engagement and inquiry, leading to increased student achievement and the meeting of student goals.

Modified LAP Guiding Question/SOP Prompt:

Do the actions, practices, and decisions of school and teacher leaders ensure that teachers' instructional practices for the identified subgroup are informed by data, reflective of students' needs and learning styles, and **lead to increased achievement for the identified subgroup and to meeting students' goals?**

- **School's Response:** The middle school administrators and teacher leaders have established a year long, monthly data-analysis calendar that is shared via Google Docs and is implemented and revised as needed. As a result of this work, we have seen incremental growth among student constructed responses in ELA. The number of lessons that students challenged in both iReady Reading and Math significantly increased from February to June 2017. In iReady Reading students showed improvement of lessons challenged from a baseline month in February of 53% and 12% in March and April, respectively. For iReady Math the increase was 73% and 23% for March and April, respectively.
- Two times a year ELA and Math iReady data was/is being disaggregated at the grade level to target individual deficits and to plan instruction accordingly.
- iReady data is available and teachers are beginning to use it to inform instruction.

Statement of Practice 4.3: Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.

IMPACT: Instructional practices lead to high levels of student engagement and achievement.

Modified LAP Guiding Question/SOP Prompt: Do the teachers' instructional practices for the identified subgroup incorporate higher-order questions, text complexity and multiple opportunities to learn, leading to **high levels of engagement and improved achievement for the identified subgroup?**

School's Response:

- Teachers are using the ELA modules and Math modules (grade 5) with fidelity. Teachers are adapting and supplementing their instruction in order to align to the NYS CCLS.
- Teachers are using multiple strategies and protocols to encourage student discourse throughout all content areas.
- Reading AIS teachers collaborated with the ELA teachers to support the module work using supplemental texts.
- Math AIS teachers are using iReady data to target their instruction for all students, (grades 5-8). In addition, the Academy for Success uses the iReady instructional component to provide multiple opportunities to reteach skills.
- Teachers provide a variety of ways for students to make connections between lessons by scaffolding knowledge, connecting to real life situations, and preparing for college and career opportunities.
- In 2017, all teachers will have W.I.N .time to use data to target instruction.

Statement of Practice 4.4: Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.

IMPACT: Teachers' instructional practices meet the diverse needs of the class and allow students to feel physically and intellectually safe in an environment that promotes intellectual discovery and rigorous thinking.

Modified LAP Guiding Question/SOP Prompt:

Do the teachers' instructional practices meet the diverse needs of the class; allow students in the identified subgroup to feel physically and intellectually safe, and promote intellectual discovery and rigorous thinking **leading to increased achievement?**

School's Response:

- Students are responding positively to opportunities for productive intellectual struggle within the classroom.
- Instructional practices are supporting intellectual safety more often (for example, as stated by the principal's cabinet, by displays of student work, and every student receiving a good news cards by Columbus Day 2017)
- Instruction at the Middle School is honoring each student as a diverse thinker by allowing for multiple representations, real world examples, and a variety of socio-economic backgrounds. This is evident via the APPR process and learning walks.
- During 2017/18 school year, the character traits will be aligned with our VIP program. More at risk students will have opportunities to receive recognition for their achievements.
- Students have a voice in their educational experience (for example: choice in workshops in reading AIS, Family and Consumer Science projects, format of classroom presentations, Principal's cabinet, Linked homerooms, Student Council and monthly meetings).

Statement of Practice 4.5: Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).

IMPACT: Data-based instruction is timely and purposeful and leads to high levels of student achievement.

Modified LAP Guiding Question/SOP Prompt: Do teachers use data and assessments to inform and adjust their instructional strategies and groupings with the identified subgroup while engaging students in self-evaluation through feedback and other approaches **to ensure that students in the identified subgroup are learning at high levels?**

School's Response:

- RTI Building Team is reorganizing to focus on literacy/math interventions to be in alignment with the K-12 district plan.
- Teachers meet monthly to review and revise data meeting action plans and use this information to inform daily instruction.
- Students new to Batavia Middle School are assessed in reading and math prior to being placed in a class using the iReady program and GRA.
- Students regularly self-assess in math to monitor their progress using rubrics. (grades 5-8).
- In 2016-2017, 2 additional Math AIS teachers were hired to use targeted interventions with students who struggled with math. They also challenged our top students to push them to perform better on the NYS math assessment.

