



Name of principal:	Brian Dunn
Name/number of school:	Troy Middle School
School address:	1976 Burdett Avenue Troy, NY 12180
Identified Subgroup(s):	SWD; Rest of Identified Groups (ED, Black, Hispanic, White, Multi-racial)

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:

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

1. ** Self Review completed as part of the December 2015 DTSDE district led review. Jason Harmon, SED, was consulted concerning the LAP Self-Reflection and approved use of the DTSDE Self-Review to create this Lap Plan.*
2. *Members of LAP team were: Brian Dunn, Principal; Tyrone O'Meally, Assistant Principal; Bryan Cartwright, Assistant Principal; Jennifer DeMarco, Mathematics Curriculum Leader; Andrea Murray, School Psychologist; Amy Prabhakaran, CSE Chairperson; Zipporah Galimore, RtI Coordinator; Judy Gawinski, Literacy Coach; Nancy Andress, OEE; David Abrams, Educational Consultant*

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. The school has a strong theory of action with mission, vision and goals aimed at growing proficiency in all students.
2. The school has implemented a Self-Efficacy program across all grade levels and subgroups in order to establish student ownership of learning.
3. The school implemented a new common interim assessment program in ELA and math and staff uses a variety of formative assessments to collect data on student learning.
4. The school has implemented a research-based school wide PBIS program at the Universal (Tier I) level. Tier II and II students receive groups and individual counseling based on screening, teacher and parent referrals.

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. Identified Subgroups are not responding to the current school wide literacy instruction.
2. Identified Subgroups are not responding to the current school wide mathematics instruction.
3. Student attendance for identified subgroups impacts academic achievement.

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

1. The school must offer coaching and professional development on meetings identified subgroups student instructional needs through differentiation, multiple points of access, higher-order questioning, active learning strategies and effective small group instruction.
2. Testing programs such as FastBridge must be fully integrated and used by staff to develop shared school common assessments, progress monitor student learning, reteach and adjust teaching and lesson planning.
3. Daily student attendance and reduction of tardiness must continue to be monitored by staff and encouraged through PBIS, guidance staff and the addition of Restorative Justice practices.

4. Professional development is needed for special education and regular education teachers as well as support staff on closing the gap in proficiency targets in ELA and math. This PD should include book studies, SESIS walkthrough tools, student engagement, differentiation, leveled texts, progress monitoring and scaffolded instruction.

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.

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:
								October/January/April/June – evaluation of progress based on mid-year and end of year goals.
1. Identified Subgroups (ED, Black, Hispanic, White, Multi-racial) are not meeting proficiency targets with the current school wide literacy and math instruction.	<p>Implement a universal screener (<i>FastBridge</i>) to inform instructional practices.</p> <p>Implement specific, targeted literacy and math instruction across all content areas.</p> <p>Differentiation, multiple points of access, small group instruction, culturally responsive instruction and materials.</p>	<p><i>FastBridge</i></p> <p>Team Time</p> <p>Data Liaison Meetings</p> <p>Department Meetings</p> <p>Faculty Meetings</p> <p>Questar III Consultants</p>	<p>PD for <i>FastBridge</i> administration provided by RtI department. Literacy coach, CLs, Data Liaisons will meet with teams to guide interpretation of Progress Monitoring data to guide.</p>	<p>Teachers will be trained on the utilization of the data provided by <i>FastBridge</i> and meet monthly to review progress monitoring of students in need of intensive intervention. Administration will monitor/track implementation of instructional strategies.</p>	<p>Student proficiency will improve by 2% compared to the September administration of <i>FastBridge</i></p>	<p>Student proficiency will improve by 4% compared to the September administration of <i>FastBridge</i></p>	<p>Principal</p> <p>Assistant Principals</p> <p>RtI Coordinator</p> <p>Curriculum Leaders</p> <p>Literacy Coach</p> <p>Teachers</p>	<p>September - Administer the first cycle of <i>FastBridge</i> (ELA, Math, Behavior)</p> <p>January - Administer the second cycle of <i>FastBridge</i> (ELA, Math, Behavior)</p> <p>June - Administer the final cycle of <i>FastBridge</i> (ELA, Math, Behavior)</p>