TENET 4 - Instruction – What is the impact?

The Impact Statements for Tenet 4 are as follows:

4.2 The school leaders and teacher leaders have ensured that instructional practices promote high levels of student engagement and inquiry, leading to increased student achievement and the meeting of student goals.

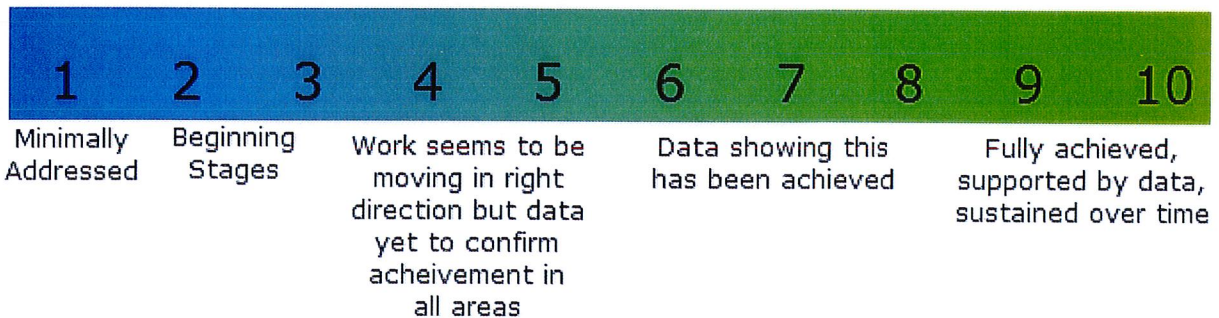
4.3 Instructional practices lead to high levels of student engagement and achievement.

4.4 Teachers' instructional practices meet the diverse needs of the class and allow students to feel physically and intellectually safe in an environment that promotes intellectual discovery and rigorous thinking.

a. Data-based instruction is timely and purposeful and leads to high levels of student achievement.

1. Using the 1-10 scale below, how would you rate the school's achievement of the Expected Impact for the identified subgroup in this TENET:

School's response:



Answer **one** of the following based on your response to the question above:

- B. If your answer was a number between 1 and 5, what has kept the school from achieving the full expected impact for the identified subgroup for this Tenet?
 - Measureable data to show impact in all areas
 - Daily planning tied back to action plans
 - Lack of evidence of daily planning
- C. If your answer was a number between 6 and 10, what **MEASURABLE** data can you point to as evidence this has been achieved for the identified subgroup?

TENET 4 –Instruction

Provide response when applicable:

Instructional practices for the identified subgroup look different this year compared to previous years:

In what **students** do, **such as**:

- Students are more engaged in classroom discourse - EL protocols continue to be implemented and students are more comfortable with having classroom discussions
- Students are using the instructional component of iReady to improve their skills in Math and Literacy.
- More students are persevering with complex text (multi-step problems) and rigorous questions.
- Students are using more details/evidence within their writing.

In what **adults** do, **such as**:

- The Faculty are using iReady diagnostics for student groupings, progress monitoring and benchmarking.
- Teachers are acting more as facilitators of learning.
- The use of Total Participation Techniques is increasing in classrooms.
- Instructional warm-ups are being used as an anticipatory set and lasting no more than 7 minutes.
- Teachers are trained with using protocols.
- Learning targets are student-friendly and referred to during the lesson (for example, this is what it looks like, this is how I know I have learned it)
- Scaffolding questions for understanding.

In the **way the school is organized**, **such as**:

- Grade level core area classrooms are located in the same area allowing for quicker transitions between classes for students, which leads to more instructional time.
- Hall sweeps are done to clear halls encouraging students to be on time for classes.

In **other ways**, **such as**:

The **one to five NEXT STEPS** for improving Instructional Practices for the identified subgroup are:

1. Celebrating academic successes of students and staff
2. Increase the number of protocols being used in lessons to increase student discourse and engagement
3. Targeted Teams will conduct walk throughs which will concentrate on specific areas connected with multiple points of access, differentiation, and areas connected with the SPSE.
4. Professional Development will center on Special Education and DI.

Statement of Practice 5.2: The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.

IMPACT: The school leaders' vision and systems for social and emotional developmental health have removed barriers to learning to allow students to be academically successful.

Modified LAP Guiding Question/SOP Prompt: Have school leaders established systems that identify the social/emotional developmental health needs for the identified subgroup to ensure that **appropriate social/emotional developmental health supports are provided to students so that barriers to learning are removed?**

School's Response: The school leaders have established systems aligned with PBIS to improve the social and emotional health of all students.

- The school leaders have established systems aligned with PBIS to improve the social and emotional health of all students.
- The school leaders in collaboration with the building PBIS team develop educational lesson plans that focus on improving the social and emotional needs of all students as a Tier 1 intervention. In addition, specific character traits are impressed upon all students by thoughtful planning with student input through announcements, booster meetings, HERO meetings, "thoughts of the day," classroom connections, VIP, "Catch-a-Kid," TV monitors, community service projects, linked homerooms, PBIS ticket system, and assembly programs aligned to character traits.
- The school leaders facilitate monthly data meetings to improve social emotional development of Tiers 2 and 3 students by providing supports such as behavior plans, referrals to outside agencies, and we compile discipline data to target students with behavioral needs. Discipline referrals for African-American students decreased by 62% and multi-racial students decreased by 46% from the 2015-16 to 2016-17 school years.
- On a conference day administration, counselors and support staff have planned PD on toxic stress and the impact of living in poverty on the brains of student learners; research based work by Eric Jensen. In May, the PBIS team will attend a conference facilitated by Mike Mattos to inform summer planning regarding the systematic approach to PBIS.
- In November 2017, targeted P.D. on Restorative Justice will present in a full day session. PIRI will present academic circles and peace circles for content areas.

Statement of Practice 5.3: The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.

IMPACT: The social-emotional learning and skill-based instruction for all students have removed barriers to learning and allowed students to develop social-emotional learning skills.

Modified LAP Guiding Question/SOP Prompt: Are **students' social/emotional health needs being met** as a result of the school's social/emotional curricula, programs, and materials and the professional development for the identified subgroup addressing social/emotional developmental health? **Yes**

School's Response:

- The school staff, including the PBIS committee, develops curriculum around social and emotional needs including conflict resolution, goal setting, decision-making, impulse control, relationships and bullying. Classroom meetings are implemented 2X per month and quarterly lessons on pro-social behavior are taught quarterly to all grade levels.
- Our counseling staff facilitates quarterly psycho-educational lessons to all students and differentiates these lessons based on students' needs and teacher recommendations. Small group counseling is provided according to needs as a Tier 2, 3 and 4 interventions to students. Students participate in the GROWTH or MS Middle Men groups which targets at-risk students' social and emotional needs. Group counseling and SOAR are available at the Middle School.

Statement of Practice 5.4: All school stakeholders' work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.

IMPACT: The school's collaboration with stakeholders and other partners for social and emotional developmental health has allowed students to receive the support they need to develop social-emotional learning skills and remove barriers to learning.