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:
2. Student attendance for identified subgroups (ED, Black, Hispanic, White, Multi-racial) impacts academic achievement	<p>Identify and support students who are regularly/chronically late to school.</p> <p>Identify and support students who are regularly/chronically absent from school.</p> <p>School leadership will review/revise the current district attendance policy and procedures.</p> <p>Use of student focus groups to obtain information about students' perspectives on attendance.</p>	<p>Daily attendance data reported through Eschool</p> <p>PBIS; reinforcers for 'Being Responsible' by arriving on time.</p> <p>Community Supports: Rensselaer Co. Probation, Rensselaer Co. Dept. of Mental Health, etc.</p>	<p>Parent Outreach Coordinator will provide PD on overcoming barriers to improve school attendance.</p> <p>Staff training on Restorative Justice Practices</p>	<p>Faculty/Staff will have identified students regularly/chronically late/absent from school. This data will be reviewed every 5 weeks.</p> <p>Targeted interventions will include, but not limited to; Daily check-ins, at-risk attendance groups, home visits, parent phone calls/contact; counseling; PBIS</p>	<p>Reduce the number of students arriving late/absent by 10% compared to the same time of year in 2015-2016.</p>	<p>Reduce the number of students arriving late/absent by 10% overall compared to the same time of year in 2015-2016.</p>	<p>Principal</p> <p>Assistant Principals</p> <p>Guidance Department</p> <p>Teachers</p> <p>Attendance Aide</p> <p>School Resource Officer</p> <p>Families</p>	<p>Attendance data review every 5 weeks</p>

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<p>3. Students with disabilities are not closing the gap in achieving proficiency targets in ELA and math.</p>	<p>Develop direct and embedded professional development for special education teachers, regular education teachers, and support staff (TA's)</p> <p>Regularly scheduled time for consultant and general education teachers to meet with administration regarding student progress and instructional needs</p> <p>Use data from the TMS school-wide interim assessments to identify targeted areas of need for SWD's. This</p>	<p>Utilize data from the June 2016 Special Education Student Information System (SEIS) Consultant's walkthrough to develop PD</p> <p>TMS will adhere and follow the Quality Improvement Plan and review progress quarterly.</p>	<p>PD offered will include, but is not limited to: book studies, differentiation, student engagement, leveled texts, progress monitoring, scaffolded instruction</p>	<p>Special education teachers will have attended at least one grade level data meeting and content area department meeting by January 2017</p>	<p>As a result of PD, student proficiency will improve by 2% compare September</p>	<p>As a result of the PD, student proficiency will improve by 4% compared to the September administration</p>	<p>School Support team members: school psychologist , CSE chairperson</p> <p>SEIS consultant</p> <p>Special Education curriculum leader</p> <p>Rtl Coordinator</p>	<p>September - Administer the first cycle of <i>FastBridge</i> (ELA, Math, Behavior)</p> <p>October-December - PD opportunities offered</p> <p>January - Administer the second cycle of <i>FastBridge</i> (ELA, Math, Behavior)</p> <p>June - Administer the final cycle of <i>FastBridge</i> (ELA, Math, Behavior)</p>

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	<p>information will be used to develop targeted interventions, lesson plans, and progress monitoring tools</p> <p>IEP goals will be aligned to grade level curriculum, as per CCLS</p> <p>Self-contained special ed. teachers will participate in grade level curriculum and data meetings to align instructional goals with grade level expectations and discuss appropriate instructional methodology for meeting students' needs</p>							

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<p>4. Black students are not meeting proficiency targets with the current school wide science instruction.</p>	<p>Update science curriculum maps with a focus on content vocabulary, literacy instruction, hands on activities</p> <p>Collaborate with community partners for science enrichment opportunities</p> <p>Utilize technology to expand curricula knowledge through virtual field trips and other experiences</p>	<p>Area Colleges i.e. RPI, HVCC, Sage Colleges</p> <p>Community Garden</p> <p>Collaboration with Technology Coaches</p> <p>Multi-leveled Informational Readers</p>	<p>Project Based Learning</p> <p>Science Literacy: Discussions</p> <p>Academic vocabulary and literacy instructional strategies</p>	<p>Collaboratively develop a school-wide rubric for assessing lab practicums and writing in science</p>	<p>Student proficiency will improve by 2% compared to the September administration of <i>FastBridge</i></p>	<p>Student proficiency will improve by 4% compared to the September administration of <i>FastBridge</i></p>	<p>Science Curriculum Leader</p> <p>Literacy Coaches</p> <p>Rtl Coordinator</p> <p>Grade Level Teachers</p> <p>Building Administration</p>	<p>September-June - Implement new science curriculum</p> <p>September - Administer the first cycle of <i>FastBridge</i> (ELA, Math, Behavior)</p> <p>September-November - develop school-wide lab practicum and writing rubric</p> <p>January - Administer the second cycle of <i>FastBridge</i> (ELA, Math, Behavior)</p> <p>June - Administer the final cycle of <i>FastBridge</i> (ELA, Math, Behavior)</p>

Not Applicable for Troy Middle School

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