Modified LAP Guiding Question/SOP Prompt:

Has the school strategically organized their work for the identified subgroup with school stakeholders to support students' **social/emotional developmental health needs and remove barriers to success? Yes**

School's Response:

- We collaborate with outside agencies alongside our support staff including administrators, counselors, teachers, aides, parents and our community to support our students' social/emotional developmental health needs by making referrals to outside agencies, effective communication, home visits, and monthly meetings with Mental Health, SPOA, Probation and STAR. We meet monthly with probation and mental health agencies to coordinate services, and regularly attend SPOA, CCSI, family court proceedings, etc.
- During Parent teacher conferences and family nights, information is provided regarding community resources that support the emotional and social needs of students and their families.
- In 2016-2017 Batavia Middle school teachers have been trained by P.I.R.I to learn how to complete academic circles. In November the entire staff will be trained in Restorative conversations and Peace circles to create a sense of community in the classrooms.
- Monthly meetings with students will be modified to reflect peace circle training and restorative conversations.

Statement of Practice 5.5: The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.

IMPACT: The school's strategic use of social-emotional data ensures that students receive the support they need to be successful socially, to develop social-emotional learning skills, and to remove barriers to learning.

Modified LAP Guiding Question/SOP Prompt:

Has the school developed and implemented a strategic plan for the identified subgroup to collect, analyze and utilize data to identify and **address the social/emotional developmental health needs of all students in the identified subgroup? Yes**

School's Response:

- We analyze attendance, discipline, report card and student connectedness as a staff/team every month. We utilize the data from discipline meetings to improve student behaviors to be successful in the academic setting. We track behavior for targeted students and report results to behavior specialists within the school setting and outside contracted consultants, as needed. Subgroup data is reviewed monthly at faculty, support-staff and team meetings to target the needs of our students. Mid-year discipline data and interventions on the most at-risk students was reviewed with grade level teachers. Data comparison on the subgroups of African-American and multi-racial students demonstrates 62% decrease for African-Americans and 46% for multi-racial students in the 2016-17 school year.

Referral Totals for Batavia Middle School

	African American	Multi-Racial
2015-16	137	218
2016-17	52	118

- With teacher input, students were selected (based on those that are not typically chosen or involved) to participate in community service projects coordinated by our PBIS Team.

TENET 5 – Social and Emotional Developmental Health – WHAT IS THE IMPACT?

The Impact Statements for Tenet 5 are as follows:

5.2: The school leaders' vision and systems for social and emotional developmental health have removed barriers to learning to allow students to be academically successful.

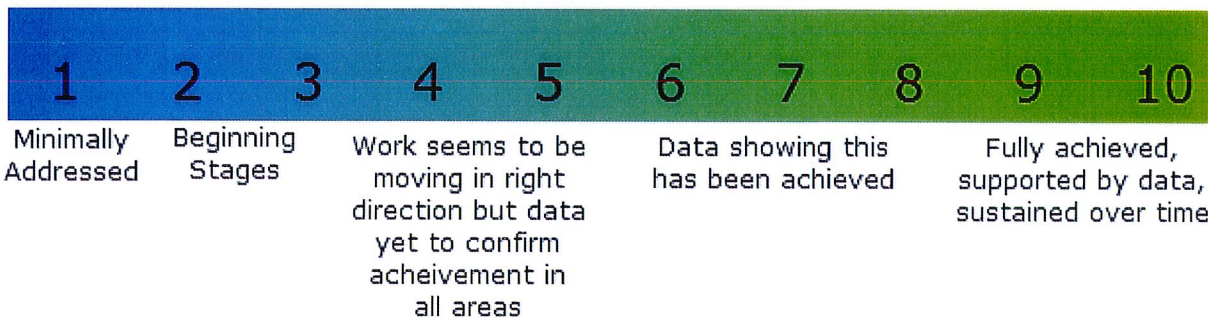
5.3: The social-emotional learning and skill-based instruction for all students have removed barriers to learning and allowed students to develop social-emotional learning skills.

5.4: The school's collaboration with stakeholders and other partners for social and emotional developmental health has allowed students to receive the support they need to develop social-emotional learning skills and remove barriers to learning.

5.5: The school's strategic use of social-emotional data ensures that students receive the support they need to be successful socially, to develop social-emotional learning skills, and to remove barriers to learning.

- A. Using the 1-10 scale below, how would you rate the school's achievement of the Expected Impact for the identified subgroup for this TENET:

School's response:



Answer **one** of the following based on your response to the question above:

- B. If your answer was a number between 1 and 5, what has kept the school from achieving the full expected impact for the identified subgroup for this Tenet?
- The school has many supports from outside agencies; however, the Tier 2 and 3 interventions in school to support at-risk students may not be as robust as we need them to be. In order to strengthen these systems we have received a School Violence Prevention Grant, to help these students be successful in school. The school is planning comprehensive PD around all students' social and emotional health. This PD occurred in January.
- C. If your answer was a number between 6 and 10, what **MEASURABLE** data can you point to as evidence this has been achieved for the identified subgroup?

TENET 5 –Social and Emotional Developmental Health

Provide response when applicable:

Social and Emotional Developmental Health for the identified subgroup looks different this year compared to previous years:

In what **students** do, **such as**:

- Students are provided with more opportunities to be involved in the planning and implementation of various activities to support PBIS. Opportunities and participation for community service both in school and out of school have increased. In addition, building administration conducts hallway sweeps to ensure students are receiving classroom instruction.

In what **adults** do, **such as**:

- Staff utilizes the updated disciplinary referral form in order to ensure the staff provides proactive measures. In addition, the staff is reflective and are accountable for classroom management and for using the appropriate resources to support students.
- Staff involvement with PBIS committee and other school events has dramatically increased.

In the **way the school is organized**, **such as**:

- Overarching systems have been created and refined such as PBIS, hero meetings, attendance/discipline data meetings that align and support the district's mission and vision.

In **other ways**, **such as**:

- The school security aide position has also positively influenced the school environment. The efficiency of having this position to assist administration (eg. camera video research) frees them up to be in classrooms and tend to other administrative duties.

The **one to five NEXT STEPS** for improving Social and Emotional Developmental Health for the identified subgroup are:

1. Providing clear and concise Professional Development to staff on the social/emotional well-being of students.
2. Administration, support staff and teachers will review the top five most at-risk students per grade-level, according to discipline data, to create a support plan for second semester.
3. The position of security aide will be closely monitored by administration and the roles and responsibilities will be adjusted as needed for optimal student support.
4. Mr. Grillo had links to poverty websites to help teachers use strategies for low income schools be higher achieving schools.

Statement of Practice 6.2: The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.

IMPACT: The vision for family engagement has resulted in partnerships with families to allow children to reach the leaders' high expectations.

Modified LAP Guiding Question/SOP Prompt:

1. Do school leaders' communications and relationships for the identified subgroup ensure that students and families from the subgroup are aware of high expectations for student success and **equipped to help students reach those expectations?** Yes

School's Response:

- The school leaders communicate in multiple ways with students and their families including social media - used to showcase school expectations, achievements and events, six newsletters per school year, automated phone system and "Let's Talk" Family nights include educational components for families regarding instruction and student achievement.
- School leaders have created communication systems informing families of important events at school. This has resulted in increased attendance at these events. This has been done through booster meetings, local newspaper, social media, flyers, robo calls and teacher support. As a result, there has been an increase in faculty and staff participation at these events. Specifically, over 50% of staff members participated in the fall 2016 family night.

Statement of Practice 6.3: The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.

IMPACT: The school's reciprocal communication with families has allowed staff and families to learn from each other so that both can provide supports that ensure academic achievement and social- emotional growth.

Modified LAP Guiding Question/SOP Prompt:

Is the school providing multiple and equitable opportunities for reciprocal communication with families from the identified subgroup to increase staff and families' understanding about student needs and **further support student achievement?** yes

School's Response:

- The teachers utilize up to date technology to inform families and community about student achievement by using social media to communicate expectations and celebrations with families. Teachers keep their team webpages up to date as well as use Remind 101. The addition of "Let's Talk" allows for administration to respond to parental concerns within 48 hours.
- Teachers and administration attend monthly parent teacher group meetings, which allows an open forum for reciprocal communication. In addition, this is the second year that the School Improvement Team, which includes all stakeholders, has met regularly to provide suggestions, feedback and ideas fostering the relationship between school and family.
- We hold end of the year celebratory award assemblies per grade level. We recognize a variety of students from every subgroup. This event is well attended by families.
- In 2017 Moving Up Day ceremony celebrated each 8th grader moving to the high school, having them each walk the stage to be recognized.

Statement of Practice 6.4: The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.

IMPACT: The training provided to staff and families allows both to work together to provide supports that result in improved student outcomes.

Modified LAP Guiding Question/SOP Prompt: Has the school's training to parents and to staff on creating and sustaining home-school partnerships with families from the identified subgroup allowed both parties to be able to work together **to support student achievement? Yes**

School's Response:

- At family and community nights, parents are encouraged to attend educational sessions presented by students to communicate academic expectations and helpful strategies and tools to foster learning at home.
- The District is holding an informational night to train parents about the validity and importance of the NYS Testing Program in March to improve participation and support.

Statement of Practice 6.5: The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.

IMPACT: The school community empowers stakeholders to take action to support student learning, leading to higher student achievement.

Modified LAP Guiding Question/SOP Prompt:

Student data is data shared in a way that allows stakeholders for the identified subgroup to understand both student and family needs and advocate for services that **address those needs? yes**

School's Response:

- Student data is shared with stakeholders through report cards; syllabi sent home, parent teacher conferences, interim reports, IST, SBIT, updated teacher websites, tweets and constant communication with families. In responses to this data, students are recommended for Academy for Success to help support academic needs. The AFS program is offered before school and after school with a snack provided to help meet the needs of family schedules. The program from the violence prevention grant "SOAR" is held at BMS in 2017 school year to encourage students to attend after school programs.
- During the summer of 2016-2017 a grant was obtained and any student was provided with breakfast or lunch up to age 18.
- The middle school has an attendance program that addresses attendance data every three weeks with a meeting with the student, a phone call home, and a letter sent home.
- In 2017-2018, new attendance codes will be streamlined from K-12 to address any attendance issues.

TENET 6 – Family and Family Engagement – WHAT IS THE IMPACT?

The Impact Statements for Tenet 6 are as follows:

6.2: The vision for family engagement has resulted in partnerships with families to allow children to reach the leaders' high expectations.

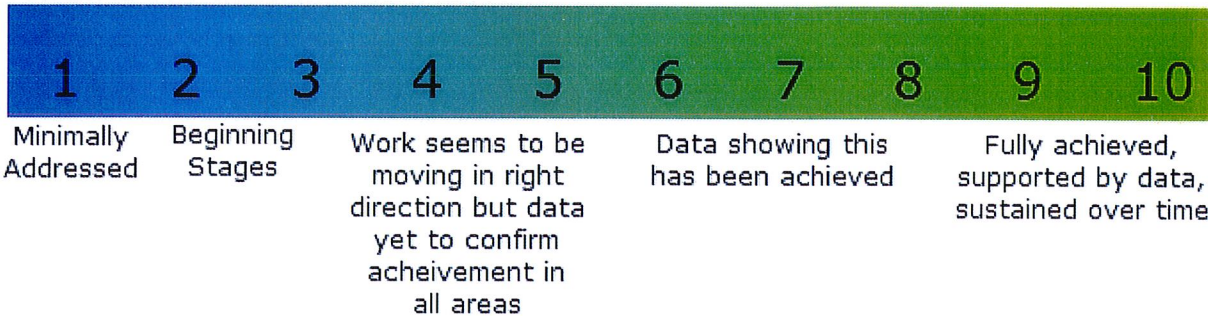
6.3: The school's reciprocal communication with families has allowed staff and families to learn from each other so that both can provide supports that ensure academic achievement and social- emotional growth.

6.4: The training provided to staff and families allows both to work together to provide supports that result in improved student outcomes.

6.5: The school community empowers stakeholders to take action to support student learning, leading to higher student achievement.

1. Using the 1-10 scale below, how would you rate the school's achievement of the Expected Impact for the identified subgroup for this TENET:

School's response:



Answer **one** of the following based on your response to the question above:

- A. If your answer was a number between 1 and 5, what has kept the school from achieving the full expected impact for the identified subgroup for this Tenet?
- Parent transportation and parking limitations prevent some families from attending school events, as well as extracurricular event schedules causing scheduling conflicts.
 - Family dynamics can prevent family attendance.
 - The addition of a school van to transport chronic attendance problems will help our attendance rate and support the district goals of 95% attendance.
- B. If your answer was a number between 6 and 10, what **MEASURABLE** data can you point to as evidence this has been achieved for the identified subgroup?

TENET 6 –Family and Community Engagement

Provide response when applicable:

Parent and Community Engagement looks different for the identified subgroup this year compared to previous years:

In what **students** do, **such as**:

- Students actively planned and taught alongside teachers during family night, created and acted in booster meetings promoting these events, encouraged family participation in learning more about the educational components by offering additional incentives to the families who participated.

In what **staff** do, **such as**:

- A dramatic increase in staff sending home Good News cards has been observed this school year. Teachers who stayed for family nights also encouraged students to assist in preparing for the evening. There was an increased participation in teachers completing the Community Service project. Teachers have taken ownership for communicating more with parents.

In what **parents/families/community partners** do, **such as**:

- Local community business partnerships and outside agencies offer donations and services to support our family nights. In addition, local businesses supported the summer reading initiative by offering an incentive to students who completely weekly tasks.

In the **way the school is organized**, **such as**:

- Family nights have been restructured based off feedback from all stakeholders. Some of these changes included student and parental engagement in the educational component, interactive assembly programs; student led booster meetings and increased staff involvement.
- The addition of “Let’s Talk” application has promoted reciprocal communication.

In **other ways**, **such as**:

The **one to five NEXT STEPS** for improving FAMILY AND COMMUNITY ENGAGEMENT for the identified subgroup are:

1. Solicit feedback from parents at family and community nights.
2. Continue student directed instruction to parents.
3. Involving community agencies like police officers in family and community nights.
4. Offer after school sessions to have students educate parents on what they are learning.
5. During family nights and have parents complete a survey as to what they are interested in.
6. The PTG had a table set up to encourage parents to join.

WHOLE SCHOOL REFLECTION

1. In thinking about the answers provided and the school as a whole, identify three to five things the school believes it does well for the identified subgroup:
 - Faculty has increased collaboration and use of data to inform decision making.
 - Faculty has a deeper understand of the Common Core Learning Standards.
 - Faculty has actively participated in PD and curriculum writing that transcends into the classrooms.
 - The commitment to follow the PBIS initiative has increased by students, faculty and staff.
 - Faculty and administration has increased the opportunity for student voice and choice both in and outside of the classroom.

2. In thinking about the answers provided and the school as a whole, 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:
 - The academic schedule does not support time constraints needed to teach the Common Core Learning Standards
 - During 2017 school year we will implement W.I.N. and block period in the day to provide targeted instruction that is driven by data.
 - SBIT and IST continue to evolve to support students.
 - Differentiated Instruction continues to be a focus of need.

3. In thinking about the answers provided and the school as a whole, identify three to five things that the school believes must happen for the identified subgroup that are currently not happening:
 - Prioritize learning standards to close achievement gaps by creating flexible interventions. (WIN)
 - Continue to refine the data process for progress monitoring.
 - Continue to support Differentiated Instruction through PD and curriculum work.
 - Explore options to maximize instructional time.
 - Continue to challenge these students by offering alternative assignments (in Spanish, a different assignment of interest to them)

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?

Parents receive communication in regard to state assessments via community nights, robocalls, school newsletter, and classroom meetings.

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?

In 2017-2018, during family and community nights we will run a session on interpreting state assessment data for parents and students.

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

Administration will encourage teachers to speak positively about state assessments.

In 2016-2017 a letter went home to parents explaining the importance of the assessments.

Our newsletter provided information regarding state tests.